



****EMERGING ISSUE**

>>>Middle Schools: A Good or Bad Arrangement?

For some time, there has been controversy about whether the middle school arrangement is working. There, of course, are differing perspectives about how to view the matter. Recently, the National Association of Secondary School Principals issued an "action alert" calling for administrators to "speak up for middle schools." Specifically, they noted: "For years now, a vocal minority of individuals have spoken out against middle level education, especially on the issue of grade configuration. School leaders must take steps to educate the public, policymakers, and the media as to the value of middle level education and that middle level education is not about grade organization, but rather about academic and social practices appropriate for 10 - 15 year old students." (<http://www.capwiz.com/nassp/issues/alert/?alertid=5833046&type=ML>) From the perspective of addressing concerns about barriers to learning, social-emotional development, and mental health, critics have pointed to the difficulty significant numbers of youngsters seem to have in making a successful transition to middle school. They worry that this is exacerbating problems for such students and contributing to early dropouts or "pushouts."

Where do you stand on this issue?

We look forward to your comments (ltaylor@ucla.edu). Comments are posted on the website New Exchange at <http://smhp.psych.ucla.edu>.

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****NEWS FROM AROUND THE COUNTRY**

>SAMHSA LAUNCHES MULTIMEDIA MENTAL HEALTH EDUCATION CAMPAIGN

"The Substance Abuse and Mental Health Services Administration [has] launched a multimedia public education effort aimed at increasing awareness of the stigma and discrimination associated with mental illness. The campaign, "Mental Health: It's Part of All Our Lives," includes broadcast and print public service advertisements that see to educate the public that mental illnesses are common, affecting almost every family in America, and that recovery can be expected..." (SAMSHA, 5/24/04, http://search.samhsa.gov/cgi-bin/MsmGo.exe?grab_id=10&EXTRA_ARG=&CFGNAME=MssFind%2Ecfg&host_id=42&page_id=10302976&query=campaign&hiword=campaign+)

>CDC REPORTS DATA ON SUICIDE BEHAVIOR, RISK FACTORS, AND PREVENTION

"Analysis of data on suicide methods by the Centers for Disease Control and Prevention found that among youth aged 10-14 years, suffocation (mostly hangings) has replace firearms as the most common method of suicide..." (CDC, 6/10/04 <http://www.cdc.gov>)

>CROSS-NATIONAL STUDY FINDS COMPARABLE VIOLENCE AMONG TEENS, BUT U.S. HAS MORE DEATHS

As reported in Archives of Pediatrics and Adolescent Medicine (June, 2004), U.S. teenagers are no more prone to violence than their counterparts in Ireland, Israel, Portugal, and Sweden. However, violence among teens in the U.S. is more likely to result in death. Occasional fighting and bullying occurred similarly in young adolescents in the five countries, but one factor - bullying - appears to be more common in the U.S. Researchers also noted that teens in this country may have more access to weapons, such as guns, which may be used in fights with other youths. (Reprints of the study, "A Cross-National Study of Violence-Related Behaviors in Adolescents," are available from Scheidtp@nih.gov)

>MICHIGAN EXPANDS FAMILY RESOURCE CENTERS

“Governor Jennifer M. Granholm announced today that 20 more Family Resource Centers will open in Michigan Schools when the new school year begins in September This will bring to 39 the number of centers operating in Michigan schools. Family Resource Centers have been established in selected elementary and middle schools. The centers channel child and family services provided by state and local agencies in the school building...” (News Release, 6/15/04 <http://www.michigan.gov>)

>A SAMPLE OF WHAT NEWSPAPERS ARE REPORTING:

>>SOME PARENTS BALKING AT SCHOOLS RECOMMENDING MEDICATION – From the Christian Science Monitor. According to those tracking the issue, “...seven states have laws prohibiting school personnel from recommending psychotropic drugs for children. Over the past few years, 46 bills in 28 states have either passed or are awaiting action.... According to testimony given before Congress in 2000, ADHD diagnosis in children grew from 150,000 in 1970 to 6 million in 2000, representing 12 to 13 percent of US schoolchildren...” (6/14/04)

