

ENEWS: A Monthly Forum for Sharing and Interchange

October, 2004 (vol. 9 #1)

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

>Are categorical approaches undermining efforts to create effective systems for schools to address overlapping psychosocial and mental health problems?

**News from Around the Country

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

>October – Enabling School Adjustment

**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-1>

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

>>>>>Are categorical approaches undermining efforts to create effective systems for schools to address overlapping psychosocial and mental health problems?

As budgets tighten, there is renewed concern about categorical funding and the piecemeal and fragmented approaches in schools for addressing problems that are barriers to student learning. At the same time, the political tendency is to continue to call for narrow, targeted initiatives that stress discrete problems such as bullying, suicide screening, substance abuse prevention, and on and on. Because of the sporadic and cyclical way policy attends to problems, the approach has been dubbed a “flavor of the month” strategy.

All this continues in spite of the science-base that indicates the overlapping nature of such problems. More importantly, it continues despite the evidence that categorical approaches don’t produce major changes in mobilizing large numbers of students to re-engage in learning.

Ironically, the failure to have a large-scale impact leads some to argue that the focus on categorical programs for discrete problems is a distraction from instruction. (With tight budgets, this leads to recommendations to do away with the programs and the personnel who staff them.) Others counter that the evidence really indicates the need to stop the naive approach to addressing such problems and use the resources to develop a comprehensive system of “learning supports,” without which many schools will be unable to make durable progress in raising test scores and closing the achievement gap. These folks stress that piecemeal approaches don’t add up to effective learning supports for the many and are undermining efforts to develop a much needed comprehensive system of “learning supports.”

What’s your view on this? Send your comments to ltaylor@ucla.edu.

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“All students have a right to feel safe in school and know there is at least one adult they can turn to in a time of need. Bullying and harassment contribute to lowered student achievement, increased absenteeism, higher drop-out rates and increased juvenile crime rates....”

Lt. Governor Sally Pederson

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****NEWS FROM AROUND THE COUNTRY**

***Governor and Lt. Governor urge schools to take a stand on bullying**

“Today, Governor Vilsack and Lt. Governor Pederson joined the State of Iowa Youth Action Committee in calling on school districts and local communities to recognize and prevent the problem of bullying in Iowa’s schools...”(Office of the Governor, 9/20/04
<http://www.governor.state.ia.us>)

***School Funding System Ruled Inadequate**

A judge in Texas ruled the state’s school funding system unconstitutional, largely because it fails to close the achievement gap between white and minority students. The case is another in the growing number of school finance litigations. (Almost half the states face such lawsuits or are responding to court orders to fix their systems.)

<http://www.edweek.org/ew/ewstory.cfm?slug=04Texas.h24>

***Poor and Uninsured Americans Increase for Third Straight Year**

“...Overall 35.9 million Americans lived in poverty in 2003.... Children accounted for half of the increase in the number of people living in poverty ... driving the total to 12.9 million children. The poverty rate for children rose from 16.7% in 2002 to 17/6% in 2003....” (Los Angeles Times, 8/27/04)

***Bouncing Among Shelters and Among City Schools**

“...Last year, about 50 percent of the 15,800 homeless children living in New York City shelters transferred to a new school. Some 146 students ended up transferring four or more times as their families moved around the system...absenteeism was a chronic problem among homeless children, with 40 percent of those in shelters absent more than 21 days last year ... homeless

students repeat grades more often than children from stable homes...(The New York Times, 9/19/04).

