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****EMERGING ISSUE****

>>What is the best "mental health" response after a crisis?

One of many ripple effects of the 9/11 tragedy is re-emergence
of such mental health issues as:

What is the best way to help young people after such an event?

What is the evidence base for specific practices?

What are the negative side effects of some practices?

Particular attention has been directed at "debriefing" techniques.

Some researchers caution that these techniques are "inert" at best,
and some studies suggest negative long-term outcomes.

What's your view about all this? Post your response directly
on our website's Net Exchange page for others to read and respond.

Go to <http://smhp.psych.ucla.edu>

Or you can send your response by email to: smhp@ucla.edu

Phone: 310/825-3634

Write: Center for Mental Health in Schools,

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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"The resiliency research offers . . . hope based on scientific evidence that
many, if not most, of those who experience stress, trauma, and 'risks' in their
lives can bounce back. . . [and] it indicates what must be in place in
institutions . . . for resiliency to flourish."

N. Henderson & M. Milstein

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****NEWS FROM AROUND THE COUNTRY****

>>Mental Health in Schools

School Health Policies and Programs Study reports three-fourths of schools

provide crisis intervention, counseling, referral, and stress management
<http://www.cdc.gov/nccdphp/dash/shpps/>

>>Psychological Reactions to the Tragedy

70% of Americans report feeling depressed, half have had difficulty concentrating, and one in three report having trouble sleeping at night according to Pew Research Center <http://www.people-press.org>

>>Some More Resources for Responding in Multifaceted Ways

In the wake of the recent tragedy, the following may be of assistance to those concerned with young people's mental health

Re: CRISIS RESPONSE

>For school districts directly impacted the U.S. Department of Education is offering Project SERV grants for counseling and longer-term crisis response. The Department also has informational resources for parents and teachers to help all children deal with the effects.
<http://www.ed.gov/inits/september11/index.html>

>U.S. Department of Health and Human Services joins with the Federal Emergency Management Administration and other federal agencies to help coordinate crisis counseling programs and fund mental health services and strategic planning for comprehensive and long-term support. Information and resources available at <http://www.samhsa.gov>
For referrals to local mental health resources, call (800-789-2647).

Re: DISCRIMINATION AND OTHER POTENTIAL REACTIONS

>Statement from U. S. Assistant Attorney General regarding the treatment of Arabs, Muslim Americans or Americans of South Asian descent
<http://www.usdoj.gov>

>Justice Policy Institute policy brief shows school crime at same level as 1970s but use of suspension doubles <http://www.cjcj.org/sss/>

>National Bullying Awareness Campaign, National Education Association
<http://www.nea.org>

>Juvenile Delinquency and Serious Injury Victimization by R. Loeber, L. Kalb, and D. Huizinga. Reports findings that 1 in 2 males who were serious, violent juvenile offenders were violently victimized compared with 1 in 10 of their nondelinquent peers. <http://ojdp.ncjrs.org/pubs/violvict.html#188676>

Re: STRENGTHENING RESILIENCE AND COPING

>Educators for Social Responsibility have posted classroom lessons designed to help teachers explore issues of conflict, peace, anti-discrimination, and security <http://www.esrnational.org>

>Psychologists for Social Responsibility, in conjunction with several organizations, has created a graduate curriculum for "Trauma Intervention and Conflict Resolution in Ethnopolitical Warfare" including components on cross-cultural knowledge and perspectives, conflict analysis and resolution, peace building and reconciliation <http://www.psysr.com>

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For those wishing to volunteer with disaster relief mental health services go to the National Board for Certified Counselors and complete the screening form which will be forwarded to the American Red Cross (<http://www.nbcc.org/memo.htm>).

The Red Cross website asks local mental health, health services and family services volunteers to call the Red Cross Disaster Relief Operation Headquarters in Brooklyn at 718-923-5531l.

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"Americans are a peculiar people. . . . If, in a local community, a citizen becomes aware of a human need that is not met . . . suddenly a committee comes into existence. The committee thereupon begins to operate on behalf of the need, and a new function is established. It is like watching a miracle."
Alexis deTocqueville
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****RECENT PUBLICATIONS****

***CHILDREN'S MENTAL & PHYSICAL HEALTH**

"Beyond Blame: Reacting to the terrorist attack." A short curriculum developed in response to the recent tragedy by the Educational Development Center (EDC). It deals with discrimination and hate crimes. See <http://www.edc.org>

"Connecting Kids: Exploring Diversity Together"
by L. Hill (2001) New Society Publishers. <http://www.newsociety.com>

"We can work it out: Conflict resolution for children"
by B. Polland. (2001). Tricycle Press. <http://www.tenspeed.com>

"Nontechnical strategies to reduce children's exposure to inappropriate materials on the internet" (2001) National Academy Press <http://www.nap.edu>

In the September, 2001, Journal of Clinical Child Psychology.

