

## **ENEWS: A Monthly Forum for Sharing and Interchange**

April, 2005 (vol.9 #7)

Source: UCLA School Mental Health Project  
Center for Mental Health in Schools

ENEWS is one of many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally support Center can provide, see <http://smhp.psych.ucla.edu>

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Feel Free to Forward This to Anyone

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### **WHAT'S HERE THIS MONTH**

#### **\*\*Emerging Issue**

>Will Smaller High Schools Do a Better Job in  
Addressing Barriers to Learning and MH Concerns?

#### **\*\*News from Around the Country**

**\*\*This Month's Focus for Schools to Address Barriers to Learning**  
>April Theme: Spring Can Be a High Risk Time for Students

#### **\*\*Recent Publications relevant to**

>Children's Mental and Physical Health  
>Family, School & Community  
>Policy, Systems, Law, Ethics, Finances & Statistics

#### **\*\*Upcoming Initiatives, Conferences & Workshops**

#### **\*\*Calls for Grant Proposals, Presentations & Papers**

#### **\*\*Updates from the two National Centers focusing on Mental Health in Schools**

#### **\*\*Other Helpful Resources**

#### **\*\*Training & Job Opportunities (including fellowships and scholarships)**

#### **\*\*Comments/Requests/Information/Questions from the Field**

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To post messages to ENEWS, E-mail them to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l>  
and follow the directions to sign up. Alternatively, you can  
send an email request to [smhp@ucla.edu](mailto:smhp@ucla.edu), asking to be added  
to the ENEWS listserv.

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

>Will Smaller High Schools Do a Better Job in  
Addressing Barriers to Learning and MH Concerns?

In a “Resolution Promoting Moderately Sized Schools”(i.e., moderately sized, simple, community-based neighborhood schools), the Utah legislature states that research indicates that such schools will yield better educational outcomes, reduced costs, improved grades and test scores, closer relationships with teachers, reduced violence, improved staff morale, and more. <http://www.le.state.ut.us/~2005/bills/hbillenr/hcr001.htm>

On the other hand, in the New York Times (March 15, 2005) Diane Ravitch notes: “...the governors of 13 states have pledged an overhaul of the high school system, and more are expected to jump on the bandwagon of reform.” She cautions: “Let’s slow down here.” She goes on to cite a report from the National Association of Scholars that suggests “Larger schools provide better staff depth and stability...and have a broader ranges of music, art, drama, debate and sports offerings. And research by Richard Ingersoll of the University of Pennsylvania has shown that small high schools are more likely than large ones to have out-of-field teachers....”

What’s your understanding of this emerging issue? Will smaller high schools do a better job in addressing barriers to learning and MH concerns? Send your response to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu).

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Two young ones playing restaurant:

“How do you want your steak?”

“Medium.”

“I’m sorry, we only have large.”

Answers that make us think!

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

### **\*SCHOOL SHOOTING: FAMILIAR ECHOES, NEW CONCERNS**

“Geographically and culturally, it’s a long, long way from Littleton, CO, to Redlake MN. Yet Monday’s shooting is the worst since the tragedy at Littleton six years ago ... the incident underlines the specific challenges facing many people – and particularly adolescents – on Indian reservations. Such youth have far higher rates than do others of committing suicide, substance abuse, dropping out of school, living in poverty, and staying with foster parents or grandparents.” Christian Science Monitor, 3/23/05.

### **\*GRANTS TO INTEGRATE SCHOOLS AND MENTAL HEALTH SYSTEMS**

It is expected that this grant will be announced in the Federal Register on or about March 31. The Department of Education’s Office of Safe and Drug-Free Schools will oversee the program. For information see <http://www.ed.gov/policy/elsec/leg/esea02/pg79.html>

### **\*NATIONAL YOUTH VIOLENCE PREVENTION CAMPAIGN**

“April 4 - 8, 2005: The goal of this campaign is to raise awareness and to educate students, teachers, school administrators, counselors, school resource officers, school staff, parents, and the public on effective ways to prevent or reduce youth violence.”

