

ENEWS: A Monthly Forum for Sharing and Interchange

November, 2004 (vol. 9 #2)

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

WHAT IS ENEWS? (For those who don't know) This is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

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Feel Free to Forward This to Anyone

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WHAT'S HERE THIS MONTH

****Emerging Issue**

>Policing in schools experiencing frequent violence

****News from Around the Country**

****This Month's Focus for Schools to Address Barriers to Learning**

>November Responding to Referrals in Ways that Can "Stem the Tide"

****Recent Publications Relevant to**

>Children's Mental and Physical Health

>Family, School & Community

>Policy, Systems, Law, Ethics, Finances & Statistics

****Upcoming Initiatives, Conferences & Workshops**

****Calls for Grant Proposals, Presentations & Papers**

****Updates from the two National Centers focusing on Mental Health in Schools**

****Other Helpful Resources**

****Training & Job opportunities (including fellowships and scholarships)**

****Comments/Requests/Information/Questions from the Field**

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To post messages to ENEWS, E-mail them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l>

and follow the directions to sign up. Alternatively, you can send an email request to smhp@ucla.edu, asking to be added to the ENEWS listserv.

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****EMERGING ISSUE**

>>>>>>>Policing in schools experiencing frequent violence

On 10/19/04 the New York Times story "City Adapts a Police Strategy to Violent Schools" noted 16 of New York City's most troubled schools were "blending attention to detail with an influx of police officers, school safety agents and other disciplinary and support staff." The story indicates that preliminary data show a 40% decrease in major crime. It is also stressed that reaction from those in the education community is mixed. The following quotes are cited as examples:

"It always made sense to me that if you flood a school with law enforcement resources, you should be able to reduce violence. The question is: What does it cost, and what is the precise gain for every dollar spent?"

"Are we going to have police in the building forever? Somehow we have to come out with an implementation plan and have a gradual decrease in police presence. If we need police in the building, something is wrong with the building."

"Things are better, but we're at a critical, fragile point. We've turned a corner, but we're at the beginning of a long climb."

"The cry is that we don't have enough safety agents in school. Well, the reality is we never will have that luxury, and that isn't the answer."

What do you think about all this? Concerns? Strategies?

Send your comments to ltaylor@ucla.edu.

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As the following quote indicates, Rushworth Kidder has already taken a position:

"You could conceivably create the safest school in the world by installing metal detectors, putting bars on the windows, and chains on the students' legs. But at what cost? Instead, the most effective way to create a safe school is by creating a climate that truly respects students and teaches personal responsibility."

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****NEWS FROM AROUND THE COUNTRY**

***HEALTH, MENTAL HEALTH, AND SAFETY GUIDELINES FOR SCHOOLS**

The American Academy of Pediatrics and the National Association of School Nurses, with funding from the Health Resources and Services Administration, Maternal and Child Health Bureau, engaged more than 300 professionals to produce guidelines related to health, safety, nutrition, physical education, environment, and family and community involvement. They have just been put online at <http://www.schoolhealth.org>.

***NIH CONSENSUS ON VIOLENCE PREVENTION**

A "state-of-the-science panel" has identified strengths and weaknesses in the field of violence prevention research. Their consensus statement is online at <http://consensus.nih.gov>. Their review of an extensive collection of scientific literature is available at <http://www.ahrq.gov/clinic/epeccsums/adolvisum.htm>.

***FDA PUBLIC HEALTH ADVISORY ON ANTIDEPRESSANT MEDICATIONS**

The Food and Drug Administration has directed manufacturers of antidepressant drugs to revise labeling of these products to include a black box warning and an expanded warning statement that alert health care providers to an increased risk of suicidality (suicidal thinking and behavior) in children/adolescents treated with these agents; they are also to include added info about the results of pediatric studies (<http://www.fda.gov/cder/drug/antidepressants/SSRIPHA200410.htm>)

*WIDER GAP FOUND BETWEEN WEALTHY AND POOR SCHOOLS

"State and local money account for more than 90 percent of all education spending, but high poverty districts typically received \$868 less per student from those sources than their counterparts with relatively few poor children did in 2002.... The disparities were significantly more stark in some of the nation's more populous states.... In New York, the gap was \$2,040, the largest in the nation...." New York Times, 10/6/04.

