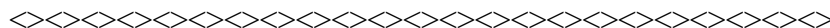


If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to:

listserv@listserv.ucla.edu

leave the subject line blank, and in the body of the message
type: subscribe mentalhealth-L

To remove your name from the mailing list type:
unsubscribe mentalhealth-L



EMERGING ISSUE

ADHD: Some fundamental questions

There has been a high level response to concerns generated by an article in the Journal of the American Medical Association which reports a dramatic increase in the prescription of psychotropic medications to preschool aged children. A significant aspect of the study focused on stimulant medication. The concerns raised arrive at a time when data from the Multimodal Treatment Study of Children with ADHD (MTA) are being offered as renewed support for the positive short-term effects of stimulant medication.

As controversies around the use of stimulant medication as a primary treatment for ADHD continue to swirl, three long-standing and fundamental questions continue to come our way and we haven't been able to provide very much in the way of comprehensive, evidence-based answers. The questions are: (1) How many youngsters with garden variety learning and behavior problems are misdiagnosed as ADHD and is the amount of misdiagnosis increasing or decreasing? (2) What are the long-term positive and negative effects of lengthy use of stimulant medication? (3) What is the evidence regarding long-term academic benefits (or lack thereof) associated with treatments that include the use of stimulant medication?

As part of our search for ways to provide the relevant information to those who contact our Center, we are seeking any research you can direct us to.

You can post your response directly on our website INTERACT page for others to read and respond to or you can send it to:

E-mail: smhp@ucla.edu

Phone: (310) 825-3634

Write: Center for Mental Health in Schools,
Department of Psychology, UCLA
Los Angeles, CA 90095-1563

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When children don't feel valued, they feel alienated.
When they feel alienated, sometimes they do antisocial things.
This is not an isolated issue. It's something our whole
country needs to work on. -Elaine Koury

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NEWS FROM AROUND THE COUNTRY

>>Free Tutors<<

Through the America Reads program, the federal government pays 100% of the wages of college students who tutor or mentor children (and some adults) in reading and math. Schools/health centers/community centers/after-school or summer programs can get paid-tutors by contacting an institution of higher learning that is participating in the America Reads Federal Work Study program. Every institution receiving federal work-study funds must have a reading tutor program in place by July 2000. For more information: (800) USA-LEARN; americareads@ed.gov, http://www.ed.gov/americareads/coluniv_fws.html

>>Breakfast Improves Learning<<

An interim report from the Maryland State Department of Education regarding the Maryland Meals for Achievement (MMFA) program indicates that students who ate breakfast in their classroom each morning performed better in school and had fewer tardies and behavior problems than those who did not eat in the classroom.

>>NAMI and Columbia University Partnership Establishes New Center<<

The new Ruane Center for the Advancement of Children's Mental Health, located within the Division of Child and Adolescent Psychiatry at Columbia University is to provide families, pediatricians, mental health professionals, and teachers with the resources and support necessary to understand mental illnesses and to help children who have these disorders. For more information, call: 212/543-5334; fax: 212/543-5966.

>>Another Call for the Federal Government to Increase the Federal Contribution for Special Education<< Diane Ravitch and Tom Loveless in an op ed newspaper piece (Los Angeles Times, March 24, 2000) stress that the federal government in the 1970s pledged to pay 40% of the costs of federal mandates for special education, but has never put up more than 12%. Consequently, local governments are picking up the bill, with special education consuming 20% of the local budget in many school districts. The authors call on the federal government to pay for what it has mandated and free up the local budget to deal with the many other problems confronting public schools.

