

ENEWS: A Monthly Forum for sharing and Interchange

September, 2007 (Vol. 11 #12)

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 and 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**

>What's Needed to Ensure Students have an Equal Opportunity to Succeed at Schools?

****News from around the country**

****Recent Publications Relevant to**

- >Children's mental and physical health
- >Family, school & community
- >Policy, systems, law, ethics, finances & statistics

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

>September – Welcoming Strategies for Students & their Families

****Other helpful internet resources**

****Upcoming initiatives, conferences & workshops**

****Calls for grant proposals, presentations & papers**

****UCLA Center activities and resources update**

****Training and job opportunities**

****Comments, requests, information, questions from the field**

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To post message to ENEWS, email them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS to go

<http://lists.ucla.edu/cti-boin/mailman/listinfo/mentalhealth-1> and follow the directions. 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**

>>What's Needed to Ensure Students have an Equal Opportunity to Succeed at Schools?

In the summer 2007 issue of the Annenberg Institute for School Reform's "Voices in Urban

Education” Heidi Harris Lemmel and Robert Rothman focus on “Leveling the Playing Field: The Promise of Extended Learning Opportunities and Supports for Youth.”

<http://www.annenberginstitute.org/VUE/summer07/Rothman.html>

They begin by stating that: “There is a growing realization that reaching our goal of ensuring that all young people can graduate from any public high school with competitive, marketable skills will require high quality educational opportunities both during and beyond the school day. The inequities in educational opportunities in schools have been well documented.”

No issue there for most readers of this newsletter.

Issues arise, however, about what needs to be done. For example, the solution the Annenberg Institute and other groups present is to increase “extended learning opportunities and supports.” Others, however, have documented that the focus on “extending” and “expanding” fails to address the need for schools to make fundamental changes in school improvement policy in order to develop comprehensive systems of learning supports that are fully incorporated into school improvement planning and decision making. Such comprehensive systems for addressing barriers to learning and teaching encompass AND go well beyond the limited focus on “extended learning opportunities and supports” as defined by the Annenberg Institute.

We invite your views on this fundamental policy and practice issue. Contact Ltaylor@ucla.edu

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****NEWS FROM AROUND THE COUNTRY**

TWO MORE ACTS IN CONGRESS RELATED TO ADDRESSING BARRIERS AND MH IN SCHOOLS

>HR 3419 is entitled the "Reducing Barriers to Learning Act of 2007"

>HR 3407 is entitled the "Positive Behavior for Effective School Act."

For the text of these bills, go to <http://thomas.loc.gov/>

COMMITTEE RELEASES REAUTHORIZATION DRAFT OF TITLE I OF ESEA FOR COMMENTS

Representatives George Miller and Howard "Buck" McKeon, Chairman and Ranking Member of the Committee on Education and Labor, released a staff discussion draft of Title I of the Elementary and Secondary Education Act. The Committee welcomes and encourages comments on this discussion draft. Please send any comments to

ESEAComments@mail.house.gov.

>View the Miller, McKeon, Kildee, and Castle letter concerning this draft at <http://edlabor.house.gov/bills/MillerMcKeonKildeeCastleNCLBLetter.pdf>

>View the text of this draft at

<http://edlabor.house.gov/bills/MillerMcKeonNCLBDiscussionDraft.pdf>

>View the summary of this draft at

<http://edlabor.house.gov/bills/MillerMcKeonNCLBDiscussionDraftSummary.pdf>

MORE STUDENTS FINISH SCHOOL, GIVEN THE TIME

Faced with 70,000 students or more who are years behind in obtaining the credits needed to graduate from high school, New York City is at the forefront of a movement to recognize that for a significant number, high school might stretch into five, six, even seven years. ... The staggering numbers of those who are far behind cover almost a quarter of the city’s public high school population.... To get younger students who have failed many classes back on track, the city has created more than two dozen “transfer schools,” and plans to open as many as 30 more over the next five years. For students past the traditional graduation age, the city has established special centers to provide counseling and night classes...the programs have ballooned to more than 7,000 students. The New York Times, 8/21/07. [Http://www.nytimes.com](http://www.nytimes.com)