*GOVERNORS SEEK TO LEAD HIGH SCHOOL REFORM EFFORTS

Virginia Governor, Mark Warner, the Chairman of the National Governors Association launched a year long national initiative "Redesigning the American High School." The reforms are intended to spur states to enact system-wide reform that will make high school more engaging, rigorous and relevant to the lives of America's youth. As part of the initiative, the National Governors Association will conduct an online survey of high school seniors nationwide to solicit their ideas on reform proposals. ([Http://www.nga.org](http://www.nga.org))

Each week the Center highlights a newsworthy story online at --
<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also, access other news stories relevant to mental health in schools through the links at
<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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"We have a culture of detachment in our nation's schools...the interpersonal relationships get lost. Another factor is our unrelenting focus on the bottom line of academic productivity achievement tests rather than doing what is necessary to engage kids well enough and long enough so they are oriented toward long-term achievement.... We're talking about bringing the soul back to the schools, a sense of community. When you're a community, things happen. You start to see concern for every child."

Robert Blum

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**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

November - Responding to Referrals in Ways that Can "Stem the Tide"

Research from Norway documents seasonal variations in the concerns of children and youth. Analyses of calls to a phone help-line found highest frequencies of calls in November and in April. The authors suggest that knowing that these months are high for help-seeking can lead to planning to prevent, as well as to anticipate the influx. (See "A help-line for children. Seasonal variations in issues" by G. Morken, et al, published in *Psychiatry Research* (2004) 128(2) 191-197.)

In the first months of the school year, a supportive school will have taken steps to welcome and provide social supports, to ensure that students have made a good adjustment to school, and to address initial adjustment problems as they arise. See the Center Resource Aid "Improving Teaching and Learning Supports by Addressing the Rhythm of a Year" ideas for September and October
<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf>.

Now come the referrals and the need to enhance of what takes place in the classroom and at school to address problems as soon as they arise. The online resources for "November Responding to Referrals in Ways that Can "Stem the Tide" include:

- >Improving the referral system, problem identification, triage processing, directing students to resources, interventions to ensure referrals are pursued, and care monitoring and management.
- >Increasing staff understanding about the motivational bases for problems
- >How classroom and school changes can minimize problems
- >About "Talking with kids"

See the overview of monthly themes to anticipate and plan most effective use of resources.. [Http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf](http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf).

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Students' Seasonal Lament:

"I miss summer. I didn't mind too much in September and October, because I could go out after my homework was done and see my friends. But then they turned the clocks back and now it gets dark early. I can't go out at all! I miss summer."

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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*CHILDREN'S MENTAL AND PHYSICAL HEALTH

>Recent research findings on aggressive and violent behavior in youth: Implications for clinical assessment and intervention (2004) N. Rappaport & C. Thomas, *Journal of Adolescent Health*, 35(4) 260-277.

>How stigma interferes with mental health care (2004) P. Corrigan, *American Psychologist*, 59(7) 614-625.

>Preventing childhood obesity: Health in the balance (2005) J. Koplan, et al. Institute of Medicine's Committee on Prevention of Obesity in Children and Youth, National Academies Press -- <http://www.nap.edu/catalog/11015.html>

>In the *Journal of Adolescent Health*, 35, (Nov. 2004) Online at:

<http://www.sciencedirect.com/science>

>>Youth violence: Opportunities for intervention, C.E. Irwin, Jr., pp. 347-349

>>Predictors for emotionally distressed adolescents to receive mental health care, C.M. Kodjo & P. Auinger, pp. 368-373

>>Youth violence perpetration: What protects? What predicts? Findings from the National Longitudinal Study of Adolescent Health. M.D. Resnick, M. Ireland & I. Borowsky, pp. 424-433

>>and more

>Advances in Child Welfare: Innovations in Child Protection, Adoption and Foster Care (Nov., 2004). Entire issue of *Children and Youth Services Review*, 26, Edited by I. Schwartz, D. Lindsey Online at: <http://www.sciencedirect.com/science>

See, for example, "Evidence-based treatments in child abuse and neglect" (2004). M. Chaffin & B. Friedrich, *Children and Youth Services Review*, 26, 1097-1113.