<http://www.violencepreventionweek.org>

### **\*HALF OF HIGH SCHOOL DROPOUTS CAN BE IDENTIFIED BY SIXTH GRADE**

“Research conducted by the Philadelphia Education Fund in conjunction with Johns Hopkins University show that four variables predict early on whether a student will graduate: low attendance; poor behavior; failing math and failing English. The window of time between grades six through nine provides an ideal opportunity to implement academic, behavior and social interventions early enough to help.... Broader policy implications for school reform, demonstrating the need for concentrated support of middle grades education.” 3/21/05

<http://www.philaedfund.org>

### **\*SCHOOLS RETHINK ZERO TOLERANCE POLICIES**

A bill pending in Texas, introduced by Republican state Sen. Jon Lindsay, "would require that a student's intent be considered in reaction to any incident. In Mississippi, Democratic state Rep. Eric Fleming introduced a bill that would prohibit schools from zero-tolerance policies. And legislation has been introduced in Indiana to study why African-American and Hispanic students are suspended more frequently than white students."

From the Pew Research Institute (March 14, 2005) byline Kavan Peterson

[www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=18518](http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=18518))

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"There is no data that proves that simply taking a hard-line stance and removing ever-greater numbers of students for ever-increasing minor infractions has any impact on school safety."

Russell Skiba

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Each week the Center highlights a newsworthy story online at

<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also, access other news stories relevant to mental health in schools through the links at

<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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### **\*Monthly Focus for Schools to Address Barriers to Learning**

>>>>APRIL THEME: *SPRING CAN BE A HIGH RISK TIME FOR STUDENTS*

Time is running out for catching up; decisions are made about who passes and who fails; parties and proms to celebrate the end of the year can have some risks; of special concern are youngsters who seem depressed.

There is still time to turn it all around for many students.

Here's a reminder of why we say spring is a high risk time.

"Temporal Variations in School-Associated Student Homicide and Suicide Events" Morbidity and Mortality Weekly Report, 2001, August 10:50 (31) 657-60.

"...By describing temporal variations in school-associated student homicide and suicide events, this report provides information that can assist school administrators and faculty in planning the time and focus of violence prevention programs.... The findings on suicide are consistent with other studies that have shown increased suicide rates in the general population during the spring.... Programs designed to prevent suicide and suicidal behavior among students should recognize that the spring semester is the period of highest risk.... Effective programs often focus on both individual risk factors and environmental conditions that may predispose young persons toward violent behavior."

For resources related to these concerns, see the following free Center documents:

>School Intervention to Prevent Youth Suicide

<http://smhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf>

>Transitions: Turning Risks into Opportunities for Student Support

<http://smhp.psych.ucla.edu/pdfdocs/transitions/transitions.pdf>

>Violence Prevention

<http://smhp.psych.ucla.edu/pdfdocs/quicktraining/violenceprevention.pdf>

>About School Engagement and Re-Engagement

<http://smhp.psych.ucla.edu/pdfdocs/reengagestudents.pdf>

>Responding to a Crisis at a School

<http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf>

>Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide  
<http://smhp.psych.ucla.edu/pdfdocs/report/enhancingschoolstaff.pdf>

(For more on monthly themes, see “Ideas for Enhancing Support at your School”  
<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf> )

Also, see the Hot Topic: “Bullying: a Major Barrier to Student Learning”  
<http://smhp.psych.ucla.edu/hottopic.htm>

If you have specific concerns about enhancing how schools address barriers to learning and MH concerns, let us know. Email [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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“In the whole history of medicine, it’s never been possible to overcome an epidemic simply by treatment. You need to have prevention.”

Gregory Clarke

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## **\*\*RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

### **\*CHILDREN’S MENTAL AND PHYSICAL HEALTH**

>Substance abuse, violence, mental health, and academic success, (2005) National Center for Mental Health Promotion and Youth Violence Prevention, <http://www.promoteprevent.org>

>Bullies, aggressive victims, and victims: Are they distinct groups? (2005) J. Unnever, Aggressive Behavior, 31(2) 153-171.

>Helping adolescents at risk: Prevention of multiple problem behaviors (2005) Addiction, 100(3) 417.

>Scientifically unsupported and supported interventions for childhood psychopathology: A summary (2005) S. Lilienfeld, Pediatrics, 115 (3) 761-764.

>Eating disorders guidelines from the National Institute for Clinical Excellence (UK) (2005) G Wilson & R. Shafran, The Lancet, 365 (9453) 79-81.

>Identifying psychosocial problems among youth: Who should we ask? (2005) N. Duke, et al, Journal of Adolescent Health, 36(2) 114.