MORE KIDS ARE SEEING MORE DRUGS IN SCHOOLS

The National Center on Addiction and Substance Abuse annual report card on teenage drug use offered a stark view of the nation's upper grades: 80 percent of high school students said they saw students who were using, dealing, possessing, or under the influence of illegal drugs or drunk. Seattle Post-Intelligencer, 8/15/07. <http://seattlepi.nwsourc.com>

STUDENT SCORES LEVEL OFF IN STATE

California public school students posted small or no gains on standardized test scores last spring ... white students cross the proficiency threshold at about twice the rate as Latinos and blacks in math and English – a gap that has remained virtually unchanged over the last five years..Researchers said it would not be surprising to see this year's leveling-off of statewide results continue in coming years. The earlier gains came about partly as teachers grew more familiar with the tests and so better prepared their students. Los Angeles Times, 8/16/07. <http://www.latimes.com>

THE 'ATYPICAL' DRUGS DILEMMA

More and more, parents at wit's end are begging doctors to help them calm their aggressive children or control their kids with ADHD. More and more, doctors are prescribing powerful antipsychotic drugs. In the past seven years, the number of Florida children prescribed such drugs has increased some 250 percent. Last year, more than 18,000 state kids on Medicaid were given prescriptions for antipsychotic drugs. Thousands more kids on private insurance are also on antipsychotics. Almost entirely driving this spiraling trend is the rise of a class of antipsychotic drugs called atypicals. Medicaid and insurance companies have fed the problem encouraging the use of psychiatric drugs as they reimburse less and less for labor-intensive psychotherapy and occupational therapy. St. Petersburg Times. 7/29/07. [Http://www.sptimes.com](http://www.sptimes.com)

ONE-THIRD OF MO. DISTRICTS HAVEN'T MET FEDERAL ACADEMIC GOALS

Nearly one-third of the state's 524 school districts have fallen short of federal education standards ... most of the 167 districts landed on the "improvement list" because specific groups of students, such as those needing special education and those learning English as a second language, fell short on state tests. St. Louis Post Dispatch, 8/14/07. <http://www.stltoday.com>

IS AN EARLY-HELP PROGRAM SHORTCHANGING KIDS?

The push for Response to Intervention is the latest chapter in a long-running battle over just how far schools should go to educate disabled students in regular classrooms. Observers say RTI could boost such mainstreaming to unprecedented levels by shifting resources away from separate special-education programs and requiring regular-education teachers to tackle tougher learning challenges in their own classrooms. The Wall Street Journal, 8/16/07. <http://www.online.wsj.com>.

MERIT TEST SCORES FALL SHORT

More than half of Michigan's high school juniors failed the state's new exam in math and writing and fewer than 60 percent passed reading and science.... While state officials said they expected room for improvement, some district officials expressed shock over their scores. Detroit News, 8/16/07. <http://www.detnews.com>

SCHOOLS ADVISED TO NARROW FOCUS TO CRUCIAL LESSONS

WestEd concluded Oregon should join a new national movement toward "less is more" in curriculum mandates. The state should direct schools, teachers, and students toward the most important content for students to master, rather than requiring schools to cover the waterfront. The Oregonian, 8/9/07. [Http://www.oregonlive.com](http://www.oregonlive.com)

FOR MANY TEACHERS, THE JOB'S TOO MUCH

As many as half of new teachers in public schools leave before they hit the five-year mark. The high rate of loss means districts are perpetually training new teachers, waiting for them to hit

their strides. About 24 percent of teachers nationwide have five or fewer years of experience. Young teachers often find the job more difficult than they expect ... when they don't get adequate support or compensation, they leave, producing a revolving door. St. Louis Post Dispatch, 8/12/07. <http://www.stltoday.com>

NOTE: 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>

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“What people need to do is what’s in the best interest of children instead of what’s in the best interest of people’s pocketbooks. But children don’t vote.”