>>Small Schools and Achievement<<

Researchers Craig Howley of Ohio University and Robert Bickel of West Virginia's Marshall University studied approximately 13,600 urban, suburban, and rural schools in 2,290 districts. They report that students living in poor communities are doing better in smaller schools. For summary of research findings, see:

http://www.ruraledu.org/nat_press.html or www.asbj.com/current/beforetheboard.html

>>Poor Behavior and Popularity<<

According to a study of 452 fourth- through sixth-grade boys, acting badly may pay off by increasing popularity -- at least for some boys. In an article in *Developmental Psychology*, researchers from Duke University, University of North Carolina, and University of Illinois found that antisocial boys were often viewed as popular by their peers and teachers. For summary of research findings, see: <http://www.asbj.com/current/beforetheboard.html>

>>Second Edition of Bright Futures<<

Bright Futures: Guidelines for Infants, Children, and Adolescents -- The second edition of this landmark publication first published by HRSA, MCHB in 1994 is now out. See: <http://www.brightfutures.org>

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Just when I was getting used to yesterday, along came today.

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^^^^^^RECENT PUBLICATIONS^^^^^^

*CHILDREN'S MENTAL & PHYSICAL HEALTH<=<=<=<

>>Empowering Families, Successful Children: Early Intervention Programs That Work -- by S. Epps & B.J. Jackson. (American Psychological Association's School Psychology series.) Contact: 800/374-2721; <http://www.apa.org/books/>

>>Educational Leadership, Vol. 57, March 2000 -- issue focuses on Healthy Bodies, Minds, and Buildings, and includes articles on school health and school reform, community schools, funding, school safety, cyberspace safety, bereavement, and nutrition.

>> Six workshop modules promoting a coordinated approach to school health -- by Education Development Center, Inc. Available from School Health Programs, 617/969-7100; Email: poreilly@edc.org

>>Nursing Assessment of School Age Youth: School Community

Collaboration (Nov. 1999) -- edited by Beverly Bradley, PhD, RN. A continuing education module to enhance the skills of school nurses for participating successfully in school-community collaborative efforts to improve children's health. Contact the National Association of School Nurses: 207/883-2117; fax: 207/883-2683; nasn@nasn.org

***DELINQUENCY, VIOLENCE, AND SUBSTANCE ABUSE
PREVENTION<=<=<=<**

>>Protective Schools: Linking Drug Abuse Prevention with Student Success (2000) -- by Kris Bosworth at the University of Arizona, College of Education. Outlines ten principles that foster a protective school -- a physical/psychological atmosphere promoting healthy youth development. Available online: <http://www.drugstats.org>

>>Dangerous Schools: What We Can Do About The Physical and Emotional Abuse of Our Children -- by I.A. Hyman & P.A. Snook. Discusses how certain disciplinary methods in schools can be physically or psychologically harmful to students. Contact: Jossey-Bass, Inc.; 800/956-7739; <http://www.joseybass.com>

>>The Bully Free Classroom -- by A.L. Beane. Offers over 100 tips/strategies for recognizing and coping with a bully in the classroom (emphasis is on grades K-8). Contact: Free Spirit Publishing, 612/337-5050; <http://www.freespirit.com>

>>Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents -- edited by D. Capuzzi & D.R. Gross. Focuses on strategic prevention efforts with at-risk populations. Contact: American Counseling Association, 800/422-2648

***FAMILY & COMMUNITY<=<=<=<**

>>Education and Care: Early Childhood Programs and Services for Low-Income Families (Nov. 1999). U.S. General Accounting Office Report to Congressional Requesters (GAO/HEHS-00-11). Describes (1) programs that provide early childhood care and education for low-income children, (2) assessments of low-income parents' difficulties with finding childcare, and (3) collaborative efforts to address these parents' difficulties. Contact: US GAO, Washington, DC 20548.

>>It's Up to Us -- by John Graham. A guide for teens who want to get involved in the community and don't know how. Contact The Giraffe Project: 360/221-7817; <http://www.giraffe.org>

>>Finding Time to Collaborate (addressing teachers' need for collaboration) in Education Update (Vol. 42, March 2000) -- from the Association for Supervision and Curriculum Development.

>>Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives (Vol. 1, No. 3; Feb., 2000) -- prepared by The Finance Project. Provides an overview of the major sources of federal food and nutrition funds that can support out-of-school time and community school programs, and highlights strategies to maximize the use of federal food and nutrition funds.