>>MENTALLY ILL KIDS ADRIFT IN SYSTEM – From USA Today: “The safety net of care for children with mental disorders is badly frayed and even torn open in some spots, leaving many kids untreated or in a dangerous free-fall on treatments that don’t work...” (6/1/04 <http://www.usatoday.com>)

>>STUDY: MENTAL ILLNESSES ARE UNDER-TREATED – From the New York Times: “Mental illnesses including anxiety disorders and depression are common and under-treated in many developed and developing countries, with the highest rate found in the United States, according to a study of 14 countries.... Rates ranged from 26.4 percent of people in the United States to 8.2 percent of people in Italy....” (6/1/04)

>>TEENS USE ‘LEGAL’ COLD MEDICINE TO GET HIGH – From the Christian Science Monitor “...Over the past several years, drug counselors around the country have noticed a significant hike in the abuse of the cough suppressant dextromethorphan (DXM).... But because it’s a legal drug, it’s not tracked by any of the major groups that follow teen drug use. So it’s difficult to gauge how widespread the problem is....” (6/1/04)

>>STUDY EXAMINES TEEN SUMMER MARIJUANA USE – From USA Today: “Summer’s almost here and that means teens will have more time on their hands to pick up bad habits – such as smoking marijuana and drinking alcohol, a new federal survey says. The National Survey on Drug Use and Health found that June and July were the most popular time for teens to try marijuana, with about 6,300 new users a day during those months. That compares with about 4,700 new users a day during other times of the year...” (6/4/04 <http://www.usatoday.com>)

>>ANTI-DRUG ADS CAN BOOMERANG, STUDY DISCOVERS – From the Houston Chronicle: “Anti-drug ads, which the government plans to spend \$145 million to produce this fiscal year, do little to dissuade young people from taking drugs, according to research conducted by psychology professors at Texas State University at San Marcos. Even worse, the ads may actually prompt some teens to experiment with drugs.... A spokesman for the Office of National Drug Control Policy called the study “absurd.” (5/28/04)

(Note: See our website's “What's New” page for a current news item posted each week. [Http://smhp.psych.ucla.edu/whatsnew/newsitems.htm](http://smhp.psych.ucla.edu/whatsnew/newsitems.htm))

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“Family Resource Centers help schools focus on education by delivering human services in the school building. Each center pools the community resources of local agencies so families can

more efficiently access services. The collaboration helps families and students get the important services they need while allowing teachers and school officials to concentrate on their most important duty – educating tomorrow’s leaders.”

Governor Jennifer M. Granholm
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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

July – Using “Down Time” to Plan Better Ways to Work Together in Providing Learning Supports

Over a school year it is hard to find enough time to stop, think, and plan better ways of doing things. The month of July in many schools is “down time.” Down time provides an opportunity to stop and think about better ways of doing things. Such time block can allow staff who work year round to plan new ways of providing and enhancing supports for student learning. Such periods also allow for special training opportunities.

Time to think about building a Learning Support Component. – A Learning Support Component enhances the capacity of a school’s support staff so they can be more effective in addressing the many factors that interfere with student succeeding at school. One way to enhance the capacity of support staff is to develop a mechanism that enables them to work together on a regular basis and to integrate the community resources available to the school.

Time to Think About Establishing a Resource-Oriented Mechanism – A Resource Coordinating Team provides a good example of a resource-oriented mechanism designed to develop an enabling or learning support component at a school. Unlike a case focused team, the function of a resource team is to look at data across students to analyze the school needs, deploy resources most effectively to meet those needs, enhance resources to fill gaps, and integrate this work into the school improvement plan. The work has been described as “going upstream to build bridges so we aren’t always just reacting to students who fall through the cracks.”

