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unsubscribe mentalhealth

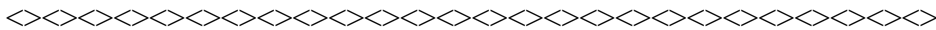
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Every day in America\*

- 6 Children and youths commit suicide
- 13 Children and youths are murdered
- 16 Children and youths are killed by firearms
- 36 Children and youths die from accidents
- 311 Children are arrested for alcohol offenses
- 316 Children are arrested for violent crimes
- 403 Children are arrested for drug offenses
- 1,403 Babies are born to mothers younger than 20
- 2,377 Babies are born to mothers who are not high school graduates
- 2,556 Babies are born into poverty
- 2,658 Public school students are corporally punished
- 3,356 High school students drop out every school day
- 5,702 Children are arrested
- 17,152 Public school students are suspended every school day

\* Source: 1998 Children's Defense Fund

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

>>>>Responding to Recent Violence at Schools<<<<

President Clinton has asked Atty. Gen. Janet Reno and Education Secretary Richard Riley to produce an "early warning guide" to help principals and teachers identify signs of children who may become violent. Obviously, this is easy to ask for, but there are many related issues that need to be discussed.

What do you see as the key issues and what's going on in your locale?

### Alienation, Isolation, and Risky/Violent Behavior

With respect to all this, you may want to see articles (Resnick, M.D., Bearman, P.S. and et al. "Protecting adolescents from harm. Findings from the National Longitudinal Study on Adolescent Health." *Journal of American Medical Association*, 1997 Sep 10, 278 (10): 823-32. Klein, J.D. "The National Longitudinal Study on Adolescent Health. Preliminary Results: Great expectations [comment]." *Journal of American Medical Association*, 1997 Sep 10, 278(10):864-5.)

This is described as "the largest, most comprehensive survey of adolescents ever undertaken in the United States." The initial results point to alienation as a critical factor underlying a vast array of risky behaviors, such as cigarette, alcohol, and marijuana use, violent behavior, suicide, and sexual activity. Thus prevention requires strategies that can enhance "a feeling of personal connection to home, family, and school." For a comprehensive report on this study, write: Add Health c/o Burness Communications, Suite 1340, 7910 Woodmont Avenue, Bethesda, MD, 20814-3015. For the summary of the report, visit <http://www.cpc.unc.edu/projects/addhealth/news.html>.

### Gun-Free Schools

More than 6,000 students were expelled from public schools in school year 1996-97 under "zero tolerance" policies for bringing firearms to school, according to the May "Report of State Implementation of the Gun-Free School Act -- School Year 1996-97: Final Report 1998." The 1994 Act requires states to pass laws ordering school districts to expel for one year any student who brings a firearm to school. All states have passed such laws. This report is the first state-by-state look at the act's implementation. For more information, see <http://www.ed.gov/pubs/gunfree>.

### U.S. Department of Justice Reports

Juvenile Justice, 1997 (Vol.3. No.2, September 1997). This document contains two complementary articles about encouraging progress in the effort to combat juvenile violence and delinquency. The first: "Kids and Guns: From Playgrounds to Battlegrounds" describes promising steps to curb violence in general and gun violence in particular. The second: "The National Juvenile Justice Action Plan: A Comprehensive

Response to a Critical Challenge" summarizes a national agenda for reducing violence.

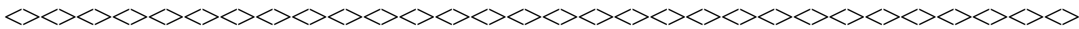
A report entitled: "Reducing Youth Gun Violence: An Overview of Programs and Initiatives 1996" assesses innovative and effective violence prevention programs across the country and outlines a wide array of strategies -- from school-based prevention to gun market interception.

Contact: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, Washington, DC, 20531.

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### WHAT RESOURCES ON THESE MATTERS HAVE YOU FOUND HELPFUL?

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



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

>>>>R.J. Watts (commenting to colleagues who use the Society for Community Research and Action -- SCRA listserv)<<<<

Thanks to those who have mentioned the horrific pattern of gun violence in urban areas that have disproportionately affected children of color for so many years. The inner pain and anger I have felt about that intensify when the current, spectacular tragedy is not understood in the context of an ongoing culture of violence. One post commented "the media, and perhaps the nation as a whole, have come to see violence in our poor, urban areas as commonplace and less deserving of news coverage. This is unfortunate."