>"Mental Health in Schools: A Shared Agenda" (2004) by H. Adelman & L. Taylor, *Emotional & Behavioral Disorders in Youth* (2004) 4(3).

>Supporting vulnerable preschool children: Connecting the dots before kindergarten (2004) M. Msall, *Pediatrics*, 114 (4) 1086.

>Predictors of outpatient mental health service use The role of foster care placement change. S. James, et al. *Mental Health Services Research* 6(3) 127-141. Summarized at http://rtckids.fmhi.usf.edu/rtpubs/datatrends/summary_106.pdf

>Practice and process in wraparound teamwork. (2004) J. Walker & K. Schutte, *Journal of Emotional and Behavioral Disorders*, 12(3) 182-192.

>Substance abuse treatment and family therapy, Treatment Improvement Protocol #39. Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>Meeting the needs of parents around the time of diagnosis of disability among their children: Evaluation of a novel program for information, support, and liaison by key workers (2004) J. Rahi & G. Hundt, *Pediatrics*, 114(4) 477-482.

>Behavioral and mental health problems in low-income children with special health care needs. (2004) *Arch. Psychiatric Nursing*, 18(3) 79-87.

*FAMILY, SCHOOL & COMMUNITY

>Preschool approaches to learning and their relationship to other relevant classroom competencies for low-income children (2004) J. Fantuzzo, et al, *School Psychology Quarterly*, 19(3) 212-230.

>The Doubles: A case study on developing a technology-based substance abuse education curriculum. (2004) J. Epstein, et al., *Evaluation Review*, 28(6) 539-563.

>Children of Immigrant Families (2004) Special issue of *The Future of Children*, 14(2) (<http://www.futureofchildren.org>)

>The role of family and peer relations in adolescent antisocial behaviour: comparison of four ethnic groups (2004) M. Dekovic, et al, *Journal of Adolescence*, 27(5) 497-514.

>Parental involvement in homework: a review of current research and its implications for teachers, after school program staff, and parent leaders (2004) Family-School Partnership Lab, Vanderbilt University (<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/homework.html>)

>Parents can make a difference in long-term adolescent risk behaviors, perceptions, and knowledge (2004) B. Stanton, et al, *Archives of Pediatrics and Adolescent Medicine*, 158(10) 947-955.

>All students reaching the top: Strategies for closing the academic achievement gaps (2004) A. Bennett, et al, North Central Regional Educational Laboratory, <http://www.ncrel.org/gap/studies/thetop.htm>

>Passive versus active parental permission in school-based survey research: Does the type of permission affect prevalence estimates of risk behaviors? (2004) D. Eaton, et al, *Evaluation Review* 28(6) 564-577.

*POLICY, SYSTEMS, LAW, ETHICS, FINANCES & STATISTICS

>Locally tailored accountability: Building on your state system in the era of NCLB (2004) E. Crane, et al, WestEd (<http://www.wested.org/cs/we/view/rs/750>)

>Who's in charge here: The tangled web of school governance and policy (2004) <http://www.ecs.org/00CN2160>

>No Child Left Behind Act: Additional assistance and research on effective strategies would help small rural districts (2004) Government Accountability Office

(<http://www.gao.gov/cgi-bin/getrpt?GAO-04-909>)

>Methodology of the Youth Risk Behavior Surveillance System (2004) N. Brener, et al
Morbidity and Mortality Report, 53, 1-13.

>Criminal neglect: Substance Abuse, Juvenile Justice and the children left behind (2004)
The National Center on Addiction and Substance Abuse (<http://www.casacolumbia.org>)

>Preventing HIV, STD, and Teen pregnancy in schools: Strengthening state health and
education agency partnerships (2004) Compiled by D. Napp.
(<http://www.amchp.org/aboutamchp/publications/rsm%20report.pdf>)

>Challenges and potential of a collaborative approach to education reform (2004) S.
Bodilly, et al. (<http://www.rand.org/publications/MG/MG216/>)

>Cultural Competency: Measurement as a strategy for moving knowledge into practice in
state mental health systems (2004)
(http://www.nasmhpd.org/general_files/publications/cult%20comp.pdf)