Take a look at these online documents related to this important work:

“Developing Resource-Oriented Mechanisms to Enhance Learning Supports”
(<http://smhp.psych.ucla.edu/popup.aspx?TABLE=DOC&ITEM=1401DOC9893>)

“Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change”
(<http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>)

If you are interested in creating Resource Coordinating Teams in your district and need some help, please let us know (ltaylor@ucla.edu).

(Note: To aid school staff in planning for the predictable challenges that come with the cycle of the school year, the Center has developed 12 monthly themes for a proactive agenda. All 12 months are online at “Ideas for Enhancing Support at Your School This Month”
(<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf>)

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“The Resource Coordinating Team is a school-based coordinated home/school/community resource collaborative whose purpose is to understand the problems or barriers to learning and to correct or prevent their manifestations. The Resource Coordinating Team is a problem-solving team that works closely with parents, students, and community members to promote a school environment that is learner-centered and which results in the social, cognitive, emotional and health conscious development of the learner.”

Detroit Public School, Department of Student Support Services
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****RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>>Special Issue of the journal "Behavior Modification" focuses on School-Based Mental Health, (2004), M. Weist (Guest Ed.) Vol. 28 (4).

>>School-based mental health services: Policy statement, American Academy of Pediatrics (2004) Pediatrics, 113 (6) 1839-1845

>>The relationship between school characteristics and the availability of mental health and related health services in middle and high schools in the United States (2003) E. Slade, The Journal of Behavioral Health Services & Research, 30 (4) 382-392. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_99.pdf

>>Characterization of interpersonal violence events involving young adolescent girls vs. events involving young adolescent boys (2004) C. Molle, et al, Archives of Pediatrics and Adolescent Medicine, 158(6) 545-550.

>>The relationship of peer victimization to social anxiety and loneliness in adolescent females (2004) E. Storch & C Masia-Warner, Journal of Adolescence, 27 (3), 351-362.

>>A randomized effectiveness trial of interpersonal psychotherapy for depressed adolescents (2004) L. Mufson, et al, Archives of General Psychiatry, 61(6) 577-584.

>>Sexual orientation and adolescents (2004) B. Frankowski and the American Academy of Pediatrics Committee on Adolescence, Pediatrics, 113 (6) 1827-1832.

>>Effectiveness of a brief-intervention and continuity of care in enhancing attendance for treatment by adolescent substance users (2004) R. Tait, et al, Drug and Alcohol Dependence, 74(3) 289-296.

>>Use of psychotropic medications by youths in therapeutic foster care and group homes (2004) A. Breland-Noble, et al, Psychiatric Services, 55, 706-708.

>>Clinicians and outcome measurement: What's the use? (2003) A. Garland, et al, Journal of Behavioral Health Services & Research, 30(4), 393-405.
Summarized at <http://www.rtc.pdx.edu/pgDataTrends.shtml>

>FAMILIES, SCHOOL, & COMMUNITIES

>>Principals' perceptions and practices of school bullying prevention activities. (2004) J. Dake, et al, Health Education and Behavior 31(3) 372-387.

>>How informative are parent reports of attention-deficit/hyperactivity disorder symptoms for assessing outcome in clinical trials of long-acting treatments? A pooled analysis of parents' and teachers' reports (2004) J. Biederman, et al, Pediatrics, 113 (6) 1667-1671.

>>Increasing Rates of School Completion: Moving from Policy and Research to Practice. (2004) National Center on Secondary Education and Transition (describes eleven proven interventions for increasing school completion among youth with disabilities)

<http://www.ncset.org/publications/essentialtools/dropout/default.asp>

>>Readiness, functioning, and perceived effectiveness in community prevention coalitions: A study of Communities that Care, (2004) M. Feinberg, et al, American Journal of Community Psychology, 33(3/4) 163-176.

>>Creating opportunities for parent empowerment: Program effects on the mental health/coping outcomes of critically ill young children and their mothers (2004) B. Mazurek, et al, Pediatrics, 113 (6) e597-e607.

>>What do young people want from sex education? (2004) S. Forrest, et al, Culture, Health & Sexuality, 6 (4) 337-354.

