

ENEWS: A Monthly Forum for Sharing and Interchange

September, 2004 (vol. 8 #12)

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

>The Plateau Effect

**News from Around the Country

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

>September – Welcoming Strategies for Students & Their Families

**Recent Publications Relevant to

>Children's Mental and Physical Health

>Family, School & Community

>Policy, 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**

>>>>>>The Plateau Effect

Reports from across the country are verifying the earlier predictions that key facets of the No Child Left Behind reforms would result in modest immediate test score increases followed by a longer-term plateau. In an article in the Los Angeles Times (8/22/04), Bruce Fuller notes that after a steady few years climb in student achievement during the 1990s, states have experienced faltering achievement levels (e.g., Florida, Michigan, Texas). For those showing gains in the 1990s, he stresses "scores have barely budged in recent years." The most recent example is "the same sort of fade-out" in California where Jack O'Connell, the state's chief school officer, confirmed that a majority of California's schools have hit a plateau or worse. (Last year's test scores showed a decline in student proficiency in just under half the elementary schools in the state.)

Given the "plateau effect," two issues are emerging:

- (1) How to interpret why it's happening and
- (2) What to do about it.

In keeping with our Center's long-term focus on this matter, we continue to suggest that the plateau is inevitable as long as schools do not develop a comprehensive approach to addressing barriers to student learning, and therefore, the problem requires an enhanced focus in policy and practice that results in every school moving toward a learning support system that is fully integrated into school improvement planning and implementation (see — <http://smhp.psych.ucla.edu/summit2002/whynewdirectionsimperative.htm>). What's your view about these two matters?

Send your comments to ltaylor@ucla.edu. Comments are posted on the Center website's News Exchange at <http://smhp.psych.ucla.edu>.

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****NEWS FROM AROUND THE COUNTRY**

***INITIATIVE FOR FEEDBACK RE. THE NO CHILD LEFT BEHIND ACT**

PEN/GiveKidsGoodSchools.org is partnering with local education organizations to hold public hearings for citizens to tell government and education leaders about the impact of No Child Left Behind act in their communities. In addition to these hearings, they have created an online survey so that those with a stake in public school improvement can help document the impact the act. They stress: "Schools and communities throughout America are making adjustments to meet the many requirements of No Child Left Behind. However, state and federal policymakers need to know how these changes are directly affecting schools." Results from the local and online hearing will be developed into a report on the topic that will be widely distributed to state and federal decisionmakers. To respond to the survey, go to www.GiveKidsGoodSchools.com.

***PTA IN CA BACKS BILL TO PROHIBIT "SUSPICIONLESS" DRUG TESTING**

The PTA argues that the money spent on conducting random drug tests could be used more effectively on education and treatment which would attack the root causes of drug misuse. (Los Angeles Times, July 19, 2004)

***WHEN STUDENTS ARE IN FLUX, SCHOOLS ARE IN CRISIS**

"Students who change schools frequently achieve less academically than those who stay put, studies have shown...Yet the tumultuous effects of all the movement on students and schools have attracted little attention from researchers or policymakers..." (New York Times, July 21, 2004)

***MORE ON THE RELATIONSHIP BETWEEN OVERWEIGHT AND BEHAVIOR PROBLEMS IN CHILDREN**

Findings reported by A. Datar and colleagues in the August 2004 issue of the Archives of

Pediatrics & Adolescent Medicine indicate that among overweight girls, but not boys, there was an 81% increased risk of teacher-reported externalizing behavior problems (including problems paying attention and aggressive behavior), a 54% increased risk of teacher-reported internalizing behavior problems (including depression and withdrawal) and a 49% greater risk of parent-reported internalizing behavior problems. The researcher also note that overweight status did not predict the onset of new behavior problems over time for either girls or boys, but low family income and maternal depression were strong predictors for these problems. "In contrast to common belief, overweight status does not predict the onset of new internalizing or externalizing behavior problems during the first 2 years of school," the authors concluded (Archives of Pediatric Adolescent Medicine, 2004,158, 804-810) www.archpediatrics.com