>From the Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org>)
>Juvenile Arrests 2002, H. Snyder
>Trends in the murder of juveniles: 1980-2000, P. Harms & H. Snyder
>Disproportionate minority confinement: 2002 Update

>Collaboration and social inquiry: Multiple meanings of a construct and its role in
creating useful and valid knowledge (2004) E. Trickett & S. Espino, American Journal of
Community Psychology, 34(1) 1-69

Note: The Quick Find online Clearinghouse on our website at <http://smhp.psych.ucla.edu>
is updated regularly with new reports and publications such as those listed above.
Currently there are over 100 alphabetized menu items with direct links to relevant Center
materials and to other online resources and related centers. Let us know about
publications and reports that should be included in this dedicated online clearinghouse
(ltaylor@ucla.edu).

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Establishing the science-base for all work in and with schools is essential. At the same
time, we must heed the cautions that keep being issued. For example, Kimberly
Hoagwood has warned:

"... the progression from effective treatments to their implementation and dissemination
into real world practice settings is through largely uncharted scientific territory. Variables
relevant to this progression arise at multiple levels, including practitioner-related...service
delivery ...organizational ...and systemic.... But these have yet to be studied with any
degree of seriousness. Until this happens, a healthy skepticism about the relevance of
evidence-based treatments is warranted."

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Public Education Network, 11/13-16, Washington DC.
See <http://www.publiceducation.org>

>Back to School Family Institute, 11/18-19, Santa Fe, NM.
See http://www.cesdp.nmhu.edu/bts_bro.htm

>Family, School and Community Connections, 12/2, Cambridge, MA.

See <http://www.sedl.org/connections/nc-events.html>

>Interdisciplinary conference on Four Dimensions of Childhood: Brain, Mind, Culture, and Time. 2/11-13, Los Angeles, CA. See <http://www.thefpr.org/conference2005>

>National Student Assistance Conference, 2/26-28, Atlanta, GA (1-800-453-7733)

>National Youth-at-risk Conference, 3/6-9, Savannah, GA.
See <http://www.nationalyouthatrisk.com>

>Community Schools, 3/9-11, Chicago, IL.
See <http://www.communityschools.org>

>National Association of School Psychologists, 3/29-4/2, Atlanta, GA.
See <http://www.nasponline.org/conventions/index.html>

>National Association of Elementary School Principals, 4/15-19, Baltimore, MD.
See <http://www.naesp.org>

>National School Boards Association, 4/16-19, San Diego, CA.
See <http://www.nsba.org>

>National Foster Parent Association, 5/9-14, Garden Grove, CA.
See <http://www.nfpainc.org>

>Pathways to Resilience, 6/15-17, Halifax, Nova Scotia, Canada.
See <http://www.resilienceproject.org>

>National School Nurse Association, 6/30-7/3, Washington, DC.
See <http://www.nasn.org>

For more conference announcements, refer to our website conference section at <http://smhp.psych.ucla.edu/upconf.htm>.

If you want to list your conference, please email ltaylor@ucla.edu

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Powerpoint has its limitations:

"The Gettysburg Powerpoint Presentation 11/19/83

And now please welcome President Abraham Lincoln:

'Good morning. Just a second while I get this connection to work. Do I press this button here?... Hold on a minute. Um, my name is Abe Lincoln and I'm your president.... Gee this new technology does have glitches, but we couldn't live without it, could we? Oh is it ready? OK, here we go: Summary:

- >New nation
- >Civil war
- >Dedicate field
- >Dedicated to unfinished work
- >New birth of freedom
- >Government not perish"

<http://www.norvig.com/Gettysburg/sld006.htm>

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & Papers**

>GRANTS

**See the electronic storefront for Federal Grants at <http://www.grants.gov>.

**If you want to Surf the Internet for Funds, go to the Quick Find topic page on Financing and Funding at http://smhp.psych.ucla.edu/ql/p1404_02.htm.

Some sites of particular interest:

>U. S. Department of Agriculture. See <http://www.csrees.usda.gov>
>>Cooperative State Research, Education and Extension Service announces the Children, Youth and Families at Risk grants, deadline 11/5/04.

