



\*\*News From Our Center and Sister Center

\*\*\*\*\*

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:

maiser@bulletin.psych.ucla.edu

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

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

#####

If we reweave the fabric of community  
through community courts, through community justice,  
through community caring, through community involvement,  
we can make a difference."

Janet Reno, Attorney General

#####

\*\*\*\*\*

\*\*\*EMERGING ISSUE\*\*\*

>>>>Is the Increased Emphasis on Achievement Testing  
Causing More Cheating?<<<<

There are many pros and cons about President Clinton's proposed  
national testing program. One facet that has not been widely discussed  
is whether the increased emphasis on testing would spur more cheating.

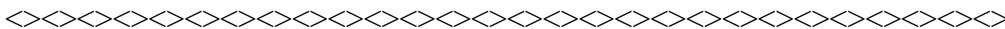
According to psychologist Eric Anderman, Ph.D., classrooms that  
emphasize high grades and test scores may drive students to cheat.  
His study of sixth-, seventh- and eighth-graders suggests that  
students who cheat tend to believe that school accentuates academic  
ability and performance more than learning. (Journal of Educational  
Psychology, 90, 84-93)

"Cheaters thought the purpose of school is to compete and show how  
smart you are," says Anderman. "To them, what's most important is

doing better than others and getting the right answer." Cheaters also worried about school and resorted to self-handicapping behaviors -- blaming others and making excuses for not performing well at school -- more often than their noncheating counterparts. Many of them thought cheating would result in less homework and fewer academic demands. By comparison, noncheaters expresses interest in genuinely learning science concepts. To better understand concepts, they tried various problem-solving methods and sought connections between ideas.

What are your views about all this??????

We will include any responses we receive in the next ENEWS issue and/or on our Website.



\*\*\*COMMENTS/REQUESTS/QUESTIONS FROM THE FIELD\*\*\*

>>>>From Sally McConnell<<<<

In response to last month's emerging issue on Social Promotion, Sally McConnell, National Association of Elementary School Principals (NAESP), Director of Government Relations, suggests reading the following:

- \* "Link between Computer Use and Achievement is Elusive", NAESP Communicator, November 1997, Vol. 21, No.3
- \* "President's Perspective, Beyond Social Promotion" by Yvonne Allen, NAESP President. NAESP Communicator, November 1997, Vol. 21, No.3
- \* "1997-1998 NAESP Platform"
- \* "Preventing Retention" article by Jim Grant and Bob Johnson, "Principal magazine", May 1997

For more on NAESP views on the matter contact: NAESP, 1615 Duke St. Alexandria, Virginia 22314-8488. Tel (703)684-3345 / Fax (703)548-6021.

>>>>From Lisa Santomen<<<<<

Re: mental health services for deaf in public school & mainstreamed settings.

" I coordinate the counseling services at the Pennsylvania School for the Deaf (center day school) and we have the Partnership Program' set up here. This is a program that addresses many mental health needs of our students and families. If you are interested, I'd be happy to E-mail/discuss this further with you!"

E-mail: lsantomen@psd.org

>>>>From Kathleen Conway<<<<<

Through the SBHC Net, she asks about hospitals (private, non-profit hospitals) in local communities (of any size or location) who are involved in school health services or programs. She is specifically interested in what private, non-profit (or profit) hospitals in communities are doing, not just those in a health department (local or state) partnership. She is also, not limiting her question to health CENTERS, but rather to any collaboration that results in some kind of health services or program from a hospital to a school(s).

If you have any information to share with her, please send us a copy as well. Since this is a topic that is frequently asked the center.

