ENEWS: A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
 CENTER FOR MENTAL HEALTH IN SCHOOLS

April, 2002 (Vol. 6 #7)

WHAT IS ENEWS: (For those who don't know)
This forum is another link for those concerned with enhancing policies, programs
and practices related to addressing barriers to student learning and promoting
mental health in schools. It augments the other ways our Center shares
information and facilitates interchange/networking.

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Feel Free to Forward This to Anyone
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WHAT'S HERE THIS MONTH

**Emerging Issue
    >Report Cards on Schools

**News from around the country

**Recent Publications Relevant to
    >Children's Mental and Physical Health
    >Family, Community & Schools
    >Policy & Statistics

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals/Papers

**Other Helpful Resources

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

**Training & Job Opportunities
   (Including fellowships and scholarships)

**News from the two National Centers focusing on MH in Schools

**EMERGING ISSUE

>>>>>>>>Report Cards on Schools

The ESEA reauthorization (No Child Left Behind) requires every school to send parents annual report cards indicating how well the school is doing academically. The report cards also must state whether the school is identified as low performing, whether it has qualified teachers, and how it compares to other schools. However, in keeping with the limitations of prevailing school improvement models, no attention is given to how well schools are doing with respect to Addressing Barriers to Learning and Promoting Healthy Development. Concern about the failure to deal with such fundamentals as student motivation, personal and social development, school and classroom climate, and so forth is coming from various sources. Dorothy Rich argues in the National School Board Association's newsletter that the focus on reporting test scores is too narrow. Besides test scores, she calls for including discipline incidents, attendance and tardiness, class size, strength of parent involvement, experience of educators, grading practices, student aspirations, and school support (see http://www.nsba.org/sbn/02-mar/030502-7.htm). Roger Weissberg of the Collaborative for Academic, Social, and Emotional Learning (CASEL) thinks this is a move in the right direction, but wants a greater focus on social and emotional learning. Others are concerned that any efforts to report more than direct academic indicators will undermine instructional accountability.

What's your view? Post your response directly on our website's Net Exchange page for others to read and respond. Go to http://smhp.psych.ucla.edu
Or you can send your response by email to: smhp@ucla.edu
Phone: 310/825-3634
Write: Center for Mental Health in Schools,
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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"None of the children we serve fit neatly into individual program categories.
They are all complex individuals with complex abilities and needs.
We need to design and carry out programs that reflect that fact."
        Thomas Corwin,
        Acting Dep. Asst. Secretary for ESEA
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**NEWS FROM AROUND THE COUNTRY

>>Michigan Approves Grading of Schools

Michigan State Board of Education approved an accreditation system that give every school a letter grade based on a broad range of indicators, including performance of students, family involvement, and teaching quality. See http://www.mde.state.mi.us/off/board

>>New Jersey Creates Character Education Commission

New Jersey Governor James McGreevey created a Character Education Commission responsible for recommending best practices character education curricula to schools. They will recommend programs which create classroom environments that promote effective learning and encourage students to respect one another, resolve conflicts, develop leadership skills and community service opportunities, and engage parents and community leaders in cooperative efforts to build and model good character. See http://www.ecs.org

>>School Crime in California Increases

California State Schools Assessment, 2000-01 show reported rates for crimes against persons, drug and alcohol offenses, and property crimes increased for a third year in a row. See http://www.cde.ca.gov/spbranch/safety

>>Starting Early Starting Smart Program Reports Impact on Learning and Family

SAMHSA and the Casey Family Programs' public-private partnership called Starting Early Starting Smart, focuses enhancing access to health and social services for at risk children. Among the findings are indications of improved learning skills and stronger family ties. See http://www.samhsa.gov or http://www.casey.org

>>Positive Impact of Comprehensive Systems of Care for Children

Evaluation of the Comprehensive Community Mental Health Services for Children and their Families Program suggest that comprehensive systems of care for children with mental health problems can improve social functioning, school attendance and grades, and reduce severe behavioral and emotional problems and contact with law enforcement. See http://www.samhsa.gov

>>Federal Emphasis Shifts Away From Substance Abuse Prevention

National Drug Control Strategy Director, John Walters, in an interview in the 2/25 Alcoholism & Drug Abuse Weekly, acknowledged the administration is prioritizing programs with best results which has resulted in cuts in funding for prevention at the Center for Substance Abuse Prevention and an increased emphasis on addiction treatment.

