

## **ENEWS: A Monthly Forum for Sharing and Interchange**

October, 2006 (vol. 11 #1)

Source: UCLA School Mental Health Project/  
Center for Mental Health in Schools

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning to promoting mental health in schools. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

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Feel Free to Forward this to Anyone

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### **WHAT'S HERE THIS MONTH**

#### **\*\*Emerging Issue**

>Cheating in schools: Why the increase? What to do about it?

#### **\*\*News from around the country**

#### **\*\*This month's focus for schools to address barriers to learning**

>Addressing school adjustment problems as soon as they occur

#### **\*\*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**

#### **\*\*UCLA Center Resource Update**

#### **\*\*Other Helpful Internet Resources**

#### **\*\*Training & Job Opportunities (including fellowships and scholarships)**

#### **\*\*Comments/Requests/Information/Questions from the field**

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To post message to ENEWS, email them to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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#### **\*\*EMERGING ISSUE**

#### **CHEATING IN SCHOOLS: WHY THE INCREASE? WHAT TO DO ABOUT IT?**

A Nevada newspaper reports: "Cheating on standardized tests in Nevada schools nearly doubled

last year.” Cheating in schools, a long-standing concern, has become more sophisticated with the advent of phone cameras, text messages, and other technological innovations. And, now the problem is re-emerging as a major issue as more and more folks debate why cheating at school is increasing and what to do about it. For example, some blame the increasing accountability demands stemming from the No Child Left Behind Act. The Nevada newspaper report states that school administrators “expect the impulse to cheat will continue growing among high schoolers, as Nevada will again raise the minimum passing score next year on the statewide math proficiency test. ‘Kids understand to get out of high school they have to pass those exams, and the pressure is on them at school and at home,’ said John Barlow, principal of Del Sol High School in Las Vegas. ‘We have asked every one of our teachers to re-emphasize the honor code. We’re hoping we can make kids more aware of the importance of being honest.’” In contrast, the focus of Keith Rheault, Nevada’s superintendent of public instruction, is not on what’s causing the problem, and he doesn’t think emphasizing the honor code is a solution. He wants strong, uniform penalties. “If it were better known that there were severe consequences to even attempting it, that might curb some of the temptation.” From our perspective, the cheating issue, of course, fits into broader issues about societal policies that lead people to behave in socially negative ways and debates over how best to promote social and emotional development (or at least minimize undermining positive development).

What are your views about all this? Let us hear from you.  
Send your perspective to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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“It’s naive to believe that once a student who cheated his way through high school receives a diploma, all of a sudden he becomes an ethical person. The last thing we want as a society is to have leaders with shaky ethical foundations.”

John Barrie

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## **\*\*NEWS FROM AROUND THE COUNTRY**

### **SYSTEMIC BARRIERS TO LEARNING AND TEACHING????????**

\*U.S. Schools Face Difficulties in Responding to the Growing Diversity –

“Some 55 million youngsters are enrolling for classes in the nation’s schools this fall, making this is largest group of students in America’s history, and, in ethnic terms, the most dazzlingly diverse since waves of European immigrants washed through the pub schools a century ago. Millions of baby boomers and foreign-born parents are enrolling their children, sending a demographic bulge through the schools that is driving a surge in classroom construction. It is also causing thousands of districts to hire additional qualified teachers.... Many school systems have begun recruiting overseas for instructors in hard-to-staff subjects like special education and advanced math....” New York Times, 8/27/06. [Http://www.nytimes.com](http://www.nytimes.com)

\*Medicaid Cuts Could Sap Schools –

“School districts nationwide could be squeezed even harder on their special-education expenses under federal proposals that threaten to wipe out Medicaid funds for disabled low-income students.... The Medicaid rollbacks involve both proposed budget cuts and a new paperwork requirement that will make it difficult for schools to get reimbursed for student services....” Chicago Tribune, 8/30/06 <http://www.chicagotribune.com>

\*Special-ed Costs Soar, With Fewer Ways to Pay –

“As students return to classes this week, Minnesota school districts are feeling increasingly squeezed by the rising costs of educating the most vulnerable among them. Even though the state’s special population grew only 5 percent from 2001-2005, costs for special education shot up 25 percent, largely because of the rapid rise in autism and other conditions that are costly to treat, educators say....” St. Paul Pioneer Press, 9/3/06 <http://www.twincities.com>