>U. S. Department of Education. See <http://www.ed.gov>
>>Predoctoral/postdoctoral interdisciplinary research training in the education sciences Deadline 11/18/04
>>Research on Education Finance, Leadership and Management (84.305E) Deadline 12/16/04
>>Field Initiated Evaluation of Education Innovations (84.305F) Deadline 12/16/04/

>Fetal Alcohol Spectrums Disorders Center for Excellence.
See <http://www.fasdcenter.com/rfp/Juvenile.cfm>
>>Proposals to build capacity of local juvenile courts to develop and implement policies and procedures to identify, diagnose, and treat juveniles with fetal alcohol spectrum disorders, deadline 11/23/04

>Red Cross Recovery Grants
>>RFA's in the area of Youth Recovery and Resilience. Funding is available to support mental health services and resiliency programs for children directly impacted or personally exposed to the events of 9/11; training or support for the caring adults in their lives; and collaborations or partnerships among services providers and specialized centers capable of providing professional support for the detection and treatment of children and youth affected by traumatic experiences. For more information see: <http://www.recoverygrants.org>. (deadline 1/14/05)

>CALLS FOR PAPERS AND ABSTRACTS

>Child Welfare League of America inviting proposals to present at Juvenile Justice National Symposium to be held 6/13/05. Deadline for proposals is 11/8/04
<http://www.cwla.org/conferences/2005jjsymposiumrfp.htm>.

>International Resilience Project accepting abstracts for international conference 6/15-17/05 in Halifax, Nova Scotia, Canada. Deadline for abstracts is 11/19/04.
<Http://www.resilienceproject.org>.

Note: If you want to Surf the Internet for Funds, go to the Quick Find topic page on Financing and Funding at http://smhp.psych.ucla.edu/ql/p1404_02.htm

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Student perspective: "I think we're being educated for failure. We learn math in case the calculator fails. We learn to read in case the TV breaks, and we learn to spell in case the computer's Spell-checker fails."

Aaron Bacall

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**UPDATES FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

>>New Directions for Student Support Initiative

>New Brief: "New Directions for Student Support: Assuring No Child is Left Behind." Anyone interested in moving in new directions is encouraged to adapt this brief to fit local and state opportunities for strengthening learning supports. Online at <http://smhp.psych.ucla.edu/summit2002/assuringnochild.pdf>

>Texas Summit in September was outstanding and follow-up in Texas and other states where summits already have been held indicate steering groups are up and running. State Briefs are being developed, and the work is being shared at meetings around each state. Progress reports are online at <http://smhp.psych.ucla.edu/summit2002/currentstatus.htm>

>Planning and creating readiness continues for statewide summits for New Directions for Student Support in Connecticut (November), New York (March), and Iowa (April). Contact ltaylor@ucla.edu about these or about when a summit can be planned for your state.

>>Revised materials and tools online We have made major revisions to our surveys that are designed as a key tool in aiding work related to learning supports and mental health in schools. This resource aid entitled "Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs" is designed to help map what is going on and to analyze what needs improvement and where gaps exist. It also helps stimulate new ways of thinking about supporting students, families and school staff. There are surveys related to addressing system needs, school-community connections, and 6 program areas (The six program areas are (1) classroom focused, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance, and (6) community outreach.) Online at <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>

New Quick Find topics on the online clearinghouse.

Two new topics have been added to the menu:

>Autism >Homework

(The Quick Find online clearinghouse is organized by topics with over 100 and growing. This online feature has links relevant to each topic to materials prepared by our Center, to other online reports and resources, and to other Centers specializing in the topic. The Quick Finds are updated regularly with new links. Let us know of relevant materials you would like to see added to these topics or other topics you would like to see added to the Quick Find menu.)

Featured article from the Center "Mental Health in Schools: A Shared Agenda" in *Emotional & Behavioral Disorders in Youth* (2004) 4(3)

Linking with the American Academy of Pediatrics, Section on School Health The Center Co-directors received the Milton J. E. Senn Award in recognition of their and the Center's achievements in the field of school health. The section newsletter will have an article on the role of pediatricians and school mental health in an upcoming edition.

