

ENEWS -- A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/  
CENTER FOR MENTAL HEALTH IN SCHOOLS

December, 1999 -- (Vol 4, # 3)

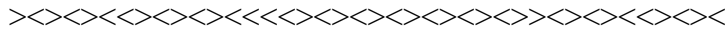
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HOLIDAY GREETINGS!

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WHAT IS ENEWS? (for those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.



FEEL FREE TO FORWARD THIS TO ANYONE.



WHAT'S HERE THIS MONTH

- \*\*Emerging Issue
  - >Learning Disabilities Backlash
- \*\*News from around the Country
- \*\*Recent Publications Relevant to
  - >Children's Mental & Physical Health
  - >Programs, Policy, Financing, & Accountability
  - >Violence and Substance Abuse Prevention
- \*\*Upcoming Initiatives, Conferences, Workshops
- \*\*Call for Proposals and Papers
- \*\*Other Helpful Resources
- \*\*Job Announcements and Postdoctoral Fellowships
- \*\*Comments/Requests/Questions from the Field
- \*\*News From Our Center and Our Sister Center

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To post messages to ENEWS, E-mail them to: smhp@ucla.edu

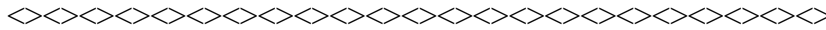
If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to:

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\*\*\*

>>>Learning Disabilities Backlash

Now that more than half of the students labeled for special education across the country are diagnosed as "learning disabled," the rate of misuse of the label (misdiagnosis) is becoming a widespread issue. For example, the lead story in the Los Angeles Times December 12, 1999, quotes G. Reid Lyon, who heads the federal government's research efforts into reading and learning disabilities as stating:

"Learning disabilities have become a sociological sponge to wipe up the spills of general education. It's where children who weren't taught well go ...."

With the moves to increase standards and end social promotion, the temptation to refer more youngsters for possible diagnosis as "learning disabled" is likely to burgeon -- as will the related mental health and psychosocial concerns.

Therefore, if the backlash hasn't emerged yet in your area, it is likely to surface soon.

It seems important to track how this is playing out around the country, especially with respect to what is being done to ensure that youngsters who are not doing well with respect to reading are being provided with necessary added assistance. Let us hear from you on this.

You can post your response directly on our website for others to read/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



public awareness of homicides in schools, overall school crime rates are declining. The report includes descriptions of: (1) activities planned by 54 communities that received the first Safe Schools/Healthy Students Initiative grants, (2) model research-based programs that address prevention of violence and substance use, (3) schools recognized as doing an exemplary job of creating and maintaining safe environments. The report is available on the internet: <http://www.ed.gov/offices/OESE/SDFS/news.html>

>>From California: "California Report Card 99: How Our Youngest Children Are Faring," Published by Children Now (1999), this document stresses that nearly 30% of children under age 5 live in poverty, and that 1 in 5 lacks health insurance. It also indicates some good news: that the infant mortality rate dropped between 1995-97, and it offers several ways to improve child development services.

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After all is said and done,  
more is said than done.

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

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

>>"Ten Critical Threats to America's Children: Warning Signs for the Next Millennium." By the National League of Cities and National School Boards Association (Nov. 29, 1999). The document's goal is to focus national attention on key areas where more can and must be done to help and protect children and their futures. Available online:  
[http://www.nsba.org/highlights/ten\\_threats.htm](http://www.nsba.org/highlights/ten_threats.htm)

>>"Children's Mental Health: The Changing Interface Between Primary and Specialty Care" (1999), a report of the Children's Mental Health Alliance Project by AG Steinberg, A Gadowski, and MD Wilson. The document describes the evolving nature of children's mental health services, discusses implications for action, and offers recommendations for future research. Contact: Division of Child Development and Rehabilitation Medicine; The Children's Hospital of Philadelphia, 34th St. and Civic Cntr. Blvd., Philadelphia, PA 19104-4399.

>>"Depressive and Disruptive Disorders and Mental Health Service Utilization in Children and Adolescents," by P Wu, CW Hoven, HR Bird, RE Moore, et al., Journal of the American Academy of Child and Adolescent Psychiatry, 38:9, Sept. 1999. Examines the relationship of depressive and disruptive disorders with patterns of mental health service utilization among

children and adolescents. Conclusions highlight the importance of improving school-based services to meet children's needs.