>Follow-up evaluation of a high school eating disorders screening program: Knowledge, awareness and self-referral (2005) C. D’Souza, et al, Journal of Adolescent Health, 36(3) 208-213.

>Screening people with anxiety/depression for suitability for guided self-help (2005) L Gega, et al, Behaviour Therapy, 34 (1) 16-21.

>Inner-city child mental health services use: The real question is why youth and families do not use services (2004) M. Harrison, et al, Community Mental Health Journal, 40(2) 119-129. Summarized at Data Trends #112 <http://www.rtc.pdx.edu>

>Substance Abuse Treatment: Group Therapy (2005) SAMHSA Treatment Improvement Protocol #41. [Http://www.samhsa.gov](http://www.samhsa.gov)

>Pre-admission patterns of depressive symptoms and suicidal behaviors among juvenile detainees (2005) S. Buzzini, et al, Journal of Adolescent Health, 36(2) 115-116.

### **\*FAMILY, SCHOOL & COMMUNITY**

>Teachers Grieve: What can we do for our colleagues and ourselves when a student dies? (2005) L. Munson & N. Hunt, Teaching Exceptional Children, 37(4) 48-51

>School materials for a mental health friendly classroom: Training package. SAMHSA. [http://allmentalhealth.samhsa.gov/school\\_modules.html](http://allmentalhealth.samhsa.gov/school_modules.html)

>Student-led IEPs: Take the first step (2005) A. Myers & L. Eiseman, Teaching Exceptional Children, 37(4), 52-58.

>Developing a collaborative team approach to support family and community connections with schools: What can school leaders do? (2005) C. Ferguson, National Center for Family and Community Connections with Schools, <http://www.sedl.org/connections/research-briefs.html>

>The rewards of parent participation (2005) J. Comer, Educational Leadership, 62(6) 38-42.

>The role of recess in children's cognitive performance and school adjustment (2005) A. Pellegrini & C. Bohn, Educational Researcher, 34(1) 13-19

>Making out-of-school- time matter: Evidence for an action agenda (2005) S. Bodilly & M. Beckett, <http://www.rand.org/publications/MG/MG242/>

≥The strengths-based practices inventory: A tool for measuring strengths-based service delivery in early childhood and family support programs. (2004) B. Green, et al, Families in Society: The Journal of Contemporary Social Services, 85 (3) 326-334. Summarized at Data Trends #113, <http://www.rtc.pdx.edu>

>Juvenile Court-controlled reentry: Three practice models (2005) Office of Juvenile Justice and Delinquency Prevention (<http://ncjj.servehttp.com/ncjjwebsite/publications/serial/taspecial.htm>)

>Suspended middle and high school students' self-descriptions (2005) S. Yussman, et al, Journal of Adolescent Health, 36(2) 116-117.

>Wherever I can lay my head: Homeless youth on homelessness (2005) Center for Impact Research, <http://www.impactresearch.org/documents/homelessyouthreport.pdf>

>Are pregnant adolescents stigmatized by pregnancy? (2005) C. Wiemann, et al, Journal of Adolescent Health, 36(4) 352

>Extended families and adolescent well-being (2005) H. Hamilton, Journal of Adolescent Health, 36(3) 260-266.

>Suicidal behavior in the family and adolescent risk behavior (2005) J. Cerel & T. Roberts, Journal of Adolescent Health, 36 (4) 353

>Successful strategies for recruiting, training, and utilizing volunteers: A guide for faith and community-based service providers (2005) <http://www.samhsa.gov>

>Neighborhood quality and somatic complaints among American youth (2005) M. Chapman, Journal of Adolescent Health, 36(3) 244-252.

## **\*POLICY, SYSTEMS, LAW, ETHICS, FINANCES & STATISTICS**

>Children's Mental Health: An overview and key considerations for health system stakeholders (2005) K. Van Landeghem & C. Hess, National Institute for Health Care Management Foundation, <http://www.nihcm.org/CMHReport-FINAL.pdf>

>Why segregation matters: Poverty and educational inequality (2005) G. Orfield & C. Lee, Harvard Civil Rights Project, <http://www.civilrightsproject.harvard.edu/research/deseg/deseg05.php>

>The rhetoric and reality of gap closing: when the "have-nots" gain but the "haves" gain even more (2005) S. Ceci & P. Papierno, American Psychologist 60(2) 149-160.

