



ENEWS

A Monthly Forum for Sharing and Interchange



September, 2008 (Vol. 12 #12)

ENEWS is one of the many resources provided by the School Mental Health Project/ Center for Mental Health in Schools at UCLA. This electronic newsletter is sent 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 national Center offers, see <http://smhp.psych.ucla.edu>



We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.

Contact smhp@ucla.edu



WHAT'S HERE THIS MONTH

****Emerging Issue**

**>Community involvement and engagement with schools:
What's the most productive approach?**

****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 school to address barriers to learning**

>September – Welcoming Strategies for Students and their Families

****Other helpful Internet resources**

****Links to**

>Upcoming initiatives, conferences & workshops

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****UCLA Center update**

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



EMERGING ISSUE

>Community Involvement and Engagement with Schools: What's the Most Productive Approach?

Policy at federal, state, and local levels has encouraged school-family-community collaboration. As a result, a variety of initiatives have arisen around different agenda for collaboration. For example, in pursuit of their educational mission, schools have focused on enhancing connections with the community as a way to provide more support for schools, students, and families and as possibly promoting greater engagement of students, families, and community stakeholders. In pursuit of their service mission, community agencies have sought connection with schools as a way to provide better access to families and youth with a view to expanding their client base and especially reaching and having an impact on publically funded clients. This has led agencies to formalize linkages to schools, including co-locating some services on school campuses. Both schools and agencies also have been interested in strategies to enhance communication and coordination and, where feasible, integrate resources with a view to having a greater impact on addressing "at risk" factors.

No one argues against the importance of collaboration. But, issues and problems arise because of differences in agenda. For instance, the agenda to increase access to individual clients and enhance coordination and integration of their services (a) tends to downplay prevention and intervention as early after problem onset as is feasible and has done too little to harness the full range of resources in homes and neighborhoods and (b) has led to more parallel play among interveners and fragmentation rather than systemic integration with the various education support programs and services that schools own and operate.

Moreover, the overemphasis on co-locating community services on campus has conveyed the mistaken impression that community services can effectively meet the needs of schools in addressing barriers to learning and teaching. This has led some policy makers to view the linking of community services to schools as a way to free up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, available resources in impoverished locales are woefully underfinanced. In situation after situation, it has become evident that as soon as the first few schools in a district co-locate community agency services on their campuses, local agencies find they have stretched their resources to the limit. And, as budgets once again become tight, both school and community personnel are being downsized.

Given the goal of enhancing school-family-community collaboration, the question is what's the best agenda to guide school decision makers as they make tough fiscal decisions and to propose to Congress as it reauthorizes the Elementary and Secondary Education Act?

What's your take on all this? Send comments to ltaylor@ucla.edu

For more on this, see the Center's latest report entitled: *Community Schools: Working Toward Institutional Transformation* online at <http://smhp.psych.ucla.edu/pdfdocs/csinstitutionaltrans.pdf>



**** NEWS FROM AROUND THE COUNTRY**

>THE INCREASED STUDENT ACHIEVEMENT THROUGH INCREASED STUDENT SUPPORT ACT

This Act has been introduced in the House of Representatives as HR 6654 and in the Senate as S 3364. The bill advises minimum ratios and provides funding grants to support partnerships between underserved districts and universities preparing candidates in these fields. It also creates a loan forgiveness program for graduates in these fields who serve in low income schools a minimum of 5 years. For more on this, see <http://www.wholechildeducation.org/blackboard/>

>NEW MASSACHUSETTS MENTAL HEALTH ACT FOCUSES ON SCHOOLS

The new law focuses on early screening of children with mental illnesses. It intends to help train teachers, guidance counselors and nurses and create special teams for children who may need services from multiple state agencies. <http://www.mass.gov/legis/laws/seslaw08/sl080321.htm>

>PROGRAM TARGETS NINTH-GRADERS

To trim the rate of high school dropouts, a committee of the state school board voted to launch innovative classes for ninth graders. The focus areas include new ways to detect early warnings for dropouts, steps to help students catch up with needed credits, activities to improve literacy skills. 8/20/08 <http://www.2theadvocate.com/news/education/27164589.html>

>STUDY LOOKS AT WHAT WORKS BEST FOR ALTERNATIVE SCHOOLS

Flexible school hours, self-paced lessons, student internships and high expectations are hallmarks of the states best alternative schools. So are staff training, time for teachers to collaborate, and strong leadership. 8/7/08.