*** Demand on Special Ed is Growing**

As the reauthorization of the Individuals with Disabilities Education Act finally seems is imminent, concern about costs continue to be raised. Here's an example:
"...special education is one of the fastest-growing areas in school budgets nationwide.... The number of children in the United States who qualify for special education is up nearly 40 percent in the past decade: Some 6.5 million children between ages 3 and 21 have been diagnosed with special needs – and cost at least twice as much as other kids to educate. Of some \$50 billion (and rising) spent on special ed annually, the federal government contributes only about 18 percent...."(Christian Science Monitor, 8/24/04)

***Concern about Prescriptions Drugs Continue to Make the News**

>>>**F.D.A. Panel Urges Stronger Warning on Antidepressants** – “Federal drug regulators should warn physicians and patients in the strongest possible terms that antidepressants not only cause some children and teenagers to become suicidal but most have also failed to cure their depression, a federal advisory committee voted.... In 2002, the last year for which total figures are available, doctors wrote nearly 11 million prescriptions for the pills to teenagers and children.... After the F.D.A. mandated in March that manufacturers state on drug prescription sheets that they may be linked to suicide, prescriptions of the drugs for youngsters continued to climb by nearly 8 percent.... (The New York Times, 9/15/04)

>>***More Youths Abusing Prescription Drugs** – “Fewer American youths are using marijuana, LSD and Ecstasy, but more are abusing prescription drugs.... The 2003 National Survey on Drug Use and Health ... found more people had tried prescription pain relievers who did not need them for medical reasons.... In the broader population of 12 and over, 5 percent more people took those drugs recreationally. (Associated press, 9/9/04)

***About Teen Alcohol Abuse – Youth Drinking Trends Stabilize, Consumption Remains High**

“Although the prevalence of underage drinking has decreased since its peak in the late 1970s, drinking you youth have stabilized over the past decade at disturbingly high levels. The findings, part of a new analysis of youth drinking trends by researchers at the National Institutes of Health
... have shown that almost 80 percent of adolescents have consumed alcohol by the time they are 12th graders, and that about 12 percent of 8th-graders have consumed five or more drinks on a single occasion within the past two weeks.... Rates for any alcohol use in the past 30 days range from 19.6 percent of 8th graders to 48.6 percent of 12th graders....” (NIH News Release, 9/14/04)

***Adolescent Treatment Admissions Increase in 2002**

“The number of admissions to substance abuse treatment for adolescents ages 12 to 17 increased again in 2002, continuing a ten-year trend.... The new data show that the number of adolescents ages 12 to 17 admitted to substance abuse treatment increased 65 percent between 1992 and 2002.... By 2002, 63 percent of adolescent admissions reported marijuana as their primary drug.... Forty-eight percent of all adolescent treatment admissions in 2002 involved the use of both alcohol and marijuana.... In 2002, more than half (53 percent) of adolescent admissions were referred to treatment through the criminal justice system. Seventeen percent were self- or individual referrals, and 11 percent were referred through schools....” (Substance Abuse & Mental Health Services Administration News Release, 8/31/04) Report online at <http://www.oas.samhsa.gov>

***MN Governor Establishes Policy Linking Drivers Licenses to School Attendance**

Following the lead of eighteen other states, Minnesota's Governor is taking steps to establish school attendance as a requirement for obtaining or retaining driving privileges. The state of Florida has had a law linking truancy and dropping out with the revocation of driver's licenses for four years. In that period of time, the state reports high school dropout rates have gone down. (From a News Release: http://www.governor.state.mn.us/Tpaw_View_Article.asp?artid=1090)

(Note: See our website's What's New page for a current news item posted each week.
[Http://smhp.psych.ucla.edu/whatsnew/newsitems.htm](http://smhp.psych.ucla.edu/whatsnew/newsitems.htm))

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Always do right. This will gratify some people and astonish the rest.

Mark Twain

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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

October – Enabling School Adjustment

This is the time for ensuring that students have made a good adjustment to the new school year. If they haven't, it is time to address any problems in the earliest stages. This is the time to be proactive. The time for staff development to focus on strategies to address transition problems, enhance engagement in learning, and working as a team with teachers in classrooms to prevent problems from escalating. Encourage structured staff development about what teachers can do and what other staff (mentors, student support staff, resource teachers, etc.) Can do to team with teachers in their classrooms to enable school adjustment.