***OLDER STUDENTS SLIP OVER "CLIFF"**

"...59% of 5th graders scored passing marks on the Colorado Student Assessment Program. By grade 10, that number has fallen by more than half...The decline, combined with another set of numbers showing that 39% of Colorado students who entered high school in 1999 didn't graduate four years later, may help explain why the state's educators and suddenly focused on high school reform..." (Rocky Mountain News August 4, 2004)

***YOUTH VIOLENCE IS SHARPLY ON RISE**

"The number of young murder victims in Boston has nearly doubled since last year...police officials and community leaders attributed the sharp rise in young murder victims in part to the growth in the city's juvenile population. They also cited the frustrations faced by convicted felons who are released from prison and go back to neighborhoods...only to find few job opportunities..." (The Boston Globe, August 6, 2004)

***ONE IN EIGHT THIRD-GRADERS RETAINED FOR READING DEFICIENCY**

"Nearly one in eight Lee County 3rd graders will be retained after failing to demonstrate adequate reading skills...During the previous school year, 1,124 Lee County third-graders – 21% of the entire grade—scored in the lowest reading achievement level on the Florida Comprehensive Assessment Test...Some parents support retention because it allows time for their children to catch up, while others worry about potential self-esteem problems..." (Naples Daily News, July 31, 2004)

***RURAL AREAS OUTPACE URBAN AREAS IN TREATMENT FOR ABUSE OF NARCOTIC PAIN MEDICATIONS**

".....admissions for abuse of narcotic painkillers...in the most rural areas of the nation increased from 12 per 100,000 in 1992 ...to 43 per 100,000 in 2002. This is an increase of 269% for non-metropolitan areas without a city, compared to a 155% increase for the nation as a whole..."(Substance Abuse and Mental Health Services Administration, August 6, 2004)

***FEDS TWEAK TRADE SCHOOL PROGRAM**

"The federal program that helps students prepare for trade and technical jobs is getting a tune-up, as lawmakers try to steer vocational students toward academic rigor without eroding career courses... The action comes as a new independent report to Congress shows high school students in vocational programs are taking tougher academic courses and scoring better... Under the House bill, states would create a sequence of interwoven academic and vocational courses leading to a degree or credential..." (CNN.com July 22, 2004)

***NATION'S CHARTER SCHOOLS LAGGING BEHIND, U.S. TEST SCORES REVEAL**

"The first national comparison of test scores among children in charter schools and regular public schools shows charter school students often doing worse than comparable students in regular public schools...The data shows fourth graders attending charter schools performing about half a year behind students in other public schools in both reading in math...Charters are expected to grow exponentially under the new federal education law, No Child Left Behind, which holds out conversion to charter schools as one solution for chronically failing traditional schools..."
(The New York Times, August 17, 2004)

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Chester E. Finn Jr. commenting on the Charter School Report:

“The scores are low, dismayingly low. A little more tough love is needed for these schools. Somebody needs to be watching over their shoulders.”

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

September – Welcoming Strategies for Students and Their Families

Starting a new school year can be scary. Those concerned with mental health in schools can play important prevention roles by helping a school establish a welcoming programs and ways to provide ongoing social support. For strategies and tools see online resources:

- >Welcoming and Involving New Students and Families
- >What Schools Can Do to Welcome and Meet the Needs of All Students and Families
- >Easing the Impact of Student Mobility: Welcoming and Social Support
- >Transitions: Turning Risks into Opportunities for Student Support
- >Helping New Student Overcome Barriers
- >Outline of Welcoming Steps and Activities
- >Welcoming Strategies for Newly Arrived Students and their Families

You can link directly to each of these Center documents at our Quick Find: Transition Programs/ Grade Articulation/Welcoming (http://smhp.psych.ucla.edu/qf/p2101_01.htm)

You might also want to share “Back to School Tips” from the American Academy of Pediatrics (<http://www.aap.org/advocacy/releases/augschool.htm>)

The tips address:

- >Backpack Safety
- >Checklist for the first day of school
- >Moving/Starting a New School
- >Making the First Day Easier
- >School Avoidance
- >School Bus Safety
- >Developing Good Homework and Study Habits
- >Eating During the School Day
- >Before and After School Child Care
- >TV Tips
- >Tips to Prevent Alcohol Abuse

(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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“The regular course was Reeling and Writhing, of course, to begin with; and then the different branches of Arithmetic – Ambition, Distraction, Uglification, and Derision.”

