

ENEWS -- A Monthly Forum for Sharing and Interchange

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

July, 1997 -- (Vol. 1, #10)

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 and networking.

What's here this month:

* Emerging Issue:

> Gaps in Policy and Practice for Addressing
Barriers to Student Learning

* Requests from our ENEWS subscribers:

> Confidentiality: How is it best handled
in a school setting?

* News from around the country: job opportunities,
new projects, recent publications, new software:

- > Job: National Director of Training
- > Job: Interdisciplinary Leadership Education
in Adolescent Health
- > Project: Interprofessional Education and
Training Electronic Network Project - Your
participation sought
- > Book: Integrated Health Service Delivery -
What can be done?
- > Article: Violence Prevention Program
 - > Report: School Health Programs - Another
call for comprehensiveness
- > New Community Planning Software

* Listings of upcoming conferences, initiatives,

workshops and job opportunities:

- > National Conference Hosted by our Sister Center:
Sept. 12-13, 1997
- > International Conference on Adolescent Health:
Oct. 22-23, 1998
- > ECO Conference 1997: Oct. 17-19, 1997

* Helpful website resources:

- > Center for Effective Collaboration and Practice
Web Page and Author Online Program
- > School-Based Health Center Net:
Making the Grade Web Page
- > New website highlighting Education Funding Sources
- > Federation of Families for Children's
Mental Health Web Page
- > TLC Group: Publications for Transition, Loss,
and Change Web Page

One does not discover new lands
without first consenting to lose
sight of shore for a long time.

Andre Gide

EMERGING ISSUE:

>>>> Gaps in Policy and Practice for
Addressing Barriers to Student Learning <<<<

On July 28th, a group of about 100 leaders in reform will gather at UCLA to analyze prevailing and emerging models for reform through the lens of efforts to address barriers to learning, clarify gaps in policy and practice related to addressing such barriers, and propose ways to expand reform efforts.

We think that a big problem is that so many reform ideas do not address barriers to learning in ways that integrate them comprehensively with the restructuring of instruction and management at school sites. Not everyone

agrees about this.

>>*> We need your input to help inform ongoing discussions. Email us your take on all this. We will include promising ideas in a subsequent policy report.

>>>>>> SOME SPECIFIC QUESTIONS ABOUT WHICH YOU MAY <<<<<<<<
WANT TO SHARE YOUR THOUGHTS:

1. In analyzing current reforms, what do you see as common elements designed primarily to address barriers to learning?
2. How prominently featured are such elements? (In a given model? As part of reforms that are gaining the most wide-spread acceptance?)
3. What's missing with respect to policy/practice for addressing barriers to learning? (With respect to a given model? As part of reforms that are most widely accepted?)

Many reforms that address barriers to learning are operating in isolation of others; some operate in ways that conflict with each other.

4. Which reforms could work well with other reforms and might benefit from doing so?
5. Which reforms conflict with other reforms and could benefit from policies that would resolve the conflicting agenda/strategies/practices?

Many reforms designed to address barriers to learning are not well integrated with the instructional and management components at a school site.

6. What needs to be done to allow this to happen?

REQUESTS FROM COLLEAGUES

>>> CONFIDENTIALITY IN SCHOOLS: A National Request for Information <<<

Kevin Dwyer of the National Association of School Psychologists (NASP) is requesting

ideas and information - particularly written examples of forms, procedures and guidelines you use for keeping confidentiality under the parameters of the Family Education Rights and Privacy Act.

Many children and youth seek the help, counsel, and advice from school psychologists and confidentiality is either guaranteed or presumed within these relationships.

Kevin asks:

1. How do you convey the limits of confidentiality to a young child and how might that be different from what you convey to a teenager?
2. How do you gain consent from the parents and what is explained to the parent about what will and will not be shared with the parents regarding content of psychological counseling with children?
3. Do you-- trainer, supervisor-- provide guidance to your school psychologists on these confidentiality and consent issues?