Ronald Brown

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

***Children’s Mental and Physical Health**

>Journal discussion of terrorism, PTSD, and youth – The September 2007 issue of the journal "Clinical Psychology: Science and Practice" has a special review by Jonathan Comer and Philip Kendall entitled: "Terrorism: The psychological impact on youth." This is followed by two commentaries: "Child reactions to terrorism: Cautions and next steps for research" by Alan Kazdin and "Understanding the psychological impact of terrorism on youth: Moving beyond posttraumatic stress disorder" by Annette La Greca.
<http://www.blackwell-synergy.com/loi/CPSP>

>Special section in Journal of Clinical Child and Adolescent Psychology (V. 36, 2007) on “Interpersonal and affective features of psychopathy in children and adolescents: Advancing a developmental perspective. <http://www.leaonline.com/loi/jccp>

>Patterns of depressive symptoms in children (2007) M. Bailey, et al., Journal of Child and Adolescent Psychiatric Nursing, 20(2) 86-95. <http://www.blackwell-synergy.com/loi/ljnt>

>Does empathy predict adolescents’ bullying and defending behavior? (2007) G. Gini, et al., Aggressive Behavior, 33(5) 467-476. <http://www3.interscience.wiley.com/cgi-bin/jhome/32356>

>Outcomes of suicidal ideation and behavior in a young, help-seeking population over a 2-year period. (2007) E. Cosgrave, et al., Crisis, 28(1) 4-10. <http://www.hhpub.com/journals/crisis/>

>Recovery and resilience in children’s mental health: Views from the field (2007) B. Friesen. Psychiatric Rehabilitation Journal, 31(1) 38-48. <http://prj.metapress.com>

***Family, School & Community**

>Mental Health and Social Services: Results from the School Health Policies and Programs Study 2006 (October 2007). N. Brener, M. Weist, H. Adelman, L. Taylor, & M. Vernon-Smile. *Journal of School Health*, 77, 486-499.

>The effectiveness of universal school-based programs for the prevention of violent and aggressive behavior. (2007) R. Hahn, et al., MMWR, August 10, 2007.
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5607al.htm>

>School-based interventions for students with ADHD: special series (2007) School Psychology Review, 36(2) 183-290. <http://www.nasponline.org>

>Enhancing achievement and proficiency through safe and drug-free schools (2007) Safe and Drug-free Schools and Communities Advisory Committee.
<http://www.ed.gov/about/bdscomm/list/sdfscac/enhancing-achievement.doc>

>Safe and health school environments. (2007) R. Geller, et al., *Pediatric Clinics of North America*, 54(2) 351-373. <http://pediatrics.theclinics.com/>

>Career and technical education's role in dropout prevention and recovery (2007)
http://www.acteonline.org/resource_center/upload/Dropouts.pdf

>Dropout Prevention (2007) Education Commission of the States.
<http://www.ecs.org/clearinghouse/75/33/7533.pdf>

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

>Reducing disparities beginning in early childhood (2007) K. Johnson & S. Theberge. National Center for Children in Poverty. http://www.nccp.org/publications/pub_744.html

>Strengthening policies to support children, youth, and families who experience trauma (2007) J. Cooper, et al., National Center for Children in Poverty.
http://www.nccp.org/publications/pub_737.html

>An Office Inspector General perspective on the unsafe school choice option (2007)
<http://www.ed.gov/about/offices/list/oig/auditreports/s03g0015.pdf>

>National survey of American Attitudes on substance abuse XII: Teens and Parents. (2007) The National Center of Addiction and Substance Abuse. <http://www.casacolumbia.org>

>Systemic Change and School Improvement (2007). H. Adelman & L. Taylor. *Journal of Educational and Psychological Consultation*, 17, 55-77.