Contact Kathleen at KConway1@hfhs.org, or mail to: Kathleen Conway School-Based Health Initiative Henry Ford Health System One Ford Place, 4A Detroit, MI 48202

~~~~~

Let us hear from you:

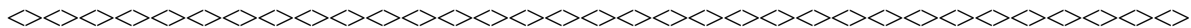
E-mail: smhp@ucla.edu

Phone: (310) 825-3634

Write: Center for Mental Health in Schools

Department of Psychology, UCLA

Los Angeles, CA 90095-1563



\*\*\*NEWS FROM AROUND THE COUNTRY\*\*\*

>>>>The Science of Prevention: Promoting Health and  
Well Being Throughout the Life Span<<<<

The APA Public Policy Office in conjunction with SPSSI sponsored a Congressional Briefing on Prevention on Wed., April 29, 1998. The panel was moderated by Marty Seligman and included George Albee, JoAnne Pedro-Carroll, W. Rodney Hammond and Norman Anderson. Recently, two senators and two representatives of Congress formed a bi-partisan Prevention Caucus. Participants' statements will be available at <http://www.apa.org/ppo/> and a report should appear in the Monitor's June issue.

>>>>Making All Schools Strong, Safe, Drug-Free & Disciplined<<<<

According to a report released on April 12 by the National Center for Education Statistics (NCES)...

\*No significant change from 1989 to 1995 in the percentage of students who reported having been robbed in school, having property stolen from their lockers or desks or experiencing physical attacks at school.

\*In 1995, the study showed that 14.6 percent of students aged 12 through 19 reported violent or property victimization at school, compared to 14.5 percent in 1989.

However...

\*The percent of students reporting street gang presence at school nearly doubled between 1989 & 1995, from 15.3% to 28.4%.

\*The percentage of 12 to 19 year old students experiencing a violent crime increased from 3.4% to 4.2%.

\*The percentage of students reporting that marijuana, cocaine, crack, or uppers/downers were available at school increased from 63.2% to 65.3%.

Single copies of "Students' Reports of School Crime: 1989 & 1995," (NCES 98-241 and NCJ 169607) may be obtained from the BJS fax-on-demand system by dialing (301)519-5550, listening to the menu, and selecting document numbers 107 through 110, by calling the BJS Clearinghouse at 1-800-732-3277 or by calling the National Library of Education at 1-800-424-1616. The report

can also be downloaded from <http://www.ojp.usdoj.gov/bjs> or from <http://nces.ed.gov>.

### >>>>The Cost of Special Education<<<<

The cost of special education has risen at a higher rate than that of general education. Studies show that the rate of growth in special education expenditures per special education student is about twice that for general education students. However, much of the cost can be attributed to the implementation of IDEA and the costs associated with expansion of services to eligible children ages birth through 5. One of the current influences on the costs of special education is the growth in special education enrollment. From 1990-1995, the school-age special education count has increased by 12.6%. During the same period, total school enrollment has risen by 7.3%. Some of this growth may be due to socioeconomic factors, such as the increase in poverty among children. Other factors affecting the cost of special education include.

- \* Changes in the funding agencies and the types of services being provided.
- \* Revenue restrictions such as property tax restrictions that only limit the growth in general education expenditures, not in special education expenditures.
- \* Population changes, such as the increase in economically and medically at-risk students, contribute to the rise in special education costs.

From CEC Today, February/March 1998

### >>>>Disproportionate Representation<<<<

Disproportionate representation of culturally diverse students in special education is an ongoing problem nationwide. For example, whereas African Americans accounted for 16% of the total student population, students of African American descent accounted for 32% of the students in programs for students with mild mental retardation, 24% of the students in programs for serious emotional disturbance or behavioral disorders, and 18% of students with specific learning disabilities.

To promote greater educational access and reduce inappropriate referrals to special education, a need exists to

- \* Make available strong academic programs that foster success for all students in general and special education.
- \* Implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement, and re-evaluation.
- \* Increase the level of home/school/community involvement in the educational process.
- \* Use community resources to enhance and implement educational programs.

From CEC Today, February/March 1998

>>>>SAMHSA Study Shows the Mental Health Parity is Inexpensive<<<<  
<http://www.nmha.org/advocacy/alerts/alO40298a.html>