Any forms or processes that you employ for best practices in this area can be sent directly to:

Kevin P. Dwyer/Dorothy Daugherty
NASP
4340 East West Highway, Suite 402
Bethesda, MD 20814
or
Email: kdwyer@naspweb.org

Also send a copy to us!

NEWS FROM AROUND THE COUNTRY

>>> JOB OPENING: NATIONAL DIRECTOR OF TRAINING <<<

The Childrens Defense Fund and the Black Community Crusade for Children is in search of a National Director of Training to develop curricula and oversee training programs. The

position is based in Washington DC and will require a fair amount of travel. As of July 22nd, no application deadline has been set and the search for candidates is ongoing.

For a job description, contact:

Ellen Bodow
The Development Resource Group
104 East 40th Street, Suite 304
New York, NY 10016
Phone: (212) 983-1600
Fax: (212) 983-1687

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>>> JOB OPENING: INTERDISCIPLINARY LEADERSHIP EDUCATION <<<
>>> IN ADOLESCENT HEALTH <<<

The University of Rochester has been awarded a grant by the federal Maternal Child Health Bureau (MCHB) to develop the next generation of leaders in adolescent health. With MCHB support, an interdisciplinary training team educates trainees in interdisciplinary leadership with an emphasis on effective and efficient ways of improving the health of adolescents in the United States. The team is seeking qualified advanced-level applicants in the core disciplines of Medicine, Nursing, Nutrition, Psychology and Social work to begin training September 1997. Post-residency, post-doctoral and post-masters fellowships in adolescent medicine are one to three years duration. Stipends for salary, travel and tuition are available. As of July 22nd, no application deadline has been set and the search for candidates is ongoing.

For further information, please contact the Project Director:

Richard E. Kreipe, M.D.
Chief, Division of Adolescent Medicine
Department of Pediatrics
Childrens Hospital at Strong
University of Rochester Medical Center
601 Elmwood Ave.
Box 690
Rochester, NY 14642

phone: (716) 275-7844
FAX: (716) 242-9733

email: rkre@db6.cc.rochester.edu

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>>> NEW PROJECT: INTERPROFESSIONAL EDUCATION AND TRAINING <<<

The National Center for Social Work and Education Collaboration was awarded a \$150,000 grant from the Ewing Marion Kauffman Foundation over three years to support development of an interprofessional education and training electronic network project. The network will provide a mechanism for the collection and dissemination of program information, strategies, and materials that advance interprofessional education and training. Your participation is sought as NCSWEC devises and implements initiatives to foster supportive communications.

For more information or to contribute, please contact John Clinton, Director, Communications & Technical Assistance, National Center for Schools & Communities, Fordham University, 33 W. 60th St., 8th Floor, New York, NY 10023, Phone: (212) 636-6697, FAX: (212) 636-6033, email: clinton@mary.fordham.edu.

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RECENT PUBLICATIONS

>>> INTEGRATED SERVICES <<<

"Integrated Services for Children and Families:
Opportunities for Psychological Practice"

* Edited by Robert J. Illback, PsyD, Carolyn T. Cobb, PhD,
and Herbert M. Joseph Jr., PhD

Professional consensus is that today's service-delivery system is fragmented and ineffective and needs more than just more funding and programs.

The themes of this book are:

- 1) What are integrated services? Why do we need them?
- 2) How have integrated services been implemented in school and community settings?

3) What are the implications of this approach for psychology practice?

Available from APA Books at: (800) 374-2721

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>>> A Violence Prevention Program <<<

In the May issue of the Journal of the American Medical Association (Vol. 277, No. 20), David Grossman, MD reports that children who participated in "Second Step," a violence-prevention program, exhibited less physical aggression and more neutral and prosocial behaviors than children who were not involved with the program.

>>> SCHOOL HEALTH PROGRAMS <<<

A major report released by the Institute of Medicine (IoM) concludes that, although school health programs have promise, most are "poorly coordinated, inadequately funded and under evaluated." This state of affairs is discouraging, given that teens are at risk for preventable health problems.