Lewis Carroll

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

***CHILDREN’S MENTAL AND PHYSICAL HEALTH**

> “Treatment of Adolescents with Major Depression” (2004) R. Glass, Journal of the American Medical Association, 292(7), 861-863.

> “Ethnic and gender differences in psychological reactance: The importance of reactance in multicultural counseling,” (2004) E. Seemann, et al Counseling Psychology Quarterly, 17(2) 167-176.

> “The psychosocial needs of young offenders and adolescents from an inner city area” (2004) K. Carswell, et al, Journal of Adolescence, 27(4) 415-428.

- > “Traumatic grief among adolescents exposed to a peer’s suicide” (2004) N. Melhem, et al, American Journal of Psychiatry 161; 1411-1416.
- > “Association between youth-focused firearm laws and youth suicides” (2004) D. Webster, et al Journal of the American Medical Association, 292(5) 594-601.
- > “Adolescent psychiatric hospitalization and mortality, distress levels, and educational attainment” (2004) K. Best, et al Archives of Pediatrics & Adolescent Medicine, 158(8) 749-752.
- > “Serious mental illness and its co-occurrence with substance use disorders,” 2002 (2004) J. Epstein, et al, DHHS Publication No. SMA 04-3905, Analytic Series A-24, Substance Abuse and Mental Health Services Administration, Office of Applied Students
(<http://oas.samhsa.gov/coD/CoD.htm>)
- > “Victims of violent juvenile crime” (2004) C. McCurley & H. Snyder, Office of Juvenile Justice and Delinquency Prevention
(<http://www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11718>)
- > “Assessing the mental health status of youth in juvenile justice settings” (2004) G. Wasserman, et al. Office of Juvenile Justice and Delinquency Prevention
(<http://www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11733>)
- > “Transition planning and recidivism among mentally ill juvenile offenders” (2004) E. Trupin, et al, Behavioral Sciences & the Law, 22(4) 599-610.
- > “Mental disorder and comorbidity among runaway and homeless adolescents” (2004) L. Whitbeck, et al, Journal of Adolescent Health, 35(2) 132-140.
- > “What teenagers are doing right: Changes in sexual behavior over the past decade” (2004) F. Sonenstein, Journal of Adolescent Health, 35(2) 77-78.

***FAMILY, SCHOOL & COMMUNITY**

- > “Overlap among clinical, counseling, and school psychology: Implications for the profession and combined-integrated training” (2004) H. Cobb, et al, Journal of Clinical Psychology, 60(9) 939-955)
- > “Multi-year evaluation of the effectiveness of a resilience based prevention program for young children” (2004) K. Lynch, et al, The Journal of Primary Prevention, 24(3) 335-353
(Summarized at <http://www.kluweronline.com/article.asp?PIPS=461347&PDF=1>)
- > “Inequality in preschool education and school readiness” (2004) K. Magnuson, et al, American Educational Research Journal, 41(1) 115-157.
- > “Special Section: Protective factors in the relation between community violence exposure and adjustment in youth” (2004) Eds. W. Kliewer, M. Richards, and E. Ozer, Journal of Clinical Child and Adolescent Psychology, 33(3) 434-505.
- > “Moving beyond the barriers: Attracting and sustaining youth participation in out of school time programs” (2004)
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html>)
- > “Successful Program Implementation: Lessons from Blueprints” (2004) S. Mihalic, et al, Office of Juvenile Justice and Delinquency Prevention
(<http://www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11719>)