- >"The Child PTSD Symptom Scale: A Preliminary Examination of its Psychometric Properties," by E. Foa, K. Johnson, N. Feeny, and K. Treadwell;
- >"Preventing Conduct Problems, Promoting Social Competence: A Parent and Teacher Training Partnership in Head Start" by C. Webster-Stratton, M. J. Reid, and M. Hammond,

From the Research and Training Center on Family Support and Children's Mental Health in Portland, OR. <http://www.rtc.pdx.edu>

- >"An Integrated Approach to Service Delivery for Youth with Emotional and Behavioral Problems" (2001)
- >"Racial Differences in Service Placement Patterns" (2001)

*DELINQUENCY, VIOLENCE & SUBSTANCE ABUSE PREVENTION

"An innovative psychodynamically influenced approach to reduce school violence" by S. Twemlow & F. Sacco Journal of the American Academy of Child and Adolescent Psychiatry (March, 2001).

"Critical challenges in addressing the mental health needs of juvenile offenders" by D. Mears. The Justice Policy Journal. (August, 2001)
<http://www.cjcj.org/journal>

"Office of Juvenile Justice and Delinquency Prevention Mental Health Initiatives" by K. McKinney. (2001) <http://ojjdp.ncjrs.org/pubs/fact.html#fs200130>

"Malignant Neglect: Substance Abuse and America's Schools" National Center on Addiction and Substance Abuse (September, 2001)
<http://www.casacolumbia.org/>

"Monitoring the Future national survey results on adolescent drug use" by L. Johnston, P. O'Malley, and J. Bachman. (2001)
<http://monitoringthefuture.org/pubs.html#monographs>

*FAMILY, COMMUNITY & SCHOOLS

"Back to School: Community Groups and School Reform" (July/August, 2001)
The National Housing Institute/Shelterforce Magazine
<http://www.nhi.org/online/>

"Paraprofessional support of students with disabilities: Literature from the past decade" in Exceptional Children. (Fall, 2001)

"The changing face of after-school programs: Advocating talent development for urban middle and high school students" National Association of Secondary School Principals.(2001) <http://www.principals.org>

"Education and community building: Connecting two worlds." Institute for Educational Leadership (2001). order through email at iel@iel.org.

*POLICY, FINANCE, & STATISTICS

"Health, United States, 2001, with Urban and Rural Health Chartbook" (2001) National Center for Health Statistics. <http://www.cdc.gov/nchs>

"Creating Change in Urban Public Education" (2001) Urban Seminar Series on Children's Health and Safety.
<http://www.ksg.harvard.edu/urbanpoverty/Sitepages/UrbanSeminar/UrbanEd/urbanedtitlepage.htm>

"Report on American Education" (2001) Brookings Institution's Brown Center on Education Policy.
http://www.brookings.edu/gs/brown/bc_report/bc_report_hp.htm.

"The art of the possible: Getting involved in policy change" (2001) Zero to Three
<http://www.zerotothree.org>

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"Individuals, families, and communities demonstrate resiliency when they build caring support systems and solve problems creatively. While individuals, families, and communities each have unique coping capacities, together they form a dynamic support system."

National Network for Family Resiliency

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

Treating Adolescent Substance Abuse: State of the Science. October 12-13. University of Miami Center for Treatment Research on Adolescent Drug Abuse. Coral Gables, FL. <http://www.miami.edu/ctrada>.

Improving American's Schools. October 17-19 in Mobile, AL (November 13-15 in Reno, NV; December 17-19 in San Antonio, TX). U.S. Department of Education. <http://www.ncbe.gwu.edu/iasconferences>

Breaking down the walls: Reaching at-risk youth through the arts. October 18-19. Rutgers (NJ) E-mail: center4arts@yahoo.com.