Available online: <http://www.financeproject.org/osthome.htm>

"Without our own collaborative efforts, we struggle to survive, to succeed, and to impact alone. Together, our contributions are cumulative and the chances of success rise exponentially"

-Karen Hacker, MD

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^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^

>>Enhancing Student Achievement and Safety, April 26-29, 2000; Chicago, IL:
Contact: 630/218-1065; akinder@ncrel.org

>>Family Resource Coalition of America National Conference April 26-29, 2000; Chicago, IL. Contact: 877/338-FRCA; Website: <http://www.frca.org>

>>Healthcare World Conference May 1-3, 2000; Las Vegas, NV. Focus is on the internet healthcare industry. Contact: 800/535-1812; Website: <http://www.eHealthcareWorld.com>

>>The Business and Education 2000 Conference May 3-4, 2000; New York, NY. Contact: 212/339-0345; Website: <http://www.conference-board.org>

>>The International Center for Health Leadership Development Workshop May 9-10, 2000; Saginaw, MI. Examines principles of asset-based Community development. Contact: 517/776-8530; barkholzs@aol.com

>>Adolescent Health: New Challenges, New Responses û May 10-12, 2000; Dallas, TX. Contact: 919/843-9827; abperry@email.unc.edu

>>Collaborative for Integrated School Services Conference May 24-26, 2000; Cambridge, MA. Theme: Building Strong Full Service and Community Schools Contact: 617/496-4570; susan_semple@harvard.edu

>>Reclaiming Challenging Youth Annual Conference June 24-28, 2000;
Rapid City, SD. Theme: Risk to Resilience and Rage to Responsibility.
Contact: 800/647-5244; Website: <http://www.reclaiming.com>

>>National Community Service Conference June 24-28, 2000; Orlando, Fl.
Theme: Fulfilling the Promise of America, Focus 2000: Children and
Youth. Contact: 202/729-8101; Website: <http://www.PointsofLight.org>

>>Social Emotional Learning Summer Institute July 17-21, 2000; Columbia
University, New York, NY. Theme: The Foundation for Character
Development and Academic Achievement. Contact: 212/570-1075;
Website: <http://www.tc.columbia.edu/academic/psel>

>>Schools as Family and Community Resources Conference July 18-21,
2000; New Haven, CT. Theme: Schools of the 21st Century.
Contact: 203/432-9944; Website: <http://www.yale.edu/21C>

>>National Association of County and City Health Officials (NACCHO)/The
Association of State and Territorial Health Officials (ASTHO) Annual Conference
July 19-20, 2000; Los Angeles, CA. Contact Rusty Boyce: 202/371-9090;
rboyce@astho.org

>>Training of Trainers for the Michigan Model for Comprehensive School
Health Education August 1-9, 2000; Novi, MI. Trains educators in the
effective use of this curriculum. Registration Deadline: June 1.
Contact: 517/774-3290; Website: <http://www.emc.cmich.edu>

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR
WEBSITE AT: <http://smhp.psych.ucla.edu>

(Go to "Contents" then click on "Upcoming Events of Interest".)

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One parent's reflections on parenthood:

"Before I had children, the thing I was most thankful about was the
opportunity to obtain a college education and have a higher quality of life
than my ancestors. Now in the midst of raising several kids, the thing I find
I am most thankful about is the chance to finish a complete thought without
being interrupted."

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^^^^^CALL FOR PROPOSALS/PAPERS/GRANTS

>>Proposals for the 2001 Association For Supervision and Curriculum Development conference (March 17-19, 2001; Boston, MA) is May 1, 2000.

Website: <http://www.ascd.org>

>>Proposals for the 2001 American Association of School Administrators conference (February 16-18, 2001; Orlando, FL) is May 15, 2000.

Website: <http://www.aasa.org>

>>Proposal for the National School Boards Association conference (March 24-27, 2001; San Diego, CA) is June 7, 2000.