- > “From kindergarten through third grade: Children’s beginning school experiences” (2004) National Center for Education Statistics (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004007>)
- > “Therapeutic foster care for the prevention of violence” (2004) R. Hahn, et al, Morbidity and Mortality Weekly Report: Recommendations and Reports 53(RR10) 1-8 (<http://www.cdc.gov>)
- > “Do child characteristics affect how children fare in families receiving and leaving welfare?” (2004) S. Vandivere, et al, Urban Institute (<http://www.urban.org/url.cfm?ID=311039>)
- > “The potential protective effect of youth assets on adolescent alcohol and drug use” (2004) R. Oman, et al, American Journal of Public Health, 94(8) 1425-1430.
- > “Provider self-efficacy and the screening of adolescents for risky health behaviors” (2004) E. Ozer, et al. Journal of Adolescent Health 35(2) 101-107.
- > “Combined effect of Mother’s and fathers’ mental health symptoms on children’s behavioral and emotional well-being” (2004) R. Kahn, et al, Archives of Pediatrics & Adolescent Medicine, 158(8) 721-729.
- > “Review of literature on aftercare services among children and adolescents” (2004) S. Daniel, et al, Psychiatric Services, 55; 901-912.

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

- > “Benefits and costs of prevention and early intervention programs for youth” (2004). S. Aos, R. Lieb, J. Mayfield et al. Olympia, WA: Washington State Institute for Public Policy. Online at <http://www.wispp.wa.gov/rptfiles/04-07-3901.pdf>
- > “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 & Adolescent Psychiatry, 43(8), 960-970.
- > “Inner-city child mental health service use: The real question is why youth and families do not use services” (2004) M. Harrison, et al, Community Mental Health Journal 40(2) 119-131. (Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_103.pdf)
- > “Incarceration of youth who are waiting for mental health services in the United States” (2004) Committee on Government Reform (http://govt-aff.senate.gov/_files/070704juvenerlpt.pdf)
- > “Violence-related Behaviors Among High School Students – United States, 1991-2003,” Morbidity and Mortality Weekly Report, July 30, 2004 (<http://www.cdc.gov>)
- > “Prevalence of and risk factors for depressive symptoms among young adolescents” (2004) G. Saluja, et al, Archives of Pediatrics & Adolescent Medicine, 158(8) 760-765.
- > “Use of psychotropic medications by youths with psychiatric diagnoses in the U. S. Mental health system” (2004) L. Warner, et al, Psychiatric Services, 55(3) 309-311.
- > “Teacher attrition and mobility: Results from the teacher follow-up survey” 2000-01 (2004) National Center for Education Statistics (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004301>)
- > “The early childhood education career and wage ladder: A model for improving Quality in early learning and care programs” (2004) J. Moon & J. Burbank, Economic Opportunity Institute (<http://www.eoionline.org>)
- > “Pediatrics and social policy: Advocating for children’s rights” (2004) C. Oberg & C. Zastrow,

Current Problems in Pediatric & Adolescent Health Care, 34(8) 286-308)

> “What does government spend on children? Evidence from five cities” (2004) C. Brecher, et al, The Brookings Institution (<http://www.brookings.edu>)

> “The State of America’s Children 2004,” Children’s Defense Fund (<http://www.cdfwebstore.com>)

> “Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment” (2004) T. Nansel, et al, Archives of Pediatrics & Adolescent Medicine, 158(8) 730-736.

> “Clinical child psychology’s progress in disseminating empirically supported treatments”, (2004) A. Herschell, et al, Clinical Psychology: Science and practice, 11(3) 267-288)

> “Translating Research into practice: Speeding the adoption of innovative health care programs” (2004) E. Bradley, et al, The Commonwealth Fund (<http://www.cmwf.org>)

> “Confidential health care for adolescents: Position paper of the Society for Adolescent Medicine” (2004) C. Ford, et al, Journal of Adolescent Health, 35(2) 160-167.

(Note: The Quick Find topic search menu on our website (<http://smhp.psych.ucla.edu>) is updated regularly with new reports and publications such as those listed above. Currently there are over 100 topics with direct links to our 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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Regarding the state takeover of failing schools:

“It’s like a dog chasing a bus.

What do you do with it once you get it?”

Thomas D. Watkins, Jr.

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

CSMHA 9th Annual Conference (10/7-9)

There's Still Time to Register!

Explore trends and innovative practices in developing the full continuum of evidence-based mental health promotion and intervention in schools. For more info, go to their web site at:

http://csmha.umaryland.edu/annl_conf.html or Call 410-706-0980 to register!

