

ENEWS: A Monthly Forum for Sharing and Interchange

April, 2006 (vol. 10 #7)

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

ENEWS is one of the 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 supported 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**

>How Many High-poverty Schools Are Highly Performing?

****News from around the country**

****This Month's Focus for Schools to Address Barriers to Learning**

>April – 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 for 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

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cri-bin/mailman/listinfo/mentalhealth-l>

and follow the directions to sign up. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.

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****EMERGING ISSUE**

>>HOW MANY HIGH-POVERTY SCHOOLS ARE HIGHLY PERFORMING?

Studies published by the Education Trust and Heritage Foundation suggest that 15.6 percent of high-poverty schools are highly performing (referred to by some as "high-flying" schools).

A new report from the Education Policy Research Unit at Arizona State University and written by Douglas N. Harris counters with findings suggesting that only 1.1 percent of high-poverty schools consistently achieve at high levels on standardized tests. (See "Ending the Blame Game on Educational Inequity: A Study of 'High Flying' Schools and NCLB" (2006) – online at <http://www.asu.edu/educ/epsl/EPRU/documents/EPSSL-0603-120-EPRU.pdf>)

Harris indicates that the difference in percentages stems from questionable methodological assumptions used in the earlier reports. He also stresses that these reports fail to directly address the vast amount of evidence that inequity in educational outcomes is primarily due to students' social and economic disadvantages (e.g., students start school at very different levels of readiness). Finally, he cautions that the numbers in these reports are being misused in a way that understates the significance of, and need to address, socioeconomic disadvantages. Harris finds that a low-poverty school is 22 times more likely to be high performing than a high-poverty school, and low-poverty, low-minority schools are 89 times more likely to be high performing than high-poverty, high-minority schools.

Where do you stand on this issue? What are you seeing happen where you live and work?

Send your comments to ltaylor@ucla.edu and we will integrate and share them in next month's ENEWS and online.

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“If you don't connect with students,
the fact that you know math and science is irrelevant.”

Reed Lindley

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****NEWS FROM AROUND THE COUNTRY**

***KATRINA REFUGEES SCORE LOWER ON TESTS**

Young Hurricane Katrina refugees living in Texas scored considerably worse on a statewide standardized exam than Texas children, and thousands of them could be held back. Teachers and state officials blame the low scores on New Orleans' poor school system, the trauma of being abruptly uprooted from their homes, and the possibility that some of them were put in the wrong grade after arriving in Texas with no records. The Texas Assessment of Knowledge and Skills was given to 3rd and 5th graders, who must pass in order to move up to the next grade. Of about 38,000 Katrina evacuees enrolled in Texas schools, only 58% of 3rd graders passed the reading portion, compared with 89% of all students. In 5th grade, 46% of evacuees passed the reading portion, versus 80% among all students. Boston Globe 3/24/06

http://www.boston.com/news/education/k_12/articles/2006/03/24/katrina_refugees_score_lower_on_tests/?rss_id=Boston.com+%2F+News

***COURT ORDERS COMMUNITY MH SERVICES FOR THOUSANDS OF CALIFORNIA FOSTER CHILDREN**

“The order came in a class action lawsuit (Katie A. v. Bonta) which challenges the practice of confining abused and neglected children in hospitals and large group homes instead of providing mental health services that would enable them to stay in their own homes and communities.

More than 80,000 children are in foster care in California. Various studies find that from 70% to 84% of them experience a mental health problem” 3/15/06. [Http://www.bazelon.org](http://www.bazelon.org)

***JUDGES AGAIN ORDER MORE MONEY FOR CITY SCHOOLS**

An appeals court ruled that New York City schools were being shortchanged by at least \$4.7 billion annually in state aid. But in its ruling, the Appellate Division of state Supreme Court said that only the governor and the Legislature, not the courts, could determine the exact amount of education aid. The ruling is the latest twist in a more-than-decade-long court battle over state aid for New York City schools. In its decision, the Appellate Division ordered the Legislature to

consider a plan to direct between \$4.7 billion and \$5.63 billion to New York City schools -- more than either the governor, the Senate or the Assembly have put forward in their plans. 3/24/06 New York Times <http://www.nytimes.com>