\*Thousands to repeat grades –

“Thousands of Georgia students who failed a second attempt at a statewide promotion test after a summer of studying will likely be repeating the third, fifth or eighth grade....Of the 20,836 third graders who didn’t pass the reading test the first time around 45.1 percent passed the summer retest...Fifth and eight graders who retook the tests did slightly worse...” Atlanta Journal Constitution, 9/26/06. [Http://ajc.com](http://ajc.com)

\*Evacuees in Area Schools Being Held Back at High Rates –

“One in four Houston Independent School District students displaced by Hurricane Katrina failed to make enough academic progress to be promoted to the next grade this school year – a far higher rate than their classmates and an indicator of the massive challenges still facing areas schools...” Houston Chronicle, 8/25/06 <http://www.chron.com>

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“I thought I was going to get over it fast, but I didn’t.  
I am always thinking about New Orleans.”

Victor Flores, 11

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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 links at  
<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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

>>October Theme – Addressing School Adjustment Problems as Soon as they Occur.  
This is the time to ensure that students have made a good adjustment to the new school year.  
And, if they haven’t, it is time to address any problems in the earliest stages.

Invest now or pay later: By now, it is clear that some students are experiencing difficulties adjusting to new classes (content and standards), new schools, new teachers, new classmates, etc. If initial difficulties are not addressed, student motivation for school dwindles and behavior problems increase. Misbehavior often arises because of frustration arising from not succeeding in the classroom. This is the time to be proactive. The time for learning support staff to work with teachers in their classrooms to intervene before problems become severe and pervasive.

The new provisions for “Early Intervening” in the reauthorized Individuals with Disabilities Education Act provide guidance for moving from the old “waiting for failure” model. It calls for developing and implementing “... coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.”

For ideas related to addressing transition problems, enhancing engagement in learning, and working as a team to prevent problems from escalating, go to the Ideas for Enhancing Support at Your School this Month (<http://smhp.psych.ucla.edu>) and scroll down to October.

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“Nine tenths of education is encouragement.”  
Anatole France

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

### **\*Children's Mental and Physical Health**

>Peer victimization and depression in early-mid adolescence: A longitudinal study (2006) H. Sweeting, et al, *British Journal of Educational Psychology*, 76(3), 577-594.

>Single-session treatment: A counseling paradigm for school psychology (2006) W. Jones, et al, *The School Psychologist*, 60(3),112-115.

>Factors affecting the diagnosis and prediction of PTSD symptomatology in children and adolescents (2006) M. Scheeringa, et al, *American Journal of Psychiatry*, 163, 644-651.

[Http://ajp.psychiatryonline.org](http://ajp.psychiatryonline.org)

>Child and family predictors of therapy outcome for children with behavioral and emotional problems. (2006) S. Hemphill & L. Littlefield. *Child Psychiatry and Human Development*, 36(3) 329-349. [Http://www.metapress.com](http://www.metapress.com)

>Attempted and completed suicide in adolescence (2006) A. Spirito & C. Esposito-Smythers, *Annual Review of Clinical Psychology*, 2, 237-266. [Http://arjournals.annualreviews.org](http://arjournals.annualreviews.org)

>Antidepressant drug therapy and suicide in severely depressed children and adults: a case-control study (2006) M. Olfson, et al, *Archives of General Psychiatry*, 63(8) 865-872.

### **\*Family, School & Community**

>Teachers' beliefs about mental health needs in inner city elementary schools (2006) H. Walter, et al., *Journal of the American Academy of Child & Adolescent Psychiatry*, 45(1) 61-68.

>Strengthening resilience in children and youth: Maximizing opportunities through the schools (2006) J. Brooks, *Children and Schools*, 28(2) 69-76. [Http://puck.naswpressonline.org](http://puck.naswpressonline.org)

>Recognizing neglected strengths (2006) R. Sternberg, *Educational Leadership*, 64(1) 30-35.

>Teaching Self-determination (2006) M. Jones, *Teaching Exceptional Children*, 39(1) 12-17.