>Youth Violence prevention symposium, September 5-8, Alexandria VA (<http://www.fcclainc.org>)

>International conference on family violence, September 17-22, San Diego, CA (<http://www.fvsai.org>)

>Center on Child Abuse and Neglect, Tulsa, OK, September 8-10 (<http://okcdrb.ouhsc.edu/conference/pages>)

>Administration for Children and Families, Arlington, VA, September 20-22 (<http://www.acf.hhs.gov>)

>Council of Urban Boards of Education Annual Conference, September 30-October 2, San Antonio, TX (<http://www.nsba.org>)

- >Multiple agency teams, Office of Juvenile Justice and Delinquency Prevention, Center for Network Development September 20-23, Portsmouth, VA
(<http://www.juvenileiis.org/wsPortsmouth.html>)
- >Communicating to improve the lives of children, youth and families, October 4-6, NY, NY
(<http://www.dgimeetings.com/gcyf>)
- >Cultural competence & mental health summit, October 6-7, Anaheim, CA
(<http://www.ochealthinfo.com/2004summit/index.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>)
- >Unleashing the power of youth and community potential, October 10-12, Allentown, PA
(<http://www.justcommunity.com>)
- >What works in schools: Sustaining student success, October 15-17, Dallas, TX
(<http://www.ascd.org>)
- >Joint conference on juvenile services, October 17-20, Grand Rapids, MI (<http://www.njda.com>)
- >National Association of State Boards of Education, October 21-23, Orlando FL
(<http://www.nasbe.org>)
- >Safe and Drug-Free School Summits, October 21-22, Charleston, SC,
<http://www.safeanddrugfree.org>
- >Clinical Child and Adolescent Psychology: Translating Research into Practice, October 21-23, Lawrence, KS (<http://www.kuce.org/programs/ccap>)
- >Assets in action: making a difference, November 4-6, St. Paul, MN (<http://www.search-institute.org/hchy/>)
- >Adolescence and the transition to adulthood: rethinking public policy for a new century, November 8-9, Chicago IL
(<http://www.about.chapinhall.org/conferences/NovATA/conference.html>)
- >National Center for Community Education November 10, San Diego, CA
(<http://www.nccenet.org>)
- >International society for traumatic stress, November 14-17, New Orleans LA
(<http://www.istss.org/>)
- >Apathy to action: mobilizing a new generation of leaders, November 19-21, Washington DC
(<http://www.nllc.org/summit2004/>).
- >National Truancy Prevention Conference, December 6-8, Washington, DC
(<http://www.ojp.usdoj.gov/ojdp>)

For more conference announcements, refer to our website conferences section at
[Http://smhp.psych.ucla.edu/upconf.htm](http://smhp.psych.ucla.edu/upconf.htm).

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

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“I’m not obese. I’m a nutritional overachiever.”

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

>GRANTS

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

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

- >Improving achievement of children with disabilities (CFDA#84.326A) Due 9/9/04
- >Technology & Media Services for individuals with disabilities (CFDA#84.327P) Due 9/9/04
- >Evidence-based interventions for severe behavior problems (CFDA#84.324P) Due 9/10/04
- >Model demonstration projects: Positive Psychology (CFDA#84.235A) Due 9/13/04
- >Predoctoral/postdoctoral interdisciplinary research training in the education sciences (CFDA#84.305) Due 11/18/04

Office of Juvenile Justice and Delinquency Prevention (<http://www.ojjdp.ncjrs.org>)

- >Safe Start: Promising Approaches for children exposed to violence (register online by 9/8/04)

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

- >Knowledge Dissemination Conference Grants (PA 03-002) Due 9/10/04

Office of Public Health and Science (<http://phs.os.dhhs.gov/ophs/safebrightfutures.htm>)

- >Safe and Bright Futures for Children Initiative (due 9/9/04)

>CALLS FOR PAPERS AND PROPOSALS

>Partnering to prevention truancy: A national priority conference 12/6-8 in DC
Submissions due 9/10/04 (<http://www.ojp.usdoj.gov/ojjdp>)

>Community Anti-Drug Coalitions of American conference in 1/05. Proposals due by 9/6/04.