A recent research synthesis on school engagement defines three dimensions of engagement: behavioral engagement (measured by participation, persistence, cooperation), emotional engagement (feeling connected, interested, satisfied), and cognitive engagement (involved in problem solving, preference for challenging work, commitment to the work). The researchers found that engagement can be enhanced by school-level factors (choices, clear goals, small size, student participation, cooperative endeavors), by the classroom context (teacher and peer support, autonomy support) and meeting individual needs for relatedness, autonomy, and feeling competent. ("School Engagement: Potential of the Concept, State of the Evidence" (2004) J. Fredricks, P. Blumenfeld, & A. Paris. Review of Educational Research, 74, 59-109.)

For tools and resources you can go to <http://smhp.psych.ucla.edu> to download
>Re-engaging Student in Learning (Quick Training Aid)
>Protective Factors (Resiliency)
>Natural Opportunities to Promote Social-Emotional Learning and Mental Health (Newsletter)

(Note: To aid school staff in planning for the predictable challenges that come with the cycle of the school year, the Center has developed 12 monthly themes for a proactive agenda. All 12 months are online at "Ideas for Enhancing Support at Your School this Month"
<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf>)

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"I have a message to you from my last teacher. It's not on paper; it's in my head. She wanted me to tell you how lucky you are to have me in your class."

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

***CHILDREN'S MENTAL AND PHYSICAL HEALTH**

>Social support, conflict, major life stressors, and adaptive coping strategies in Latino middle school students: An integrative model (2004) H. Crean. Journal of Adolescent Research, 19(6) 657-676.

>Middle school victims of bullying: Who reports being bullied? (2004) J. Unnever & D. Cornell. Aggressive Behavior, 30(5) 373-388.

>Alive at 25: Reducing youth violence through monitoring and support (2004) W. McClanahan. Public/Private Ventures
http://www.ppv.org/ppv/publications/publications_description.asp?search_id=19&publication_id=174

>Multimodal treatment for ADHD among youths in three medicaid subgroups: Disabled, foster care, and low income (2004) S. dosReis, et al, *Psychiatric Services*, 55, 1041-1048.

>The Body Logic Program for Adolescents: A treatment manual for the prevention of eating disorders (2004) P. Varnado-Sullivan & N. Zucker, *Behavior Modification*, 28(6) 854-875.

>Evidence for a self-esteem approach in the prevention of body image and eating problems among children and adolescents (2004) J. O'Dea, *Eating Disorders* 12(3) 225-239.

>Assessment of eating disorders: Review and recommendations for clinical use (2004) D. Anderson, et al, *Behavior Modification*, 28 (6) 763-782.

>Phenomenology of panic disorder in youth (2004) R. Diler, et al, *Depression and Anxiety*, 20(1) 39-43.

>Concurrent and prospective effects of multi-dimensional aggression and anger on adolescent alcohol use (2004) R. Swaim, et al, *Aggressive Behavior*, 30(5) 356-372.

>Continuity of binge and harmful drinking from late adolescence to early adulthood (2004) C. McCarty, *Pediatrics*, 114, 714-719.

>Methylphenidate and dextroamphetamine abuse in substance-abusing adolescents (2004) R. Williams, et al, *American Journal on Addictions*, 13(4) 381-389.

>Puberty and the onset of substance use and abuse (2004) G. Patton, et al, *Pediatrics*, 114 e300-306. (<http://pediatrics.aappublications.org/cgi/content/abstract/114/3/e300?etoc>)

>School-Associated Suicides – United States, 1994-1999. (2004) J. Kaufman, et al, *Journal of the American Medical Association*, 292(12) 1423-1424.

>Teenagers' attitudes about coping strategies and help-seeking behavior for suicidality. (2004) M. S. Gould, et al, *American Academy of Child & Adolescent Psychiatry* 43(9) 1124-1133.

