

>>>BACKLASH TO OVERSTATING THE SCIENCE-BASE FOR SCHOOL INTERVENTIONS

Everyone wants good evidence that an intervention is worth pursuing. Thus, in principle, few will argue against the call for using science-based practices. As a result, the rush to provide empirical support for interventions that can be used in schools has increased the tendency to by-pass discussion of significant methodological problems limiting claims about the science-base for many interventions. While understandable, this leads to an overstatement of expertise, which in turn contributes to the mystification of the general public and many practitioners. And, all this produces a variety of negative effects related to efforts to improve school-based practices.

Overtime, a backlash to any overstated evidence-base is inevitable. Such a backlash appears to be emerging around claims of a science-base for practices schools are being asked to adopt. An example of a relatively mild form of backlash can be seen in the August 2003 issue of *Psychiatric Services* (online <http://ps.psychiatryonline.org/>). In an article criticizing the evidence for school-based alcohol and drug abuse prevention programs, Dennis Gorman criticizes the available research-base for programs that are the major lists of approved best practices. He states: "much of what goes on in the analysis of these school-based prevention programs is simply not consistent with the type of rigorous hypothesis testing that one associates with the term 'science.'" Similar criticisms are emerging around the push for specific reading programs and practices related to other areas of academic instruction. Another line of criticism comes from those who worry that what is being called the science-base fails to account for the full-scope of a school's obligations to meet the needs of the society and its citizens. In a brief commentary in the June 2003 issue of the *American Journal of Community Psychology*, Seymour Sarason discusses the obligations of the moral-scientific stance toward intervention efforts and warns: "...intervention confronts a host of problems for which current knowledge and research are inadequate, incomplete, and even misleading. The research base and knowledge of an intervention does not contain a theory of intervention...."

Where are you with respect to all this??? We look forward to your comments.

Send your response by email to: smhp@ucla.edu and we will post it on our website's Net Exchange (<http://smhp.psych.ucla.edu>) page for others to read and respond.

Or you can respond by phone (310/825-3634) or by fax (310/206-8716)

Write: Center for Mental Health in Schools

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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**NEWS FROM AROUND THE COUNTRY

*ACTION PLAN TO FOLLOW MENTAL HEALTH COMMISSION REPORT

The President's New Freedom Commission on Mental Health final report is online at <http://www.MentalHealthCommission.gov>. It includes a section on early mental health screening, assessment and referral with a focus on schools. One of the 12 model programs is the Dallas Independent School District's Youth and Family Centers. Charles Curie, Director, Substance Abuse and Mental Health Services Administration, in a *New York Times* article, is quoted as saying "We'll conduct now a thorough review and assessment of the report and begin to outline

a clear action plan. I anticipate an action plan within just a matter of two to three months."

*IDENTIFICATION OF 'PERSISTENTLY DANGEROUS' SCHOOLS

The Los Angeles Times, 7/8/03, reports that the required state criteria mandated by No Child Left Behind designed to permit students at crime-ridden schools to transfer to safe sites has led to narrow definitions and few schools identified. "California isn't the only state about to identify few, if any persistently dangerous schools.... Florida and North Carolina are among those that already have reported no persistently dangerous schools." According to the article, Tim Buresh, Los Angeles Unified School District's chief operating officer, who oversees the districts school safety programs, said "This is an index that almost rewards you for turning a blind eye to problems."

*STUDENT HARASSMENT BAN REDEFINED

The Washington Post (6/25/03) reports that the Maryland Board of Education voted to protect specific groups of students, including gay teenagers, from harassment while in school. This make the ninth state to outlaw discrimination based on a student's sexual orientation. The new language states that all students "without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age or disability" are entitled to a safe school environment.

*RETENTION OF STUDENTS IN THIRD GRADE AS A RESULT OF TEST SCORES

Nearly 12,000 children are at risk of being retained in the third grade because they failed to pass the state mandated reading exam in Texas. This is 4% of third graders who failed three times to past the Texas Assessment of Knowledge and Skills reading test. Parents can appeal the retention to a Grade Placement Committee comprised of the child's parents, teacher and school principal. <http://www.chron.com/cs/CDA/ssistory.mpl/metropolitan/2009505>

*NEW YORK STATE VOIDS MATH SCORES

The state education commissioner, in consultation with the Board of Regents, set aside results of the math test required for graduation after a department survey showed that only about 37% of students passed, as compared with 55% in 2002. An independent panel has been appointed to see what went wrong. James Kadamus, a deputy commissioner, is quoted in a New York Times article as saying, "One possibility we're looking at is that there was something about the accumulation of questions which caused greater difficulty than the individual questions...it looks like there was a discouragement factor." Steven Sanders, the chairman of the Education Committee in the State Assembly is quoted in the article as saying "This is an opportunity to now revisit and reconsider the policy of high-stakes, do-or-die exams. Exclusive reliance on any particular exam on any given day is an inherently flawed process." (New York Times 6/25/03)

*NEW CENTER OF EXCELLENCE IN CHILDREN'S MENTAL HEALTH

The University of Minnesota is working with Hennepin County and the Minneapolis Public Schools to create a privately funded center that will bring together experts on children' mental health from across the university and the greater community to develop research-based best practice models. This is part of a effort to focus the university's expertise and public attention on the needs of

children, youth and families.
(<http://www.childrensummit.umn.edu/streaming.html>)