The Substance Abuse and Mental Health Services Administration (SAMHSA) recently released an independent analysis of mental health parity that shows nondiscriminatory mental health benefits are inexpensive. Specifically, after conducting a comprehensive two year inquiry, the federal agency estimates that full parity benefiting children and adults with mental and substance abuse disorders, "will increase [private health] insurance premiums by 3.6%, on average."

>>>>Telementoring Programs... A New Guide to Online Mentoring<<<<  
<http://www.ed.gov/pubs/emath>

"A growing number of professionals are discovering that they can easily serve as resources to students & teachers without leaving their place of work by participating in programs that allow them to use e-mail to answer questions, tutor & telementor students." The guide describes some of the existing e-mail based volunteer programs.

Existing E-mail programs fall into three major categories:

- >> One-on-one sustained mentor relationships, in which an adult adopts a student for a period of time during which regular contact is made via e-mail.
- >> Question & answer services, in which a student can send a subject-related question via Email & have it answered by an adult, who does not necessarily have regular contact with the student.
- >> Links to subject knowledge & interactive databases that

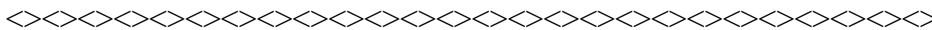
supplement classroom activities.

Some featured programs are:

- \* Electronic Mentoring Project University of Texas at Austin,  
College of Education  
<http://www.tapr.org/4d/infosme.html>  
Resource for subject knowledge to supplement classroom activities.
  
- \* Hewlett Packard E-mail Mentor Program  
<http://www.telementor.org>  
One-on-one sustained mentor relationship.
  
- \* Learning Through Collaborative Visualization (CoVis)  
<http://typhoon.covis.nwu.edu.info.covis-info.html>  
One mentor to one student team, sustained mentor relationship
  
- \* Mentor Center  
<http://mentorcenter.bbn.com>  
Ongoing feedback on student work by mentors Project

>>>>New Journal<<<<

Maternal and Child Health Journal is a new journal that focuses specifically on defining and enhancing the Maternal and Child Health (MCH) field and its role in contributing to the health and well-being of mothers, children and families. Addresses five areas of MCH practice, policy, and research: MCH epidemiology, demography, and health status assessment; innovative MCH service initiatives; implementation of MCH programs; MCH policy analysis and advocacy; and MCH professional development.  
Contact: Milton Kotelchuck, editor, Department of Maternal and Child Health, CB #7400, Rosenau Hall, University of North Carolina, Chapel Hill, NC 27599. Phone: (919)966-2010; Fax: (919)966-0458. [kotelchuck@unc.edu](mailto:kotelchuck@unc.edu).



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

^^^Related to Correcting and Preventing Children's Problems

>>>>Take Action (5 Policies America Must Adopt

to Reduce & Prevent Substance Abuse)

Outline of findings from recent policy panel. Five recommended policies discussed in length.

Contact: Join Together, 441 Stuart St. 7th Fl., Boston, MA 02116; (617)437-1500.

E-mail: [info@jointogether.org](mailto:info@jointogether.org). Website: <http://www.jointogether.org>.

>>>>Federal Resources on Missing and Exploited Children: Directory for Law Enforcement and Other Public and Private Agencies<<<<<

"This directory was prepared by the Federal Agency Task Force for Missing and Exploited Children and represents the Task Force's initial efforts to enhance the coordination of the delivery of federal services to missing and exploited children and their families."

Contact: National Institute of Justice (301)519-5213.

>>>>A New IDEA / Una Nueva IDEA<<<<<

A parents' guide to the changes made by Congress in the special education law for children with disabilities is available free from the Bazelon center for Mental Health Law. The booklet is available in English and Spanish and may be copied for dissemination to parents. Both booklets may be downloaded from the Bazelon Center's Website <http://www.bazelon.org/idea.pdf> (for English version) or <http://www.bazelon.org/ideasp.pdf> (for Spanish version).

Otherwise, send request with self-addressed stamped 9" x 12" envelope (\$.78 for one booklet, \$1.01 for both) to IDEA Booklet, Bazelon Center for Mental Health Law, 1101 15th St. NW, Suite 1212, Washington, DC 20005-5002. Fax: (202)223-0409, Email: [pubs@bazelon.org](mailto:pubs@bazelon.org).

>>>>At-Risk Youth: A Comprehensive Response For Counselors, Teachers, Psychologists, and Human Service Professionals<<<<<

By J. McWhirter, B. McWhirter, A. McWhirter, E. McWhirter. Covers educational, psychological and counseling interventions for prevention and treatment of at-risk behaviors, including interventions for elementary-school-age and younger children. Includes case studies.

Website: <http://www.brookscole.com> or Email: [info@brookscole.com](mailto:info@brookscole.com).

>>>>Guidelines for Psychological Evaluations in Child Protection Matters<<<<<