>>"Promoting Healthy Adolescents: Synthesis of Youth Development Program Evaluations," by J Roth, J Brooks-Gunn, L Murray, and W Foster; *Journal of Research on Adolescence*, 8:4, 1998. Evaluates the usefulness of the youth development framework based on 15 program evaluations, and finds promising results. Available on line:  
[http://www.casacolumbia.org/newsletter1458/newsletter\\_show.htm?docid=7056](http://www.casacolumbia.org/newsletter1458/newsletter_show.htm?docid=7056).

>>"America's Children: Key National Indicators of Well-Being," 1998 developed by the Federal Interagency Forum on Child and Family Statistics presents 23 key indicators on important aspects of children's lives, including their economic security, health, behavior and social environment, and education. Includes two measures of child well-being. Download:  
<http://childstats.gov>.

>>"Just the Facts About Sexual Orientation and Youth," an initiative released by a coalition of nation's leading education, health, and mental health organizations, strongly urges educators and school administrators to better understand sexual orientation development, and to support lesbian, gay, and bisexual youth in the nation's schools. Contact: GLSEN (Gay, Lesbian, and Straight Education Network); Ph: (212) 727-0135.

>>"The School Savvy Parent," by R Clark, D Hawkins, and B Vachon (1999), offers tips to help parents stay involved in their children's lives. Contact: Free Spirit Publishing; Ph: (612) 338-2068; Email: [help4kids@freespirit.com](mailto:help4kids@freespirit.com)

>>"Helping Families Improve Local Schools," by M Hynes, is a report by the Public Education Network on how to increase the amount of parent involvement in children's education. Contact Public Education Network: Ph: (202) 628-7460; Email: [penpubliceducation.org](mailto:penpubliceducation.org); Website: <http://www.publiceducation.org>

**\*PROGRAMS, POLICY, FINANCING, & ACCOUNTABILITY<=<=<=<=<**

>>School-related Interprofessional Collaboration and Training is the theme of a special issue of *The Teacher Education Quarterly* (1999, Vol. 26, No. 4).

>>Community Schools and Full-Service Schools are discussed in a special issue of the *National Association of Secondary School Principals' Bulletin* (1999, Vol. 83, No. 611).

>>Full Service Schools also are the focus of "Best Practices Briefs," Nos. 6 and 7, published by Outreach Partnerships at Michigan State University. Contact: Editor, Ph: (517) 432-2500.

>>"Taking a Critical Look at Home Visiting, "21 Community News" newsletter (Fall 1999). Examines the topic of home visiting and argues that, despite anecdotal evidence of the value of home visiting programs, recent research suggests otherwise. Contact: School of the 21st Century, Yale University, 310 Prospect St., New Haven, CT 06511-2187.

>>"Teen Pregnancy Prevention: A Legislator's Guide," by the Prevention Projects Program at the National Conference of State Legislature (item #6147). The document aims to help frame the issue for state policymakers as they address teen pregnancy in their respective states. Contact: Book Order Dept. at NCSL; Ph: (303) 830-2200; Fax: (303) 863-8003.

>>The Finance Project's October 1999 Strategy Brief, "Using TANF to Finance Out-of-School Time and Community Initiatives" provides an overview of how to utilize funds from Temporary Assistance to Needy Families (TANF). Available online:  
<http://www.financeproject.org/osthome.htm>

>>"Critical Issues in Financing School-Based Health Care: A Report of the National Assembly on School-Based Health Care" Covers financing mechanisms, challenges to sustainability, and future opportunities. Contact: NASBHC, Ph: 888/286-8727; web: <http://www.nasbhc.org>

>>"Making the Healthy Connection: Establishing and Sustaining the Hospital Sponsored School-Based Health Center," published by the VHA Health Foundation, Inc. (1999), offers the health care community a comprehensive examination of the critical areas that should be addressed by hospitals pursuing this type of partnership. Contact: VHA, Inc.; Ph: (972) 830-0000; Website: <http://www.vha.com>