>>National Health Service Corps Offers Doctors and Other Health Professionals Scholarships and Loan Repayments

HHS Secretary Tommy Thompson announced the financial incentives as part of the federal effort to enhance service availability in rural and inner-city areas that

lack adequate access to care. See http://www.bhpr.hrsa.gov/nhsc/

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"When we talk about education, we cannot only speak of the academic education
of our children. After September 11th we witnessed the spirit of citizenship and
strong character that we need to be nurturing in all our children on an ongoing
basis."
             James McGreevey
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Check the "What's New" page on our website for a weekly news story
(http://smhp.psych.ucla.edu)

**RECENT PUBLICATIONS (in print/on the web)

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>"Focus: Resilience research" (2002) Special issue Journal of Clinical
Psychology. http://www3.interscience.wiley.com/cgi-bin/issuetoc?ID=90510810

>"Role Models, Ethnic Identity, and Health Risk Behaviors in Urban Adolescents
(2002) http://www.ph.ucla.edu

>"National Cross-Site Evaluation of High Risk Youth Programs" (2002)
http://www.health.org

>Archives of General Psychiatry (3/02)
http://archpsyc.ama-assn.org/issues/v59n3/toc.html
"Difference in Early Childhood Risk Factors for Juvenile- and Adult-Onset Depression"
"Mental Health, Education, and Social Role Outcomes of Adolescents with Depression"

>"Seeking and obtaining mental health services: What do parents expect?" (2001)
Archives of Psychiatric Nursing http://www.idealibrary.com/links/toc/apnu/15/5

>"Strategies to work with students with Oppositional Defiant Disorder" (2002)
http://www.cec.sped.org/bk/cectoday/february_2002/cectoday_02_2002_12.html

>"Adolescence in the 21st Century" (2002) Special issue of the Journal of
Research on Adolescence. http://www.blackwellpublishers.co.uk/journals/JRA/

>>>>FAMILY, COMMUNITY & SCHOOLS

>"Major Changes to ESEA in the No Child Left Behind Act" (2002)
http://learningfirst.org/pdfs/nochildleft.pdf

>Special edition of Community Schools Online summarizes the implications of
the new ESEA legislation for community schools,
http://communityschools.org/newsletterv.2.4.html

>"Emerging Issues in School, Family, & Community Connections" (2002)
http://www.sedl.org/connections/resources

>"Special Education: Promises and Problems" (2002)
http://www.rethinkingschools.org

>"Enrichment: Building resilience and enhancing quality of life for children and
families" (2002) http://www.rtc.pdx.edu

>"Connection Collection: School-Family-Community Publications Database"
includes annotations for over 140 publications.
http://www.sedl.org/connections/resources/

>"Coverage in Context: How Thoroughly the News Media Report Five Key
Children's Issues" (2002) http://casey.umd.edu/home.nsf

>Office of Juvenile Justice and Delinquency Prevention, 2002 reports,
http://ojjdp.ncjrs.org/
    "Juvenile Offenders in Residential Placement (Fact Sheet)
    "Short and Long Term Consequences of Adolescent Victimization"
    "Law Enforcement and Juvenile Crime"
    "Uniform Child Custody Jurisdiction and Enforcement Act"
    "Hybrid and Other Modern Gangs"
    "Early Precursors of Gang Membership: A Study of Seattle Youth"

>"Lost in the Shuffle Revisited" (2002) Report on education of children in foster
care. http://www.psrn.org

>"Reproductive Health Care for America's Diverse Teen Population: A Guide for
Service Providers" (2002) http://www.childtrends.org/

>"Mentoring: A promising strategy for your development" (2002)
http://www.childtrends.org/

>"Group Mentoring: A study of mentoring groups in three programs" (2002)
http://www.ppv.org

>>>>POLICY, FINANCE & STATISTICS

>"Ed Reform Must Go Beyond Federal Law and Standards" (2002) Outlines
obstacles that influence achievement, including absenteeism, tardiness, and lack
of attention to developmental needs of children.
http://www.ets.org/news/02011701.html