>The ninth-grade bottleneck: An enrollment bulge in a transition year that demands careful attention and action (2005) A. Wheelock and J. Miao, American Association of School Administrators, The School Administrator, [http://www.aasa.org/publications/sa/2005\\_03/wheelock.htm](http://www.aasa.org/publications/sa/2005_03/wheelock.htm)

>A profile of the American high school sophomore in 2002 (2005) <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005338>

>When a student drops out...everybody pays (2005) M. Slager & E. Stevick, <http://www.principals.org>

>Creating a state minority health policy report card: An evaluation of states' capacity to address racial and ethnic health disparities. (2005) A. Trivedi, et al, Health Affairs 24(2) 388-396. [Http://content.healthaffairs.org/cgi/content/abstract/24/2/388](http://content.healthaffairs.org/cgi/content/abstract/24/2/388)

>Differences among states in the identification of autistic spectrum disorders (2005) D. Mandell & R. Palmer, Archives of Pediatrics & Adolescent Medicine, 159 (3) 266-269.

>Medical and psychiatric comorbidity and health care use among children 6 to 17 years old (2005) D. Spady, et al, Archives of Pediatrics & Adolescent Medicine, 159 (3) 231-237.

>Guidebook for Juvenile Justice and Child Welfare system coordination and integration: framework for improved outcomes (2005) J. Wiig & J. Tuell, Child Welfare League of America. <http://www.cwla.org/programs/juvenilejustice/jjguidebook.htm>

>Improving practice: Child protection as a systems problem (2005) E. Munro, Children and Youth Services Review, 27 (4) 375-391.

>Impact of the wait for an initial appointment on the rate of kept appointments at a mental health center (2005) G. Gallucci, et al, Psychiatric Services, 56: 344-346.

>Trends in lifetime substance use among 10 to 12<sup>th</sup> graders: A cross-national comparison (2005) P. Michaud, et al, Journal of Adolescent Health, 36 (2) 117.

>Developmental trajectories of depressive symptoms in urban adolescents: Gender and race/ethnic group variations in change/growth in depressive symptoms (2005) A. Mueeed, et al, Journal of Adolescent Health, 36 (2) 117-118.

Note: The Quick Find Online Clearinghouse on our website at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu).

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“Undoubtedly, there is a mix of interventions, some targeted and some universal, that produces the best overall cost-benefit ratio for a nation on political, economic, and moral grounds ... we take no position on this debate, but hope that our analysis is a first step in promoting a needed discussion of whether national policies should be aimed at raising the top students, bottom students, or both, and the political, moral, and economic ramifications associated with each of these options.”

Stephan Ceci & Paul Papierno  
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## **\*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

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>>>10<sup>th</sup> Annual Conference on Advancing School-Based Mental Health  
October 27-29 (revised dates) in Cleveland, Ohio

<http://csmha.umaryland.edu/>

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>Unifying family support programs: Creating policy, power, voice, skills, and results, 4/3-5, Jacksonville, FL <http://www.familysupportamerica.org>

>School Social Work Association of American, 4/6-8, Chicago, IL. <http://www.sswaa.org>

>What professionals need to know about families, 4/12, Boston, MA <http://www.bu.edu>

>Finding Better Ways: Addressing the mental health needs of children, youth and families  
5/2-4, New Orleans. <http://www.cwla.org>

>Injury and violence in America: meeting challenges, sharing solutions, 5/9-11, Denver, CO  
<http://www.cdc.gov>

>Accessing Resources for Community and Faith Based Organizations, 5/24-26, Albuquerque, NM <http://jabg.nttac.org>

>National Coordinating Committee on School Health and Safety, 6/8, Crystal City, VA  
<http://www.healthy-students.org>

>Justice for all: NMHA Annual Conference, 6/9-11, Washington, DC. <http://www.nmha.org>

>National School-Based Health Care Convention, June 16-18, 2005, Providence, RI  
<http://www.nasbhc.org/AMINFO.htm>

>Research institute in suicide prevention, 6/19-25, Rochester, NY  
<http://www.urmc.rochester.edu>

>Educating Minds and Hearts: safe schools, healthy character development, academic success, and social emotional education, 7/12-15, New York <http://www.csee.net>

>Evidence based treatments for childhood and adolescent mental health problems, 7/21-23, Niagara, Ontario, Canada <http://www.ubevents.org/>

>Youth in action: making a difference, 7/28-30, Washington, DC <http://www.ncfy.com>

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

If you want to list your conference, please email [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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“Not another meeting!