>>"The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services," V:1, 1999. This newsletter, published by the Harvard Family Research Project, features the following articles concerning children and youth: 1) Reflections on Evaluating Strength-Based Approaches to Youth Development; 2) Youth Empowerment Evaluation; 3) Interview with Karen Pittman. Contact: Ph: (617)495-9108; Email: [hfrp\\_gse@harvard.edu](mailto:hfrp_gse@harvard.edu); Web: <http://gseweb.harvard.edu/~hfrp>

>>"Practical Evaluation for School-Based Collaborative Services Programs: Goals, Processes, Tools and Reporting Systems Developed Over an Eight-Year Period in Public Schools," by JR Veale, RE Morely, and CL

Erickson (1999). Documents ideas, processes, and outcomes from many people involved in the "accountability" issue in establishing and maintaining interagency collaborative services programs. Contact: Dr. Raymond E. Morely; At-Risk/Homeless/SBYSP Consultant; Ph: (515)-281-7697 or (515) 281-3966; Fax: (515) 281-6025; Email: margaret.edwards@ed.state.ia.us

**\*VIOLENCE, DELINQUENCY, & SUBSTANCE ABUSE  
PREVENTION<=<=<=<**

>>"Response to disaster: Psychosocial, community, and ecological approaches," by R Gist and B Lubin (Eds.), 1999; Philadelphia: Brunner/Mazel. Presents viewpoints of several community psychologists about the efficacy of various approaches to disaster intervention.

>>"Here's Proof: Prevention Works," by the Center for Substance Abuse Prevention, is an educational packet that maps out which programs are effective at preventing substance abuse. Contact: National Clearinghouse for Alcohol and Drug Information: Ph: (800) 729-6686; Website: <http://www.health.org>

>>About Prevention Science. A special issue of the American Journal of Community Psychology, 27:4 1999, contains: 1) "Core Elements of Developmental Epidemiologically Based Prevention Research," by SG Kellam, D Koretz, and E Moscicki; 2) "Description and Immediate Impacts of a Preventive Intervention for Conduct Problems," by JB Reid, JM Eddy, RA Fetrow, and M Stoolmiller; 3) "A Developmental Approach to Prevention Research: Configural Antecedents of Early Parenthood," by SD Gest, JL Mahoney, and RB Cairns.

>>"Preventing Adolescent Health-Risk Behaviors by Strengthening Protection During Childhood," Archives of Pediatric and Adolescent Medicine, 153 (March): 226-234, 1999. Results of this study indicate that students who participated in the intervention program reported more commitment and attachment to school, higher GPA's, and fewer drop-outs, than controls.

>>From the Office of Juvenile Justice and Delinquency Prevention (OJJDP)  
\*"Family Disruption and Delinquency" (1999): examines the impact that multiple changes in family structure have on adolescent's risk of problem behavior. The research is based on interviews of 4,000 youth and caretakers, and shows that the number of transitions has a significant effect on delinquency and drug use. (NCJ 178285).

\*"Youth Out of the Education Mainstream: A North Carolina Profile" (1999): describes an initiative by the Center for the Prevention of School

Violence in Raleigh, NC, that focuses on effective programs and innovative strategies to reach youth in need of help reintegrating into mainstream schools from juvenile detention and correctional settings. (NCJ 176343).

\*"Job Training for Juveniles: Project CRAFT" (1999): describes the Community Restitution and Apprenticeship Focused Training Program (Project CRAFT). Project CRAFT offers pre-apprenticeship training and job placement in the home building industry for adjudicated youth referred by State departments of juvenile justice. (FS-99116).

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"Healthy children make better students,  
Better students make healthy communities."  
-Nora Howley, Director  
Resource Center on Educational Equity  
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^^^UPCOMING INITIATIVES, CONFERENCES,  
WORKSHOPS^^^

>>Partnerships For Health in the New Millennium -- Jan. 24-28, 2000; Washington, DC. Features the joint meeting of the Healthy People Consortium and Partnerships for Networked Consumer Health Information, and the launch of Healthy People 2010 -- the prevention agenda for the Nation. Web: <http://www.health.gov/partnerships>

>>National Center on Education and the Economy -- Feb. 3-5, 2000; San Diego, CA. Theme: Driving Student Achievement: Comprehensive School Reform. Website: <http://www.ncee.org/nc2000>.