>>The impact of self-control and social bonds on juvenile delinquency in a national sample of midadolescents (2004) S. De Li, Deviant Behavior, 25(4) 351-373.

>>Staff security in a contract world: When you outsource school services, are your current employees protected? (2004) A. Joyner, American School Board Journal, June (at <http://www.asbj.com>)

>>Students as teachers (2004) C. Twomey and J. Schleicher, Classroom Leadership, 7 (9) at <http://www.ascd.org>.

>POLICY, LAW, ETHICS, FINANCES, & STATISTICS

>>2004 Kids Count Data Book, <http://www.aecf.org/kidscount/databook>.

>>Bridging Community Intervention and Mental Health Services Research (2004) K. Wells, et al, American Journal of Psychiatry, 161, 955-963.

>>The condition of education 2004, National Center for Education Statistics, <http://nces.ed.gov>.

>>Juveniles in Corrections" (2004) M. Sickmund, Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org>)

>>A cross-national comparison of risk and protective factors for adolescent substance use: The United States and Australia (2004) J. Beyers, et al, Journal of Adolescent Health, 35(1) 1-76.

>A cross national study of violence-related behaviors in adolescents (2004) E. Smith-Khuri, et al, Archives of Pediatrics & Adolescent Medicine, 158 (6) 539-544.

>>Exploring differential attrition rates among system of care evaluation participants. (2004) K. Rogers, et al, Journal of Community Psychology, 32 (2) 167-176. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_100.pdf.

>>Projections of 2003-2004 high school graduates (2004) C. Swanson, Urban Institute (<http://www.urban.org>).

>>A policymaker's primer on education research: Understand, evaluate, and use it. (2004) P. Lauer, Mid-continent Research for Education and Learning (<http://www.ecs.org/researchprimer>).

(Note: The Quick Find topic search menu on our website (<http://smhp.psych.ucla.edu>) is updated regularly with new reports and publications such as those listed above. Currently there are over 100 topics with direct links to our Center materials and to other online resources and related

centers. Let us know about publications and reports that should be shared. (Ltaylor@ucla.edu).

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“Through unity the small thing grows, through disunity the largest thing crumbles”

Sallustius

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****UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>Educating Minds and Hearts: Safe Schools, Healthy Character Development, Academic Success and Social Emotional Education, July 6-9, New York NY (<http://www.csee.net>)

>Partners for Success: Linking Communities, Families and Schools, July 11-13, Kansas City, MO (<http://www.indep.k12.mo.us>)

>National Association of School Nurses, July 11-14, Seattle, WA (<http://www.nasn.org>)

>Putting the pieces together: 1st national conference on substance abuse, child welfare and the dependency court, July 14-15, Baltimore, MD (<http://www.cffutures.org>)

>Partners in Quality: Effective Practices in After-School, July 15-16, New York, NY (fmcintosh@tascorp.org)

>Partners for Success: Linking Communities, Families, and Schools, July 17-19, New Haven, CT (<http://www.yale.edu/bushcenter/21C/>)

>Charting the Course for Our Children's Future, August 2 - 6, 2004, 4th Annual School Health Interdisciplinary Program, Turf Valley Resort & Conference Center, Ellicott City, Maryland (<http://csmha.umaryland.edu>)

>Summer Institute of the American School Health Association, August 3-6, Boston, MA (<http://www.ashaweb.org>)

>Strengthening Psychology through Latina/o Family Values, September 23-26, Scottsdale, AZ (<http://w3.arizona.edu/~nlpa>)

>Overcoming Health Disparities: Global Experiences of Partnerships between Communities, Health Services and Health Professional Schools, October 6-10, Atlanta, GA (<http://depts.washington.edu/ccph/nationalconference.html>)

>The School Mental Health Imperative, Ninth National Conference on Advancing School-Based Mental Health Programs, October 7-9, Hyatt Regency Dallas, TX (<http://csmha.umaryland.edu>)

>Romance and Sex in Adolescence and Emerging Adulthood: Risks and Opportunities, October 12-13, University Park, PA (<http://www.pop.psu.edu/events/symposium/>)