In New Orleans?

Why didn't you say so.”

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## **\*\*CALLS FOR GRANT PROPOSALS, PRESENTATIONS & Papers**

### **\*Grants**

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

If you need help in “Surfin’ the Internet for Funds,” go to the Quick Find Online Clearinghouse topic “Financing and Funding” at [http://smhp.psych.ucla.edu/qf/p1404\\_02.htm](http://smhp.psych.ucla.edu/qf/p1404_02.htm)

A few sites and grants of particular interest

U. S. Department of Education, See <http://www.ed.gov>

>>Office of Elementary and Secondary Education

>>>Training and Advisory Assistance (84.004D) Due 4/5/05

>>>Gaining Early Awareness & Readiness for Undergraduate Programs (84.334S) Due 4/11/05

>>>Early Childhood Educator Professional Development Program (84.349A) Due 4/22/05

>>>Comprehensive Centers (84.283B) Due 6/14/05

>>Office of Safe and Drug Free Schools

>>>Safe Schools/Healthy Students (84.184L) Due 4/29/05

>>>Emergency Response Plans for School Safety Initiative (84.184E) Due 6/28/05

>>>Grants for the Integration of Schools and Mental Health Systems (84.215) RFP expected to be released on or about 4/1/05

>>Office of Special Education and Rehabilitative Services

>>>Mentoring for Transition Age Youth (84.235S) Due 4/7/05

>>>Community Parent Resource Centers (84.328C) Due 4/22/05

>>>Technical assistance & dissemination to improve services and results for children with disabilities; secondary transition technical assistance center (84.326J) Due 4/22/05

>National 4-H Council <http://www.4hafterschool.org>

>>>Teens teaching middle school youth workforce preparation skills, Due 4/15/05

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

>>>Comprehensive Community Mental Health Services for Children and their Families (SM-05-010) Due 5/17/05

>>>Mental Health Transformation State Incentive Grants (SM 05-009) Due 6/1/05

>>>National Training and Technical Assistance Center for Child and Adolescent Mental Health (SM 05-013) Due 4/29/05

>>>Child Traumatic Stress Initiative:

> National Center for Child Traumatic Stress (Due 5/6/05)

>Treatment and Service Adaptation Center (Due 5/30/05)

>Community treatment and services centers (Due 5/17/05)

>Center for Disease Control and Prevention (<http://www.cdc.gov>)

>>>Collaborative Efforts to Prevent Child Sexual Abuse (93.136) Due 4/4/05

>Corporation for National and Community Service (<http://www.nationalservice.org>)

>>>Support for partnerships that engage people with disabilities in national and community service (Due 4/12/05)

### **\*CALLS FOR PAPERS**



>Pushing the Boundaries: Critical Perspectives on Child and Youth Participation,  
Volume 16 (2006) of Children, Youth and Environments, <http://www.colorado.edu/journals/cye>.  
Expression of interest by 5/30/05 to [caitcahill@aol.com](mailto:caitcahill@aol.com)

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“Transforming our nation’s mental health system requires us to expand how we look at public and personal health care. Everyone from public policymakers to consumers and family members must come to understand that mental health is a vital, integral part of overall health. [SAMHSA] grants will help change the way in which the mental health system provides effective treatment and ultimately how consumers and families recover.”

Charles Curie

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

^ ^ ^ ^ Updates from our Center at UCLA

Over the past 9 plus years, the UCLA Center for Mental Health in Schools has established a variety of systems to share information, build capacity, establish networks, and advance the field. Below we highlight a few Center features that may be of interest and use to you:

>>Resources, resources, resources – see our list of online resource which can be downloaded at no cost to you – go to <http://smhp.psych.ucla.edu/selection.html> . You will find a variety of special Resource Packets & Aids, Continuing Education modules, special Training Tutorials & Quick Training Aids, Guidebooks and Guidelines, Policy Reports, and much more. Also use the “Gateway to a World of Resources for Enhancing MH in Schools” (a links "map" that provides quick access to relevant resources on the internet)  
[http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