>Hamilton Fish Institute has extended its deadline for abstract submission to its National Conference entitled, Persistently Safe Schools, to March 10, 2004. The conference will be held at the Wyndham Hotel in Washington, D.C. October 27-29, 2004. For more information, review the information below, see the attached PDF reminder or visit <http://www.hamfish.org/conference/>

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“It’s frustrating when you know all the answers,
but nobody bothers to ask you the questions.”

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

^^ ^ Updates from our Center at UCLA

>>New Center Report: “Mental Health in Schools: Reflections on the Past, Present, and Future”

The field of mental health in schools is in flux. Practitioners in the schools are realizing that changes are needed to improve what is taking place. Emerging views call for enhancing strategic collaborations to develop comprehensive approaches that strengthen students, families, school and neighborhoods. You can read the report at

<http://smhp.psych.ucla.edu/pdfdocs/report/reflections.pdf>.

>> Evidence for the value of a learning supports component at schools –
“A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning” (a Technical Assistance Sampler) has just be updated. Access at
<http://smhp.psych.ucla.edu/pdfdocs/sampler/outcome/outcome.pdf>.

>>Also, updated is the brief document summarizing the research: “Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base” Also online –
<http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>

>>Links, resources, and references in Center materials are regularly updated. For example: Over the past few months we have updated the following documents:

- >Cultural Concerns in Addressing Barriers to Learning
- >Confidentiality and Informed Consent
- >Teen Pregnancy Prevention and Support
- >Understanding and minimizing staff burnout
- >Early development and learning from the perspective of addressing barriers
- >Dropout Prevention
- >Evaluation and accountability: getting credit for all you do
- >Conduct and behavior problems in school aged youth
- >Thinking about and accessing policy related to barriers to learning
- >Sexual Minority students

All can be download free of charge at <http://smhp.psych.ucla.edu>

>> Initiative for New Directions for Student Support

>>> State-by State Outreach Campaign – “Where are You and Where are You Going?”
As both information to and information from, a state-by-state outreach mailing to key leaders is underway. Information is sent on the Initiative for New Directions for Student Support and responses are requested about “How important do you think it is to move in new directions for student support?” and “How ready is your school/district to move in new directions for student support?” (We have already gotten a good set of responses from key leaders in MN, WI, IN, CA, CT, TX.) Respondents are then sent information about strategies and resources to enhance readiness and to enhance momentum. If there are leaders you want to be sure are contacted as part of this outreach, email ltaylor@ucla.edu.

>>>Next scheduled State Summits for New Directions for Student Support – Texas in September, Connecticut in November. Discussion continue with RI; New York is exploring March.

>>>Next steps after state summits: WI, MN, CA, and IN involve the work of state steering groups (including key leaders from state departments of education and district offices, support service organizations, board members). The immediate focus is on dissemination of new directions strategies, identifying places where significant system changes are in the works, writing brief documents outlining the initiative for their states which will be distributed statewide; one of these four states already has begun to pursue legislation.

For more info on the UCLA Center’s activities contact:

Howard Adelman and Linda Taylor, Co-Directors

SCHOOL MENTAL HEALTH PROJECT/

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For more information go to the Center website: <http://smhp.psych.ucla.edu>

^^^ FOR UPDATES FROM OUR SISTER CENTER “Center for School Mental Health Assistance,” see their website at <http://csmha.umaryland.edu> or contact Mark Weist, Director,

CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 680 W. Lexington St., 10th Floor, Baltimore, MD 31301. Phone (***) 706-0980. Email csmh@umpsy.umaryland.edu.

*****Note that the CSMHA 9th Annual Conference on Advancing School-Based Mental Health has the theme “The School Mental Health Imperative.” It will be held on October 7-9 in Dallas, TX . (<http://csmha.umaryland.edu>)

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“It’s frustrating when you know all the answers,
but nobody bothers to ask you the questions.”