>What Works Clearinghouse: Reports on Dropout Prevention and on Character Education (2007) <http://www.whatworks.ed.gov>

>Summary health statistics for U.S. children: national health interview survey, 2006. (2007)
http://www.cdc.gov/nchs/data/series/sr_10/sr10_234.pdf

>To teach or not to teach? Teaching experience and preparation among 1992-93 bachelor's degree recipients 10 years after college. (2007) National Center for Education Statistics.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007163>

>Comparative indicators of education the United States and other G-8 countries: 2006 (2007)
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007006>

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

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“This fall more than 16 million teens will return to middle and high schools where drug dealing, possession, use and students high on alcohol or drugs are part of the fabric of their school. ... For many of our middle and high school students, school days have become school daze.”

Joseph Califano, Jr.

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

>>September – Welcoming Strategies for Students and their Families

In many schools, the welcoming program consists of giving families the manual of rule and regulations and asking students to pass through the metal detectors. This many not actually feel “welcoming” to most, and definitely not for those who aren’t sure that schools care much about them and them children.

The beginning of a school year involves changes for nearly everyone. Students move to new schools and new classrooms: teachers receive students new to their classrooms. For those working on improving the climate a the school, this is a natural opportunity to strengthen learning supports. For a broad range of ideas for welcoming see our Quick Find topic page on Transition programs/grade articulation/welcome
http://smhp.psych.ucla.edu/qf/p2101_01.htm

In updating our resources, we found some examples that show the range of opportunities you might find useful in your school:

- >Schools that welcome parents – <http://www.4children.org/news/101sche.htm>
- >Participate in a district goals to make your school a wonderful place for newcomers – <http://www.everythingsl.net/inservices/districtcheckup.php>
- >The Community Welcome Center – <http://www.district94.dupage.k12.il.us/bilingualwestchicago/welcomecenter.htm>
- >Welcome Wagon: Districts welcoming newcomers in high-tech ways – <http://www.ksba.org/KSA0807%20Welcome%20wagon.htm>
- >Welcoming a non-English speaking student to your class – <http://teachersnetwork.org/ntol/howto/eslclass/welcome.htm>
- >Welcome to our school – a transition from elementary to middle school – <http://www.learningtogive.org/lessons/unit32/>

Example noted by the Virginian Pilot: “Since they started their new ‘jobs,’ nearly 70 students at King’s Grant Elementary School have had to be on their toes. As participants in the school’s Student Host and Hostess Program, these children are responsible for familiarizing new students with the building, faculty, and other students. There is one host and one hostess in each classroom. ‘We help the new kids around the school and make them feel comfortable,’ said a fourth-grade hostess. Developed and organized by the guidance department, the program has a variety of goals. ‘It’s very stressful for children when they’re thrust into a new situation. This is one way to increase their comfort level and help them see the world as a friendly place. A student who feels comfortable will have a better change for academic success.’”
[Http://scholar.lib.vt.edu/VA-news/VA-Pilot/issues/](http://scholar.lib.vt.edu/VA-news/VA-Pilot/issues/)

Remember your first day at school? At a new school? In a new class? At a new job? How do the schools/districts you know use this natural opportunity to create a sense of community? Please share – send to Ltaylor@ucla.edu

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NOTE: While the beginning of the school year is the first natural opportunity to enhance supports for addressing barriers to learning and teaching and promote social and emotional development, it is important to anticipate other events that arise over the course of the school year that provide additional opportunities. To see the “calendar” of monthly concerns and themes, see “Ideas for Enhancing Support at Your School this Month” on the Center’s home page at <http://smhp.psych.ucla.edu>

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Why do folks simply believe it when they are told there are four billion stars but feel the need to check when the sign says “Wet Paint.”