>>News, information, and features – In addition to this monthly electronic ENEWS, we provide a hardcopy quarterly newsletter. If you’re on our mailing list, watch your mailbox for the Spring 2005 issue (V. 10, number 2). The lead article is “Who at the School Addresses Barriers to Learning and Teaching?” There also are updates on relevant policies from across the country as well as a feature on juvenile justice, mental health, and schools. A new flyer is included that highlights the role each stakeholder (e.g., family members, teachers, school board members, students, community, school leaders and staff) can plan in moving in new directions for student support. Current and past issues also are online at: <http://smhp.psych.ucla.edu/>

>>Assistance for daily practice – The weekly email listserv for school mental health practitioners features requests we receive that have general application and shares lessons and resources. Responses are added to the Net Exchange on our website for others to access. See the broad range of practice concerns discussed – go to  
<http://smhp.psych.ucla.edu/newnetexchange.htm>

>>More networking – If you aren’t already members, you might want to join a listserv for one or more of our networks, such as the Consultation Cadre, Policy Leadership Cadre for MH in Schools, Coalition for Cohesive Policy in Addressing Barriers to Development and Learning, and the National Initiative for New Directions for Student Support. We regularly work with these groups of key leaders across the country related to broad concerns related to policies and practices for MH in schools, learning supports, school improvement, and so forth.

>>World class website – As noted, all of our Center material is easily accessible at no cost through the website. Moreover, our Quick Find Online Clearinghouse includes over 100

topics with links to our materials and other online resources and centers. (The burgeoning number of visitors to our website reflects its value and also is an indication of the growing interest in mental health in schools. In February, there were 300,000 “hits” from 21,000 unique visitors.)

>National Initiative: New Directions for Student Support – Now that the New York statewide summit has been held and the Iowa summit will be held in mid April, it is time to start identifying who wants to be next. If you think your state is ready for a New Directions for Student Support statewide summit, let us know and we can begin the processes for assessing readiness and forming a local planning group. See <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm> and contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

>Watch for

>>Two New Quick Find Online Resources –

>>>Legislation – The Center is in the process of constructing a Quick Find on legislation relevant to addressing barriers to learning and enhancing support to enable all students to succeed. (If you know of relevant legislation in your state, please let us know so we can add the information.)

>>>Systemic Change and Schools – Systemic change specifically focused on mental health in schools and learning supports is the other Quick Find topic to be added in the next few weeks.

>>In July, Corwin Press will issue two books from the Center co-directors:

“The Implementation Guide to Student Learning Supports in the Classroom and School Wide: New Directions for Addressing Barriers to Learning”

“The School Leader’s Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning”

(see – <http://smhp.psych.ucla.edu/corwin/bookannouncement.htm> )

For more information on the Center’s activities contact

Howard Adelman and Linda Taylor, Co-Directors

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Center for Mental Health in Schools

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Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

For more information go to the Center website at <http://smhp.psych.ucla.edu>

^ ^ ^ FROM OUR SISTER CENTER “Center for School Mental Health Assistance”

>10<sup>th</sup> Annual Conference on Advancing School-Based Mental Health  
October 27-29 (revised dates) in Cleveland, Ohio

For more information on the conference and other activities of the Baltimore center see <http://csmha.umaryland.edu>. Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4<sup>th</sup> Floor, Baltimore, MD 21201. Toll free phone: 888-706-0980. Email [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu)

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“Today’s high school structure does not consistently support student learning. In fact, it hampers students and staff from achieving their goals.”

Denver Commission on Secondary School Reform

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## **\*\*OTHER HELPFUL RESOURCES**

>School-Based Mentoring: A closer look

[http://www.ppv.org/ppv/youth/youth\\_publications.asp?section\\_id=7#pub180](http://www.ppv.org/ppv/youth/youth_publications.asp?section_id=7#pub180)

>One-third of the Nation: America's escalating high school dropout crisis

<http://www.ets.org/research/pic/onethird.pdf>

>Truancy Prevention: Empowering Students, Schools and Communities

<http://ojjdp.ncjrs.org/truancy/>

>Leveraging Out-of-School Time Programs for At-risk Students

<http://www.mcrel.org/topics/productDetail.asp?productID=195>

>Losing our future: How minority youth are being left behind by the graduation rate crisis

<http://www.civilrightsproject.harvard.edu>

>Coalition for evidence-based policy: Social Programs that Work

<http://www.evidencebasedprograms.org>

>Parental Involvement

<http://www.ecs.org/00CN2430>

>Evidence based practices in suicide prevention program

<http://www.sprc.org/whatweoffer/ebp.asp>

>Foundation for Child Development "Describing Immigrant Communities"