>American School Health Association, "School Facilities: Safe or Sorry," October 13-17, Pittsburgh, PA (<http://www.ashaweb.org/conferences.html>)

>Clinical Child and Adolescent Psychology: Translating Research into Practice, October 21-23, Lawrence, KS (<http://www.kuce.org/programs/ccap>)

>National Dropout Prevention Network Conference, October 30-November 3, Orlando, FL (<http://www.dropoutprevention.org>)

>Persistently Safe Schools, October 27-29, Washington DC (<http://www.hamfish.org>)

(For more conference announcements, refer to our website at <http://smhp.psych.ucla.edu>. Go to Contents, then click on Upcoming Conferences. If you want to list your conference, please email ltaylor@ucla.edu).

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“How come the History Channel is so interesting and my history class is so boring?”

Aaron Bacall

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

>GRANTS

*****See the “electronic storefront” for Federal Grants at <http://www.grants.gov>.

>>U. S. Department of Education (<http://www.ed.gov>)

>>>Behavior at the Elementary Level, Deadline 7/6/04

>>>Center on Children Involved in or at Risk of Involvement in the Justice system 7/9/04

>>>Safe Schools/Healthy Students. Deadline 7/9/04

>>>Mentoring Grants. Deadline 7/7/04

>>>Emergency Response & Crisis Management Grant Program. Deadline 7/9/04

>>>Grants to States to Improve Management of Drug & Violence Prevention Programs. Deadline 7/15/04

>>>National Center on Secondary, Transition & Postsecondary School Outcomes for Students with Disabilities, Deadline 7/19/04.

>>>Research & Innovation to Improve Services & Results for Children with Disabilities. Deadline 7/9/04

>>>Rehabilitation Research and Training Centers Program – Community Integration for Individuals with Disabilities, Deadline 7/9/04

>>>Rehabilitation Research & Training Centers Program – Health & Function Outcomes for Individuals with Disabilities, Deadline 7/9/04.

>>>Policy Issues in Children’s Mental Health, Deadline 8/05/04

>>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>>>Knowledge Dissemination Conference Grants (PA 03-002) Deadline 9/10/04.

>>American Psychological Association (<http://www.apa.org/apf>)

>>>Research programs on violence prevention and intervention, Deadline 8/15/04

>>National Institute of Health (<http://grants1.nih.gov>)

>>>Effectiveness, Practice, and Implementation in CMHS’s Children’ Services Sites (PA - 04-019) Deadlines October 1, February 1, and June 1

(Note: If you want to Surf the Internet for Funds, go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to FINANCING AND FUNDING. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning).

>CALLS FOR PAPERS

>>Society for Research in Child Development meeting to be held in Atlanta, GA 4/7/05. Submission deadline 7/9/04. ([Http://www.srcd.org/submissions](http://www.srcd.org/submissions))

>>Proposals for National Multicultural Conference, Los Angeles, 1/27/05. Send proposals to lvazquez@nmsu.edu. Deadline 7/9/04.

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“Positive school change is build on common dreams, common concern, common aspirations, common trust, and common sense!”

Michael Hoy
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****UPDATES FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS**

^ ^ ^ Updates from our Center at UCLA

>FIRST OF ALL – **THANKS**: With the end of a school year in most places, we want to take this opportunity to thank all of you who have contributed to the products and efforts of our Center over the past year(s). It is through collaboration and sharing that schools, communities, and families make an impact on addressing barriers to learning and promoting mental health in schools so all students can succeed. We look forward to continuing to work closely with many of you on this important effort.

National Conference of State Legislature: State Health Notes. In response to a request from this group for info about mental health in schools, we contributed to an article soon to appear online at <http://www.statehealthnotes.org> Watch for it, and use it as appropriate in your efforts to strengthen mental health in schools.