>"2000 Report to Congress: Title V Community Prevention Grants Program"
frameworks, funding, and tools to establish community based strategies that deter
delinquency. (2002) http://www.ncjrs.org

>Discussion of What USDOE's Policy on "Scientifically based research" Means

(2002) http://www.ed.gov/nclb/research/

>"Protecting Schools from Terrorism" (2002) Key Policy Letters Signed by the Education Secretary. http://www.ed.gov/News/Letters/020211.html

>"Children and Welfare Reform" (2002) http://www.futureofchildren.org

>Office of Juvenile Justice and Delinquency Prevention (2002 reports) http://ojjdp.ncjrs.org/
    "Statistical Approaches to Assessing Risk"
    "Highlights of the 2000 National Youth Gang Survey"

>Journal of Adolescent Health
http://www.medicinedirect.com/journal/journal/current?sdid=5072
"Adolescents, health policy, and the American political process" (2002)
"Barriers to adolescents accessing mental health services" (2002)
"The patient health questionnaire for adolescents: Validation of an instrument for the assessment of mental disorders among adolescent primary care patients" (2002)

>"Facing the Hard Facts in Education Reform" (2002)
http://www.ets.org/research/pic

Note: The Quick Find topics on our website are updated regularly with new reports and publications such as those above.

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"From the moment I picked your book up until I laid it down I was convulsed with laughter. Some day I intend reading it."
                Groucho Marx
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>>International Youth Leaders Crime Prevention Conference, April 7-10, Orlando, FL. http://ycwa.org/youthcon/

>>Clinical Institutes for School Based Health Clinicians, April 8-9 in Boston and April 29-30 in Chicago. http://www.clinicalmeetings.com

>>Pilots to Policy 2002: Community Systems Supporting Children to be Safe, Healthy and Ready for School Each Day, April 11-12, Oakland, CA. http://www.foundationconsortium.org

>>Effective Strategies Institute on Alternative Schools, April 14-16, Des Moines, IA. http://www.dropoutprevention.org

>>The Power of Prevention (substance abuse prevention and treatment), April 15-17, Cincinnati OH. http://www.safb.org/power.html

>>The Multiple Ecologies of Urban Youth: Sharing Perspectives and Challenging Myths, April 19, New Haven, CT. http://www.theconsultationcenter.org

>>National League of Cities: Your City's Families Conference. May 1-4, Minneapolis MN. http://www.nlc.org

>>National Coordinating Committee on School Health, May 22-23, Washington, DC. http://www.healthystudents.org/ 301-315-2806.

>>Research and Training Center on Family Support and Children's Mental Health, May 30 - June 1, Portland, OR. http://www.rtc.pdx.edu

>>National Assembly on School Based Health Care, June 20-22, Denver, CO, http://www.nasbhc.org

>>Coalition for Community Schools, June 23-25, Washington, DC, http://www.communityschools.org

>>National Association of School Nurses, June 30-July 3, Lake Buena Vista, FL, http://www.nasn.org

>>Developing Local Systems of Care for Children and Adolescents with Emotional Disturbances and their Families, July 10-14, Washington, DC. Http://gucdc.georgetown.edu/institutes.html

>>Victimization of Children and Youth: An International Research Conference, August 4-7, Portsmouth, NH, http://www.unh.edu/frl

>>American Psychological Association, August 22-25, Chicago, IL, http://www.apa.org

>>National Association for Rural Mental Health, August 26-29, Santa Fe, NM, http://www.narmh.org

>>Advancing School Based Mental Health Programs, September 18-21, Philadelphia, PA, http://csmha.umaryland.edu

>>American School Health Association, October 2-6, Charlotte, NC, http://www.ashaweb.org.