<http://www.thenewstribune.com/news/education/story/434325.html>

>NUMBER OF FREE SCHOOL LUNCHES SURGES

Thousands of Arizona children from low-income families eat free or discount lunches every day at school, and food service managers say that number is surging this year posing a problem for school districts that have to absorb the extra costs. The depressed economy is pushing thousands of families into government assistance programs that they thought they would never need. Nationwide, more than 31 million children eat the U. S. Department of Agriculture's free or discount lunches at school. 8/11/08

<http://www.azcentral.com/news/articles/2008/08/11/20080811bts-schoolnlunch0811.html>

>HOMELESS STUDENTS CAN RIDE BUSES

The Hawaii state Department of Education will provide school buses and city bus passes to transport homeless children to school under a court settlement intended to give homeless families full access to the public education system. The state department has already hired liaison personnel to assist homeless families in navigating the paperwork and regulations involved in getting a child into school. The state must revise enrollment forms and computer registration programs to better identify, track, and transport homeless students (estimated at 2,000 in the past school year). 8/13/08. <http://starbulletin.com/2008/08/13/news/story06.html>

>COULD BUMPY ECONOMY LEAD TO SLUMPING EDUCATION?

Harder times and higher fuel prices are following kids back to school this fall. Children will walk farther to the bus stop, pay more for lunch, study from old textbooks, even wear last year's clothes. Most parents say they will spend less on school clothes. Nearly half of the schools in a recent school administrator's survey said they are curtailing field trips. 8/18/08

http://www.usatoday.com/news/education/2008-08-18-schools-statistics_N.htm?loc=interstitialskip

>PILING ON THE HOMEWORK: DOES IT WORK?

While U. S. students continue to lag behind many countries academically, national statistics show that teachers have responded by assigning more homework. But according to a joint study by researchers at Binghamton University and the University of Nevada, when it comes to math, piling on the homework may not work for all students. For the average achieving class, educators could be better served by using other methods to improve student achievement. Given these students' abilities and time constraints, learning by doing may be a more effective tool for improvement. 8/8/08 <http://www.sciencedaily.com/releases/2008/08/080818101331.htm>

>MIXED RESULTS ON PAYING STUDENTS TO PASS TESTS

Offered up to \$1,000 for scoring well on Advanced Placement exams, students in 31 New York City high schools took 345 more of the tests this year than last. But the number who passed declined slightly, raising questions about the effectiveness of increasingly popular pay-for-performance programs in schools here and across the country. 8/20/08. http://www.nytimes.com/2008/08/20/education/20cash.html?_r=1&scp=2&sq=PAYING%20STUDENTS%20TO%20PASS%20TESTS&st=cse&oref=slogin

>HIGH TURNOVER OF STATE SCHOOL CHIEFS

A high turnover among top state school officers nationwide is posing a challenge for recruiters seeking people with the right mix of educational acumen and political savvy to fill the vacant or soon to be vacant pots. This year, nine state schools chiefs have left their posts or have announced their intent to step down, whether because of retirement, political pressure, or simply a desire to move on. 8/13/08. http://www.wallacefoundation.org/ELAN/NewsRoom/news_dc_8_13_08.htm

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“One of the most beautiful things about America to me is the creativity that we instill in our primary and secondary schools. I know that we lag behind many countries in test scores, but I believe we also produce some of the most creative, enthusiastic students in the world.”