>What teachers say and do to support students' autonomy during learning activity (2006) J. Reeve & H. Jang, *Journal of Educational Psychology*, 98(1) 209-218.

>Representation of minority students in special education. *Educational Researcher*, theme issue (August/September, 2006)

>Educating vulnerable pupils, Summer 2002 issue of *Voices in Urban Education*  
<http://www.annenberginstitute.org>

>Perceived neighborhood characteristics and problem behavior among disadvantaged children (2006) J. Moren-Cross, et al, *Child Psychiatry and Human Development*, 36(3) 273-294.

>Good high schools for students with disabilities. *Learning Disabilities Research & Practice*, (special series, Vol. 21, #3, 2006)

### **\*Policy, Systems, Law, Ethics, Finances & Statistics**

>Capturing complexity: Integrating health and education research to inform health-promoting schools policy and practice. (2006) L. Rowling & V. Jeffreys, *Health Education Research*, 21(5) 705-718. <http://www.oxfordjournals.org/>

>Challenges in the evaluation and implementation of school-based prevention and intervention programs on sensitive topics (2006) L. Jaycox, et al, *American Journal of Evaluation*, 27(3) 320-

336. [Http://www.rand.org](http://www.rand.org)

>U. S. Elementary and Second schools: Equalizing opportunity or replicating the status quo? (2006) C. Rouse & L. Barrow, *The Future of Children*, 16(2) 99-123.

[Http://www.futureofchildren.org](http://www.futureofchildren.org)

>Alternate achievement standards and assessment: A descriptive investigation of 16 states (2006) F. Kohl, et al. *Exceptional Children*, 73(1) 107-123.

>Emotional, developmental, and behavioral health of American children and their families: A report from the 2003 National Survey of Children's Health (2006) L. Blanchard, et al, *Pediatrics*, 117(6) e1202-e1212. [Http://pediatrics.aappublications.org/cgi/content/abstract/117/6/e1202](http://pediatrics.aappublications.org/cgi/content/abstract/117/6/e1202)

>ONDCP Media Campaign: Contractor's national evaluation did not find that the youth anti-drug media campaign was effective in reducing youth drug use. (2006)

<http://www.gao.gov/cgi-bin/getrpt?GAO-06-818>

Note: The Quick Find online clearinghouse 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 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](mailto:Ltaylor@ucla.edu)

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“What goes around comes around. The social context for adults affects the social context for students. Teachers who feel respected, trusted, and cared about as individuals are in a much better position to offer the same support to students.”

Deborah Stipek

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### **\*A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

>Individuals with Disabilities Education Act 2004 Regulations: Schedule of communities meetings: 10/17 in Philadelphia, 10/24 in Seattle, 10/25 in Minneapolis, 11/2 in Dallas, 11/8 in Denver, and 11/14 in Sacramento

<http://www.ed.gov/policy/speced/guid/idea/idea2004-schedule.html>

>National Dropout Prevention Conference, 10/21-25, San Antonio, TX

<http://www.dropoutprevention.org>

>Collaborative for Academic, Social and Emotional Learning: Sustainable Schoolwide Social and Emotional Learning Implementation, 10/23-24. [Http://www.casel.org/home/index.php](http://www.casel.org/home/index.php)

>Character Education Partnership: From positive character development to academic achievement: Challenges and successes. 10/26-28. Arlington, VA <http://www.character.org>

>Community Education: Raising the Odds. Linking Schools and Communities for Success. 11/29-12/2. Reno, NV. [Http://careercenter.ncea.com](http://careercenter.ncea.com)

>National Student Assistance Conference, 3/9-11, Orlando, FL

<http://www.prponline.net>

>Community-Campus Partnerships for Health, 4/11-14. Toronto, Canada

<http://depts.washington.edu/ccph/conf-cfp.html>

>School Social Work Association of America, 4-19-21, Orlando, FL

<http://www.sswaa.org>

Note: This is just a sample. For additional and ongoing information about conferences, refer to our website at <http://smhp.psych.ucla.edu/upconf.htm>  
If you want to list your conference, please email information to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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“What do you call it when the parent of a homeschooler talks to herself?”

“A parent-teacher conference.”