>>The Violence Around Us: Changes and Challenges for Psychological Practice. A continuing education weekend sponsored by the American Psychological Association's Public Interest and Science Directorates. Catamaran Resort Hotel in San Diego, Feb. 10-13. Contact: 800/374-2721, Ext. 5991; web: <http://www.apa.org/ce>

>>National Student Assistance Conference -- March 6-9, 2000; Nashville, TN. Theme: Keeping Students Safe and Drug-Free. Contact: (800) 453-7733. Early-bird registration deadline: Jan. 10.

>>National School Social Work Conference -- March 12-14, 2000; Las Vegas, NV. Keynote speaker: Assistant Secretary of Education, Judith Heumann. Contact: Email: [SSWAA@aolcom](mailto:SSWAA@aolcom); Website: <http://www.sswaa.org/nande/conference.html>

>>National Association of School Psychologists Convention -- March 28-April 1, 2000; New Orleans, LA. Website:  
<http://www.naspweb.org/conventions/index.html>

>>National Council of La Raza 2000 Conference -- July 1-5, 2000; San Diego, CA. Contact: National Council of La Raza, 1111 19th St., NW, Suite 1000, Washington, DC, 20036. Ph: (800) 311-NCLR

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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"Opportunity is missed by most people  
because it is dressed in overalls  
and looks like work."

-Thomas Edison

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^^^^^CALL FOR PROPOSALS AND PAPERS^^^^^^

>>Journal of Behavioral Health Services and Research (JBHS&R) invites manuscripts for upcoming special issues addressing: 1) Linking Mental Health Research and Practice; 2) Patterns of Mental Health Care under Managed Care; 3) Prevention and Early Intervention of Children's Mental Health Services; 4) Politics in Policy Formulation and Resource Allocation in Mental Health. Contact: Dr. Bruce Lubotsky Levin; Ph: (813) 974-6400 (or 6407); Fax: (813) 974-6257; Email: [levin@fmhi.usf.edu](mailto:levin@fmhi.usf.edu).

>>The National Institute of Mental Health (NIMH) requests applications (RFA) for Outreach Partners to support its new public education initiative, the Constituency Outreach and Education Program. Outreach partners will receive materials, training, \$5,000 stipend. Web:  
<http://mentalhelp.net/articles/nimh3.htm>

>>The Jostens Foundation has launched a new national award and grant program aimed at supporting efforts that promote healthy, caring, and responsible young people. As part of the "Our Town Award and Grant Program," the Jostens will award \$500,000 to 10 asset-building Healthy Communities, Healthy Youth initiatives over the next five years. Applications available at the Search Institute website:  
<http://206.146.217.11/ourtown/apply.html> Deadline: March 1, 2000.

>>Gannet Grants Fund Programs for At-Risk Youth will award \$8 million to

nonprofit programs that focus on at-risk youth, and has special giving program grants for nonprofits located in Maryland, Virginia, and Washington, D.C. ranging from \$4,000 to \$6000. Contact: Gannett Foundation, 1100 Wilson Blvd., Arlington, VA 22234; Ph: (703) 284-6069. Deadlines: Dec. 15, March 15, June 15, and Sept. 15.

>>The General Mills Foundation will provide financial support to nonprofit organizations that make a distinctive contribution to the quality of life and that strengthen the capacity of communities to solve problems and create opportunities for all citizens. Grants focus on: 1) arts and culture, 2) education, 3) family life, and 4) health and nutrition. Fund ID#: 1481 Contact: Ph: (612) 540-7891; Fax: (612) 540-4114; Web: <http://www.generalmills.com>

>>The For All Kids Foundation, Inc. awards grants to help support the intellectual, social, and cultural development of disadvantaged children throughout the U.S. Previously awarded nonprofit organizations focusing on programs for inner-city youths, literacy/mentoring for under-performing students, healthcare to low-income kids, prevention/treatment of illnesses afflicting children, and domestic violence shelters. See: <http://www2.cdc.gov/nccdphp/shpfp/index.asp>

>>The Gimbel Child and Family Scholars Award Program Scholarship and Service Awards for Individual Efforts in Promoting Racial, Ethnic, and Religious Understanding has announced a call for nominations. The awards recognize the efforts of scholars and practitioners developing interventions that promote health and prevent emotional and physical distress. Contact: Thomas Gullotta, Gimbel Child and Family Scholar Program Committee; Ph: (860) 443-2896; Fax: (860) 442-5909; Email: [tpg@cfapress.org](mailto:tpg@cfapress.org). Deadline: Jan. 1, 2000.