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****OTHER HELPFUL INTERNET RESOURCES**

- >New insights on how mental health is influenced by culture and immigration status
<http://www.nimh.nih.gov/press/new-insights-mental-health-culture-immigration.cfm>
- >Homeland Insecurity...Why children must be a priority in the 2008 presidential campaign
<http://www.everychildmatters.org/2008/homelandinsecuritybooklet.pdf>
- >School crisis response initiative
<http://www.ovc.gov/publications/bulletins/schoolcrisis/welcome.html>
- >Youth development: Strengthening prevention strategies
<http://www.advocatesforyouth.org/publications/iag/ythdevelop.htm>
- >Stressful neighborhoods and depression: A prospective study of the impact of neighborhood disorder
<http://www.jstor.org/view/00221465/ap050001/05a00040/0>
- >Cultural effectiveness and health disparities resources
http://www.aap.org/commpeds/resources/cult_effectiveness.html
- >Reducing health disparities through a focus on communities
<http://www.policylink.org/Research/HealthDisparities/>
- >National Dignity in Schools Campaign
http://www.nesri.org/programs/dignity_in_schools_campaign.html
- >Assessing the Quality of Youth Peer Education Programmes
<http://www.fhi.org/en/Youth/YouthNet/Publications/peeredtoolkit/index.htm>
- >Corporation for National and Community Service
<http://www.nationalservice.gov/>
- >Youth outcomes measurement tools directory
<http://www.toolfind.org/>
- >Center for Social Organization of Schools
<http://web.jhu.edu/CSOS/>

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

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“A carelessly planned project takes three times longer to complete than expected; a carefully planned project takes only twice as long.”

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

Below is just a small sample. For additional and ongoing information about conferences, refer to our website conferences section at <http://smhp.psych.ucla.edu/upconf.htm>

>Sharing Best Practices in Mental Health Services for Children and their Families

September 10-11, Portland, OR [Http://charpp.org/index-2.html](http://charpp.org/index-2.html)

>National Coordinating Committee on School Health and Safety Annual Meetings
September 18, Arlington, VA. <http://mchb.hrsa.gov/healthystudents>

>Youth mental health: Bridging research and clinical practice. 9/17-18. Minneapolis, MN
<http://www.apa.org/ed/other.html>

>Graduated sanctions in juvenile justice: A national training. 9/17-20. New Orleans, LA
<http://www.ncjfcj.org/content/view/696/315/>

>2007 Cradle to Prison Pipeline Crisis in America National Summit
September 25-26, Washington, DC [Http://www.childrensdefense.org/](http://www.childrensdefense.org/)

>Transformation and recovery in Latino behavioral health. 10/1-4. Los Angeles, CA
<http://www.lbhi.org>

>National Association of State Boards of Education. 10/11-13. Philadelphia, PA
<http://www.nasbe.org/>

>Double Jeopardy: Substance abuse and co-occurring mental health disorders in young people.
10/18. New York, NY. <http://www.casacolumbia.org>

>National Association of Pupil Service Administrators. 10/21-24. Myrtle Beach, SC
<http://www.napsa.com/conference/conference.php>

>12th Annual Conference on Advancing School Mental Health, 10/25-27 Orlando, Florida.
http://csmh.umaryland.edu/conf_meet/AnnualConference/OrlandoDetails.html

>National Conference on Safe Schools and Communities. 10/29-31 Washington, DC
<http://gwired.gwu.edu/hamfish/AnnualConference/2007/Schedule/>

>Communities and Healthcare: Opening the Dialogue: Harnessing Complexity Science and
Relationship-Centered Care to Improve Health. 11/1-2, Baltimore, MD
<http://www.plexusinstitute.org/NewsEvents/Conferences/show.cfm?id=348>

>Teaching Pro-social Skills Conference. 11/14-15. Pasadena, CA. <Http://www.cimh.org>

>School Mental Health: Treating Students k to 12. 12/14-15. Boston, MA.
<Http://www.apa.org/ed/other.html>

>Substance Abuse and Public Policy. 2/14/08. Washington, DC. <http://www.casacolumbia.org>

>National Student Assistance Conference. 3/1-8/08. Newport Beach, CA
<http://www.prponline.net/nsac05/main.asp>

>School Social Work Association of America. 4/3-5/08. Denver, CO. <http://www.sswaa.org>

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

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It is always easier to fight for one's principles than to live up to them."