<http://www.fcd-us.org/uploadDocs/DescribingImmigrantCommunitites.pdf>

Note: for 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**

<Program Director>

Adolescent and School Health, Best Practices, Association of Maternal and Child Health Programs, Washington, DC. See <http://www.amchp.org/aboutamchp/Jobs/ash-programmgr.htm>

<Project Manager>

Center for Evaluation and Program Improvement, Vanderbilt University, Nashville, TN. NICHD funded study of the use of children's books as a method for educating parents about typical child development. Contact [catherine.m.smith@vanderbilt.edu](mailto:catherine.m.smith@vanderbilt.edu)

<Research Associate>

Child Trends, Washington, DC. See [http://www.childtrends.org/\\_catdisp\\_page.cfm?LID=130](http://www.childtrends.org/_catdisp_page.cfm?LID=130).

<Post Doctoral Fellowship>

Center for At-Risk Children's Services, University of Nebraska-Lincoln. Focus on school based mental health services. Contact [mepstein@unl.edu](mailto:mepstein@unl.edu).

<Faculty>

Clemson University, College of Health, Education, and Human Development, assistant/associate professor and youth development coordinator. Review begins 4/15. Contact Jay Smink, 532 Edwards Hall, Clemson University, Clemson, SC 29634.

<Director>

School Psychology Program, The Chicago School of Professional Psychology. See <http://csopp.edu>

<Counselor>

Student Counseling Center, Slippery Rock University of PA.  
See <http://www.sru.edu/pages/10746.asp>

For more information on employment opportunities, see <http://smhp.psych.ucla.edu/job.htm>.  
Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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“The Calendar Multiplier Effect:

It is futile to try to arrange a meeting with more than three participants.  
Beyond three it is statistically impossible to find a date  
when all of you will be available.”

Dilbert

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**\*\*Comments/Requests/Info/Questions from the Field**

We were asked to share this new resource:

“The Johns Hopkins Center for Adolescent Health has developed a free resource guide  
“Confronting Teen Stress: Meeting the Challenge in Baltimore City...It includes material  
developed by teens for teens. See <http://www.jhsph.edu/adolescenthealth> or call 410-614-3953.

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Here’s a sample of the various responses received about last month’s emerging issue:  
U. S. Department of Education Proposes Eliminating Many Programs –:

1) “This is ridiculous! There is more stress due to family issues, terrorism, unemployment, and bullying. We need more counselors, not less. Whatever happened to no child left behind? This will leave millions behind! Students, especially high risk students, need these services. The general population also needs the services to make the transition from high school to college or adult life!”

2) “The efficacy of these categorical programs has poor or no documentation so they are easy targets for budget cuts. On the other hand, these resources are often the only available \$ to get health curriculum and coordinated health programing accomplished. Further I certainly don’t believe for a minute that this \$ will go to a more coordinated systematic approach.

3) “The problem with educational funding is simple, we have not clearly defined the specific missions of the school (academic, social behavioral civic, emotional, safety, nutrition, etc.) It has been piecemeal and haphazard over time. It has been driven by local, county, state, and federal mandates. The programs have been developed independently and in a vacuum from other disciplines (i.e. health, human services, career and college preparation, fine arts, athletics, and many other categories. If the mission were clearly defined, the collaborative partnerships included, and specific roles, programs, and certification requirements defined, a specific price tag could be established. It’s all about equity in funding and adequacy of mission is you truly wish to leave no child behind. “

4) "Accepting the low level of funding as well as its fragmented approach to addressing youth and family needs has become the norm. In my experience, some districts still see each funding source as its own program and they do not think in any coordinated, integrated way. ...If cutting these funds results in a more integrated, coordinated approach that can reach every school, then maybe this is something that appears to be a step backward that may result in a step forward."

Note: If you want to add your response related to any issue, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu). Responses to emerging issues are put on the Center website at <http://smhp.psych.ucla.edu>. (Click on Net Exchange)

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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, facilitating networking and exchanges of ideas, and strategic efforts to advance the field. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and local, state, 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 policy and program analyses, model development and implementation, and capacity building. 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 network 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](mailto:smhp@ucla.edu); Website: <http://smhp.psych.ucla.edu>