>>The American Psychological Association (APA) Minority Fellowship Program (MFP) is now accepting applications for fellowships in mental health services, substance abuse, HIV/AIDS research and neuroscience. Contact: MFP; Ph: (202) 336-6027; Fax: (202) 336-6012; Website: <http://www.apa.org/mfp>. Deadline: Jan. 15, 2000.

>>The American Educational Research Association, in partnership with the Spencer Foundation, invites doctoral students in educational research to apply for a one-year fellowship of up to \$16,000. Contact: AERA, Spencer Fellowship, 1230 17th St., NW, Washington, DC 20036. Deadline: May 8, 2000.

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Procrastination is the art of keeping  
up with yesterday.

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

>>School-Based Social and Emotional Learning Programs<<

The Collaborative to Advance Social and Emotional Learning (CASEL) maintains a website (<http://www.casel.org>) and two listservs (FCASEL and MCASEL) for those interested in issues and events related to school-based social and emotional learning programs. The FCASEL or "Friends of CASEL" listserv features current news related to the topic, and MCASEL is a discussion board for those who wish to share information or discuss relevant issues. To subscribe, address your email to: [listserv@listserv.uic.edu](mailto:listserv@listserv.uic.edu). In the body of the letter, type: subscribe mcase (or fcasel) First Name Last Name (your first and last name).

>>Gangs and At-Risk Kids<< <http://pw2.netcom.com/fjobrien/gangs.html>

Provides explanations from former gang members about why they joined gangs and what provokes the atmosphere of violence in gangs. Suggests warning signs for parents, along with what they can do to help their child.

>>National Black Child Development Institute<< <http://www.nbcdi.org>

Links visitors to the African American Early Childhood Leadership Resource Center as well as to the National Black Child Development Institute's Affiliate Network that aims to further the national mission of developing healthy black children.

>>Centers for Disease Control and Prevention: WONDER<<

<http://wonder.cdc.gov/mortJ.shtml>

CDC "Wonder" is an easy-to-use system that provides a single point of access to a wide variety of CDC reports, guidelines, and numeric public health data.

>>Coalition for Community Schools Website<< <http://www.communityschools.org>

The Coalition for Community Schools' website is for everyone interested in community schools. Shortly, they will launch the "Community Schools Dialogue" section of the website

([http://www.communityschools.org/Community\\_School\\_Dialogue.html](http://www.communityschools.org/Community_School_Dialogue.html)

for discussions of issues raised in their on-line newsletter, "Community Schools On-line," and for thematic dialogues with experts.

>>Center for Effective Collaboration and Practice<<

[http://cecp.air.org/prompract2\\_toc.htm](http://cecp.air.org/prompract2_toc.htm).

The CECP website is currently featuring Jennifer Simpson and Nancy Koroloff of the Research and Training Center on Family Support and Children's Mental Health at Portland State University, who are available to discuss the "Promising Practices in Children's Mental Health, Volume II:

Promising Practices in Family-Provider Collaboration." Dr. James Garbarino will be on line to talk about his book "Lost Boys" dealing with violence -- beginning Sept. 15th (see a chapter from the book on the CECF website).

>>>Children's Defense Fund: School Violence<<<

<http://www.childrensdefense.org/youthviolence/resources.html>

The CDF website features resources on school/youth violence, with links to many relevant sites.

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YOU CAN LINK TO OTHER RELEVANT SITES FROM OUR WEBSITE

<http://smhp.psych.ucla.edu>

(From our home page, click on "Links to Other Sites")

(Haven't visited our site lately? Click on "What's New" -- we add new materials every week.)

If you have favorite sites you think others would find useful, let us know.