I would say that the outpouring here suggests that its not just the media who suffer this problem. Many of us who are not in direct contact with the problem can allow the thousands of violent deaths in urban areas of color to fade in our consciousness.....

Race, class, urban/rural/suburban differences leads me to press for a careful consideration of ecology in all this, and sociopolitical context. These variations may influence the expression of violence, and influence how WE as action researchers theorize about and empathize with the perpetrators and victims.....

Dept. of Psychology, 2219 N. Kenmore Ave, Chicago, IL 60614  
773/325-2016 (fax 325-7888) rwatts@wppost.depaul.edu

>>>>From Christian M. Connell<<<<

Does anyone know of a good (i.e., reliable and valid) measure of parental monitoring and supervision that has been used w/ parents of kindergarten or early elementary school-age children? I'm familiar with some measures for adolescents but am looking for something more suitable for parents of young children. Also, it would be great if it addressed structuring of play and learning activities.

If anyone knows of any such measure(s), I would appreciate the assistance. You can email me directly at [connellc@black.cla.sc.edu](mailto:connellc@black.cla.sc.edu).

Christian M. Connell, Clinical-Community Psychology,  
Univ. of South Carolina

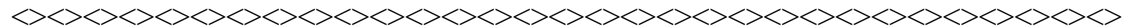
If you can help Christian, please send the information directly with a copy to us so that we can post it for others who are interested.

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Let us hear from you:

E-mail: [smhp@ucla.edu](mailto: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\*\*\*

>>>>State Children's Health Insurance Programs (S-CHIP)<<<<

The success of CHIP initiatives is dependent on identifying and enrolling newly eligible children. As the Association of State and Territorial Health Officials (ASTHO) notes: "State health agencies will play a pivotal role in leading the partnerships necessary to make sure that eligible children are identified, enrolled, and receive appropriate services. Regardless of what State entity administers the Title XXI program, states can build upon the experience and Successes of existing Maternal and Child Health Programs, particularly the Title V Block Grant and Children with Special Health Care Needs Programs, as well as community-based service sites, such as community health centers." To support states' efforts related to CHIPs, ASTHO has produced a CHIP Outreach Resource

Packet to assist states in planning and implementing outreach components. Resources include ASTHO Access Briefs:

- \* outlining general outreach provisions of Title XXI, along with a conceptual model for outreach and links to existing programs and technical assistance resources
- \* on eligibility worker out-stationing programs and outreach innovations building upon the existing safety-net providers familiar with the targeted population
- \* with suggestions on facilitating enrollment and addressing the "welfare stigma" issue
- \* on innovative school-linked programs.

All materials are available on the ASTHO web site at [http://www.astho.org/html/primary\\_care\\_\\_\\_mch\\_projects.html](http://www.astho.org/html/primary_care___mch_projects.html)

>>>>New Report Discusses Public Engagement and School Reform<<<<

The Annenberg Institute for School Reform recently unveiled findings of a study on efforts to bring parents, educators, and business and community leaders together as partners to reshape local schools. The report, "Reasons for Hope, Voices for Change," documents a grassroots movement to change the relationship between the public and public schools by building a powerful local constituency for school change. They conclude that:

- \* most engagement efforts work in isolation;
- \* few engagement efforts have gone to "scale," as traditionally defined;
- \* "process" outcomes are powerful but hard to measure (but the process of engaging a broad group of people to discuss education issues has its own value beyond the product);
- \* community-driven efforts are more readily apparent, but education leaders are driving some significant efforts;
- \* teachers are not yet a significant force in public engagement;
- \* the potential of students is largely untapped;
- \* the use of technology to support engagement is growing but not yet widespread.

By Erik Robelen, Annenberg Institute for School Reform Brown University, Box 1985 Providence, RI 02912 401-863-7990 / 401-863-1290 (fax) email: AISR\_Info@brown.edu

>>>>Looping as a Strategy to Deal with the Dilemma of Retention or Social Promotion<<<<

For 1st grade teachers, May is often the cruelest month, said Bob Johnson of the National Alliance of Multi-Age Educators. That is

because May is when they must make a high-stake decision: Do students read well enough to move on to 2nd grade, or should some be kept back? A child may be only a few months of instruction shy of becoming a capable reader, but schools often force students to repeat the entire grade. This dilemma highlights one of the advantages of "looping", Johnson explained. With looping, the teacher has the same group of students for at least two years; then he or she "loops back" to teach a new class.