>>American Academy of Child and Adolescent Psychiatry, October 22-27, San Francisco, CA, http://www.aacap.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 your conference listed, send the information to smhp@ucla.edu

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I know that you believe you understand what you think I said,
but I am not sure you realize that what you heard is not what I meant!
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^ ^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS

*SAMHSA Comprehensive Youth Transition Program (SM (02 003) Deadline
April 11, http://www.samhsa.gov

*CDC funding for Violence Related Injury Prevention Research (Billing Code:
4163-18-P) Deadline April 16, http://www.cdc.gov/od/pgo/funding/02040.htm

*Job Opportunities for Low Income Individuals; grants for innovative job
training. Deadline April 22. Http://www.acf.dhhs.gov/programs/joli/welcome.htm

*Drug Free Communities Support Program, Deadline April 24,
http://www.ojjdp.ncjrs.org

*SAMHSA Comprehensive Community Mental Health Services Programs for
Children and their Families (SM 02 002) Deadline April 26,
http://www.samhsa.gov

*Community Access Program, HRSA, CFDA #93.252. Deadline May 7, e-mail
capcentral@hrs.gov

 *SAMHSA Community Action Grant Program (PA-0-3) Due May 10,
http://www.samhsa.gov

*Project with Industry; creates and expands job and career opportunities for
individuals with disabilities. Deadline May 31,
http://www.ed.gov/legislation/FedRegister/announcements/2002-1/031302b.html

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.

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Edison's Observation:
Opportunity is missed by most people
because it is dressed in overalls and looks like work
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+ + + + OTHER HELPFUL RESOURCES + + + +

>>>>>>>Mental Health/Substance Abuse/Health

##Service Use & Intensive Family Preservation, Data Trends,
http://www.rtc.pdx.edu/pgDataTrends.shtml

##Guidance for early childhood program design: Addressing the mental health needs of young children and their families in early childhood education settings, http://www.rtc.pdx.edu/pgProjGuidance.shtml

##CDC Youth Risk Behavior Surveillance System, Youth '99 Online, adds trend reports to data, creates tables and graphs, http://www.cdc.gov/yrbs

##Socioeconomic Status and Child Development, Annual Review of Psychology, 2002, http://www.annualreviews.org

##Early Head Start: A Dynamic New Program for Infants and Toddlers and their Families; Understanding Implementation in Early Head Start Programs: Implications for Policy and Practice, http://www3.interscience.wiley.com/cgi-bin/issuetoc?ID=90511202

##Designs for measuring how the school breakfast program affects learning, http://www.ers.usda.gov/publications/efan01013

>>>>>>Parents, Schools, and Community

##HRSA's Domestic Violence Initiative, 4 hour video training series, 1-800-275-4712. Http://www.hrsa.gov/OMH

##Funding for Youth Services, http://www.inclusionresearch.org

##Out of School Time evaluations database at http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html

##Expansion of out of school programs aims at improving student achievement, http://www.edsource.org

##Parent Resource Guide   Connecting Parents to Miami-Dade's Public Schools (in English, Spanish, and Creole), http://www.educationfund.org/publications.html

##Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree? http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001076

##Community Resource School Coordinator, Chicago Public Schools, job description. In Community Schools Online, http://communityschools.org/newsletterv.2.3.html

##Low Income Children in the United States: A Brief Demographic Profile, http://cpmcnet.columbia.edu/dept/nccp/

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE OUR GATEWAYS TO A WORLD OF RESOURCES.

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 Pointing to the kitty litter box, an irate father was heard telling his child's cat:
   "Never, and I mean never, ever think out of the box."
              (adapted from New Yorker magazine)
                %_%_%_%_%_%_%_%_%_%

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

\>\>In response to last month's emerging issue on the tendency of school districts
to balance their budgets by laying off support service professionals:
"...It seems you have to reach not only those who fund, but parents who
are politically active.... I find that when I can engage parent interest through
educational forums, newsletters, class presentations on issues of common interest
it stimulates parents to support the counselors.... It pays to build bridges, first
with teachers, and then building connections with parents. Finally, if you are
lucky, you get to build a bridge with a student!..."

SEND REQUESTS/RESPONSES by phone, fax, email, or on the Center's
website "Net Exchange"

\>\>On our weekly Mental Health in Schools Practitioner Listserv, there has been a
dialogue on the appropriate "caseload" for a school based mental health provider
and for the supervisor of a such providers. The discussion has explored the
evolving role of such personnel as they move from being almost exclusively case
focused providers to becoming network builders in the school and community. If
you would like to join the listserv, let us know at smhp@ucla.edu.