Website: <http://www.nsba.org>

**Grants

>>Promising Initiatives To Improve Education in Your Community: A Guide to Selected U.S. Department of Education Grant Programs and Funding Opportunities (2000). Gives detailed information about selected grant initiatives and exemplary grantees, and highlights resources to help schools and communities address pressing education issues.

Available online: <http://www.ed.gov/inits/FY2000/index.html>

>>National Institute of Justice (NIJ)

Proposals solicited to evaluate (1) the multi-site demonstrations of enhanced collaboration among systems; (2) the implementation of cross-system policy, staff development, and procedures. For guidelines, call: 800/851-3420 or 800/421-6770; Website: <http://www.ncjrs.org/fedgrant.htm#nij>

Deadline: May 30, 2000.

>>Safe and Drug-Free Schools Grant: The Challenge Newsletter

Funds one cooperative agreement for the development and dissemination of The Challenge newsletter to provide information about effective practices.

Website: <http://ocfo.ed.gov/fedreg/grantann/q100/032400b.txt>

Deadline: April 24, 2000

>>Office of Community Service (OCS)

Funding for Public Information/Community Awareness Campaign Projects for the prevention of family violence. Website: <http://www.acf.dhhs.gov/programs/ocs/>

Deadline: May 15, 2000.

>>Substance Abuse and Mental Health Services Administration (SAMHSA)

Grants for Youth Violence Prevention Cooperative Agreements to promote prevention of youth violence and suicide. Deadline: May 3, 2000

Website: <http://www.samhsa.gov>

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"Public schools cannot hope to improve unless the markedly unbalanced, socially divisive economic-development patterns transforming society are also corrected."

-David Freedman

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^^^^^^OTHER HELPFUL RESOURCES^^^^^^

****Mental/Physical Health****

>>Human Services Policy

<http://aspe.hhs.gov/hsp/hspyoung.htm>

Contains publications on teen pregnancy, including National Strategy to Prevent Teen Pregnancy

>>American Counseling Association

http://www.counseling.org/members/journals/jcd_summer98.pdf

Features article on DSM-IV criteria for substance use disorders and includes a table of assessment instruments.

>>National Institute on Drug Abuse

<http://www.nida.nih.gov/Diagnosis-Treatment/diagnosis.html>

Includes sections on drug abuse definitions, epidemiology, assessment, treatment, and prevention.

****Funding****

NOTE: Our Center recently developed an aid for those of you who want to go surfing for funds on the internet. See our website:

<http://smhp.psych.ucla.edu> and click on What's New and scroll down to "New Materials from our Center" and click on Surfin' for Funds."

>> U.S. Department of Education Grant Information:

2000 New Initiatives and Funding Opportunities: Smaller Learning

Communities Initiative. <http://www.ed.gov/pubs/promisinginitiatives/newinits.html>

>>School Health Finance Project Database

<http://www2.cdc.gov/nccdphp/shpfp/index.asp>

Includes several new funding sources including: Juvenile Mentoring Program Discretionary Competitive Assistance Program and National Youth Substance Abuse Prevention Initiative Cooperative Agreement for Community Based Action.

these are requests that came in over our Net Exchange on our website and can be responded to there (<http://smhp.psych.ucla.edu>). Or you can simply send us the information (smhp@ucla.edu) and we will forward it. If you send it direct, please also send us a copy so we can let others know the info.

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REQUEST:

\*\*Doug Bailey is seeking policy statements of articles that establish the support of national or state school psychologist organizations for school-based mental health services and greater linkages to mental health professionals. Also appreciated would be information on college/university training programs that focus on post-secondary training emphasizing collaborative efforts between education and mental health professionals.