***WHITE HOUSE PUSHES TO DRUG TEST MORE STUDENTS**

White House officials say drug testing is an effective way to keep students away from harmful substances like marijuana and crystal methamphetamine, and have held seminars across the country to promote the practice to local school officials. The focus includes student athletes, musicians and others who participate in after school activities. Some parents, educators and school officials call the approach a heavy-handed, ineffective way to discourage drug use that undermines trust and invades students' privacy. "Our money should be going toward educating young people, not putting them under these surveillance programs," said Jennifer Kern. The Supreme Court ruled in 1995 that schools can randomly test student athletes who are not suspected of drug use, and in 2002 ruled that all students who participate in voluntary activities, like cheerleading, band or debate, could be subjected to random tests. Since then, the Bush administration has spent \$8 million to help schools pay for drug testing programs. The White House hopes to spend \$15 million on drug-testing grants in the next fiscal year, reports Andy Sullivan. Reuters 3/19/06 <http://today.reuters.com>

***COURT RULES FOR STUDENT WHOSE DISABILITY WAS DISCLOSED TO STUDENT BODY**

"The U.S. Court of Appeals for the Eight Circuit ruled that a student with disabilities can sue his school district under Section 504 of the Rehabilitation Act for "bad faith and gross misjudgment" because the district failed to protect him from discrimination by other students after school staff disclosed his medical condition to student body. (M.P. v. Independent School District No. 721. Decision filed March 8, 2006)" 3/9/06. http://www.healthinschools.org/2006/march8_alert.asp

***PANEL ADVISES DISCLOSURE OF DRUGS' PSYCHOTIC EFFECTS**

"Stimulants like Ritalin lead a small number of children to suffer hallucinations...according to federal drug officials, and a panel of experts said that physicians and parents needed to be warned of the risk. The panel said they hoped the warning would prevent physicians from prescribing a second drug to treat the hallucinations caused by the stimulants, which one expert estimated affect 2 to 5 of every 100 children taking them. Instead, they said the right thing to do in such cases was to stop prescribing the stimulants." 3/23/06 New York Times. [Http://www.nytimes.com](http://www.nytimes.com)

***CHANGES IN THE NATIONAL REGISTRY OF EVIDENCE-BASED PROGRAMS AND PRACTICES**

The Substance Abuse and Mental Health Services Administration announced it will "broaden the National Registry of Evidence-based Programs and Practices, creating a resource for the latest information on the scientific basis for and practicality of specific programs and interventions. The new procedures will help reduce the significant lag-time between the generation of new scientific knowledge and its application by community-based prevention and treatment programs and providers." 3/14/06. [Http://www.samhsa.gov/news/newsreleases/060314_NREPP.htm](http://www.samhsa.gov/news/newsreleases/060314_NREPP.htm)

***BORROWING BRAINS TO IMPROVE TEACHING**

"If approved by Congress, the Adjunct Teacher Corps would allow scientists and engineers to leave their jobs for high school classrooms for a few hours a week or during a leave of absence. The Corps would likely start with 30 to 50 pilot programs. The money would be used to form partnerships, recruit the adjuncts and train them for the classroom." 2/28/06 <http://www.philly.com>

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

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“Do I believe that it’s good that we’ve judged kids by one test? No, I don’t.
Do I think it serves a purpose in terms of focusing on achievement? You betcha.”

Nancy Walser

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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>April – 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; of special concern are youngsters who seem depressed.

In the research article “Temporal variations in school-associated student homicide and suicide events” (Morbidity and Mortality Weekly Report, August, 2001), the authors say

“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 timing 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.”

Efforts to support students during the last part of the school year may be the most effective way to reduce the risks associated with giving up on school and on themselves. In this respect, there is increasing interest in “student connectedness.” Across the country large schools are being reorganized into smaller units with the intention of providing connections between a smaller number of students and a consistent group of school staff who know and can personalize the support the students need to succeed.