APA guide helps psychological evaluations in child-abuse cases. A new set of guidelines will help psychologists conduct responsible, ethical child-protection evaluations. Contact: APA Practice Directorate Office of Legal and Regulatory Affairs 750 First St. NE, Washington, DC 20002-4242. (202)336-5886.

>>>>From RAND<<<<

\* An Ounce of Prevention, a Pound of Uncertainty

By Jonathan Caulkins, Peter Rydell, Susan Everingham, James Chiesa, and Shawn Bushway, 1998. The "ounce of prevention" notion suggests that money invested in drug-use prevention programs will yield handsome future returns. The authors who have previously published works on the economics of criminal-justice issues, use the results of highly regarded school-based drug prevention programs to answer many questions on the issue.

\* Investing in Our Children: What We Know and Don't Know about the Costs and Benefits of Early Childhood Interventions

By Lynn A. Karoly, Peter W. Greenwood, and others, 1998. Study details benefits and savings generated by intervention programs and finds that public investment in such programs will benefit not only the children and their families, but also the taxpayers who fund them.

Contact: RAND Distribution Services, P. O. Box 2138, Santa Monica, CA 90407;  
Phone: (310)451-7002; Fax: (310)451-6915; E-mail: [order@rand.org](mailto:order@rand.org).  
Website: <http://www.rand.org/publications/MR/MR898/MR898.feature>

>>>>Young Children in Poverty: A Statistical Update<<<<

Edited by the National Center for Children in Poverty (NCCP). March 1998 Edition. This new report updates NCCP's 1996 major book-length analysis of young child poverty in the United States and continues a series of reports and statistical updates about children under the age of six and their families living in poverty in the States. Contact: Columbia School of Public Health, 154 Haven Ave., New York, NY 10032; Phone: (212)304-7100; Fax:(212)544-4200; E-mail: [nccp@columbia.edu](mailto:nccp@columbia.edu); <http://cpmcnet.columbia.edu/dept/nccp>.

>>>>Health-Related Disorders in Children and Adolescents:  
A Guidebook for Understanding and Educating<<<<<

Edited by LeAdelle Phelps, 1998. Describes the educational, psychological, and behavioral challenges in 96 different medical conditions affecting children. Each chapter reviews the etiology of the disorder, and the expected behavioral and physical outcomes. This book is the first volume in the School Psychology book series, a collaborative effort between APA Division 16 (School Psychology) and APA Books. See <http://www.apa.org/books/hrd.html>.

>>>>Safe, Drug-Free, and Effective Schools for ALL Students:  
What Works!<<<<<

By Mary Magee Quinn, David Osher, and Catherine Hoffman, 1998. A report from the Center for Effective Collaboration and Practice. Available at the Center's web site at [www.air.org/cecp/resources/safe&drug\\_free/main.htm](http://www.air.org/cecp/resources/safe&drug_free/main.htm) in text-only, html, and PDF formats.

^^^^Related to School-Family-Community Partnership

>>>>A Compact for Learning: An Action Handbook  
for Family-School-Community Partnerships<<<<<

Aims at "helping schools, families & communities form strong partnerships -- and develop \*shared responsibility\* for student learning --". "The 60 page booklet offers activity sheets for creating & using compacts, examples of successful compacts, and a 5-step process for developing, using, evaluating & strengthening compacts." Produced by the Partnership for Family Involvement in Education & the U.S. Dept of Education (December 1997). Website: <http://www.ed.gov/pubs/Compact>.

>>>>Organizing for Social Change a Manual for Activists in the 1990s<<<<<

By K. Bobo, J. Kendall, S. Max. A comprehensive manual for grassroots organizers working for social, political, environmental, and economic change at the local, state and national level. Contact Seven Locks Press (800)354-5348.

>>>>Kids, Cops, and Communities<<<<

A joint study funded by National Institute of Justice (NIJ) and the Carnegie Corporation of New York may serve as a guide to law enforcement administrators and officers for instituting a strategy to curb youth crime. For a copy of the Issues and Practices report (NCJ 169599, 48pp.), call the National Criminal Justice Service at 800-851-3420 OR download a copy from the NIJ Web site at [www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij).

>>> School and Family Partnerships:  
preparing Educators and Improving Schools

By J. Epstein, Johns Hopkins University, 1998. Explains theory, practice, and benefits of school and family partnerships, incorporating ideas and lesson plans that teachers and school officials may use to involve parents in the education of their children.  
Westview Press (800)386-5656 / fax: (303)449-3356.  
Web: <http://www.hcacademic.com>

>>>>Strengthening Family Involvement<<<<

"Family Involvement in Children's Education" features strategies that 20 local Title I programs use to overcome barriers to parent involvement. The 150-page report highlights a number of strategies, including family resource centers. For additional information, see the full text of this 150-page idea book at <http://www.ed.gov/pubs/FamInvolve>.