For more information on the UCLA Center's activities contact:

Howard Adelman and Linda Taylor, Co-Directors
SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563

Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
Email: smhp@ucla.edu
For more information go to the Center website: <http://smhp.psych.ucla.edu>

^ ^ ^ FOR UPDATES FROM OUR SISTER CENTER

"Center for School Mental Health Assistance,"
see their website at <http://csmha.umaryland.edu> or contact Mark
Weist, Director, CSMHA, University of Maryland at Baltimore, Department of
Psychiatry, 680 W. Lexington St., 10th Floor, Baltimore, MD 31301.
Phone 888-706-0980. Email: csmh@umpsy.umaryland.edu.

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Teacher: Recess is over now, Edward. If you want a longer recess you'll have to get
elected to Congress."

Aaron Bacall

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**OTHER HELPFUL RESOURCES

*Mental Health/Substance Abuse/Health

>Improving the Health of Adolescents & Young Adults: A Guide for State and
Communities at <http://nahic.ucsf.edu/index.php/companion/index/>

>Adolescent Pregnancy Prevention knowledge path,
http://www.mchlibrary.info/knowledgepaths/kp_adolpreg.html

>Genessee County Community Mental Health Prevention publications at
<http://www.gencmh.org>.

>Resource Center to Address Discrimination and Stigma at <http://www.adscenter.org>

>Smashed: Toxic Tales of Teens and Alcohol at <http://www.radd.org>

>National Wraparound Initiative at <http://www.rtc.pdx.edu/nwi/>

>National Registry of Effective Programs, SAMHSA
<http://modelprograms.samhsa.gov/template.cfm?page=default>

>Evidence Based Implementation Resource Kits
<http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/default.asp>

>Mental Health Statistics Improvement Program Quality Report at
<http://www.tecathsri.org/redirect.asp?pcode=PN-52&where=tecnews&oid=0>

*Parents, Schools, Communities

>National Association of Youth Service Consultants at <http://www.NAYSC.org>

>Education in the Age of Accountability at <http://www.urban.org>

>Home Visits. In Beginning Teachers' Tool Box at
http://www.inspiringteachers.com/articles/parents/home_visits.html

>Community Integration, Upenn Collaborative on Community Integration at
<http://cmhpsr.med.upenn.edu/rrtc/>

>New 3R's of Afterschool: remediation, resilience, relationships at
<http://www.haan4kids.org/new3rs/>

>Ideas and Tools for Working with Parents and Families
(http://www.case1.org/about_sel/SELhome.php)

>Starting Young: The Case for Investment in America's Kids
<http://www.movingideas.org/issuesindepth/childdevelopment.html>

>Healthy Learning Environments, ASCD Infobrief at
<http://www.ascd.org/publications/infobrief/issue38.html>

>What are your legal obligations regarding student sexual orientation, National School Boards Association at
<http://www.nsba.org/site/doc.asp?TRACKID=&CID=90&DID=34611>

Note: for access to a wide range of relevant websites, see our Gateway to a World of Resources at <http://smhp.psych.ucla.edu>

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**TRAINING AND JOB OPPORTUNITIES

<Intervention Facilitator>

UCLA-NPI Center for Community Health, NIDA funded grand. Facilitation of training sessions with runaway/homeless youth. Send resume to cchempment@mednet.ucla.edu, include job title (intervention Facilitator) in the subject line of the email.

<School Nurse>

Guadalupe Union School District, Guadalupe, CA. Contact jingusd@sbceo.org.
San Juan Unified School District, San Juan Bautista, CA. Contact cdodge@sanjuan.edu.

<Child Psychologist>

Texas Children' Hospital, Learning Support Center. For on preschool and developmental delays. Contact K. Krull, Learning Support Center, Texas Children's Hospital, 6621 Fannin St., Houston, TX 77030.

<Fellowships>

Doctoral program in School Psychology or Special Education, Michigan State University, grant "Interdisciplinary Leadership Training in Evidence-based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors." Applications due 12/15/04. See
<http://ed-web3.educ.msu.edu/CEPSE/sped/PhD/psychgrant.html>

<Predoctoral Intenship>

The Centennial School of Lehigh University Predoctoral Internship in Professional Psychology. An alternative day school for youth ages 6-21 with emotional and behavioral disorders. Contact M. Roberts at mlr6@lehigh.edu by 11/15/04.