Daniel Henderson
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Note: Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving mental health in schools through links at <http://smhp.psych.ucla.edu/whatsnew/linstolatest.htm>

RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*Children's Mental and Physical Health

>Joint development of bullying and victimization in adolescence: Relations to delinquency and self-harm. (2008) E. Barker, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, ePub. <http://www.jaacap.com>

>Do “no-suicide” contracts work? (2008) C. McMyler & S. Pryjmachuk. *Journal of Psychiatric Mental Health Nursing*, 15(6) 512-22. <http://www3.interscience.wiley.com/journal/118506499/home>

>Assessment instruments for measuring young children's social-emotional behavioral development (2008) *Children & Schools*, 30 (2) 103-115.

>Special Section: Child and adolescent mental health research in the context of hurricane Katrina. (2008) *Journal of Clinical Child and Adolescent Psychology*, 37(3) 487-587. <http://www.jccap.net>

>How do school connectedness and attachment to parents interrelate in predicting adolescent depressive symptoms? (2008) I. Schochet, et al., *Journal of Clinical Child and Adolescent Psychology*, 37(3) 676-681. <http://www.jccap.net>

>Decision making and problem solving in adolescents who deliberately self-harm. (2008) A. Oldershaw, et al., *Psychology and Medicine*, epub. <http://titles.cambridge.org/journals/>

***Family, School & Community**

>Reenrollment of high school dropouts in a large, urban school district. (2008) B. Berliner, et al., available at the Regional Education Laboratory West website at <http://ies.ed.gov/ncee/edlabs>

>Community structural instability, anomie, imitation and adolescent suicidal behavior (2008) T. Thorlindson, & J. Bernburg. *Journal of Adolescence*, e Pub. <http://www.elsevier.com/>

>Preventing youth suicide: Issues for law enforcement personnel (2008) E. Walsh & L. Eggert. *International Journal of Law and Psychiatry*. E Pub <http://www.elsevier.com/>

>The school-wide cultural competence observation checklist for school counselors (2008) J. Nelson, et al., *Professional School Counseling*, 11(4) 207-217. <http://www.schoolcounselor.org/content.asp?contentid=235>

>Neighborhood residence and youth development: Empirical findings and theoretical models (2008) T. Leventhal & J. Brooks-Gunn. *The Prevention Researcher*, 15 (2) 3-6. <http://www.tpronline.org>

>Early childhood assessment: why, what and how? *National Research Council, National Academies Press*. <http://www.nap.edu>

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

>Transforming School Improvement to Develop a Comprehensive System of Learning Supports: what District Superintendents Say They Need to Move Forward. *Center for Mental Health in Schools*. <http://smhp.psych.ucla.edu/pdfdocs/superintendentssay.pdf>

>Community Schools: Working Toward Institutional Transformation. *Center for Mental Health in Schools*. <http://smhp.psych.ucla.edu/pdfdocs/csinstitutionaltrans.pdf>

>Preparing All Education Personnel to Address Barriers to Learning & Teaching. *Center for Mental Health in Schools*. <http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf>

>Public school graduates and dropouts from the common core of data: school year 2005-06. (2008) *National Center for Education Statistics*. <http://nces.ed.gov/>

>Staying afloat in tough times: What states are and aren't doing to promote family economic security. (2008) S. Fass, et al., *National Center for Children in Poverty*. <http://www.nccp.org>

>Beyond ideology, politics, and guesswork: The case for evidence-based policy (2008) T. Dunworth, et al., *Urban Institute*. <http://www.urban.org/url.cfm?id=901189>

>Children's stigmatization of childhood depression and ADHD: Magnitude and demographic variation in a national sample (2008) J. Walker, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 912-920. <http://www.jaacap.com>

>The association between perceived discrimination and underutilization of needed medical and mental health care in a multi-ethnic community sample (2008) D. Burgess, et al., *Journal of Health Care for the Poor and Underserved* 19(3) 894-911.

http://muse.jhu.edu/journals/journal_of_health_care_for_the_poor_and_underserved/

>Accountability meets appropriate: The case of the Elementary and Secondary School Counseling Program. (2008). *Children & Schools*, 30(1) 3-4.