>>> Schools with Heart: Voluntarism and Public Education

By D. Brown, University of British Columbia, 1998. Uses original data gathered from 185 interviews with public school principals, teachers and volunteers. Suggests voluntarism in schools offers a vision of how education may be changed. Recommends policies to alter the balance between public and private support for education.  
Westview Press (800)386-5656 / fax: (303)449-3356.  
Web: <http://www.hcacademic.com>

>>> Schools for the 21st Century: Linking Child Care and Education

By M. Finn-Stevenson & E. Zigler, Yale University, Feb. 1999.

Argues that the problems of school-linked child care and family support services should be solved locally. Review research on the effects of child care and environment and on family support services. Westview Press (800)386-5656 / fax: (303)449-3356. Web: <http://www.hcacademic.com>.

>>>>Community Building: Renewal, Well-Being, and Shared Responsibility<<<<

By Patricia Ewalt, Edith Freeman, and Dennis Poole. Highlights the programs for working with community members toward goals of positive change initiated, developed, and implemented within the community. Special features: Emphasizes the shift from community organization directed by professionals to community building directed by community members; Gives examples of a range of working programs for community renewal for a variety of populations; and Features collaborative programs between and among community members, social work practitioners, and corporations and government agencies. Contact: National Association of Social Workers, 750 First St. NE, Suite 700, Washington, DC 20002; Phone: 1-800-638-8799; Web site: <http://www.naswpress.org>.

>>>> From the American Psychological Association<<<<

\* A Mental Health Bill of Rights

This brochure is a collaborative product of nine associations of mental health professionals. Enumerates crucial rights of mental health consumers, including the right to confidentiality, choice, parity and disclosure.

\* Creating Culturally Responsive Classrooms  
B. Shade, C. Kelly, & M. Oberg, 1997.

\* Health-Promoting and Health-Compromising Behaviors  
Among Minority Adolescents  
Edited by D. Wilson, J. Rodrigue, & W. Taylor, 1997.

Phone: (800)374-2721; E-mail: [order@apa.org](mailto:order@apa.org).  
Website:[http:// www.apa.org/books](http://www.apa.org/books).

>>>>Statistical Reports by National Center  
for Education Statistics (NCES)<<<<

Statistical Reports on a number of topics have recently been released by the Department's National Center for Education Statistics (NCES), which is responsible for gathering and reporting statistics on education in the U.S. New publications from NCES can always be found online at <http://nces.ed.gov/pubsearch/wnew.idc?1>.

Some featured articles are as the following:

\* Selected Papers in School Finance, 1996

examines pragmatic education finance issues for school districts and schools. The papers presented in this report include an examination of the implications of a retiring teacher work force for school districts, how school districts respond to fiscal pressures, and an assessment of the financial condition of urban school districts.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98217XXXXX>

\* Parent Involvement in Children's Education:  
Efforts by Public Elementary Schools

presents the findings from the "Survey on Family and School Partnerships in Public Schools, K-8". Short questionnaires were sent to a nationally representative sample of 900 public schools enrolling kindergarten through eighth grade students.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98032XXXXX>

\* Violence and Discipline Problems in U.S. Public Schools: 1996-97

This report presents findings from the Principal/School Disciplinary Survey on School Violence commissioned by NCES to obtain current data on school violence and other discipline issues in our nation's public elementary and secondary schools.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98030XXXXX>

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

>>>>Stand For Children Day 98<<<<

June 1, 1998 (800)663-4032 Sponsored by the Children's Defense Fund. Rally for quality, safe, affordable child care and after-school activities for children. Three-week Cyber Stand For Children on the Internet between May 18 and June 8. Web site: <http://www.stand.org>.

>>>>The Parents as Teachers 7th Annual "Born to Learn" Int'l Conference<<<<

June 28 - 30, 1998 in St. Louis, MO. The conference offers presentations on the following themes: the latest findings on research, recommended practice and strategies, improving practice to serve families, program management to develop leadership, and child development and common parenting concerns. Contact: Terri Harris, the PAT Center, 10176 Corporate Square Dr., Suite 230, St. Louis, MO 63132; Phone: (314) 432-4330.

>>>>1998 National STD Prevention Conference<<<<