The IoM committee examined four topics related to school health: education, services, infrastructure, and research/evaluation and other recommendations in each arena.

The committee concludes:

"Schooling is the only universal entitlement for children in the United States. The committee believes that students, as a part of this entitlement, should receive the health-related programs and services necessary for them to derive maximum benefit from their education and to enable them to become healthy, productive adults. This view appears to be broadly accepted, since the committee has found that many of the components of a Comprehensive School Health Program (CSHP) already exist in many schools across the country-- health education, physical education, nutrition and food service programs, basic school health services, counseling and psychological services, and policies addressing the quality of the school environment. The question then arises: What would it take to transform existing programs in typical communities into the vision of a comprehensive school health program?

First, although many components of a CSHP already exist widely,

their implementation and quality require attention. New standards and recommendations have been released in many fields that have yet to reach the local level. Another serious deficiency is the apparent lack of involvement of critical community stakeholders in designing and supporting current programs. Perhaps the most difficult issue to resolve before existing programs can be considered 'comprehensive' involves the role of the school in providing access to services typically considered the responsibility of the private sector, such as certain preventive and primary health care services. Providing access' does not necessarily mean that services will be delivered at the school site; rather, it implies ensuring that all students are able to obtain and make use of needed services. Each community must devise appropriate strategies to ensure that all of its students have access to these basic preventive and primary care services..."

>>For copies of the IoM report, "Schools and Health: Our Nation's Investment," call National Academy Press at (800) 624-6242 or (202) 334-3313.

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>>> NEW SOFTWARE: COMMUNITY PLANNING <<<

To help citizens analyze and participate in decisions that affect the ways local governments use local, state, and federal resources, the U.S. Department of Housing and Urban Development (HUD) released a new software called

*** CPS+: Community Connections Mapping Software ***

advertised as the lowest-priced, easy-to-use, full-feature desktop mapping software on the market. The software will help you:

- 1) Access information at the local, regional, and national levels
 - create maps that display housing conditions, economic indicators and population characteristics
- 2) Visualize and better understand what's happening in communities
 - understand the impact of program initiatives on neighborhoods and communities
- 3) Connect with others to make more informed decisions about and more effectively conduct community and economic development planning at the local level.

- review project descriptions form HUD grantees
- propose projects and display affected areas on a map
- submit Consolidated Plans and annual updates electronically to the Office of Community Planning and Development (CPD)

Inquire about the uses and applications of this software by contacting
Dick Burk (202) 708-2096

UPCOMING CONFERENCES

>> SECOND NATIONAL CONFERENCE ON ADVANCING SCHOOL-BASED <<
>> MENTAL HEALTH SERVICES<<

Sept. 12 - 13 in New Orleans, Louisiana

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth.

The Center for School Mental Health Assistance (CSMHA) is sponsoring their Second National Conference on Advancing School-Based Mental Health Services to be held in New Orleans on September 12 & 13, 1997. To take advantage of the reduced "early bird" registration fee, register NOW. If you have not already received a brochure, contact CSMHA at (888) 706-0980, toll free and ask them to fax you a copy of the brochure.

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>>> INTERNATIONAL CONFERENCE ON ADOLESCENT HEALTH: <<<
Oct. 22-23, 1998 in London, England

--The Forum on Adolescent Health and Welfare Announce the
13th Forum Meeting and Second Youth Support Conference:

"YOUTH -- OUR RESOURCE FOR THE FUTURE"

--A multidisciplinary international audience will
hear speakers representing the 'state of the art'
in expertise in Adolescent Health.

--Will include keynote lectures, plenary sessions,

workshops, abstracts, poster presentations, free papers, discussion groups, and social events.

--For more information and registration materials, contact:
Youth Support Conference Administration
Youth Support House
13, Crescent Road
London, BR3 2NF
Phone: 0181-650-6296
Fax: 0181-659-3309

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>>> ECO CONFERENCE 1997 <<<
October 17 - 19 at Camp Rosenthal, Dowagiac, Michigan

-- The students of the Community and Prevention Research
Division of the Department of Psychology at the
University of Illinois at Chicago invite you to
present at Eco Conference 1997:

"BRIDGING GAPS: PROMOTING CONNECTIONS ACROSS
DISCIPLINES AND SETTINGS"

-- This conference seeks active participation by members
of various fields and community organizations, with
the goal of creating a forum in which to explore the
ideal of partnership.