>**Consultation Cadre: Colleagues Helping Colleagues** – We are in the process of reconfirming the contacts and interests of those professionals who provide “no cost” support to others working to address barriers to learning and promote healthy development. And, we are always looking for a few more good professionals. Our Consultation Cadre is composed of professionals who have relevant experience related to addressing barriers to student learning and mental health in schools. We want to include any of you with relevant expertise who are willing to provide a limited amount of free consultation. To learn more about this network of support see <http://smhp.psych.ucla.edu/need.htm>.

In brief: The cadre currently consists of several hundred professionals who volunteer to network with others to share what they know. Cadre members have indicated expertise related to major system concerns, a variety of program and processing issues, and almost every type of psychosocial problem. They work in urban and rural areas across the country. Some run programs. Many work directly with kids in a variety of settings and on a wide range of problems. Others are ready to share their expertise on policy, funding, and system changes.

Cadre members are not screened. It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to provide a way for you all to connect with each other. Using our website you can search our Consultation Cadre by topic for a list of members who are willing to assist you. For additional assistance you may contact our center for Technical Assistance. Referrals to Cadre Members are provided as part of our daily technical assistance activity.

TO JOIN or For more information, contact ltaylor@ucla.edu or smhp@ucla.edu or sign up on our website (<http://smhp.psych.ucla.edu/need.htm>).

Weekly listserv for Mental Health Practitioners in Schools: Consultation Cadre members automatically are included in the listserv that is sent to the practitioners who sign up for this resource and opportunity to share. One of the recent dialogues has been focusing on parental consent for support services. When is consent needed? How to engage students and families through the consent process. If you would like to join this listserv, email ltaylor@ucla.edu.

New Directions for Student Support Summit Initiative Co-Sponsors: Over 30 national and state organizations are co-sponsoring the New Directions initiative. Some already are featuring the initiative on their websites; others are circulating a brief article on the initiative in their organization's newsletter and electronic communications. Still others have contacted colleagues to inform them about the Summits Initiative and encourage them to considering co-sponsoring. If you would like a draft of a brief article to share with members of your organization or if your organization would like to become a co-sponsor, let us know (ltaylor@ucla.edu).

States Moving in New Directions for Student Support: In each of the four states that already have held statewide Summits (Wisconsin, Indiana, California, and Minnesota), steering and workgroups are being established and work is underway on next steps in the statewide initiative for strengthening student/learning support in their states. There is a listserv for each state and for cross state sharing to help keep information and momentum flowing. For more information on the initiative's progress nationally and in each state, see <http://smhp.psych.ucla.edu>. Click on Summits, Current Status of Initiative. If you would like to be a part of this work, contact ltaylor@ucla.edu or smhp@ucla.edu

Planning Future Statewide Summits: As of now, we are anticipating forming planning groups for Texas, Connecticut, New Jersey, and Kansas. Folks in those states should let us know if you want to be on the planning group. There is a new one page flyer online that might be helpful in creating readiness in your state (see <http://smhp.psych.ucla.edu/summit2002/flyerjune04.pdf>) Folks in other states who want a Statewide Summit for New Directions for Student Support in your state should contact (ltaylor@ucla.edu).

For more info on the UCLA Center's activities, contact: Howard Adelman and Linda Taylor, Co-Directors,
SCHOOL MENTAL HEALTH PROJECT/CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-2624; Toll Free (866) 846-4843; Fax (310) 206-5895
Email: smhp@ucla.edu
For more information go to the Center website: <http://smhp.psych.ucla.edu>

^^^ FOR UPDATES FROM OUR SISTER CENTER, "Center for School Mental Health Assistance," see their website at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 680 W. Lexington St., 10th fl. Baltimore, MD 31301. Phone (888) 706-0980. Email csmh@umpsy.umaryland.edu.

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"Some students drink at the fountain of knowledge while others just gargle."