December 6 - 9, 1998 in Dallas, Texas. Theme: "STD Prevention in the new millennium: new vision, new partners, new approaches". Co-sponsored by Division of STD Prevention, CDC and American Social Health Association. Registration deadline June 21, 1998. For more information, call 1-888-280-8645. Website: [http://www.cdc.gov/nchstp/dstd/1998\\_CONFERENCE.htm](http://www.cdc.gov/nchstp/dstd/1998_CONFERENCE.htm)

|| : : : : | : : : : | : : : : | : : : : | : : : : | : : : : | : : : : ||

For more announcements, refer to our website at <http://smhp.psych.ucla.edu>.

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

>>>>National Youth Anti-Drug Media Campaign Summary<<<<

The National Institute on Drug Abuse (NIDA) is soliciting proposals from qualified organizations having the capability of designing, developing and implementing an evaluation of the process, outcome and impact of the National Youth Anti-Drug Media Campaign. The evaluation consists of a nationally-representative sample of parents and youth to assess the national impact of the campaign; community surveys of parents and youth in 4-to-6 sentinel sites to determine more in-depth examination of the relationships between media exposure and changes in outcomes for parents and children; and the relationship between the campaign and community-based drug abuse prevention and the influence of these activities on outcomes for parents and children. Website: <http://web.fie.com.htdoc/fed/nih/gen/any/proc/any/03169825.htm> Nancy A. Hurd, Phone: (301) 443-6677; Fax: (301)443-7595 or Web: <http://www.nida.nih.gov/RFP/RFPList.html>. Email: Kenneth E. Goodling, [kg25d@nih.gov](mailto:kg25d@nih.gov).

>>>>Creating Community Connections -- 1998 New England Conference...  
Call for Presentations<<<<<

November 18 - 20, 1998 in Newport, Rhode Island. Theme: "Creating Community Connections: Meeting the Behavioral Health Needs of Our Communities". Presented by the Rhode Island Council of Community Mental Health Centers, Inc. and the national Council for Community Behavioral Healthcare. Applications (603)643-2325  
E-mail: cb4cma@aol.com.

>>>>Grant Program: A.L. Mailman Family Foundation<<<<<

Deadline: June 1, 1998  
Purpose: Support for programs for children and families, with a special emphasis on early childhood. This program is focused on the following areas: Early care and education, family support and moral education and social responsibility  
Contact: A. L. Mailman Family Foundation, 707 Westchester Ave, White Plains, NY 10604, 914-681-4448, almf@mailman.org or visit at <http://www.usalert.com/htdoc/usoa/fnd/any/any/proc/any/almf03319801.htm>.

>>>>Fifth Biennial National Hartman Conference  
on Children and Their Families<<<<<

Deadline for the proposal: September 1, 1998  
Theme: Child and Family Health Care - Issues for the Year 2000 and Beyond Proposals from social scientists, practitioners, and health care professionals for papers, workshops, and roundtables that address this theme are sought. In particular, proposals that discuss promising new approaches for physical and mental health care or justification that a current practice is cost-effective and beneficial. The conference will be held on May 26 -28, 1999 in Mystic, Connecticut.  
Contact: Judy Lovelace, Conference Coordinator at [childandfamily@cfapress.org](mailto:childandfamily@cfapress.org) or Fax at (860) 442-5909.

\*\*\*\*\*

Q: What if I'm away from home and I get sick?

A: You really shouldn't do that.

You'll have a hard time seeing your primary care physician.

It's best to wait until you return, and then get sick.

David Lubar, Frequently Asked Questions About Managed Health Care

\*\*\*\*\*

^^^^^HELPFUL RESOURCES^^^^^^

>>>>Psychscapes WorldWide<<<<

<http://www.mental-health.com/PsychScapes/home.html>

Comprehensive resource of psychology-related material for professionals. Includes database of thousands of upcoming workshops and conferences around the world. Also offers a Therapist Information Network (TIN) which lists more than 900 psychologists, counselors and therapists.

>>>>The Child Survivor of Traumatic Stress<<<<

<http://www.unmed.edu/pub/k/kfletche/kidsurv.html>

Based on annual newsletter of the same name. Provides information for professionals who work with traumatized children. University of Massachusetts Medical Center.

>>>>Thursday's Child<<<< <http://www.thursdayschild.org/home.htm>

Offers a 24 hour help-line, numerous resources on a variety of teen-related topics, and straight talk from teens about their problems. Covers many areas including child abuse, suicide, behavioral problems, relationship issues, eating disorders, and teen parenting.

>>>>Policy Matters<<<< <http://www.policymatters.org>

Offers practical prevention ideas for healthier communities and schools; funded by the California Wellness Foundation and operated through the California Center for Health Improvement.

>>>>The U.S. Department of Education Research and Statistics<<<<

<http://www.ed.gov/stats.html>