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 130 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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“If you’re ridin’ ahead of the heard, take a look back every now and then to make sure it’s still there.”

Will Rogers

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****THIS MONTH’S FOCUS FOR SCHOOL TO ADDRESS BARRIERS TO LEARNING**

>September – Welcoming Strategies for Students and their Families

From SAMHSA:

“The return to school can be stressful for many students, no matter their age. They worry about making friends, getting a good teacher, and finding their way around a new building. But starting the new school year may be harder for some students than others. Last year, if your child had poor grades, struggled with homework, or was unhappy in school, he may not be thrilled about the coming school year. If your child is starting a new school, she might be feeling especially nervous.” <http://www.family.samhsa.gov/set/septemberbacktoschool.aspx>

Our Center’s take on this:

Rather than waiting to see which students do or do not adjust well to a new class, a new school, or a new community, teachers and learning support staff can plan ways to welcome all students and their families and build networks of support from the first day. Every school can and should mobilize a wealth of energy and talent to ensure every student has an equal opportunity to succeed at school on day one of the school year. The aim must be to prevent all those adjustment problems that are preventable and to be prepared to act quickly when any student has trouble adjusting.

For some ideas and examples of welcoming and developing social support networks, go to the Center’s resource entitled: *Welcoming and Involving New Students and Families*
<http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>

There are also a wide range of ideas for welcoming that can be accessed through the Quick Find menu topic: *Transitions/articulation/welcoming programs*
http://smhp.psych.ucla.edu/qf/p2101_01.htm

****If you have examples of how to welcome new students, families, and staff and form support networks for them, please let us know so we can share them with others.**

Ltaylor@ucla.edu



Note: In planning for the year, a major focus should be on anticipating major concerns that arise over the course of the school year. Such concerns provide natural opportunities to address potential barriers to learning and teaching in ways that support the school's mission. As a guide, see the "calendar" of monthly concerns and themes by clicking on "Ideas for Enhancing Support at Your School this Month" which is on the Center's home page at <http://smhp.psych.ucla.edu>



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As Tobey Bassoff has said to teachers about newcomers:

"Treat them as if you are thrilled that they are choosing to have you as a teacher and to be a part of your classroom community. Every child has a story to tell and every student has a knowledge base from which every member of your class can benefit."

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****OTHER HELPFUL INTERNET RESOURCES**

>Resilience in African American children and adolescents: A vision for optimal development
<http://apa.org/pi/cyf/resilience.html>

>Reducing juvenile delinquency through community programs
http://www.eurekalert.org/pub_releases/2008-06/uow-svp062308.php

>Highlights of the 2006 National Youth Gang Survey
<http://www.ncjrs.gov/pdffiles1/ojdp/fs200805.pdf>

>Screening and assessing immigrant and refugee youth in school based mental health program
<http://www.rwjf.org/vulnerablepopulations/product.jsp?id=32211>

>Immigrant and refugee children
<http://www.healthinschools.org/Immigrant%20and%20Refugee%20Children.aspx>

>Helping behavioral health clients with parenting & child custody issues
http://www.upennrrtc.org/resources/view.php?tool_id=185

>After disaster: What teens can do
<http://mentalhealth.samhsa.gov/publications/allpubs/ken-01-0092/default.asp>

>Children, Stress and Natural Disasters
<http://web.extension.uiuc.edu/disaster/teacher/teacher.html>

>Parent and family involvement in education, 2006-2007 school year, from the National Household Education Surveys Program of 2007.
[Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008050](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008050)

>National Advisory Committee on Rural Health and Human Services
<http://ruralcommittee.hrsa.gov/nacpubs.htm>

>Disseminating evidence-based practice for children and adolescents: A systems approach to enhancing care
<http://www.apa.org/pi/cyf/evidence.html>

>Sustaining grassroots community based programs: A tool kit for community and faith based service providers <http://ncadistore.samhsa.gov/catalog/productdetails.aspx?productid=17868>