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****OTHER HELPFUL RESOURCES**

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

- >MCH Library Knowledge Path on Mental Health in Children and Adolescents (http://www.mchlibrary.info/KnowledgePaths/kp_mentalhealth.html)
- >Social and Emotional Learning Assessment Tools -- standards, benchmarks, needs assessment, outcome assessment, school and classroom climate (<http://www.casel.org>)
- >Resilience for Kids & Teens (http://www.apapractice.org/apo/0/public/resilience_for_kids.html)
- >Teasing and Bullying (<http://www.edequity.org/quitit.php>)
- >Back to school teen health kit for parents (<http://www.healthywomen.org/b2s/chpa.html>)
- >Assuring the health of adolescents in managed care (<http://youth.ucsf.edu/nahic/products.html>)
- >Children’s Mental Health Fact Sheets (<http://www.bazelon.org/issues/children/factsheets/index.htm>)
- >Education Commission of the States Suicide Prevention site (<http://www.ecs.org/html/issue.asp?issueid=213>)

***Parents, Schools, Communities**

- >Afterschool Exchange Website (<http://www.thirteen.org/edonline/afterschool>)
- >National Service Resource Centers (<http://nationalserviceresources.org>)
- >Students in Services to America: Guidebook (<http://www.studentsinservicetoamerica.org/guidebook>)
- >Child care and early education research connections (<http://www.childcareresearch.org>)
- >Youth Action Net (<http://www.youthactionnet.org>)
- >Afterschool Investments Resources (<http://nccic.org/afterschool>)
- >Partnerships for after-school success; two online toolkits (<http://www.nydic.org>)
- >The Impact of Service Learning (<http://www.nydic.org/nydic/documents/service-learningresearch.pdf>)
- >Connect for Kids Toolkit on Funding (<http://www.connectforkids.org>)
- >Directory of funding sources for community based participatory research (http://depts.washington.edu/ccph/pdf_files/directory-062704f.pdf)
- >Outcome management for nonprofit organizations (<http://www.urban.org>)

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

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****TRAINING AND JOB OPPORTUNITIES**

<Clinical Research Assistant>

Judge Baker Children’s Center, Boston, MA (<http://www.jbcc.harvard.edu>)

<School Psychology Faculty>

North Carolina State University, Raleigh, NC. (<http://www.ncsu.edu>)

<Faculty>

Department of Psychology, Rhodes College, Memphis, TN. Teach education psychology.
(<http://rhodes.edu/psych/index.htm>).

<Programs Director>

Habitat for Humanity International, Campus Chapter and Youth Programs Director,
Americus, GA (hrstaffing@hfhi.org)

<Researcher>

Office of Planning, Research and Evaluation in the HHS Administration for Children and
Families. Research related to children at risk due to poverty.
(http://www.acf.hhs.gov/programs/core/ongoing_research/hs/hs.html)

<Assistant Professor>

College of Education's Department of Education, School, and Counseling Psychology,
Columbia, MO (<http://schoolpsychology.coe.missouri.edu>)

<Child/Family Psychology>

Department of Psychology, University of South Carolina, Columbia, SC
(<http://www.psychologicalscience.org/jobs/job.cfm?id=989>)

<Program Associate>

National League of Cities, Institute for Youth, Education and Families, Washington, DC
(<http://www.nlc.org>)

<Senior Association>

Children's Action Alliance, Phoenix AZ (<http://www.azchildren.org>)

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

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What's easy to get into, but hard to get out of????
TROUBLE!!!!

@##@##@

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

>PEN/GiveKidsGoodSchools.org requests responses to online survey designed to inform
government and education leaders about the impact of No Child Left Behind act. To respond to
the survey, go to www.GiveKidsGoodSchools.com.

>"Please pass this very important information on to your colleagues. If you know of any "ethnic
counselors" who are psychiatrists, psychologists, social workers, Marriage and Family
Counseling, as them to contact EthniCorp, Inc (<http://www.ethniccounselors.com>)The website
will offer a searchable online database of licensed professional counselors from various ethnic,
racial, religious and cultural backgrounds. "

>"Could you please publicize the publication of two 50 page Handbooks from the Mental Health
Association of Greater Chicago: The Mental Health Handbook for Teachers and Counselors
(2004) The Adolescent Mental Health Handbook (2004) Our website is
<http://www.mentalhealthchicago.org>.

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>