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****OTHER HELPFUL RESOURCES**

>Mental Health/Substance Abuse/Health

>>Understanding what children say about living with domestic violence, parental substance misuse or parental health problems
(<http://www.jrf.org.uk/knowledge/findings/socialpolicy/514.asp>)

>>Transition to Success, supporting at-risk children after-school
(http://www.mass2020.org/research_mass2020.html)

>>Treatment works for youth in the Juvenile Justice system
(<http://www.nmha.org/children/justjuv/treatment.cfm>)

>>Behavioral Risk Factor Surveillance System (<http://www.cdc.gov/brfss>)

>>Knowledge path about adolescent violence prevention
(http://www.mchlibrary.info/knowledgepaths/kp_adolvio.html)

>Parents, Schools, Communities

>>Child Trends DataBank (<http://www.childtrendsdatbank.org/>) – Resource for indicators of child and youth well-being. The What Works section of their website has been expanded to include more links to information about programs and interventions that influence the development and well-being of young children, as well as additional tables about which programs work for youth.

>>The Collaboration Primer: Proven strategies, considerations, and tools to get you started,
(<http://www.hret.org/hret/programs/content/colpri.pdf>)

>>State Policies on Administration of Medication in Schools
(http://www.nasbe.org/HealthySchools/States/State_Policy.html)

>>Healthy Youth! Data and Statistics: Youth Risk Behavior Survey,
State Fact Sheets (<http://www.cdc.gov/HealthyYouth/yrbs/statefacts.htm>)

>>Trend Fact Sheets: Prevalence Trends 1991-2003
(<http://www.cdc.gov/HealthyYouth/yrbs/factsheets.htm>)

>>Volunteer Management Practices and Retention of Volunteers
(<http://www.urban.org/url.cfm?ID=411005>)

>>School Health Index: A self-assessment and planning guide
(<http://www.cdc.gov/HealthyYouth/SHI>)

>>Connecting Libraries and Schools Program (<http://www.nypl.org/branch/services/clasp.html>)

>>Classroom Strategies for Helping At-risk Students (<http://www.ncrel.org>)

(Note: for access to a wide range of relevant websites, see our “Gateway to a World of Resources” at <http://smhp.psych.ucla.edu>)

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****TRAINING AND JOB OPPORTUNITIES**

<Internships>

National Mental Health Association, Alexandria, VA (<http://www.nmha.org>)

<Research Assistant>

Child Trends, Washington, DC. Interest and/or experience in early childhood development. Fax application to 202-362-5533.

<Associate>

Center for Community Partnerships in Child Welfare, Center for the Study of Social Policy, New York, NY. Lead technical assistance teams for states and communities, convene national gatherings, analyze data. Advanced degree in public policy, social work, or law.

([Http://www.cssp.org](http://www.cssp.org)).

<Postdoctoral Fellowship>

School Based Mental Health, Department of Psychology, Ohio University, Athens, OH. Contact

owensj@ohio.edu.

(For more information on employment opportunities, see <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.)

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“Things turn out best for the people who make the best out of the way things turn out!”

John Wooden

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

(1) “Because I thought it would be of special interest to the recipients of ENEWS-newsletter, I’m writing to let you know that we have just launched an enriched and restructured version of the Pathways Mapping Initiative website at <http://www.pathwaystooutcomes.org>. The site provides users with rapid access to a wealth of information about how to improve lives among children and families living in tough neighborhoods...”

(2) Regarding obesity and mental health: “Do we end prejudice and discrimination based on body size and shape by making everyone fit into a BMI category under 25? Or do we end prejudice and discrimination by saying it is wrong to discriminate against people based on their body size and shape?... In my opinion, size discrimination is wrong and is hurtful. It does a great deal of harm by making children feel badly about themselves. Children who have low self-esteem do not practice healthy lifestyles... Improving children’s body satisfaction, self-esteem, and body image is a positive action that helps children care about themselves and take care of their bodies...”

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA. For more see our website at <http://smhp.psych.ucla.edu>.

Who Are We?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland provide support (training and technical assistance) for mental health and psychosocial concerns in schools.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change.

Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the

marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions and range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources. The Center works to enhance net work building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments.

Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895 email: smhp@ucla.edu; Website: <http://smhp.psych.ucla.edu>