>The conditional effects of gender and delinquency on the relationship between emotional distress and suicidal ideation or attempt among youth (2004) R. Liu, *Journal of Adolescent Research*, 19(6) 698-715.

>Long-term effectiveness of cognitive therapy in major depressing disorders (2004) P. Hensley, et al, *Depression and Anxiety* 20(1) 1-7.

***FAMILY, SCHOOL & COMMUNITY**

>The engaged classroom (2004) S. Intrator, *Education Leadership*, 62(1) 20-24.

>Engaging Troubling Students: A Constructivist Approach(2204).. Danforth & T.J. Smith, Corwin Press.

>School engagement: Potential of the concept, state of the evidence. (2004). J.A. Fredricks, P.C. Blumenfeld, & A. Paris, *Review of Educational Research*, 74, 59-109.

- >Brief Counseling That Works: A Solution-Focused Approach for School Counselors and Administrators. Second Edition (2004). G.B. Sklare, Corwin Press.
- >Breaking the Culture of Bullying and Disrespect, Grades K-8: Best Practices and Successful Strategies (2004). M. Beaudoin & M. Taylor, Corwin Press.
- >No Child Left Behind: A toolkit for parents in the Pittsburgh Public Schools – <http://www.ed4allkids.org/NCLB/>
- >Putting self-determination into practice (2004) M. Karvonen, et al. *Exceptional Children*, 71(1) 23-41.
- >What we know and need to know about the consequences of high-stakes testing for students with disabilities (2004) J. Ysseldyke, et al. *Exceptional Children*, 71(1) 75-94.
- >The interface of school climate and school connectedness relationships with aggression and victimization (2004) D. Wilson. *Journal of School Health*, 74(7)
- >Evaluating school climate and school culture (2004) A. Roach & T. Kratochwill. *Teaching Exceptional Children*, 37(1) 10-17.
- >Using culturally responsive activities to promote social competence and classroom community (2004) W. Harriott & S. Martin, *Teaching Exceptional Children*, 37(1) 48-54.
- >Parent-school and community partnerships in children's mental health: Networking challenges, dilemmas, and solutions. (2004) P. M Ouellette, R., Briscoe, C. Tyson, *Journal of Child and Family Studies*, 13(3), 295-308.
<http://www.ingenta.com/isis/searching/Expand/ingenta?pub=infobike://klu/jcfs/2004/00000013/0000003/00484856>
- >A Toolkit for Hispanic/Latino Community Groups. SAMHSA produced resource. <http://www.soyunica.gov/adults/rallies/toolkit.aspx>
- >Early child development in social context: A chartbook (2004) B. Brown, et al. The Commonwealth Fund (<http://www.cmf.org>)
- >Size and complexity of social networks among substance abusers: Childhood and current correlates (2004) J. Westermeyer, et al. *Journal on Addictions*, 13(4) 372-380.
- >General practice, primary care, and health service psychology: Concepts, competencies, and the combined-integrated model (2004) T. Schulte, et al, *Journal of Clinical Psychology*, 60(10) 1011-1025.
- >Diagnosis and treatment of behavioral health disorders in pediatric practice. (2004) J. Williams, et al, *Pediatrics*, 114 (601-606)
(<http://pediatrics.aappublications.org/cgi/content/abstract/114/3/601?etoc>)
- >Serving the homeless through the one-stop system: A case study, (2004) J. Henderson-Frakes, Social Policy Research Associates (<http://www.nrchmi.samhsa.gov/pdfs/finahomelesspaper.pdf>)
- >Community-based, acute posttraumatic stress management: A description and evaluation of a psychosocial-intervention continuum (2004) R. Macy, et al. *Harvard Review of Psychiatry*, 12 (4) 217-228.
- >Peer support/peer provided services: underlying processes, benefits, and critical ingredients (2004) P. Solomon. *Psychiatric Rehabilitation Journal*
(<http://www.bu.edu/prj/spring2004/solomon-et-al.html>)