Alfred Adler

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

Below is just a sample. 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. You will find links to funding sources and to a Quick Training Aid on Financing Strategies to Address Barriers to Learning.

For updated info on federal grants, see the electronic storefront at <http://www.grants.gov>. There you can double check due dates and access applications.

A Few Examples of Current Grant Opportunities

>U. S. Department of Education

>>Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. Due 9/5/07.

<http://www.ed.gov/legislation/FedRegister/announcements/2007-3/080607a.html>

>>National Center for Special Education Research, Special Education Research and Training. Due 11/1/07

http://ies.ed.gov/funding/pdf/2008324_training.pdf

>Corporation for National and Community Service

>>Volunteer Management Grants (Due 9/6/07)

http://www.nationalservice.org/for_organizations/funding/nofa_detail.asp?tbl_nofa_id=50

>Office of Justice Programs

>>Weed and Seed Communities. Applications must be sent to the applicant's local U. S. Attorney by 9/13/07. Applications sent through Grants.gov by 9/27/07. (Revised deadline)

>Substance Abuse and Mental Health Services Administration

>>Knowledge Dissemination Conference Grants. Due 10/31/07.

http://www.samhsa.gov/grants/conferencepa_06_001_conference.aspx

>National Institute of Mental Health with the Center for Mental Health Services (Due 10/5)

>>Effectiveness, Practice, And Implementation In CMHS' Comprehensive Community Mental Health Services Program for Children and their Families Service Sites.

<http://grants.nih.gov/grants/guide/pa-files/PA-07-091.html>

>>Reducing Mental Illness Stigma And Discrimination.

<http://grants.nih.gov/grants/guide/pa-files/PAR-07-156.html>

>>Refining and Testing Mental Health Interventions and Services for Youth with Mental Illness who are Transitioning to Adulthood

<http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-050.html>

<http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-051.html>

>>Research on the Reduction and Prevention of Suicidality

<http://grants.nih.gov/grants/guide/pa-files/PA-07-079.html>

>>Research on Rural Mental Health and Drug Abuse Disorders

<http://grants.nih.gov/grants/guide/pa-files/PA-07-103.html>

>William T. Grant Foundation

>>Request for proposals for intervention research to improve youth-serving organizations. Deadline for letters of inquiry is 10/4/07 and deadline for invited full proposals is 1/31/08.

<http://www.wtgrantfoundation.org>

Calls for Proposals

>Special Issue of Professional School Counseling on “Strengths-based School Counseling” Dr. John Galassi and Patrick Akos, editors. Proposals due 9/15/07 to pta@unc.edu

>Call for Submissions: Journal of Infant, Child and Adolescent Psychotherapy. Kirland Vaughn, Ed. See <http://www.tandf.co.uk/journals/titles/1528-9168>

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“If you want truly to understand something, try to change it.”

Kurt Lewin

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****UCLA CENTER ACTIVITIES AND RESOURCES UPDATE**

For the latest information on Center resources and activities, go to <http://smhp.psych.ucla.edu> and click on *What's New*. See, for example, the latest resources that have been developed and those that have been updated. Among those currently highlighted are:

>>Upcoming Journal Article on:

Mental Health and Social Services: Results from the School Health Policies and Programs Study 2006 (in press October 2007). N. Brener, M. Weist, H. Adelman, L. Taylor, and M. Vernon-Smiley. *Journal of School Health*, 77(8) 486-499.

>>Updated Resources for Welcoming Students, Families and Staff – With a focus on using the natural opportunity of starting a school year to create a welcoming and supportive learning environment, we have updated our Welcoming resources. For example, see

>the new Guidance Note: “Is the School Year Off to a Good Start?”

>the revised packet: “Welcoming and Involving New Students and Families” – includes guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools. Download at no cost: <http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>

>>New resource for New Directions for Student Support Initiative

“Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching”

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

>>New Quick Find online clearinghouse topic page

“Diversity, Disparities, and Promoting Health Equitably”

<http://smhp.psych.ucla.edu/qf/diversity.htm>

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

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AND check out our sister center — Center for School Mental Health (CSMH) at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email csmh@psych.umaryland.edu

CSMH recently announced the availability of three new issue briefs. And, remember that the 12th Annual Conference on Advancing School Mental Health is from October 25-27, 2007 in

Orlando, Florida.