See “School Connectedness Means Less Risky Behavior: Findings from the National Longitudinal Study of Adolescent Health” <http://www.thechallenge.org/11-v11no4/v11n4-connected.htm> That resource recommends the following guidelines for fostering connectedness:

- >Help students get to know each other’s strengths
- >Involve students in planning, problem solving, identifying issues
- >Promote cooperation over competition
- >Build a strong relationship with each student
- >Involve all students in responsibilities in the classroom
- >Convey attentiveness to students and excitement about learning
- >Integrate concepts of respect for classmates through instruction
- >Give students more say in what they will learn
- >Involve students in developing the criteria by which their work will be assessed”

Also see the Center Quick Find online clearinghouse topics:

- >>Motivation (<http://smhp.psych.ucla.edu/qf/motiv.htm>)
- >>Resilience (<http://smhp.psych.ucla.edu/qf/resilience.html>)
- >>Youth Development (<http://smhp.psych.ucla.edu/qf/youthdev.htm>)

You can find more on this in “Ideas for Enhancing Support at Your School This Month” on our website at <http://smhp.psych.ucla.edu>

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“Kids can walk around trouble if there is some place to walk to and someone to walk with.”

Tito.

Quoted by Milbey McLaughlin, Merita Irbv. and Juliet Langman (1993)

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

***Children's Mental and Physical Health**

>The Current Status of Mental Health in Schools: A Policy and Practice Analysis. (2006) Center for Mental Health in Schools. <http://smhp.psych.ucla.edu/currentstatusmh.htm>

>School absenteeism and school refusal behavior: A review and suggestions for school-based health professionals (2006) C. Kearney, et al. Journal of School Health, 76(1)2-7.
[Http://www.ashaweb.org](http://www.ashaweb.org)

>Bullying in middle schools: prevention and intervention. (2006) A. Milsom, et al. Middle School Journal, 37(3), 12-19. [Http://www.nmsa.org](http://www.nmsa.org)

>Using problem-based learning with victims of bullying behavior (2006) K. Hall. Professional School Counseling, 9(3) 231-237.

>Parental attachment, self-worth, and depressive symptoms among emerging adults. (2006) M. Kenny, Journal of Counseling and Development, 84(1) 61-70.

>Affiliative motivation, school attachment, and aggression in school (2006) L. Hill & N. Werner. Psychology in the Schools, 43(2) 231-246. [Http://www3.interscience.wiley.com](http://www3.interscience.wiley.com)

>Culturally centered psychosocial interventions (2006) G. Bernal & E. Saez-Santiago. Journal of Community Psychology, 34(2) 121-132.

***Family, School & Community**

>Social support in inclusive middle schools: Perceptions of youth with learning disabilities (2006) R. Martinez. Psychology in the Schools, 43(2) 197-209.
[Http://www3.interscience.wiley.com](http://www3.interscience.wiley.com)

>Community-based learning: Engaging students for success and citizenship (2006) A. Melaville, et al. Coalition for Community Schools. [Http://www.communityschools.org](http://www.communityschools.org)

>Teacher connectedness and health-related outcomes among detained adolescents (2005) D. Voisin, L. Salazar, et al., Journal of Adolescent Health, 37.

>Student context, student attitudes and behavior and academic achievement: An exploratory analysis (2006) MDRC (Manpower Demonstration Research Corporation).
<http://www.mdrc.org/publications/419/overview.html>

>The power of social support: Mentoring and resilience (2006) A. Day. Reclaiming Children and Youth, 14(4) 196-198. [Http://www.cyc-net.org](http://www.cyc-net.org)

>Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? (2005) C. Fleming, K. Haggerty, R. Catalano, T. Harachi, J. Mazza, & D. Gruman. Journal of School Health, 75.

>From family deficit to family strength: Viewing families' contributions to children's learning from a family resilience perspective (2006) E. Amatea, et al. Professional School Counseling, 9(3) 177-189.

>Two dimensions of parent participation in an inner city school district (2006) P. Flaugher. Education and Urban Society, 38(2) 248-261.

>Students outcomes associated with service-learning in a culturally relevant high school

program (2006). L. Yamauchi, S. Billig, S. Meyer, & L. Hofshire. Journal of Prevention and Intervention in the Community, 32, 149-164.

>Relationship between mobility and student performance and behavior (2006) N. Engec. Journal of Educational Research, 99(3) 167-178.