Latest research findings, statistics, and information on education and also links to National Center for Education Statistics surveys, search ERIC, and more.

>>>>Reaching All Families: Creating Family-Friendly Schools<<<<  
<http://www.ed.gov/pubs/ReachFam>

Designed for school administrators and teachers to aid efforts to involve parents and families as more active participants in their children's education.

>>>>Strong Families, Strong Schools:  
Building Community Partnerships for Learning<<<<  
<http://eruc-web.tc.columbia.edu/families/strong>

Summarizes recent research and offers practical tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

>>>>Join Together for Kids! How Communities Can Support  
Family Involvement in Education<<<<  
<http://www.ed.gov/PFIE/community.html>

Strategies for communities to use to support schools and family involvement in education. Information on how to: combat alcohol, drugs and violence; teach parent skills; set up mentor programs; enlist volunteers; offer summer learning programs; and support preschool programs.

>>>>Creating Safe and Drug-Free Schools: An Action Guide<<<<  
<http://www.ed.gov/offices/OESE/SDFS/actguid>

The U.S. Department of Education joined forces with the U.S. Department of Justice to publish this resource that helps school administrators and community leaders establish safe and drug-free school environments where students can learn to their full potential. Discusses issues such as truancy, alternative schools, mentoring, action steps for students, teachers, parents, and community members. A guide to further resources is also included.

>>>>Helping all Children Reach High Standards<<<<  
<http://www.ed.gov/offices/OSERS/IDEA/train.html>

A training package for the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. Focuses on legal requirements & provisions

& includes 500 pages of background information, resources, handouts & a series of 145 overhead transparencies.  
Phone: 1-800-695-0285.

>>>>The Department of Education's Office of Reform Assistance  
& Dissemination (ORAD)<<<< <http://www.ed.gov/offices/OERI/ORAD>

Supports comprehensive education reform by linking the education community with the best knowledge from education research, statistics, & practice.

---

You can link to other mental health related sites from our Website,  
<http://smhp.psych.ucla.edu>.

(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 resources you think others would find useful,  
let us know.

---

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

>>>>Two positions in Catawba County, NC<<<<

\* Mental Health Supervisor  
North Carolina, Administrative/clinical position in DD Section.  
Requires MSW and 1 yr exp. With developmentally disabled or similar clientele; or Master's in Psychology and 18 months clinical experience and eligibility for NC Licensure and Psychological Associate; or 4-yr degree in a related field and 4 yrs direct experience; or equivalent education and experience.  
Deadline: Open until filled.

\* Psychological Associate  
North Carolina, provide clinical oversight for a Day Treatment Program which serves children in grades K-6. Provide individual, group, and family therapy; case management; and psychological evaluations and testing or provide consultations and family counseling as part of team. Masters's in Psychology and minimum 18 months clinical experience.

Must be eligible for NC Licensure.  
Deadline: Open until filled.

Contact: Catawba county Government Center; PO Box 389, Newton, NC 28658.  
(704)465-8225/TDD (704)465-8200. E-mail: Johnr@mail.co.catawba.nc.us  
Website: www.co.catawba.nc.us

>>>>Postdoctoral Research -  
Fellowship John Hopkins Substance abuse Research<<<<

(1)Human lab studies related to the clinical and behavioral pharmacology of abused drugs, abuse liability testing, and anti-drug abuse medications development. (2)Clinical Trials of Substance abuse Treatments pharmacotherapies and behavior therapies, and their interaction.

Contact: George E. Bigelow, Ph.D., Roland Griffiths, Ph.D., or Maxine L. Stitzer, Ph.D. BPRU, Behavioral Psychology Research center, 5510 Nathan Shock Dr., Johns Hopkins Bayview Campus, Baltimore, MD 21224-6823. (410)550-0035.

>>>>Rural Community and Economic Development Specialist<<<<

The Research and Training Center on Rural Rehabilitation Services (RTC Rural) under the Rural Institute on Disabilities, at the University of Montana. Relevant training includes community development, economic development, rural sociology, applied anthropology, extension services, community psychology, or other related disciplines. A.B.D., Ph.D., or terminal degree preferred. Salary dependent on experience and qualifications. To request application, contact Maryann Hubbard at 52 Corbin Hall, University of Montana, Missoula, MT 59812. Email: hubbard@selway.umt.edu, or call (406)243-2460. Applications accepted until position filled.

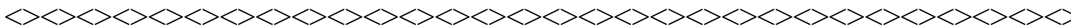
>>>>Post-Doctoral Research Associate<<<<