>Understanding the state of knowledge of youth engagement financing and sustainability <http://www.financeproject.org/publications/youthengagementreport.pdf>

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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“The easier it is to do, the harder it is to change.”
Eng’s Principle

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****LINKS TO**

>Upcoming Initiatives, Conferences & Workshops
<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for Grant Proposals, Presentations & Pagers
<http://smhp.psych.ucla.edu/upcall.htm>

>Training and Job Opportunities
<http://smhp.psych.ucla.edu/job.htm>

Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL. If you would like to add information on these, please send it to ltaylor@ucla.edu



****UCLA CENTER – BRIEF UPDATE**

For the latest information on Center Resources and activities, go to <http://smhp.psych.ucla.edu> and click on What’s New

Highlighted below are a few items – all documents cited are online to make them immediately accessible at no cost and with no restrictions on use.

New Reports

>*Transforming School Improvement to Develop a Comprehensive System of Learning Supports: what District Superintendents Say They Need to Move Forward*
<http://smhp.psych.ucla.edu/pdfdocs/superintendentsay.pdf>

>*Community Schools: Working Toward Institutional Transformation*
<http://smhp.psych.ucla.edu/pdfdocs/csinstitutionaltrans.pdf>
Explores the concept of Community Schools; the state of the art; guiding frameworks for designing interventions at a community school; the process of school-family-community collaboration; and considerations related to moving forward

New Resources

>*Why School-owned Student Support Staff are So Important*
This one page information resources was developed in response to a request from a school based student support staff who needed to make the case to her school board to guide decisions about budget cuts and reductions in force.
<http://smhp.psych.ucla.edu/pdfdocs/school-ownedstudentsupportstaff.pdf>

Updated Resources

Center Briefs:

> *Mental Health of Children and Youth and the Role of Public Health Professionals*
<http://www.smhp.psych.ucla.edu/pdfdocs/publicpolicybrief/roleofpublichealthprofs.pdf>

> *Integrating Mental Health in Schools: Schools, School-based Centers, and Community Programs Working Together*
<http://smhp.psych.ucla.edu/pdfdocs/briefs/integratingbrief.pdf>

> *Financing Mental Health for Children & Adolescents*
<http://smhp.psych.ucla.edu/pdfdocs/briefs/FinanceBrief.pdf>

Guidebook:

> *Mental Health and School Based Health Centers*
<http://smhp.psych.ucla.edu/pdfdocs/MHSBHC/wholemhsbhc.pdf>

Technical Assistance Sampler:

> *Using Technology to Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/sampler/technology/techno.pdf>

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 at the 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



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

This year the Maryland Center's annual conference will be held September 25-27, 2008 in Phoenix, Arizona at the Hyatt Regency Phoenix. The theme for the conference is "School Mental Health for All Students: Building a Shared Agenda for Youth, Families, Schools, and Communities." To register online, go to <http://cf.umaryland.edu/csmha/confreg2/>.



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"Do you realize that the only time in our lives when we like to get old is when we're kids? If you're less than 10 years old, you're so excited about aging that you think in fractions. 'How old are you?' 'I'm four and a half!' You're never thirty-six and a half."

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

We were asked to tell you about the following:

> From the U. S. Centers for Disease Control and Prevention's Guide to Community Preventive Services, "Cognitive behavioral therapy proven to benefit symptomatic children and adolescents following a traumatic event" to appear in the September 2008 issue of the *American Journal of Preventive Medicine*. See <http://www.thecommunityguide.org>

>*Become Your Best Self* workbook series for teens and young adults.
<http://www.indepthpress.com>

>*Side by side: A journey with depression* on DVD at <http://www.wetzelproductions.com>

>ASCD alert regarding *The Increased Student Achievement through Increased Student Support Act* introduced in the U. S. House of Representatives as HR 6654 and in the Senate as S 3364..
See <http://www.wholechildeducation.org/blackboard/>



THIS IS THE END OF THIS ISSUE OF E-NEWS

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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