For example, a teacher may teach a class of children in 1st grade, teach the same group of students the next year in 2nd grade, and then pick up a new set of 1st graders the following year. In this situation, the teacher may know that some students are not quite able readers at the end of the 1st grade. But he or she can work with students on their reading during 2nd grade until each student is performing satisfactorily. The biggest advantage of looping is that it builds relationships, Johnson said. Students get to know their teacher very well, and "parent-teacher relationships flourish in this kind of setting." Teachers also like looping because they believe that by the second year with a group of students, they spend more time teaching and less time on record keeping and familiarizing students with classroom rules and procedures.

From "Looping Provides Flexibility, Strengths Relationships."  
Education Update, 40, May 1998.

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In spite of the cost of living, it's still popular!"  
Kathleen Norris  
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^^^^^^RECENT PUBLICATIONS^^^^^^

>>>>Mental Health Providers in Rural and Isolated Areas:  
Final Report of the Ad Hoc Rural Mental Health Provider workgroup<<<<

In the fall of 1997, SAMHSA's Center for Mental Health Services (CMHS) issued a report describing inequities in access to services for mental and addictive disorders, often called behavioral health disorders. The document identifies the dearth of qualified service providers in certain regions as the chief reason for the disparity and sets forth two sets of recommendations to improve services: strategies to increase the supply of trained providers and strategies to improve the access of rural residents to the needed services. Also includes specific recommendations for improving the quantity and quality of services for people living in rural areas. Contact: SAMHSA's Knowledge Exchange Network (KEN), P.O. Box 42490, Washington, DC 20015. Phone: 800-789-2647 or

<http://www.mentalhealth.org/newsann/media/ruralpro.htm>.

>>>>Adolescent Sexual Behavior, Drug Use, and Violence:  
Increased Reporting with Computer Survey Technology<<<<

Study tested whether an audio computer-assisted self-interviewing (audio-CASI) technology would increase valid reporting about behaviors that are highly sensitive and may be illegal. Respondents were randomly assigned to answer using either audio-CASI or a traditional self-administered questionnaire. Estimates of prevalence of male-male sex, injection drug use, and sexual contact with intravenous drug users were higher by factors of 3 or more for audio-CASI. Increased reporting was also found for several other risk behaviors.

C. F. Turner, L. Ku, S. M. Rogers, L. D. Lindberg, J. H. Pleck, F. L. Sonenstein (1998). *Science*, 280.

>>>>Family Involvement in Children's Education:  
Successful Local Approaches<<<<

Identifies and describes successful strategies used by 20 local programs funded by Title I that have overcome barriers to parent involvement in education. Available at <http://www.ed.gov/pubs/FamInvolve/> or write to: New Orders, Superintendent of Documents, POB 371954, Pittsburgh, PA 15250-7954 Or fax to (202) 512-2250.

>>>>All Kids Count<<<<

The PEER (Parents Engaged in Education Reform) Project at the Federation for Children with Special Needs has just released this new book which offers parents, parent leaders, professionals, and others guidelines for participating in discussions about policies and practices related to inclusion of students with disabilities in large-scale assessments. Includes a state-by-state report and executive summary of assessment policies and practices, an overview of policy issues, a glossary, a list of accommodations culled from states' policies, a PEER information Brief on assessment, and contact information for state Dept. of Education and Parent Centers on Disability. See <http://www.fcsn.org/puborder.htm> or phone 617-482-2915.

>>>>From the National Center for Service Integration Clearinghouse<<<<

First two guidebooks in a new series entitled *A Matter of Commitment*,

designed specifically for community collaboratives; discusses key ideas related to the topic and then offers guidance on putting ideas into practice. Each includes a number of appendices that include excerpts from other references on the topic and annotated bibliographies

(1) Defining the Prize: From Agreed-Upon Outcomes to Results-Based Accountability (by Charles Bruner)

(2) Getting to the Grassroots: Neighborhood Organizing and Mobilization (by Charles Bruner and Maria Chavez)

Contact: Child and Family Policy Center, 218 Sixth Ave. Suite 1021, Des Moines, IA 50309-4006; Phone (515)280-9027; Fax: (515)244-8997; E-mail: info@cfpciowa.org.