From the parent of a homeschooler

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## **\*\*CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

### **>Grants**

See the electronic storefront for federal grants at <http://www.grants.gov>

You can use it to double check due dates and access applications.

### Current Examples:

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

>>Education Research Grants (84.305)

>Research on High School Reform (due 11/16/06)

>>Special Education Research Grants (84.324)

>Response to Intervention (due 11/16/06)

>Secondary and Transition Services (due 11/16/06)

>Individualized Education Programs (due 11/16/06)

>>Personnel development to improve services and results for children with disabilities – preparation of leadership personnel (84.325D) Due 10/10/06

>>Upward Bound Program (84.947A and M) Due 11/6/06

>>Parent Training and Information Centers (84.328M) Due 11/13/06

>Health Resource Services Administration (<http://grants.hrsa.gov>)

>>Healthy Tomorrow's Partnership for Children Program (93.110) Due 10/20/06

>>Bright Futures Pediatric Implementation (93.110) Due 11/1/06

>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>>Knowledge dissemination conference grants (PA-06-001) Due 10/31 and 1/31

>American Foundation for Suicide Prevention (<http://www.afsp.org>)

>>Research Grants (due 12/15/06)

>National Institute of Health (<http://www.nih.gov>)

>>Refining and testing mental health interventions and services for youth with mental illness who are transitioning to adulthood. (RFA-MH-07-050) Letter of intent due 10/27/06

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. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning.

### **>Calls for Proposals and Papers**

>>Commission on No Child Left Behind online submission of comments

<http://www.aspeninstitute.org>

>>Proposals for Community-Campus Partnerships for Health conference due October 6

<http://www.ccpb.info>

>>Call for abstracts for National School-Based Health Care convention due October 20

<http://www.nasbhc.org>

>>Manuscripts for a special issue on homelessness, services and interventions for all ages of the homeless population. Topics may include school-based intervention. Deadline November 15  
Contact Jordan Braciszewski at [jmb@wayne.edu](mailto:jmb@wayne.edu)

>Call for Papers for the System of Care for Children's Mental Health Research Conference. Due October 31  
<http://rtckids.fmhi.usf.edu/>

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“Time flies like an arrow. Fruit flies like a banana.”  
Groucho Marx

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## **\*\*UCLA CENTER RESOURCE UPDATE**

>See the What's New page on our website for links to two documents on the one year follow up related to students and schools effected by the 2005 hurricanes:

>>Addressing the Needs of Students and Schools in the Aftermath of Katrina:  
An Update as the School Year Begins (9/11/06)

>>Some funded research projects focusing on the aftermath related to children's mental health and academic performance, their schools, and their families

>Online:

“The Relationship of Response to Intervention and Systems of Learning Supports”  
<http://smhp.psych.ucla.edu/pdfdocs/rti.pdf>

>Soon to be online:

“School Attendance Problems” – a Center Policy & Practice Analysis Brief

>Just published:

>>Mental health of children and youth and the role of public health professionals. *Public Health Reports*, 121, 294-298. (2006).

>>Reorganizing student supports to enhance equity. In E. Lopez, G. Esquivel, & S. Nahari (Eds.), *Handbook of multicultural school psychology*. Lawrence Erlbaum Associates (2006).

>Soon to be published:

>>Best practices in the use of resource teams to enhance learning supports. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology – V*. National Association of School Psychologists.

>>Enhancing schools as caring environments. In R. Talley (Ed.). *Building community caregiving capacity*. Oxford University Press.

>>School-wide approaches to addressing barriers to learning and teaching. In J. Cummings & E. Doll (Eds), *Population-based services of school psychologists*. National Association of School Psychologists.

>>School improvement: A systemic view of what's missing and what to do about it. In B. Despres (Ed.), *Systems thinkers in action: A field guide for effective change leadership in education*. Rowman & Littlefield Education.

>>Systemic change for school improvement. *Journal of Educational and Psychological Consultation*.

>In Process -- A New Series of Information Resources

Center staff are working on developing a series of information resources on enabling system change. The series working title is: *Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools* .