<Faculty>

School Psychology program, Department of Educational Psychology, University of Florida, Gainesville, FL. Contact J. Kranzler, 125 Norman Hall, POB 117043, University of Florida, Gainesville, FL 32611-7043 by 12/10/04.

<Faculty>

Department of Psychology and Research in Education, University of Kansas, School of Education. Contact S. Lee, 621 Pearson Hall, 1122 West Campus RD., Lawrence, KS, 66045 by 12/10/04.

<Faculty>

Department of Psychology, Bloomsburg University, Bloomsburg, PA. Specialization in school, developmental, or organizational psychology. Doctorate required. Contact W. Cochran, Department of Psychology, Bloomsburg University, 400 East Second St., Bloomsburg, PA 17815-1301. Apply by 11/30/04.

<Faculty>

Programs in Clinical and School Psychology, Curry School of Education, University of Virginia. See <http://curry.edschool.virginia.edu/clinpsych/>

<Faculty>

School Psychology, University at Buffalo, State University of New York. Contact phelps@buffalo.edu by 12/15/04.

<staff psychologist>

Staff psychology position in child and adolescent school based clinics in the Department of Psychiatry. Academic appointment at a rank determined by criteria of Harvard Medical School. Send letter of interest, CV, and three letters of reference to: Deborah Weidner, MD, Division of Child and Adolescent Psychiatry, 1493 Cambridge Street, Cambridge, MA 02139. Fax: 617-665-1973. Email: Dweidner@challiance.org.

For more information on employment opportunities, see <http://smhp.psych.ucla.edu>. Go to contents, scroll down to jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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Why did you get such a low grade on the test?

Absenteeism

But you weren't absent on the day of the test.

No but the kid who sits next to me was!

@#@#@#@#@###@

**Comments/Requests/Info/Questions from the field

> Sharing information on "proven programs"

"We have an empirically-tested prevention program the Achieving Behavior Caring Program. We fit best under the Quick Find topic prevention for students at risk. Ours is a parent-teacher intervention. One of our outcomes is parent engagement in student learning. See <http://www.uvm.edu/sro>."

>Community response to disaster

"Our school-community collaborative focused this year on our Collaborative's response to a devastating wild fire. Over 700 homes were lost in our rural community, about 104 of our district students lost their homes. After experiencing this, we thought it was so important to spread the word about the importance of having school resource centers in place so that students could come back to school promptly, ready to learn, and receive support services in the face of any disaster. We have an article that describes our work. Contact currentchange@aol.com."

>Responses to last month's emerging issue: Are categorical approaches undermining

efforts to create effective systems for schools to address overlapping psychosocial and mental health problems?

>>>>"Thought I would put something out to you concerning categorical services. This is a very complicated issue. It would be wonderful for each child to receive an individualized assessment and subsequent program. Unfortunately, the resources to provide this type of service are not available to schools nor communities. Given limited resources how does one assure in a non-categorical model that children needing service get those services? On the other side of the coin, the categorical services currently being provided do not result in acceptable outcomes for this group of students."

>>>>"Some change is clearly needed. Perhaps it would be good to distinguish clearly between medical labeling and educational labeling. I have not seen a comprehensive look at how these two system can compliment each other."

>Response to issue about learning support efforts and test scores: "I think what administrators want are more concrete studies that show an experimental group vs control group difference in test scores. A group that provides support vs a group that does not, in multiple environments, that directly compare to their own environment. I also think that school administrators listen to each other more than they do 'Mental Health People.' I think we need to recruit administrators who believe in our message, to send this message to other administrators."

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA For more see our website at <http://smhp.psych.ucla.edu>.

Who Are We?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93MC00175). Both Centers were refunded in October, 2000, for a 5 year cycle with Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. As sister Centers, the Center at UCLA and the one at the University of Maryland provide support (training and technical assistance) for mental health and psychosocial concerns in schools.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change.

Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions and range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative

activity that braids together school and community resources. The Center works to enhance net work building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments.

Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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