Scientific Art: Evidence-based therapy. October 18-21. Nashville, TN.
<http://www.aamft.org/>

Youth Violence: Critical lessons from the home, the neighborhood, and the classroom. October 20. Los Angeles, CA. <http://www.uclaextension.org>.

SERVE Forum on School Improvement. October 21-23. Charlotte, NC.
<Http://www.serve.org>.

American Academy of Child and Adolescent Psychiatry. October 23-28.
Honolulu, HI. <http://www.aacap.org>

Bullying prevention community support training. October 25. El Reno. OK. (405)
271-4072 ext. 57107.

The changing terrain of race & ethnicity: Theory, methods, & public policy.
October 26-27. Institute for Research on Race & Public Policy and the
Department of Sociology at the University of Illinois, Chicago.
(312) 996-5225 or 6339.

Priority School, Priority Students: Making Public Schools Great for Every Child.
October 26 -28. Atlanta, GA. National School Conference Institute and National
Education Association. <http://www.nscinet.com>.

Annual National Dropout Prevention Network Conference. October 28-31.
Orlando, FL. <http://www.dropoutprevention.org>.

Creating Mentally Healthy Schools and Communities. October 29 - November 2.
Online Conference of the Center for Effective Collaboration and Practice.
<http://cecp.air.org/vc/default.asp>.

Exploring New Frontiers for Student Success. October 31 - November 2.
Anchorage, AK. Annual Symposium on Partnerships in Education.
<http://www.partnersineducation.org>

Back to the Future: School Health in the 21st Century. November 7-11.
Albuquerque, NM. American School Health Association.
<http://www.ashaweb.org/conferences.html>

Understanding and Preventing Youth Violence: From Bullies to Bullets A call
for parents, educators and counselors to work together. November 8-9.
NY, NY. <http://www.csee.net/parents/conferences/bullies/>

Teachers as Agents of Change: Preparing for Global Citizenship. November 8 - 11.
Denver, CO. <http://www.fielding.edu>

Autism and Disorders of Relating and Communicating: Breaking New Ground in

Clinical Care, November 9 - 11. Tysons Corner, VA. The Interdisciplinary Council on Developmental and Learning Disorders. <http://www.icdl.com>

Family and Community Connections with Schools: Emerging Issues. November 16. Charleston, SC. Southwest Educational Development Laboratory's National Center for Family & Community Connections with Schools. A preconference to the NCEA conference. <http://www.sedl.org>

Community Education: A Beacon for All Ages. November 17-20. Charleston, SC. National Community Education Association. <http://www.ncea.com>.

Weaving Culture into Prevention Interventions. November 29-30. Tempe, AZ. Arizona State University Preventive Intervention Research Center. <http://asuprc.asu.edu>.

FOR MORE CONFERENCE ANNOUNCEMENTS,
REFER TO OUR WEBSITE AT:

<http://smhp.psych.ucla.edu>. (Go to "Contents" then click on "Upcoming Events of Interest").

If you want your conference listed, send the information to smhp@ucla.edu.

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"...build a community so strong that it doesn't break,
try to be invisible when you come to help, do the basic
instrumental things that Grandma taught you to do for
a neighbor in need, and treat each person as an individual ...
it still seems to work rather well."

Richard Gist

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS ^ ^ ^ ^ ^

The Research and Training Center for Children's Mental Health has issued a call for papers to present at its 15th Annual Research Conference: A System of Care for Children's Mental Health: Expanding the Research Base, March 3-6, Tampa, FL. Deadline for submitting proposals is October 31. <http://rtckids.fmhi.usf.edu>.

Call for Proposals and Recommendations, National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center, Center for Child Health and Mental Health Policy for their July 10-14 Training Institute in Washington, DC. Deadline October 31. <http://gucdc.georgetown.edu/>

Multiagency Network for Students with Severe Emotional Disturbance call for

proposals for their February 21-22 conference in Pensacola, FL. Deadline October 31. Phone: 850/983-5158.

Community-Campus Partnerships of Health call for conference proposals for May 4-7 conference in Miami, FL. Deadline for proposals is November 1.
<http://futurehealth.ucsf.edu/>

State of the art validation studies to examine existing diagnostic instruments for assessing mental health of children and adolescents. RFA-MH-02-005. Letter of Intent Due 11/14/01. <http://grants.nih.gov/grants/guide>.