- >Psychological symptoms affecting low-income urban youth (2004) K. Grant, et al. Journal of Adolescent Research, 19(6) 613-634.
- >The influence of neighborhood quality on adolescents' educational values and school effort (2004) R. Ceballo, et al. Journal of Adolescent Research, 19(6) 716-739.
- >Social-cognitive mediators of the relation of environmental and emotion regulation factors to children's aggression (2004) D. Musher-Eizenman, et al. Aggressive Behavior, 30(5) 389-408.
- >Strategic Risk-based response to youth gangs (2004) P. Wyrick & J. Howell. Juvenile Justice, 9 (1) 20-29. (<http://www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11800>)

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

- >Many Children Left Behind: How the No Child Left Behind Act is Damaging Our Children and Our Schools (2004) Edited by Deborah Meier and George Wood. Beacon Press. (http://www.beacon.org/k-12/june2004/meier-wood_intro.html)
- >America's Children in Brief: Key National Indicators of Well-being 2004, Federal Interagency Forum on Child and Family Statistics (<http://ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11716>)
- >ChildTrends cross currents data brief: Well-being in early adulthood (2004) B. Brown, et al. ([Http://childtrendsdatabrank.org](http://childtrendsdatabrank.org))
- >Defining poverty and why it matters for children (2004) Children's Defense Fund (<http://www.childrensdefense.org/>)
- >2003 National Survey on Drug Use and Health (2004) SAMHSA's Office of Applied Studies (<http://oas.samhsa.gov/nhsda.htm#nhsdainfo>)
- >The real truth about low graduation rates, an evidence-based commentary (2004) C. Swanson, Education Policy Center, The Urban Institute (<http://www.urban.org/url.cfm?ID=411050>)
- >Violence-related behavior among high school students – United States, 1991-2003 (2004) N. Brenner, et al. Journal of the American Medical Association, 292(10) 1168-1169.
- >Leadership & Sustainability: Systems Thinkers in Action (2005). M. Fullan. Corwin Press.
- >Interprofessional collaboration: Implications for combined-integrated doctoral training in professional psychology (2004) C. Johnson, et al. Journal of Clinical Psychology, 60(10) 995-1010.
- >Promoting quality through professional development: A framework for evaluation. (2004) Harvard Family Research Project (<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief8.html>)
- >State Mental Health Policy: A Unique approach to designing a comprehensive behavioral health system in New Mexico (2004) P. Hyde. Psychiatric Services, 55, 983-985.
- >Mental health need and access to mental health services by youths involved with child welfare: A national survey (2004) B. Burns, et al, Journal of the American Academy of Child and Adolescent Psychiatry 43(8) 960-973. (Summarized at http://rtckids.fmhi.usf.edu/rtpubs/datatrends/summary_104.pdf)
- >Access to children's mental health services under Medicaid and SCHIP (2004) E. Howell.

Urban Institute (<http://www.urban.org/url.cfm?ID=311053>).

>Comparative prevalence of psychotropic medications among youths enrolled in the SCHIP and privately insured youths (2004) D. Safer, et al. *Psychiatric Services*, 55, 1049-1051.

>If a threat of violence is presented, when does the law require family mediators to breach confidentiality? (2004) J. Bartens, *Family Court Review*, 42(4) 641-654.

>Legal use of mental health evaluations in child protection proceedings (2004) K. Budd, et al. *Family Court Review*, 42(4) 629-640.

>The Quality of highly regarded adolescent substance abuse treatment programs (2004) R. Brannigan, et al. *Archives of Pediatrics & Adolescent Medicine*, 158(9) 904-909.

>A spatial analysis of social disorganization, alcohol access, and rates of child maltreatment in neighborhoods (2004) B. Freisthler. *Children and Youth Services Review*, 26(9) 807-823.