To date, the following pieces for the series have been mapped out:

- >>Brief Overview of Major Concepts from E.M. Rogers' Work on Diffusion of Innovations
- >>Brief Overview of Malcolm Gladwell's Concept of the Tipping Point
- >>Some Key Terms Related to Enabling System Change
- >>Systemic Change for School Improvement
- >>Change Agents
- >>System Change and Empirically-Supported Practices: Some Major Concerns
- >>Policy Implications for Advancing Systemic Change for School Improvement
- >>Annotated List of Some Key References Related to Enabling System Change

Several of these are nearly finished; the rest will be developed in the coming months. If you have some thoughts about additional topics that should be included in this series, please let us know.

>For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact

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Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

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Check out our sister center, Center for School Mental Health Analysis and Action, at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4<sup>th</sup> floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu)

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“In an attempt to attract a more modern, hipper, high-tech type of customer, Campbell's Alphabet Soup now comes with spell check.”

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## **\*\*OTHER HELPFUL INTERNET RESOURCES**

>The U.S. Department of Education has developed a “Toolkit for Hispanic Families: Resources to Help Students Succeed in Schools.” The toolkit was developed with guidance from over 1,800 Hispanic parents. See

- >>You and Your Elementary School-Aged Child  
<http://www.ed.gov/parents/academic/involve/2006toolkit/elemschool-en.pdf>
- >>A Challenging High School Education for All  
<http://www.ed.gov/parents/academic/involve/2006toolkit/highschool-en.pdf>
- >>You and Your Preschool Child  
<http://www.ed.gov/parents/academic/involve/2006toolkit/preschool-en.pdf>
- >>Tips for Helping Children Learn to Read  
<http://www.ed.gov/parents/academic/involve/2006toolkit/read-en.pdf>
- >>School Success for Your Child  
<http://www.ed.gov/parents/academic/involve/2006toolkit/success-en.pdf>
- >>No Child Left Behind: Help for Students and Their Families  
<http://www.ed.gov/parents/academic/involve/2006toolkit/nclb-en.pdf>

>Corporate Investments in Afterschool  
<http://www.cvworkingfamilies.org>

>Healthy Childcare (special Oct-Nov issue devoted to mental health in the early childhood settings) <Http://www.healthychild.net>

>Parent Attendance by School Characteristics  
<http://nces.ed.gov/surveys/frss/publications/96913/3.asp>

>New National Institutes of Health website for child health and human development  
<http://www.nichd.nih.gov>

>Research-based Guidelines and Practices for School-Based Suicide Prevention  
<http://ican-ncfr.org/documents/schoolsuicide.pdf>

>Fact Sheet: Leading causes of injuries among children and adolescents  
<http://www.astho.org/pubs/AdolescentfactsheetfinalAugust2006.pdf>

>Effective strategies for successful freshman transition  
<http://wksp.careerchoices.com>

>Quick Stats: Adolescent death rates by race/ethnicity and sex – United States, 2001-2003  
<http://www.cdc.gov>

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at  
[http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)  
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## **\*\*TRAINING AND JOB OPPORTUNITIES**

<Openings for clinicians, research assistants, a case manager and postdoctoral fellow.>  
Center for School Mental Health Analysis and Action, Baltimore, MD Contact Nancy Lever,  
[nlever@psych.umaryland.edu](mailto:nlever@psych.umaryland.edu)

<School Social Work Positions>

>Elgin, IL. Apply online at <http://www.kane.k12.il.us>

>Blue Island, IL. Contact Tina Halliman at 708-385-6800 ext. 105

<Executive Director – Division for Learning Disabilities>

see <http://TeachingLD.org> Contact: VicePresident@TeachingLD.org

<Faculty -- School Psychology>

>University of South Carolina. Contact Frederic Medway, [fmedway@gwm.sc.edu](mailto:fmedway@gwm.sc.edu)

>Ball State University, Muncie, IN Contact Dr. David McIntosh

>Middle Tennessee State University, Murfreesboro, TN. Contact Rick Short,  
[rshort@mtsu.edu](mailto:rshort@mtsu.edu)

<Faculty – School Counseling>

San Diego State University. Contact Trish Hatch, [thatch@mail.sdsu.edu](mailto:thatch@mail.sdsu.edu)

<Faculty -- Human and Organizational Development>

Peabody College of Vanderbilt University. Review of applications will begin on 11/1.