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“Intellectuals solve problems; geniuses prevent them.”

Albert Einstein

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****TRAINING AND JOB OPPORTUNITIES**

NOTE: For info 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.

Here are a few opportunities that have been brought to our attention this month.

<Guidance Department Head>

Falmouth Public Schools, East Falmouth, MA. See <http://www.falmouth.k12.ma.us>

<Program Coordinator>

Prevention Institute, Oakland, CA. Contact greta@preventioninstitute.org

<Guidance Counselor>

Omak School District, Omak, WA. Contact 509-826-0320.

<Faculty>

School Psychology Program, North Carolina State University, Raleigh, NC. Contact 919-515-2251. Review of applications begins 10/15.

<Faculty>

School Psychology, Department of Counseling and School Psychology, San Diego State University, San Diego, CA. See <http://edweb.sdsu.edu/csp>. Contact vcmorale@mail.sdsu.edu. Review of applications to begin on 10/30.

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“Everything depends. Nothing is always. Everything is sometimes.”

Langsam’s Laws

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

>>Related to last month Emerging Issue: Lack of Evidence that Evidence-based Practices Contribute to Overall School Effectiveness

(1) “I am currently chairing our district's Response to Intervention (RTI) Steering Committee. Our state has undertaken a statewide RTI pilot project. Project managers continue to refer to and stress use of evidence or research based interventions without providing any reference to research that shows the effectiveness of such practices on a large scale. Information that seems to support RTI is ‘cherry picked’ out of research that is, in reality, critical of implementation on a large scale. I am also working on my doctorate and will be looking at implementation of RTI as my dissertation topic. I would appreciate any resources or references you could provide me. I would also be willing to share further information if you are interested. Please feel free to forward my mail to the ‘well respected scientist’ referred to regarding this issue or provide me with contact information so I may review their work.”

(2) “Actually, it’s imperative to those of us who work in schools to address barriers to learning and teaching that such data be gathered – otherwise, schools don’t want us there, as school effectiveness is the bottom line for them. The real problem is that this data tends to reside in the evaluation reports, where it stays. There are a number of reasons for this, but three major

reasons are as follows:

The human subjects process at universities is very difficult to pass through when the subjects are children; getting permission to collect data for evaluation purposes only is difficult enough, but getting permission to share data with others outside of the project is next to impossible

Schools are often resistant to allowing results to go outside of the project, even when they are assured that their school will not be identified

Many of us working in the school mental health field – a relatively new field – are operating on limited funding, which also necessarily limits the time we can afford to spend on writing for publications (i.e., publishing is a luxury!)

There are currently efforts around the country to embed evidence-based approaches to addressing learning and teaching barriers within school improvement models (e.g., Ohio's Community Collaboration Model for School Improvement). As these efforts become more widespread, I am hopeful that a rich literature base will emerge to demonstrate the link between evidence-based practices (adopted within the comprehensive framework proposed in your article) and school effectiveness."

(3) "I'm interested in the conversation regarding evidence-based practices. I've thought for sometime that it was all fake ... because how did these programs get the name evidence based through politics, primarily?? Of course, we all know some universal ideas that work (cognitive/behavioral treatment for example) but to make evidence-based the end all to everything is based on flawed assumptions. I agree with the writer, where is the connection to school effectiveness. I just don't think that the research is there."

(4) "I am very interested in the debate on evidence-based practices. Yes, they are important. But NO they do not tell the whole story. A school is a very complex organization with large numbers of diverse personalities and diverse influences from the environment – we must beware of simplistic and reductionistic approaches to intervening."

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>>This came in for sharing:

"Understanding a Prevention Compassion Fatigue – A handout for professionals."

<http://www.giftfromwithin.org>

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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>

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

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