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^^^^^^JOB ANNOUNCEMENTS^^^^^^

>>>>Training and Technical Assistance Center Positions<<<<<

The American Institutes for Research and the Federation of Families for Children's Mental Health will be jointly operating the new Training and Technical Assistance Center for grantees in the Comprehensive Community Mental Health Services for Children and Their Families Program. The program funds grants to states, local governments, and Native American tribes to implement Systems of Care and to provide direct services to children with serious emotional disturbances. The Center is currently searching for the following staff: Project Co-Directors, Senior Advisors, Research Assistants, Administrative Assistants, Conference Planners, and Peer Mentors. Position postings are available on the AIR website:

<http://www.air.org/empopps/tap.html>

>>>>Program Director<<<<<

The Magic of Children, a non-profit Child Health Education Program, is seeking a Program Director with interest in community-based program development, and expertise in development/implementation of curricula, results-based evaluation, and grant applications. Preference given to doctoral students or those with MA in early childhood education. Contact: Teresa Hartnett; Ph: (703) 998-0412; Fax: (703) 998-6610; Email: [hartnettinc@mindspring.com](mailto:hartnettinc@mindspring.com). Deadline: Jan. 10, 2000, but applications accepted until position filled.

>>>>Executive Director<<<<

The Safer Society Foundation, a national non-profit agency focusing on sexual abuse prevention, treatment, advocacy, and publications, is seeking Executive Director to manage budget, write grants, and impact policy. Contact: Georgia Cumming, SSFI Board of Directors Personnel Committee, c/o 50 Cherry St., Suite 101, Burlington, VT 05401.

>>>>Executive Director<<<<

Urban Family Development seeks Executive Director with responsibility for fundraising, PR, and program development. Contact: UFD ED Search Committee; Ph: (202) 543-7030; Fax: (202) 543-7015.

>>>>Project Associate<<<<

The MOST Initiative (Making the MOST of Out-of-School Time) at the Center for Research on Women at Wellesley College is seeking an associate with background in education or youth development of children (ages 5-14). Position includes direct TA to city initiative, writing TA papers, and presenting at national meetings. Contact: Brooke Harvey, National Institute on Out-of-School Time, Waban House, Wellesley College, 106 Central St., Wellesley, MA 02481.

>>>>Prevention Specialist<<<<

The Centers for Disease Control and Prevention (CDC) implemented the Public Health Prevention Service (PHPS), a program for people interested in developing skills in planning, implementing, and evaluating programs and interventions. Letters of Intent (LOI) are now requested that describe assignments for potential 2-year, full-time service field placements at state and local health departments. MA in a health related field and experience in public health area required. Contact: Thelma K. Williams, MPH, PHPS Supervisor; Ph: (404) 639-4087; Email: [phpsepo@cdc.gov](mailto:phpsepo@cdc.gov); Website: [www.cdc.gov/dapht/phps.htm](http://www.cdc.gov/dapht/phps.htm) Deadline: March 17, 2000.

>>>>Assistant/Associate Professor<<<<

The University of Southern California, Department of Clinical Science, seeks senior or junior person whose research focuses on minority mental health and who is committed to mentoring ethnic minority students. The tenure track position is a joint hire involving the American Studies and Ethnicity Program. Contact: Darnell Hunt and Dorrine Kondo, Co-Chairs; Search Committee in American Studies and Ethnicity, Program in American Studies and Ethnicity, USC, SOS 252, 3502 Trousdale Parkway, Los Angeles, CA 90089-0034. Review of applications begins Dec. 1, 1999, but will continue until positions are filled.

>>>>Assistant/Associate Professor<<<<

The Community and Prevention Research Division of the Department of

Psychology, at the University of Illinois- Chicago invites applications for a tenure track/tenured faculty position beginning Aug. 2000. Area of specialization within community and prevention is open. Contact: Veronica Rodriguez, Dept. of Psych. (m/c 285), University of IL at Chicago, 1007 W. Harrison St., Chicago, IL 60607. Direct questions to Search Committee Chair, Dr. Roger Weissberg; Ph: (312) 413-1012; Email: rpw@uic.edu. Deadline: Feb. 1, 2000.