<Http://peabody.vanderbilt.edu/hod/index.htm>

Note: For more information on employment opportunities see  
<http://smhp.psych.ucla.edu/job.htm>. Following the list of current openings, you will see links to  
HRSA, SAMHSA, and other relevant job sites.

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“Some editors are failed writers, but so are most writers.”

T. S. Eliot

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## **\*\*COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

Responses to last month’s emerging issue: Raising the age for dropping out of school

(1) “I strongly support raising the age limit for dropping out of school. In Pennsylvania, our compulsory attendance age is 8-17, but there are exceptions that permit 15 and 16 year olds to drop out and these are used regularly. I would favor a strict age 18 limit. I would also favor lowering the compulsory attendance age to 6, since the children whose parents keep them out until age 8 are generally those in most need of early education. I have proposed these changes to our State Board of Education but they are not receptive for the following reasons: it would make it hard on districts to try and force those kids to remain in school, if we try to fine parents for illegal absence it is a disservice since they can't control the children at that age, and if we keep more students in school we will need more classrooms and teachers, which we can't afford.”

(2) “The key to my opinion lays in the statement by Arizona Governor Janet Napolitano – to the effect of “Her view is that this is an essential part of an overall strategy to meet the changing needs of a competitive workplace.” There are several objections that I raise – 1) the changing needs of the workplace should not act to enslave the American population. 2) every person is unique – entry-level work may be needed to keep a family afloat and is preferable to going on welfare. 3) child care is an absolute necessity – the price of quality child care is averaging 250 per week – try getting that out of a poverty stricken teen who is trying to go to school. 4) schools are too rigid in their expectations – not every child reached high school unscathed. Unless you can do something to address underlying factors such as a dysfunctional home life, abuse or molestation, mental and physical illness, and a host of other problems, we really have no business trying to take control of a child’s life and make a broad statement that “they need to stay in school until they are 18.” and what if they graduate when they are 16? That being said, I wish this were the perfect society in which no child had any history of any factor which might prevent them from graduating high school. I just don't think it is right to penalize someone that is trying to make the best of their life and can't fit themselves into school at this very moment and society is not prepared to address each and every factor that might prevent a HS graduation.”

(3) “I agree whole-heartedly that bringing students back to the same old thing isn't going to help the situation. Teachers have to develop caring relationships with these students to keep them from dropping out. Systems need to be put in place – accommodations/modifications in the classroom – to set these students up for some success. And adult mentors need to be assigned to these students – someone on faculty besides the mental health support staff, who can be an advocate and speak the ‘faculty language’. Without feeling any success, why stay? Mental Health support staff need to be utilized as consultants for teachers and mentors. They can help teachers design individualized plans to help students feel connected and successful. Mental Health support staff will hopefully have the ability to consider the special needs for traumatized students and those diagnosed or exhibiting behaviors associated with brain disorders such as ADHD and Mood Disorders – all of which have such an impact on their learning.”

(4) “There is little or no incentive for students to stay in a place where they are failing, constantly criticized, told they have little if any worth if they are not “academically” inclined, etc. etc., etc. We need to take a few steps ‘backward’ and provide more ‘real’ education for students who are not college-bound or white-collar candidates. Pre-vocational courses would be relevant to the lives of students in poverty, those who have learning disabilities, and those who just don’t like school! I was lucky enough to be good at reading and spelling/writing. Lord help me if I had to fix my car, paint a picture, cater a banquet, entertain the troops – you get the idea. We need to value our artisans and prepare them much better for succeeding in their world! Because ours would come to a screeching halt without them.”

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Miloslav Adam, an author and special education teacher in the Czech Republic, has requested we let others know about a set of teaching tools he has developed to work with primary school-aged children suffering from dyslexia and dyscalculia. He calls his work "Magnetic School." The system involves the manipulation of objects of various shapes and sizes, especially by the handling of magnets. More information is available from Miloslav Adam at: [dyschoiceEU@seznam.cz](mailto:dyschoiceEU@seznam.cz).

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**THIS IS THE END OF THIS ISSUE OF ENEWS**

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first 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, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

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