>>>>From RAND<<<<

RAND produces a range of relevant resources including Bibliographies, special reports, studies, etc. Below are a few examples.

\* *Newcomers in American Schools: Meeting the Educational Needs of Immigrant Youth* (1993). L. McDonnell, P. T. Hill.

Examines the schooling needs of immigrant students, assesses how well they are currently met, and suggests strategies for improving their schooling outcomes. Analyzes immigrant education from a broad policy perspective explicitly considering it as a political issue in competition for policymakers' attention and scarce public resources and as one of many challenges facing increasingly overburdened local school systems. Study data were collected from a purposive sample of nine school districts and 57 schools. Both on-site and telephone interviews were conducted with 240 district and school administrators, teachers, counselors, and community representatives.

\* *Lessons from New American Schools Development Corporation's (NASDC) Demonstration Phase* (1996). S. J. Bodilly, S. W. Purnell, K. Ramsey, S. J. Keith.

NASDC, a private non-profit organization, was established in 1991 to fund the development of organizations that would create designs for "break-the-mold" schools and help schools implement those designs. A national competition by NASDC led to the choice of 11 teams, which were given one year, called Phase 1, to build their teams and develop the designs described in their proposals. In Phase 2, the teams had two years to further develop their designs and to demonstrate them. NASDC asked RAND to assess the Phase 2 experience of the nine teams remaining in the demonstration. This report provides the assessment and points to some lessons from Phase 2 that might be usefully applied to Phase 3. The assessment

reviews the characteristics of designs and teams; how these characteristics affected progress toward goals in Phase 2; whether teams met NASDC goals; whether the teams experienced institutional, cultural, or systemic barriers to reform; and what has been the overall contribution of NASDC to reform to date.

[Note: Eight of these designs are now going into a scale-up phase around the country and are listed as Comprehensive School Reform models in the Obey-Porter legislation that is designed to provide support to Title I schools choosing to pursue a comprehensive school reform model.]

\* The Neighborhood Context of Adolescent Mental Health. (1997).  
C. S. Aneshensel, C.A. Sucoff.  
Examines how structural aspects of neighborhood context, specifically, socioeconomic stratification and racial/ethnic segregation, affect adolescent emotional well-being by shaping subjective perceptions of their neighborhoods. Using a community-based sample of 877 adolescents in Los Angeles County, the authors found that youth in low socioeconomic status (SES) neighborhoods perceived greater ambient hazards such as crime, violence, drug use, and graffiti than youth in high SES neighborhoods. The perception of the neighborhood as dangerous, in turn, influences the mental health of adolescents: the more threatening the neighborhood, the more common the symptoms of depression, anxiety, oppositional defiant disorder, and conduct disorder. Social stability and, to a lesser extent, social cohesion, also emerge as contributors to adolescent disorder. This investigation demonstrates that research into the mental health of young people should consider the socioeconomic and demographic environments in which they live.

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; Website: <http://www.rand.org/PUBS/index.html>.

>>>>Newly Added ERIC Digests<<<<<

Nearly 100 research syntheses were added to a full-text searchable database of 1800+ such syntheses. Some titles include:

- Starting Early: environmental education during the early childhood years
- After-school programs for urban youth
- When retention is recommended, what should parents do?
- Parent & community involvement in rural schools
- Drug abuse prevention: school-based strategies that work
- Collaboration between general and special education teachers
- Measuring leadership potential
- Early childhood program research and evaluation

- An overview of strategies to reduce school violence
- The education of Latino students: Is school reform enough?
- Determining the effectiveness of youth programs
- Turning it around for all youth: from risk to resilience

Contact: [http://www.ed.gov/databases/ERIC\\_Digests/index/edo98a.html](http://www.ed.gov/databases/ERIC_Digests/index/edo98a.html).