>Rationale and design of a brief substance use intervention for homeless adolescents (2004) J. Baer, et al, *Addiction Research and Theory*, 12(4) 317-334.

>Suicidality in adolescence: Review and legal considerations (2004) B. Judge & S. Billick. *Behavioral Sciences & the Law*, 22(5) 681-695.

(Note: Our 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 topic pages 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 shared (ltaylor@ucla.edu).

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“While [desegregation] was good social policy, it was not good educational policy. The implementation was flawed and fragmented and ignored what children needs to be successful.”

James Comer

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****UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>Burnout and Stress Prevention Workshop, October 5, Costa Mesa, CA (<http://www.trpnet.com/data/articles/art-206.htm>)

>The school mental health imperative, CSMHA's 9th Annual Conference on Advancing School-Based Mental Health, October 7-9, Dallas, TX (<http://csmha.umaryland.edu>)

>78th Annual American School Health Association conference: School Facilities: Safe or Sorry, October 13-17, Pittsburg, PA (http://www.ashaweb.org/annual_conferences.html)

>Persistently Safe Schools, October 27-29, Washington, DC (<http://www.hamfish.org>)

>Truancy, Dropout, and Delinquency Prevention Conference, October 31-November 4, New Orleans, LA (<http://www.iatdp.org>)

>National Middle School Association, November 4-6, Minneapolis, MN (<http://www.nmsa.org>)

>10th Annual Maternal and Child Health Epidemiology Conference, December 8-10, Atlanta, GA
(<http://www.cdc.gov>)

>Federation of Families for Children's Mental Health: Resiliency, December 10-12, Washington, DC (<http://www.ffcmh.org/conference.html>)

>Association of Maternal and Child Health Programs, February 19-23, Washington, D.C.
(<Http://www.amchp.org>)

>Parents as Teachers, March 21-24, St. Louis, MO. <Http://www.patnc.org>)

>School Social Work Association of America, April 6-9, Chicago, IL
(<http://www.sswaa.org.sswaaconf.html>)

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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Recurring nightmare of conference presenters:

The size of the presenting panel exceeds the size of the audience.

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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/qf/p1404_02.htm)

Some sites of particular interest:

>>U. S. Department of Education (<http://www.ed.gov>)

>Institute of Education Science grants to support education research. Deadline 10/28/04

>Predoctoral/postdoctoral interdisciplinary research training in the education sciences (CFDA#84.305) Deadline 11/18/04

>>Health Resources and Services Administration, U. S. Department of Health and Human Services (<http://www.hrsa.gov/grants.htm>)

>HRSA Preview: a comprehensive review of the HRSA fiscal year 2005 competitive grant programs.

>>U. S. Department of Agriculture (<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

>>"GrantsAlert" (<http://www.grantsalert.com/>)

>funding info for nonprofits, especially those involved in education

>>Funding School Health Programs (<http://www.ncsl.org/programs/health/pp/schhlthfund.htm>)

>National Conference of State Legislatures database

Mental Health in Schools: Where is the Field Going?
Advancing the Field: Everyone Can Play a Role
The Field Moves Forward

(If you don't receive the hard copy newsletter and would like to please let us know by emailing smhp@ucla.edu. This issues, along with all previous issues is online at our website (<http://smhp.psych.ucla.edu>).

>>We continue to make improvements in our website to enhance access to resources. Check out the new contents & site map and other changes and watch for more. <http://smhp.psych.ucla.edu/>

>>Updated Resource Materials Online (<http://smhp.psych.ucla.edu>)

- *Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
- *Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections
- *Violence Prevention and Safe Schools
- *Social and Interpersonal Problems Related to School Aged Youth
- *Behavioral Initiatives in Broad Perspective