COMMENT:

\*\*From Sid Gardner: "The CTC [California Teaching Credential] advisory panel on credentialing changes for PPS [Pupil Personnel Services] professionals has developed language that would govern the 'supervisory' relationships between PPS professionals and professionals from outside agencies who work in and with schools. Some of the panel's members view this as necessary to assure quality of PPS-like activities in schools by uncredentialed staff; others view it as a tragically guild-minded step away from true community partnership into old hierarchical language that clings to ideas of vertical 'supervision' of 'outsiders.' This language might inspire serious debate of partnership vs. supervision issues...."

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NEWS FROM OUR CENTER AND OUR SISTER CENTER

(Support for the two national Centers comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.)

^^^UPDATES FROM the CENTER for MENTAL HEALTH in SCHOOLS, UCLA:

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\*To help make our web site really meet your needs, we've posted a response form so you can give us your ideas and feedback. To let your voice be heard, just go to the home page on our web site( <http://smhp.psych.ucla.edu>) and

click over to the form.

\*Our Consultation Cadre gets better all the time. It is an important facet of our Technical Assistance effort that pulls together a network of expertise. We recently sent out a mailing to our Cadre members to update their information. Thank to all who have responded so far; if you still haven't sent in your form, please do so.

To see who's already listed in your state, go to our website <http://smhp.psych.ucla.edu> and click on SEARCH in the left column, then click on DATABASE, select CADRE and choose your state, click on SUBMIT -> up will pop a list of names. You can then click on any of the names to find what help that cadre member is offering. Most have email addresses that can be directly accessed.

If you'd like more information about becoming a Cadre member, just contact the Center or go to the website's CONTENTS page, click on CONSULTATION CADRE, click on JOIN, enter the information requested and say YES for Consultation Cadre.

\*Still not receiving our newsletter? The featured article in the last issue (Vol. 5, No.1) was "Connecting Counseling, Psychological, & Social Support Programs to School Reform." If you are not on our mailing list, let us know and we will add your name and send you a hard copy of the entire newsletter. Otherwise current and past editions can be accessed and downloaded from our web site.

\*The Los Angeles area regional meeting of the Policy Leadership Cadre for Mental Health in Schools was held on April 10th (paralleling the one held in the DC area in February). The meetings explored a variety of policy related matters and outlined strategies for moving policy related to mental health in schools forward. For those of you unable to attend, we'll be sending out a final summary next month as well as posting a copy on our web site. If you haven't been contacted and are interested in participating or getting more information about this group, see <http://smhp.psych.ucla.edu> go to "Contents" and scroll down to Center Hosted Sites and click on "Policy Leadership Cadre for Mental Health in Schools" or contact the Center directly.

\*A part of our ever expanding web site is our Quick Find section which allows you to quickly find information on timely issues. We just added an entry on the impact of Suicide Prevention Programs. To view this and other quick finds, go to our web site's search page at <http://smhp.psych.ucla.edu/websrch.htm>.



\*\* Brochures for the 5th national conference on Advancing School Mental Health Programs are available. Contact the Center for more information or to register.

\*\* Issue brief titled "Involvement of Expanded School Mental Health Programs in the State Children's Health Insurance Program" is now available for distribution through the CSMHA. Contact the center for a copy.

Center for School Mental Health Assistance  
University of Maryland at Baltimore, Dept. of Psychiatry  
680 West Lexington St., 10th fl., Baltimore, MD 21201  
Ph; 888/706-0980 Email: csmha.ab.umd.edu  
<http://csmha.umaryland.edu>

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

Below is a brief description of our Center.

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**WHO ARE WE?**

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The Center for Mental Health in Schools at UCLA is one of two national centers funded in October 1995 for five years by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. The other center is at the University of Maryland at Baltimore.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS,  
contact Center Coordinator Perry Nelson or Center Co-Directors  
Howard Adelman, or Linda Taylor at UCLA School Mental Health  
Project/Center for Mental Health in Schools

Voice: (310) 825-3634 Fax: (310) 206-8716

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu) Web Site: <http://smhp.psych.ucla.edu>

Write: School Mental Health Project/

Center for Mental Health in Schools

Dept. of Psychology, UCLA , Box 951563,

Los Angeles, CA 90095-1563.

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