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 It's not whether you win or lose,  
 it's how you place the blame.  
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^^^^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^^^^

>>>>Opening the Doors: Children's interagency System  
 of Care Development in a Managed Care Environment<<<<<

July 8 -10, 1998 in Oakland, CA. -- Will provide information  
 Across child serving systems to share resources, methods, and  
 approaches. The topics include social services, probation,  
 education, health, mental health, private providers and family  
 members to bring systems and families to better understand the  
 opportunities. Contact: California Institute for Mental Health,  
 1119 K Street Sacramento, CA 95814; Fax: (916)446-4519.

>>>>SUMMIT 98 Preventing Violence & Beyond:  
 Facing New Challenges in a Changing World<<<<<

July 16 - 18, 1998 in San Diego, CA -- Forum for practitioners  
 responsible for work in the prevention field and who take a  
 leadership role in their organization; designed to help participants  
 gain knowledge, insights and resources by synthesizing new  
 developments and strategies in violence prevention, applying the  
 benefits of research and evaluation, developing methods to improve  
 organizational effectiveness, enhancing public/private community  
 partnerships, planning and implementing youth crime and violence  
 prevention initiatives, and honing leadership and managerial skills.  
 Contact: Gaea Honeycutt, Communications Coordinator, NNVPP/EDC,  
 55 Chapel Street, Newton, MA 021588-1060; Phone: (617)969-7101  
 ext.2380; Fax: (617)244-3436; E-mail: NNVPP@edc.org; Web site:  
<http://www.edc.org/HHD/NNVPP>.

>>>>Schools as Family and Community Resources:  
 10 Years of Experience<<<<<

July 20-23, 1998 in New Haven, CT.-- National conference for

Schools of the 21st Century on family resource centers, community schools and other school-based family support programs, supported by the Bush Center in Child Development and Social Policy at Yale University; special focus on evaluation, parent involvement, new funding opportunities, and latest developments in research on children. Contact: The Yale Bush Center, 310 Prospect Street, New Haven, CT 06511. Visit at <http://www.yale.edu/bushcenter/21C>.

>>>>Community Development from the Inside Out<<<<

August 21 and 22, 1998, University of Calgary, Alberta, Canada  
-- Objectives: to bring diverse groups together to examine issues in a positive sharing environment; and to promote dialogue on the practical issues involved in the incorporation of traditional knowledge into community development as practiced by the Northern Planning and Development Studies, the Arctic Institute of North America, at the University of Calgary. Contact: Heidi Hoernig, The University of Calgary, 2500 University Drive NW, Calgary, AB, T2N 1N4 (E-mail: [hjhoerni@acs.ucalgary.ca](mailto:hjhoerni@acs.ucalgary.ca)) or visit <http://www.ucalgary.ca/~hjhoerni>.

>>>>U.S. Department of Education's 1998 Regional Conferences  
on Improving America's Schools<<<<

Three regional conferences: Oct. 19-21, 1998 in Portland, OR; Nov. 18-20, 1998 in Denver, CO; Dec. 15-17, 1998 in Nashville, TN  
-- Goals: to gather information about funding opportunities, specific programs and comprehensive school reform; learn about practical strategies and models on how to align and integrate federal, state and local programs and resources for special populations; discover how to better utilize the U.S. Department of Education's technical assistance network and resources; and more.  
Contact: Continuing Education Registration, The University of Oklahoma. Phone: (800)203-5494 or visit at <http://www.ncbe.gwu.edu/iasconferences>.

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

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

>>>>From Office of Special Education and Rehabilitative Services<<<<

\* "Research and Innovation To Improve Services and Results for Children With Disabilities"

Purpose: To produce, and advance use of knowledge to: (1) improve services provided under IDEA, including the practices of professionals and others involved in providing those services to children with disabilities; and (2) improve educational and early intervention results for infants, toddlers, and children with disabilities.

Priority: Directed Research Projects. Deadline: June 19, 1998.

\* "Technical Assistance and Dissemination to Improve Services and Results for Children With Disabilities"

Purpose: to provide technical assistance and information through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support States and local entities in building capacity, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and to address systemic-change. Priority: Center for Positive Behavioral Interventions and Supports and National Center on Dispute Resolution. Deadline: July 2, 1998.

For more information, look at <http://ocfo.ed.gov/gophroot/4fedreg/1grantann/050498d.txt>.