>Shared features of high-performing after-school programs (2005) J. Birmingham, et al, <http://www.sedl.org/pubs/fam107/fam107.pdf>

>Whatever it takes: How twelve communities are reconnecting out-of-school youth (2006) <http://www.aypf.org/publications/whateverittakes/witfull.pdf>

***Policy, Systems, Law, Ethics, Finances & Statistics**

> Ending the Blame Game on Educational Inequity: A Study of “High Flying” Schools and NCLB (2006). D. Harris. <http://www.asu.edu/educ/eps1/EPRU/documents/EP1-0603-120-EPRU.pdf>

>The whole child in a fractured world (2006). H. Hodgkinson. <Http://www.ascd.org/ascd/pdf/fracturedworld.pdf>

> Tracking Adolescent Health Policy: An Annotated List <http://policy.ucsf.edu>

>Teaching at risk: Progress and potholes (2006). Final Report. The Teaching Commission. <http://www.theteachingcommission.org/press/pdfs/ProgressandPotholes.pdf>

>The silent epidemic: Perspectives of high school dropouts (2006) J. Bridgeland, J. DiIulio, Jr., & K. Morison. <http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf>,

>The voices of youth: Perspectives and recommendations from young adults involved in juvenile corrections (2006) The National Center on Secondary Education and Transition. <http://www.ncset.org/publications/viewdesc.asp?id=2843>

>Are between- and within-school differences in student performance largely due to socio-economic background? Evidence from 30 countries (2006) G. Marks. Educational Research, 48(1) 21-40.

>Integrated assessment of environment and health: America’s children and the environment. (2006) A. Kyle, et al Environmental Health Perspectives 114(3) 447-452. <Http://www.ehponline.org/members/2005/8321/8321.pdf>

>Education vital sighs: U. S. schools in facts and figures (2006) American School Board Journal Special Report. <Http://www.asbj.com/evs/index.html>

>Transformation, not tinkering: school reform after hurricane Katrina (2006) D. Wold & H. Smith. Voices in Urban Education, 10. <Http://www.annenberginstitute.org/vue/index.html>

>The State of preschool: 2005 State Preschool Yearbook (2006). W.S. Barnett, J.T. Hustedt, K.B. Robin, & K.L. Schulman. <http://nieer.org/yearbook/>

>Early childhood comprehensive systems that spend smarter: Maximizing resources to serve vulnerable children (2006) K. Johnson & J. Knitzer. Http://nccp.org/pub_pti06a.html

>Characteristics of schools, districts, teachers, principals, and school libraries in the United States: 2003-2004 schools and staffing survey. (2006) <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006313>

Note: The Quick Find Online Clearinghouse 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

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“It would seem that when you find a person who is “all of a piece,” living the total life, it happened *in spite of* the educational system, not because of it.”

Harold Hodgkinson

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

>Aggression and Suicide Among Children and Youth: Focus on Gender Differences. 5/5/06. Miami, FL. Registration deadline is April 21.

<http://www.melissainstitute.org/documents/may2006conference.pdf>

>Information Sharing to Prevention Delinquency. April 24-25, 2006. Santa Fe., NM

<http://www.juvenileiis.org/workshops.html>

>National Coordinating Committee on School Health and Safety. 5/17/06. Arlington, VA.

<Http://www.healthy-students.org>

>Juvenile Justice National Symposium: Building Successful Alliances to Improve Outcomes. May 31-June 2, 2006. San Francisco, CA

<http://www.cwla.org/conferences/2006jjsymposiumrfp.htm>

>Service Learning Summer Institute. June 6-8, 2006. Austin, TX. <Http://www.txcsli.org>

>Advancing Research, Policy & Practice in Urban Education. 6/9/06. New Haven, CT.

<http://www.theconsultationcenter.org>

>National Association of School Nurses. June 30-July 3, 2006. New York New York.

<Http://www.nasn.org>

>School Resource Officers Conference. July 16-21, 2006. Palm Springs, CA.

<Http://www.nasro.org/conference.asp>

>Oxford Symposium in School-based Family Counseling. August 6-11, 2006. Oxford, England.

Http://www.soe.usfca.edu/institutes/ccfd/oxford_symposium.html

CSMHA 11th Annual Conference on Advancing School-Based Mental Health
September 28-30, 2006 Baltimore, MD <http://csmha.umaryland.edu>

>International Positive Psychology Summit. October 5-7, 2006. Washington, DC.

<Http://www.gallup.com>

>National Dropout Prevention Center Conference. August 22-25, 2006. San Antonio, TX.