>>>>Postdoctoral Fellowship<<<<

Two one year fellowships through multidisciplinary PTSD Training Program at National Center for PTSD, Pacific Islands Division of Honolulu Veterans Affairs Medical and Regional Office Center. Appointment begins September 1, 2000. Contact: Julia Whealin, Training Program Leader. Ph: 808/566-1546. Email: Julia.Whealin@med.va.gov Applications due by Feb. 25.

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"The closest to perfection a person ever comes is when they fill out a job application"

-Stanley J. Randall

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\*\*\*COMMENTS/REQUESTS/QUESTIONS\*\*\*

You can respond directly when contact info is provided. Many of 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](mailto: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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COMMENT:

>>In response to the issue of the role of schools in addressing social issues following the recent report from the National Association of State Boards of Education (NASBE), Jeanne Jehl stated: "It seems to me that the fundamental issue for educators is seeing the whole developing young person... instead of the "student" who is judged only by whether or not she has the potential to require 'social promotion.' This means establishing a good system of connections with other organizations in the community... as part of giving all children the basics so that they can be effective learners. Schools cannot be expected to address these issues/needs themselves, but they can be expected to be leaders and key participants in community-wide efforts."

REQUESTS:

>>A university researcher is seeking published research on the effects of video game violence on behavior or attitudes of children and adolescents.

>>We have a request seeking an in-depth review and critique (if one exists) of states' efforts to foster school-linked services and learning support strategies. Of special interest are studies of the policy effects of the programs such as New Jersey's Youth Services model, Kentucky's Family Resource and Youth Service Centers, California's Healthy Start, and Missouri's Caring Communities, as well as other early models. How well have these programs been integrated with education reform? How have they tried to go to scale? Have any engaged all the other at-risk initiatives or do they just operate in parallel? With specific respect to California, is there a detailed review of the status of its focus on learning supports?

>>Our Center gets frequent requests for "realistic methods and specific solutions and techniques" for addressing student's problems -- including preventive mental health strategies.

For example:

\*We just heard from one elementary school teacher who wants more ideas for support groups/transition groups for students having difficulty adjusting to a new school. Although she is making use of student-matched "buddies," some students continue to struggle. She would especially like material on any existing, tested programs/curriculums.

\*Another request is for model programs and/or curriculum for promoting mental health in the preschool population.

\*A guidance counselor is searching for a curriculum that can be used to address the everyday issues that the middle school child faces each day. Rather than telling kids what not to do, she wants methods for telling them what an "actualized, kind, and compassionate human being is made of."

\*Another request notes that most research shows that retention doesn't work, and wonders what does (e.g., what specific models succeed in dealing with middle school students who fail a core subject or who are academically unmotivated).

Let us know what you've got so that we can add your ideas to our clearinghouse and send them along to others.

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\*\*\*NEWS FROM OUR CENTER AND  
OUR SISTER CENTER\*\*\*

(Support for the 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.)

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

\* Our quarterly newsletter, Addressing Barriers to Learning (Vol. 4, No.4) is in the mail and available on our website. The feature article is "Promoting Youth Development and Addressing Barriers." Also in this issue is a state of the art discussion based on the Center's sampling of almost 200 programs, as well as a commentary by Brian Bumbarger entitled "Risks, Assets, and the Common Good." 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.

\* The Policy Leadership Cadre for Mental Health in Schools is now taking its next steps. Two regional meetings are in the works -- one in D.C. in late February and another in March in Los Angeles. If you haven't been contacted and are interested, you should contact the Center.

>>>Our New Technical Assistance Sampler "A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning" is now available for downloading from our website.

This document provides information on outcomes from a sample of almost 200 programs. Instead of simply providing a "laundry list", the programs are grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support -- including use of volunteers.

Also available from the Center in hardcopy for the cost of copying and shipping.

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As fast as we can, we are adding our materials for Internet access (in PDF file format for easy downloading). Refer to the resources section of our web site for directions on downloading.

<http://smhp.psych.ucla.edu>.

**FOR THOSE WITHOUT INTERNET ACCESS, ALL RESOURCES  
ARE AVAILABLE BY CONTACTING THE CENTER.**

Let Us Hear From You:

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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

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