>>>>Bureau of Justice Assistance (BJA) 1998 Open Solicitation  
Announcement: Call for Concept Papers<<<<<

Bureau seeks innovative solutions to problems faced by criminal justice community; invites eligible applications to help improve the system and build partnerships with public and private organizations. Topic areas include: community justice; law enforcement partnerships to address hate crimes; challenges for rural or tribal communities; role of alcohol; cultural barriers to justice; public health and justice collaborations.

Deadline of Submissions: July 2, 1998.

Contact: BJA Clearinghouse at 1-800-6988-4252 or the homepage at <http://www.ojp.usdoj.gov/BJA>.

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

Theme: Child and Family Health Care -- Issues for the Year 2000 and Beyond. Seeks proposals from social scientists, practitioners, and health care professionals for papers, workshops, and round tables that address this theme. 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. Conference will be held on May 26-28, 1999 in Mystic, CT.

Deadline for the proposal: September 1, 1998 Contact: Judy Lovelace, Conference Coordinator [childandfamily@cfapress.org](mailto:childandfamily@cfapress.org) or

Fax: 860/442-5909 or Call: 860/443-2896.

>>>>Journal of Educational and Psychological Consultation (JEPC)  
Call for Papers<<<<

A thematic issue of JEPC will be devoted to the topic of "implementing and Evaluating Prevention Programs." Papers wanted that focus on the implementation and evaluation of prevention and promotion programs in schools or that include ideas that clearly are applicable to a variety of community settings. Contact: Joe Zins for more info. 339 Teachers College, University of Cincinnati, Cincinnati, OH 4522-0002. (513)556-3341. Email: Joseph.Zins@UC.EDU.

>>>>Call for Workshop Proposals<<<<

Conference: (SSWAA) School Social Work Association of America's International School Social Work Conference, set for April 21-24, 1999, Rosemont (Chicago), Illinois. Theme: "Peace in Every Classroom". Deadline: July 1, 1998. Send to Vaughn Morrison, 1603 S. Lincoln, Springfield, IL 62704. fax (630)355-1919. For additional info contact SSWAA(847)289-4642 or SSWAA@aol.com.

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"Miracles are great,  
but they are so damned unpredictable."  
Peter Drucker  
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^^^^^HELPFUL RESOURCES^^^^^^

>>>>Federal Emergency Management Agency (FEMA) Unveils  
New Web Site for Children<<<< <http://www.fema.gov/kids>

Has games, student artworks activities and graphics that deliver a serious message of disaster preparedness and mitigations. Users are also invited to become Disaster Action Kids by completing selected assignments, including games and quizzes. Each successful applicant receives a certificate proclaiming him or her to be a Disaster Action Kid, and becomes part of a group that receives periodic e-mailings from the agency.

>>>>Community Development Resources<<<< <http://comm-dev.org>

Community Development Society is a professional association for community development practitioners and citizen leaders around

the world. CDS members represent a variety of fields: education, health care, social services, government, utilities, economic development practitioners, citizen groups, and more.

>>>>Community Toolbox<<<<<< <http://ctb.lsi.ukans.edu>

Created to provide information and assistance to people interested in taking action to improve our communities; combines information from many community development experts with experience doing this work throughout the world.

>>>>EZ/EC Community Toolbox<<<<<<  
<http://www.ezec.gov/toolbox/index.html>

The Empowerment Zones and Enterprise Communities (EZ/EC) is a Presidential initiative designed to afford communities real opportunities for growth and revitalization. Its mission: To create self sustaining, long-term economic development in areas of pervasive poverty, unemployment, and general distress, and to demonstrate how distressed communities can achieve self sufficiency through innovative and comprehensive, strategic plans developed and implemented by alliances among private, public, and nonprofit entities.

>>>>Rural Community Development Resources<<<<<<  
<http://www.unl.edu/kellogg/index.html>

Contains rural community development materials funded by the Kellogg Foundation and other selected sponsors of recognized rural programs. Guidebooks, manuals, workshop materials, reports, books, and videos are included. To subscribe to listserv, send the message: subscribe to cd4urban-request@lists.brigadoon.com

>>>>Parents, Families, and Teachers<<<<< <http://www.parenttime.com>

Sponsored by Time Warner, the site provides multiple entry points for parents, including ways to help their children in school. Search the site for "roller coaster" and find practical advice for parents and teachers of young adolescents. "Turning from Critics to Allies", written by Charlene C. Giannetti and Margaret M. Sagarese, presents strategies for teachers in working with parents.