NIMH funded longitudinal study of the role of self-esteem in a child and adolescent adjustment. A two-year, four-wave study. A recent Ph.D. is sought with expertise in field research methods and interests relating to developmental self-esteem processes and their implications for preventive intervention. Applicants should submit a vita and three letters of reference to the project PI: David DuBois, Ph.D., 210 McAlester hall, Dept. Of Psychology, University of Missouri, Columbia, MO 65211. Applicants are encouraged to have relevant materials

sent by fax rather than regular mail (fax: 573-882-7710). Inquiries are welcome via either email (psydavid@showme.missouri.edu) or telephone (573-882-0426).

>>>>Director of Evaluation and Grants Management<<<<

Boys & Girls Clubs of Greater Kansas City. Director responsible for evaluation, grant writing and grant management. Must have master's degree with extensive experience in conducting research and grant writing. A Ph.D. in a field related to human services and/or youth development and management experience in a non-profit organization is preferred. Competitive salary commensurate with experience. Contact: Lisa Gessen, Director of Resource Development, Boys & Girls Club of Greater Kansas City, 6301 Rockhill Rd, Kansas City, MO 64131.



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

\* Our newsletter, Addressing Barriers to Learning (Vol. 3 No. 2) was just mailed out. The lead article is entitled " Enabling Learning in the Classroom: A Primary Mental Health Concern."

Other contents include: discussion of empirically-supported psychological and mental health interventions; a self-study survey instrument related to enabling learning in the classroom; lessons learned about creating a caring school culture.

If you are not on our mailing list and would like to receive a copy, please contact us or access it through our web site.

^^^NEW ON-LINE RESOURCES^^^

\*Coming Soon to our web site:  
An Interactive Bulletin Board & Conferencing Area

Over the next week we will establish several conferencing/chat areas for realtime conversations -- interchanges, networking, discussion of issues.

Check the "What's New" section of our web page.

^^^AVAILABLE FROM THE CENTER'S CLEARINGHOUSE^^^

\*\*Report from the Summit on:  
The Maternal and Child Health Bureau's Initiative  
for Mental Health in Schools

A summit was held in Washington DC in March, 1998 to focus on the MCHB initiative for MH in Schools. In attendance were professionals from each of the five state involved, the directors of the two national centers, and others from national organizations with interest in the work. The report outlines the nature of this major initiative implemented by MCHB's Office of Adolescent Health in 1995 and describes the national centers and state projects, explores key similarities and differences, and highlights implications for the future.

\*\*Report from the Steering Committee for the Coalition for Cohesive  
Policy in Addressing Barriers to Development and Learning

At the 1997 national summit on addressing barriers to student learning, fundamental concerns were underscored regarding the critical need to fill policy gaps and enhance policy cohesion. This led to a proposal for creation of a policy-oriented coalition of organizations who have a stake in addressing barriers to development, learning, and teaching. In early March 1998, a steering committee meeting was held in DC to formulate a strategic plan for the coalition. The report outlines the coalition's purpose and vision, strategically lays out the first activities, and explores steps for future action. Appendices list participating organizations and some tools to guide analyses of policy related to addressing barriers to development and learning.

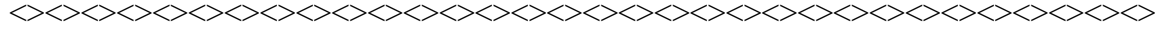
Copies of these reports can be ordered from the Center or can be downloaded in PDF format from the Center's web site.

---

Let Us Hear From You:  
E-mail: [smhp@ucla.edu](mailto: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

SAVE THE DATE!!!

CSMHA's 3rd National Conference on Advancing School Mental Health will be held in Virginia Beach, VA on Fri. & Sat. September 25 & 26, 1998. Keynote speakers are: Geoffrey Canada, President & CEO, Rheedlen Centers for Children and Families and Ruth Goldman, Professor, Dept. of Psychology, San Francisco State University.

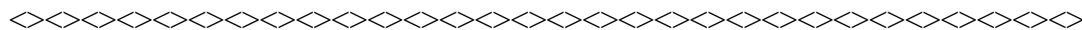
For more information about registering, contact the center by phone, email, or visit their web site. (see contact information below)

For those who wish to be on their mailing list, please contact:

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE  
University of Maryland at Baltimore  
Department of Psychiatry  
680 West Lexington Street, 10th fl.  
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.PH.

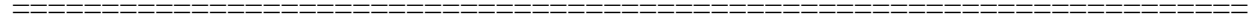
Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.





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.



Support for the Center 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.