American Foundation for Suicide Prevention Research Grants and Postdoctoral Research Fellowships. Due date December 15. <http://www.afsp.org>

Dissertation Grants, American Educational Research Association, in partnership with the Office of Educational Research and Improvement. Focus on education of poor, urban, or minority students. Due date December 15. <Http://www.aera.net>.

Small grants to help youth start a "Do Something" club at school to turn ideas for a better community into action (stop violence, end racism).
<http://www.dosomething.org>

Note: If you want to surf the internet for funds,
go to <http://smhp.psych.ucla.edu> -- click on Quick Find,
scroll down "Center Responses" to Financing and Funding .

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"All adults should be concerned about how well the children in their lives understand what has taken place There are simple things adults can do, but the most important is to listen to and talk to the children in their lives."

Rod Paige

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^^^^^^^OTHER HELPFUL RESOURCES^^^^^^^

>>>>Mental Health/Substance Abuse/Health

Crisis Communications Guide & Toolkit, National Education Association
<http://www.nea.org>

Connect for Kids resources to help families and communities cope with fear and feelings related to the recent tragedy <http://www.connectforkids.org>

Learning Disabilities Summit, comments by Rod Paige and Robert Pasternack
<http://www.air.org/LDsummit/>

Collaborative for Academic, Social, and Emotional Learning summary of proceedings from National Invitational Conference on Social-Emotional Learning and School Success <http://www.temple.edu/LSS/CEICVol10No6.pdf>.

Center for Substance Abuse Prevention electronic books
<http://www.health.org/multimedia/ebooks>.

WAVE for Teens provides teachers and youth development professionals with resources to motivate youth to finish school <http://www.waveinc.org>

Assessing One and All: Educational Accountability for Students with Disabilities. A Council for Exceptional Children Web Course <http://www.cec.sped.org>.

National Center for Health Statistics, Child Trends, Facts at a Glance
<http://www.childtrends.org/pdf/FAAG2001.pdf>.

>>>>Parents, Schools, and Community

Volunteer match has ideas about ways to respond to the disaster at
<http://www.volunteermatch.org>

George Lucas Educational Foundation website on Teacher Preparation at
<http://www.glef.org/tphome.html>.

National Mentoring Partnership at <http://www.mentoring.org>.

Family Involvement Tips at http://www.cta.org/family_tips/index.html

The Foundation Center links to funders at <http://www.fdncenter.org/research>.

Public School Locator and School District Locator updated through 1999-2000 school year at <http://nces.ed.gov/ccdweb/school/>

America's Promise and Alliance for Youth annual report "Neighborhood to Nation" at <http://www.americaspromise.org>

Federal Interagency Coordinating Council provides information for parents regarding IDEA at <http://www.fed-icc.org>

^^^^^^ TRAINING AND JOB OPPORTUNITIES ^^^^ ^^
(Including fellowships and scholarships)

<Hispanic Scholarship Fund for college students>
Deadline October 15. <http://www.hsf.net/scholarship/CollegeRetention.html>.

<School and Community Based Counseling Faculty>

School of Education, Stanford University. Deadline is February 15.
Contact Teresa LaFromboise, 485 Lasuen Mall, Stanford, CA 94305-3096.

<School based mental health counselor>

Teen Centers serving Native American youth, sponsored by the University of New Mexico Center for Health Promotion and Disease Prevention. See <http://hsc.unm.edu/hr/> or contact 505/2724462.

<Program Officer>

Beacons Centers, Youth Development Institute, New York.
<http://www.fcny.org/jobs>.

<School Psychologist>

Syracuse City School District. Contact Denise Johnson at 315/435-4131.

<School Psychology Faculty>

Urban School Psychology, Howard University. Selection by November 1. Contact Salman Elbedour, Department of Human Development and Psychoeducational Studies, School of Education, Howard University, 2441 Fourth St., N.W., Washington, D.C 20059.

<Multicultural Community Counseling Faculty>

Department of Counseling and School Psychology at San Diego State University. Contact Maria Nieto Senour at msenour@sdccd.cc.ca.us.

<Center Director>

Northeast Center for the Application of Prevention Technologies, division of Health and Human Development Programs, EDC.. Contact Joel Epstein at jiepstein@edc.org.

<Community Psychology Faculty>

Deadline November 10. Contact Jean Ann Linney, Department of Psychology, University of South Carolina, Columbia, SC 29208-0182.