>>>>Communities In Schools<<<<< <http://www.cisnet.org>

Communities In Schools is the nation's largest stay-in-school

network for effective community partnerships, serving more than 300,000 young people through 121 local programs in 30 states.

>>>>The Special Ed Advocate<<<<< <http://www.wrightslaw.com>

On-line newsletter about special education and the law. To subscribe to their newsletter, send an e-mail to: [majordomo@wrightslaw.com](mailto:majordomo@wrightslaw.com). In the subject line and the first line of your message, insert this statement: subscribe special-ed-advocate



YOU CAN LINK TO OTHER MENTAL HEALTH RELATED SITES FROM OUR WEBSITE <http://smhp.psych.ucla.edu>

(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.



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

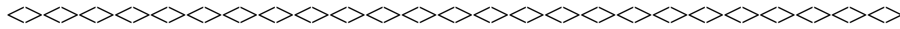
>>>>Director of Prevention<<<<<

National Mental Health Association seeks Director of Prevention to develop and implement prevention program and policies. Director will provide consultation, training and technical assistance in the local development and implementation of prevention programs. Graduate degree in psychology, public health or equivalent experience. Excellent writing, analytical and communications skills required. Travel. At least five years experience in developing and/or implementing community-based prevention programs essential. Send resume and writing samples to PO/CMHS at NMHA 1021 Prince Street, Alexandria, VA 22314 or fax (703)684-5968 by June 30, 1998.

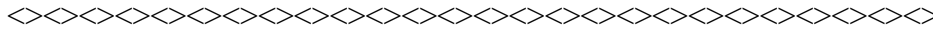
>>>Director of Communications and Membership<<<<<

The Association of Maternal and Child Health Programs (AMCHP), a national non-profit association of state public health agency programs, newly created senior position.  
Description: plan, develop and implement communication strategies and functions, as well as oversee membership services. Also provide leadership in developing and implementing communications plans that include public relations, publications and the organization's web

page. Masters Degree and min. 4 years experience in communications, marketing or related areas. Resumes to: AMCHP, attn: Executive Director, 1220 19th St. NW, ste #801, Washington, DC 20036. Deadline: open until filled.



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



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

\* Our Center will be hosting a booth at the upcoming National Assembly for School Based Health Care Conference in Los Angeles on June, 25-26. We will have copies of center resources available for viewing. If you're going to be attending, we hope you'll drop by and say hello.

^^^NEW ON-LINE RESOURCES^^^

1. Our interactive bulletin board is now up and running. This system is designed to allow participants to discuss issues and share experiences on a variety of topics.

Current topics include: Cheating; Funding opportunities; SCHIP comes in for School Mental Health; School Reform; and Social Promotion.

To access, go to our web site and click on the Interact Image.

2. New center documents now available on-line as PDF files.

\* "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. This report outlines the nature of the 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. 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.

3. The continuing education unit, "Mental Health in Schools: New Roles for School Nurses" is now available as a PDF file for downloading. To get a copy of this guidebook, and directions for downloading go to the resources section of our web site.

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

- Available Technical Assistance Samplers

The following samplers provide basic information for accessing a variety of resources on a specific topic such as agencies, organizations, websites, individuals with expertise, relevant programs, and library resources.

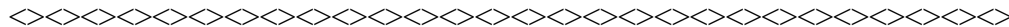
1. "Evaluation and Accountability Related to Mental Health in Schools"
2. "Thinking About and Accessing Policy Related to Addressing Barriers to Learning"
3. "Behavioral Initiatives in Broad Perspective"

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

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Let Us Hear From You:

E-mail: smhp@ucla.edu Ph: 310/825-3634 Fax: 310/206-8716

Write: Center for Mental Health in Schools, Dept 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

>>>>A Warm Welcome to Olga Acosta<<<<

As of July 1, Olga will be CSMHA's new Program Coordinator. She is completing her post-doctoral fellowship at the University of Maryland School of Medicine in the School Mental Health Program. She received her Ph.D. in clinical psychology from SUNY-Buffalo. Her research



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 Perry Nelson, Judy Onghai, Howard Adelman, or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools

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