-- In a world of complex and multi-dimensional social
problems, this conference facilitates collaboration
across fields and between academics and practitioners
with the goal of community inquiry and social change.

-- Deadline for proposals is August 29, 1997

Contact:

ECO Conference
Department of Psychology (M/C 285)
University of Illinois at Chicago
1009 BSB
1007 West Harrington St.
Chicago, IL 60607-7137

Mother to son: "Time to get up and go to school."

Son: "I don't want to go! It's too hard and
the kids don't like me."

Mother: "But you have to go-- you're the principal!"

HELPFUL WEBSITE RESOURCES

>>>> CENTER FOR EFFECTIVE COLLABORATION AND PRACTICE: <<<<
AUTHOR ONLINE PROGRAM

www.air-dc.org/cecp/cecp.html

The Center for Effective Collaboration and Practice's Author Online program is up and running! Join an online conversation about a software program for computer-mediated planning with the software program developers Gladene Robertson, Leonard P. Haines, and Robert Sanche from July 14 - August 4, 1997. The software program, CoPlanner, was created in response to a critical need to help regular and special education teachers to collaborate around planning for students with disabilities, report to each other what happens within the classroom, and reflect on ways to more effectively ensure that students succeed. To access the discussion, go to the Center's home page (<http://www.air-dc.org/cecp/cecp.html>). From here, you can scroll down to the section called "Interactive!" which has a link to the Author Online page.

The Center also welcomes your comments on the site. Send email to center@air-dc.org.

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>>>> SCHOOL-BASED HEALTH CENTER NET: <<<<
MAKING THE GRADE WEB PAGE

*** www.gwu.edu/~mtg ***

--Contains these resources:

- * National school-based health center and state financing survey results
- * State resources, including RFP's, quality improvement tools, communication strategies, needs assessments, and more

- * School-based health center publications and manuscripts
- * State fact sheets, state contacts, and state web page links
- * National Assembly on School-Based Health Care
- * School-based health center bibliography
- * About school-based health centers
- * Links to related web sites
- * ACCESS Newsletter
- * Research findings

--Subscribers can use their email to post information, pose technical assistance questions, and direct inquiries to helpful resources.

--To subscribe, contact:

Making the Grade
National Program Office
The George Washington University
Washington, DC
Phone: (202) 466-3396
Email: sbhcnet@gwis2.circ.gwu.edu

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>>> New website highlighting EDUCATION FUNDING SOURCES <<<

*** <http://www.grantsandfunding> ***

Education Funding Research Council (EFRC) recently launched a new World Wide Web site designed to help pinpoint information about funding sources and deadlines. The new website was developed jointly by EFRC and its sister organization, Government Information Services (GIS) and became operational May 1st.

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>>> FEDERATION OF FAMILIES FOR CHILDREN'S MENTAL HEALTH <<<

*** <http://www.ffcmh.org> ***

The Federation of Families for Children's Mental Health is a national parent-run organization focused on the needs of children and youth with emotional, behavioral, or mental disorders and their families. The Federation's mission is to provide

leadership in the field of children's mental health; address the unique needs of children with disorders; ensure the rights to full citizenship, support and access community-based services; and provide information and engage in advocacy regarding research, prevention, early intervention, and other supports needed. They invite you to visit their website, and email suggestions. Contact: Pedro Briones at pbriones@ffcmh.org.

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>>> TLC GROUP: PUBLICATIONS FOR TRANSITION, LOSS, AND CHANGE <<<

<http://www.metronet.com/~tlc>

This site includes information on publications, support groups, free articles on various aspects of grief and bereavement, and links to other sites.