<Http://www.dropoutprevention.org/conferen/conferen.htm>

*For ongoing information about conference, refer to our website at

<http://smhp.psych.ucla.edu/upconf.htm>

If you want to list your conference, please email information to ltaylor@ucla.edu

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“If you are going to try cross-country skiing, start with a very small country.”

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

>Grants

See the electronic storefront for federal grants at <http://www.grants.gov>
You can use it to double check due dates and access applications.

Current Examples:

- >U. S. Department of Education (<http://www.ed.gov/index.html>)
 - >>Elementary and Secondary School Counseling Program (84.215E) Due 4/10/06
 - >>Partnerships in Character Education (84.215S) Due 4/10/06
 - >>Small, Rural School Achievement Program. Due 6/2/06
- >National Council on Disability
 - >>Improving Educational Outcomes for Students with Disabilities (NCD-06-02) Due 5/1/06
- >U. S. Department of Housing and Urban Development (<http://www.hud.gov>)
 - >>Youthbuild (to assist disadvantaged young adults between the ages of 16 and 24 in distressed communities) (FR-5030-N-07) Due 6/9/06

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.

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“How are your grades son?”

“Under water.”

“What do you mean under water?”

“They’re below C level.”

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

^ ^ ^ Updates from our Center at UCLA

>>Dissemination of Center Report: “The Current Status of Mental Health in Schools: A Policy and Practice Analysis” – This new report is being widely circulated and receiving a great deal of attention. It has been shared directly by those who have it, has been referenced on many listservs, and is being downloaded from our website by a large number of interested parties. We encourage everyone to share it and let others know that it can be downloaded at no cost. Access the report online at <http://smhp.psych.ucla.edu/currentstatusmh.htm>

If you would like a copy sent to key stakeholders, please let us know.

>>Quarterly Newsletter -- the Spring issue is in the mail.

>Feature article: “Concerns = Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions”

>Also included is a new Info Sheet: “Costs of Not Addressing Barriers to Learning”

If you do not receive a copy, let us know. – (Of course, all our newsletters are archived on the Center website and can be downloaded. This latest issue already is online at <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring06.pdf>)

>Leadership Institutes for New Directions

We continue to offer Leadership Institutes as a follow-up to the statewide Summits, and as a result, the network of those working to strengthen learning supports continues to expand. See <http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm>

We invite you to nominate states where you think such Leadership Institutes would help move agenda for new directions forward.

>>Proposed legislation

In California, the assembly will be considering a bill (AB 2003) based on the Center's work. It calls for a Comprehensive Pupil Learning Support System. (See <http://www.leginfo.ca.gov/cgi-bin/postquery>)

>>Outreach mailing to school leaders

The center is conducting ongoing outreach to inform and enhance readiness for New Directions. If you would like us to send information to anyone, let us know. Contact: Ltaylor@ucla.edu

For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or 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 90090-1563
Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-8716
Email: smhp@ucla.edu

^^^ For information from our sister center, the Center for School Mental Health Analysis and Action, see <http://csmha.umaryland.edu>.
Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St., 4th Floor, Baltimore, MD, 21202. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“Hi! John's answering machine is broken. This is his refrigerator.
Please speak very slowly, and I'll stick your message to myself with one of these magnets.”

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****OTHER HELPFUL RESOURCES**

>SAMHSA Issues Consensus Statement on Mental Health Recovery
http://www.samhsa.gov/news/newsreleases/060215_consumer.htm

>Unmaking the Truth: Teaching Diverse Student Populations
<http://www.naesp.org/ContentLoad.do?contentId=1845>

>Success in Sight: a Comprehensive Approach to School Improvement
<http://www.mcrel.org/successinsight>

>Grading the States: A report on America's health care system for serious mental illness
<http://www.nami.org>

>Positive Youth Development for Children with Mental Health Problems
<http://www.rtc.pdx.edu/phpCountDTPDF.php>

>Bibliography of Family Involvement Research Published in 2005
<http://www.gse.harvard.edu>

>National Service Learning Resources
<http://www.servicelearning.org/resources/index.php>

>Rescuing Recess

http://www.pta.org/ne_press_release_detail_1142028998890.html

>Basic Facts about Low-income Children

http://nccp.org/pub_bdf.html

****TRAINING AND JOB OPPORTUNITIES**

<Project Coordinator>

NIH-funded, multisite, early intervention project aimed at preventing conduct problems in early childhood. Contact Daniel Shaw, University of Pittsburgh, <http://www.pitt.edu/~ppcl/>

<Program Associate>

Making Connections initiative, Annie E. Casey Foundation, Baltimore, MD. Provide guidance to site teams. Contact Jestine May (410) 547-6600.