>>New Directions for Student Support Initiative

Follow up work with MN, WI, CA, and IN has resulted in a brief document that will be shared widely through these states to continue to create readiness and momentum for improved learning supports. The brief "New Directions for Student Support: Assuring No Child is Left Behind" is online at <http://smhp.psych.ucla.edu/summit2002/assuringnochild.pdf>. If you would like copies of this document to distribute, feel free to copy it or let us know and we can send hard copies (ltaylor@ucla.edu)

As follow up to the September 27 Texas Summit on New Directions for Student Support, a statewide steering committee is being established to set the priorities for the state's initiative. Interested parties should contact ltaylor@ucla.edu

Plans for a New Directions leadership summit in Iowa and in New York are tentatively underway for next spring. Interested leaders should contact ltaylor@ucla.edu

>>Policy Analysis -- How is Learning Supports included in School Improvement Planning?

A major concern that has come up repeatedly around the New Directions for Student Support Initiative is the neglect of a major focus on student/learning supports in School Improvement Plans. To help address this matter, we are gathering data for analysis and will develop a policy report as a basis for bringing concerns and recommendations to as many decision making tables as is feasible. Starting with the New Directions for Student Support state steering groups, we are reaching out to request any information that is available with respect to ways in which learning supports are, are not, (or might be) included in School Improvement Plans.

If you have any examples of how the federal, state, or district guidelines are leading to a focus on learning supports or are working against such a focus, please let us know.

Some concerns already raised:

oWhile supplementary services are often mentioned, this usually only means tutoring. Have you seen anything else treated as supplemental services in your state?

oWhat is common is

- (a) some mention of efforts to increase attendance and graduate rates and reduce dropouts -- but not much focuses on how student/learning supports would be used in this connection.
- (b) some mention of parent/community involvement -- but usually not how student/learning supports would be used to reach those who tend not to be involved.
- (c) some mentions of safe climate for learning -- but usually not how student/learning supports would be used to respond to and prevent crises, violence, bullying.

It would be great to find an example of specific school plans that really feature learning supports.

Please let us know your thoughts on all this and please share what you have of relevance.

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 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.

***Note that the CSMHA 9th Annual Conference on Advancing School Based Mental Health will be held on October 7-9 in Dallas, TX (<http://csmh.umaryland.edu>)

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"It's lonely at the top, but you eat better.

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****OTHER HELPFUL RESOURCES**

***Mental Health/Substance Abuse/Health**

>Promoting mental illness education in the schools

(http://www.btslessonplans.org/art_bulletin.htm)

>Breaking the Silence toolkit (<http://www.btslessonplans.org/index.htm>)

>Evidence-based practices: Shaping mental health services toward recovery

(<http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/default.asp>)

>National Alliance of Pupil Services Organizations (<http://www.napso.org>)

>National Resource Center on Homelessness and Mental Illness (<http://www.nrchmi.samhsa.gov>)

>Bullying: bibliography of materials from the Maternal and Child Health Library

(<http://www.mchlibrary.info>)

>Psychological Applications in Daily Life, American Psychological Association

(<http://www.apa.org>)

>Ten drug and alcohol policies that will save lives (<http://www.jointogether.org/tenpolicies>)

>Knowledge path about mental health in children and adolescents

(http://www.mchlibrary.info/knowledgepaths/kp_mentalhealth.html)

***Parents, Schools, Communities**

>NCLBgrassroots.org, a new website tracking news articles from every state on the No Child Left Behind Act and monitoring how communities are faring under the law.