TLC Group publishes books on Transition, Loss, and Change sold only through direct mail and selected Internet outlets. Additionally, TLC offers consulting, seminars, and workshops on Grief Recognition and Resolution, Change Management, and Peer Support Group Setup. Contact them at tlc@metronet.com for more information or general feedback.

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You can also link to other mental health related sites from our website,

*** <http://www.lifesci.ucla.edu/psych/mh/> ***

(If you haven't visited our site lately, click on "What's New" -- we add new materials every couple of weeks).

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

NEWS FROM OUR CENTER

What's New:

* Our latest newsletter (Vol. 2, # 2) features an article on Behavior Problems: What's a School to Do? It can be viewed on our web site, or you can contact the center for a copy.

* We continue to add resource materials and information on

Consultation Cadre members to our website. Recently added are our clearinghouse's introductory packets on:

- > Violence Prevention and Safe Schools,
and
- > Confidentiality and Informed Consent

Accompanying these packets are the names of consultation cadre members with expertise in these areas.

* An article by our Center's Co-Directors entitled: "Addressing Barriers to Learning: Beyond School-Linked Services and Full Service Schools", has just been published in the July, 1997 issue of the American Journal of Orthopsychiatry. This article is part of a special section on Model Mental Health Programs and Educational Reform that was pulled together by Ruth Goldman (Dept. Of Psychology, San Francisco State University).

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Let Us Hear From You:

E-mail: smhp@ucla.edu

Phone : (310) 825-3634 / Fax: (310) 206-8716

Write: Center for Mental Health in Schools
Department of Psychology, UCLA
Box 951563
Los Angeles, CA 90095-1563

NEWS FROM OUR SISTER CENTER

The Center for School Mental Health Assistance at the University of Maryland at Baltimore will be hosting the Second Annual Conference on Advancing School-Based Mental Health Services on September 12-13, 1997 in New Orleans, Louisiana.

For those who want to be in their mailing list, please contact:

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE
University of Maryland at Baltimore
Department of Psychiatry

680 West Lexington Street, 10th flr.
Baltimore, Maryland 21201-1570
(888)706-0980/csmha@csmha.ab.umd.edu
<http://csmha.ab.umd.edu/>

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The CSMHA is directed by Mark Weist, Ph.D. and co-directed by Bernice Rosenthal, M.P.H. Marcia Glass-Siegel, MSS, LCSW-C is the Program Coordinator.

CSMHA has a variety of resource materials. Articles are available on topics including: Mental Health Services in Schools; Expanding Opportunities Evaluation of Expanded School Mental Health Programs; Preliminary Report on Development by Geography of School Mental Health Needs Assessment; and Family involvement in School Mental Health. To receive any of the above materials or to receive information and technical assistance on issues relevant to school mental health, contact CSMHA at (888) 706-0980 (toll free) or csmha@csmha.ab.umd.edu (email).

CSMHA is currently working cooperatively with School Health Resource Services in Denver to develop a Resource packet on School Mental Health. The packet should be available to participants at the National Conference in New Orleans, and can be obtained from either CSMHA or School Health Resource Services in mid-September.

Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.

IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE?

FEEL FREE TO FORWARD THIS TO OTHERS WHO YOU THINK MIGHT BE INTERESTED.

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.

Don't forget to visit our web site at:

<http://www.lifesci.ucla.edu/psych/mh/>

And let us know what you think we should add (or if you are having trouble accessing it).

To post messages to ENEWS, email them to: smhp@ucla.edu

To subscribe to ENEWS, send an email request to:

maiser@bulletin.psych.ucla.edu

leave the subject line blank, and in the body of the message type:

subscribe mentalhealth

you will automatically be added to the mailing list.

To remove your name from the mailing list type:

unsubscribe mentalhealth

For more information about the Center or about ENEWS contact Perry Nelson, Judy Onghai, 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

email: smhp@ucla.edu

Web page: <http://www.lifesci.ucla.edu/psych/mh/>

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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Human Services, Public Health Service, Health Resources and Services
Administration, Maternal and Child Health Bureau, Office of Adolescent Health.