<Director>

Community School Program, City Heights Educational Collaborative, San Diego, CA. For information see http://www.pricecharities.org/CHI_education.shtml

<Research Associate>

EMT associates, Los Angeles, CA. Research Associated to lead a variety of evaluation projects in California. See <http://www.emt.org>

<Post Doctoral Research>

Department of Psychology, Kent State University, OH. NICHD funded project related to parenting among Latina adolescent mothers. Contact Josefina Contreras-Grau (jcontrer@kent.edu)

<Research Fellow>

Adolescent Health Research Fellow, Centers for Disease Control and Prevention, Coordinating Center for Environmental Health and Injury Prevention in collaboration with the Division of Adolescent and School Health. Atlanta, GA. Contact Kathleen Ethier (Kethier@cdc.gov)

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“Laughing helps. It’s like jogging on the inside.”

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

>We were asked to let you know about a new book from Research Press by Dr. Norman Brier “Enhancing Academic Motivation: An Intervention Program for Youth Adolescents”

<http://www.researchpress.com/product/item/5267/>

>Responses to last month’s emerging issue: Ending the Marginalization of Student Supports:

(1) “I am writing to express my thoughts about what schools need in the area of student support . I practice in the school setting as a Chemical Health Prevention Specialist as well as have a private practice. I have been in the school setting for two years now and will be leaving at the end of this month to return to a clinical setting full time. The school setting is VERY difficult. I love the work I do and I am good at it. The job however is difficult enough without having some of the issues you described in your article. Example: This has perpetuated the fragmentation of programs and the counter-productive competition among staff. I started two years ago with a wonderful program model that in my opinion should be a national model for the entire country. It is empirically based and is a shared model partnered with the school the community and the funding source. It is the same model in all School Districts in our County. The difficulty comes in when school admin and staff are not in support of these programs due to the politics of the whole messy climate that is present in our schools. It is very sad, because it is the students and families that these programs are meant to serve that suffer as well as society as a whole. This is

why I am leaving this position at the end of the month. I do not feel I can practice ethically in a school setting.”

(2) “I am very encouraged by the focus of New Directions not only for Student Support Services but education in general. In my school district there is a strong emphasis on teachers becoming not only the academic instructor but fulfilling the role of the mentor, the guide, and the ‘safety net’ for all students. There is a strong school counselor program that aligns with the student standards and support teachers in their efforts to provide career guidance among other student support needs.

I was recently visiting a state Legislator and two bills were introduced to provide a four year Navigation support for secondary students who struggle academically. One bill included school counselors as the primary staff to provide the navigation, the other one identified teachers as the primary staff, for two reasons 1) teachers are considered the staff that are already providing some of this guidance and this should be their primary role, and 2) to prevent the cost of hiring additional staff. My concern is that teachers already have a full plate, granted some changes are needed in diversifying the delivery of academics, but the role of Student Support Services seem to be more marginalized than ever.

As for early intervention that involves RTI, the school psychologists are working with this in my state, so again it seems as though each pupil personnel professional singles out their own area of turf. I am aware that in other states the School Social Workers are very involved in RTI and currently folks are working with the SSWAA board to increase their awareness of this important process and the roles we can play.

My greater concern is that more and more is being expected of teachers to be everything to students rather than how Student Support Services can be more generically applied, in that Teachers, School Counselors, Psychologist, School Social Workers, etc. should be considered the Student Support Service Team. The primary role of the team would be to assess what the student needs to increase their academic achievement and as a team determine who does what and how we can all work together to support one another and the students. At least that is in a ‘perfect world’.”

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"Once upon a time a man whose ax was missing suspected his neighbor's son. The boy walked like a thief, looked like a thief, and spoke like a thief. But the man found his ax while digging in the valley, and the next time he saw his neighbor's son, the boy walked, looked and spoke like any other child."

Lao Tzu (philosopher)

quote of the week in The PEN Weekly NewsBlast – http://www.publiceducation.org/newsblast_past.asp

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THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

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 focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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