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"The science fair is today, Dad. I'll need your stomach contents."
        (from the Phi Delta Kappan)
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^ ^ ^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES ^ ^ ^ ^ ^
      (Including fellowships and scholarships)

<Fellowship for faculty/staff>
International Center for Health Leadership Development is recruiting faculty, staff
of institutions of learning, community organizations, and community service
agencies and foundations for the Health Partners Fellows Class of 2002-2003.
Five week long intensive seminars are held each year for two years to strengthen
collaborative leadership skills. Deadline May 17,
http://www.uic.edu/sph/healthleaders

<Social Work Site Director>
Atlanta emergency shelter location counseling, treatment planning, supervising, work with community. Masters plus 2 years administrative experience. Apply to Girls and Boys Town, 378 Bucher Circle, Omaha, NE 68010

<Postdoctoral fellowships in adolescent drug abuse treatment research>
NIH/NIDA research training program at the University of Miami Center for Treatment Research on Adolescent Drug Abuse. Must have Ph.D. or MD. http://www.miami.edu/ctrada

<Postdoctoral Fellowship in Pediatric Psychology and Developmental Disabilities>
Department of Pediatrics and Center for Disabilities and Development at the University of Iowa. Doctorate in applied psychology field required. E-mail Scott-Lindgren@uiowa.edu

<Postdoctoral Fellowships>
University of Illinois at Chicago, Health Research and Policy Centers, NIH funded Training grant to work with multidisciplinary faculty. Contact Brian Flay, Health Research and Policy Centers, University of Illinois at Chicago, 850W Jackson Blvd., Suite 400, Chicago, IL 60607.

<Post Doctoral Research Director>
Department of Psychology, Wayne State University, NIAAA funded longitudinal research project on homeless youth. Deadline September 2002, http://sun.science.wayne.edu/~ptoro/

**NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

WHAT DO WE MEAN BY MENTAL HEALTH IN SCHOOLS   People are always asking us what we mean by the term Mental Health in Schools. See what we say in the new section on our website (click on the just added icon on the home page).

NEW STUFF ON OUR WEBSITE   We are continuously trying to improve our site (adding some new features; icons for easier access). Take a look and let us know what you think.

NEWSLETTER   By now you should have received the hard copy winter quarter newsletter (Addressing Barriers to Learning). It is also online for ready access and sharing with others.

The Newsletter insert invites readers to try our new online training materials (also available in hardcopy). These include the first seven of the Training Tutorial series we are developing for in-depth individual or group continuing education on:
    >Classroom Changes to Enhance & Re-engage Students in Learning

>Community Outreach: School-Community Resources
>Creating the Infrastructure for an Enabling Component
>Crisis Assistance and Prevention: Reducing Barriers to Learning
>Home Involvement in Schooling
>Student & Family Assistance Programs and Services
>Support for Transitions to Address Barriers to Learning

Also online are the first of a series of Quick Training Aids for individual learning
or staff development. These are:
>Bullying Prevention
>School Based Crisis Intervention
>Suicide Prevention
>Violence Prevention

In exchange for your review and suggestions for improvement, we will send you a
hard copy of any one of these new materials.

If you aren't getting a Newsletter in the mail, you can request one and be added to
our mailing list. Just email smhp@ucla.edu.

Like all technical assistance and training centers, we continue to evaluate our
impact and how to expand the user base. Let us know what you need to make
your work with mental health in schools more successful. New resources can be
developed and best practices identified.

Contact us at:
SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634   Fax (310) 206-8716
Email: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu

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To post messages to ENEWS, Email them to smhp@ucla.edu
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**UPDATE from our Sister Center, Center for School Mental Health Assistance
at the University of Maryland at Baltimore, Mark Weist, Director
http://csmha.umaryland.edu

National Conference on Advancing School Mental Health Programs, September
18-21 in Philadelphia.

>>September 18: there is a special Institute on "Developing Effective
    School-Based Responses to Crisis/Trauma/Disaster.
>>September 19: Pre-conference sessions
>>September 20 - 21 Conference and Exhibits

For more information contact: Center for School Mental Health Assistance, University of Maryland at Baltimore, Department of Psychiatry, 680W. Lexington St., 10th fl., Baltimore, MD 21201 Phone (888) 706-0980 Email: csmha@umpsy.umaryland.edu
Website http://csmha.umaryland.edu

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA

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.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. 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. We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas.

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. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems. We 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 Centers connect with major initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. 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. Evaluations indicate the Centers have had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.