[\(http://www.nclbgrassroots.org/\)](http://www.nclbgrassroots.org/)

>What Works Clearinghouse: Peer-assisted Learning (<http://whatworks.ed.gov>)

>Connecting with parents in the early years (<http://ceep.crc.uiuc.edu/pubs/connecting.html>)

>Grandma and Grandpa taking care of the kids: patterns of involvement

(<http://www.childtrends.org/files/grandparentsrb.pdf>)

>Teachers Needs Survey, Center for Psychology in Schools and Education

(<http://surveys.apa.org/ed/teacherneeds>)

>Meaningful student involvement (<http://www.soundout.org>)

>Covering Kids & Families (<http://www.coveringkidsandfamilies.org>)

>National School Boards Association Extended Day Learning Opportunities Resource Center

(<http://www.nsba.org>)

>Grandparents raising grandchildren (<http://www.firstgov.gov/Topics/Grandparents.shtml>)

>Locating the dropout crisis, Center for Social Organization of Schools

(http://www.csos.jhu.edu/tdhs/rsch/locating_dropouts.pdf)

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

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****TRAINING AND JOB OPPORTUNITIES**

<Assistant>

Membership/outreach assistant, Fight Crime: Invest in Kids, Washington, DC.

([Http://www.fightcrime.org/jobs](http://www.fightcrime.org/jobs))

<Program Coordinator>

Mentoring Program, Jersey City NJ. Master in social work or related field or bachelor with experience. (Send resume to PRFI, 40 Journal Square. Jersey City, NJ 07306)

<Assistant Director>

K-State Research and Extension, Kansas State University, Manhattan, KS

(<http://www.oznet.ksu.edu/main/jobs.asp>)

<Postdoctoral Position>

George Mason University, Fairfax, VA. To work on school readiness assessment, intervention, and longitudinal follow up. Contact awinsler@gmu.edu.

<Undergraduate Teaching>

Psychology Department, Western New England College, Springfield MA. Looking for someone who has clinical/school psych experience. (Contact dkolodzi@wnec.edu)

<Pediatric Psychology>

Department of Psychology, The Children’s Hospital of Philadelphia. Contact

kazak@email.chop.edu or robinsp@email.chop.edu)

<Assistant Professor>

Institute for Juvenile Research, Department of Psychiatry, University of Illinois at Chicago.

Deadline Jan 1 (<http://www.psych.uic.edu/hyp/>)

<Faculty>

Organizational Leadership and Change, University of Delaware.

([Http://www.udel.edu/suapp/faculty/leadership/description.htm.](http://www.udel.edu/suapp/faculty/leadership/description.htm))

<Faculty>

Duke University, Department of Psychology: Social and Health Sciences and the Program in

Education. Durham, NC. ([Http://www.duke.edu](http://www.duke.edu))

(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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“Behold the turtle, it makes progress only when it sticks its neck out.”

Bruce Levin

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

>NJ School Based Youth Service Program Expands

Beginning in 1988 with 29 sites, the New Jersey School Based Youth Services Program, of the NJ Department of Human Services, added 15 programs in 2000 and is reviewing proposals for 19 new sites, including expansion of both the number of sites in high schools and some new sites in middle schools that feed into high schools with school based youth service programs. "The long term goal is to someday have a 'bannister' for kids and families to lean on when they need to as they go through all of the schooling years," says Roberta Knowlton, director. (The SBYSP is an evaluated program with a June 2004 follow up survey to update the original evaluation. Both the original evaluation (2000) and the follow up survey show positive results in the overall ability of young people to cope with their emotions and with the real world they face.) Further expansion of the SBYSP is planned as part of the rebuilding of the Child Welfare Plan of NJ. The SBYSP is now located in the Division of Family Development. At the same time the newly established Child Welfare Plan has initiated a Division on Prevention and Community Partnerships that will support and encourage many of the NJ programs that serve NJ children and families. Since the SBYSP is based on Community Partnership and the importance of preventing problems in the lives of children and adolescents, it has become a unifying bridge between these two significant Divisions of the DHS.

For more information see <http://www.state.nj.us/humanservices/sp&i/schoolbased.html>. SBYSP Director Roberta Knowlton can be reached at <roberta.knowlton@dhs.state.nj.us>, and more information about the Child Welfare Plan can be found at <http://www.state.nj.us/humanservices>.

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: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716 email: smhp@ucla.edu; Website: <http://smhp.psych.ucla.edu>