<Diversity and Organizational Studies Faculty Positions>

Department of Human Relations at the University of Oklahoma. Deadline is December 15. For Diversity position contact Dorscine Spigner-Little, and for the Organizational position contact Tim Davidson: Department of Human Relations, The University of Oklahoma, 601 Elm Ave., Norman, OK 73019.

<Child Psychology Faculty>

University of Hawaii at Manoa, Department of Psychology. Contact Elaine Heiby at heiby@hawaii.edu.

**REQUESTS/INFORMATION/COMMENTS/QUESTIONS FROM THE FIELD

We have responded to each of the following requests see the Quick Finds on our website <http://smhp.psych.ucla.edu> for a sense of what we have to share on these matters.

To provide the latest and most relevant information and resources, we seek your input at this time. After seeing what's on the relevant Quick Finds, if you have something we should add, please send your responses to smhp@ucla.edu we will collate and pass the info along.

Requests:

South Carolina Parent Involvement Project asks "What are best practice strategies for increasing parent involvement? What surveys do you recommend for measuring parent involvement? What surveys do you recommend for asking parents to measure how well schools are doing at facilitating their involvement?"

"Do you have any information such as guidelines or policies for watching national events ... including disasters on TV in the classroom. We are debating this in our school, and any information you have will be helpful." (In response to this request we put together a Quick Find on our website entitled "Behavior and Mass Media.")

"I am looking for a step by step guide for crisis response for my school." This request raises the need for all school staff to review and update crisis response plans and to pull together crisis teams or other resource coordinating teams to help ameliorate aftermath reactions. (In response to this request, we particularly want to enhance our website's Quick Find on "Crisis Responses and Prevention" by adding school specific examples.)

Comments

A response to last month's emerging issue on "What should school professionals be taught with respect to addressing barriers to student learning?"

"I believe that neither pre-service programs nor inservice programs adequately address the question of "barriers to learning." In my experience, the issue is completely missing from university pre-service and graduate programs, due in part because of a disconnect between the university and the reality under which public school operate ... Do professionals really need to know about addressing barriers to learning? I am convinced that this knowledge is absolutely critical and necessary and is part of learning theory."
Middle School Coordinator, Utah.

"NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MH IN SCHOOLS

^ ^ ^ ^ ^ Updates from our Center at UCLA

>>>Working Together to Enhance Responses to the Tragedy.

As you know, we have sent several special ENEWS bulletins in the past weeks to share with others the most accessible resources related to disaster counseling and ongoing support. These are posted on the Net Exchange of our website if you need to refer to them. We also heard from many of you about the broader agenda that must be addressed as schools support their students and staff. How can schools enhance safety? Resiliency and strengths? Respect for human life? An appreciation for what fairness and justice mean in a democratic society? We are continuing to gather and disseminate relevant resources. Please continue to let us know what you have.

There has been a great deal of concern about how available resources and information can be disseminated effectively so that providers in schools have the tools they need. The suggestion of providing information through state and local chapters of support service personnel groups and school administrator groups is one that we are working on. Do you have other suggestions?

We have alerted the various networks related to our Center's work to ask them to share information and assist with dissemination. These include our Consultation Cadre, Coalition for Cohesive Policy in Addressing Barriers to Development and Learning, Policy Leadership Cadre for Mental Health in Schools, Practitioners involved with Mental Health in Schools. If you would like to be added to any of these networks, please let us know.

>>>New Quick Finds added this month:

- Art and Recreation Therapy
- Behavior and Mass Media
- Children of alcoholics and substance abusers
- Domestic violence
- Juvenile Justice System and mental health
- Parental Involvement with Homework
- Post-traumatic stress

These topically organized resources now number over 100 entries on our website.

Quick Finds are a do-it-yourself technical assistance tool that puts in one place Center materials, online reports, and specialized resource centers organized by topic areas.

Go to <http://smhp.psych.ucla.edu>. And click on the banner Quick Finds, scroll through the Center Responses to see the available topics. Is there something you think should be added? Let us know.

>>>NEW GUIDEBOOK AND TOOL KIT ONLINE

"Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth."

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 initially 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 the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. 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.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

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

UCLA School Mental Health Project/
Center for Mental Health in Schools
Phone: 310/825-3634; Fax: 310/206-8716
E-mail: smhp@ucla.edu
Web Site: <http://smhp.psych.ucla.edu>

Write: UCLA School Mental Health Project/
Center for Mental Health in Schools
Box 951563
Los Angeles, CA 90095-1563