***AMERICA'S CHILDREN: KEY NATIONAL INDICATORS OF WELL-BEING 2003**

The National Institute of Child Health & Human Development, Federal Interagency Forum on Child and Family Statistics (established to foster greater coordination among federal agencies that produce data about children) reports a drop in infant and childhood death rates, reductions in adolescent smoking and in adolescents giving birth. However children are more overweight (15%), fewer children have a parent working full time (79%), and the number of low birth weight infants increased.
([Http://www.nichd.nih.gov/new/releases/americas03.cfm](http://www.nichd.nih.gov/new/releases/americas03.cfm))

***OBESITY AND HUNGER: PARADOXICAL NUTRITION PROBLEMS**

The Center for Public Policy Priorities reports that "Like hunger, obesity can also be a symptom of poverty." They warn, "The rise in childhood obesity has led some critics to dismiss the problem of hunger and even go so far as to claim that the federal food programs aimed at preventing hunger are actually making the poor fat." They suggest that this paradox may be solved by a stronger nutrition safety net with more comprehensive nutrition education. ([Http://www.cppp.org](http://www.cppp.org))

***SEARCH-AND-SEIZURE PROTECTION FOR STUDENTS**

The Associated Press, 7/15/03) reported that an Indiana school that tested all students for nicotine who drove to school has scaled back its drug testing program. The decision follows a state Court of Appeals ruling that testing student drivers for nicotine is a violation of the state constitution's search-and-seizure protections. Under the new policy, the school will only test for smoking students who take part in school athletics.

***TESTING FOR PREGNANCY AND SEXUALLY TRANSMITTED DISEASES**

A lawsuit has been filed against the intermediate school and the department of education related to the school's demand that two girls who cut classes to attend a "hooky party" undergo medical tests for pregnancy and sexually transmitted diseases and submit a doctors note about the results before being readmitted to school. The girls complied with the demands. The medical professionals at the clinic they visited expressed concerns about medical confidentiality fearing that the episode might alienate girls from trusting health care providers in the community. An official of the Department of Education said that a policy of keeping children out of school based on compulsory medical testing would never be supported. (New York Times 7/9/03)

***GOVERNOR VETOES BILL FOR SHORT SCHOOL WEEK**

Michigan Governor Jennifer Granholm vetoed a bill that would have allowed school districts to establish four-day school weeks to save money. The number of hours students spend in school would not have been reduced.
([Http://www.michiganlegislature.org](http://www.michiganlegislature.org))

(Note: see our website What's New, for a current news item posted each week.)

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"Creating successful urban middle and high schools is the holy grail of American

education, the difference between offering real opportunity to our underprivileged youth and merely claiming to do so. The federal law requiring yearly testing in grades three through eight is fine but, as they say on the farm, you don't fatten cattle by weighing them. Increased testing may not be pushing students to drop out early, but testing alone will not do much to stop them.

A recent survey in Philadelphia suggests that students drop out of school because they are not engaged by their studies. Troubled youths need help with family problems, violence and pregnancy.... Conquering the dropout rate will probably require far more creative rethinking than simply copying the approach used to raise elementary school scores and doing more of the same for high school."

New York Times, 7/21/03

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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

"Now is the Time to Develop Ways to Avoid Burnout" The beginning of a new school year is a time of optimism and renewed commitment and energy. But, what has been planned to ensure the optimism and good intentions are not undermined? Rather than simply addressing burnout as inevitable as the year progresses, what can a school do from the beginning of the year to support staff so that they will be better able to do their best for student? See the website's Ideas for Enhancing Support at Your School This Month for "Enhancing the resilience of adults at school and creating a sense of community." ([Http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu))

A compendium of the 12 monthly themes now are downloadable online and available in hardcopy format as a resource aid entitled: "Improving Teaching and Learning Supports by Addressing the Rhythm of a Year."

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"There are few important contemporary challenges for which a solution exists that is clearly "the best." It remains almost impossible to know what we are to become, and we are uncertain about the best solution to almost any issue that deals with how we ought to organize our personal and our national lives."

Harold T. Shapiro

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

>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Promoting Children's Mental Health: Reform Through Interdisciplinary and Community Partnerships" (2003). T. J. Power, School Psychology Review, 32, 3-16.

"Promoting social competence in an era of school reform: a commentary on Gifford-Smith and Brownell" (2003), by M. Gettinger, Journal of School Psychology, 41, 299-304

"Ensuring effective mental health treatment in real-world settings and the critical role of families." (2003) A. M. Brannan, Journal of Child and Family Studies, 12(1) 1-10.

"Evaluating and Treating Adolescent Suicide Attempters: From Research to Practice" (2003) A. Spirito & J. Overholser, Academic Press.

"Positive Psychology Assessment: A Handbook of Models and Measures" (2003) S. Lopez & C. Snyder, American Psychological Association. ([Http://www.apa.org/books](http://www.apa.org/books))

"A Comparison of Life Events Between Suicidal Adolescents with Major Depression and Borderline Personality Disorder" (2003) N Horesh, et al, *Comprehensive Psychiatry*, 44(4) 91-99.

"Childhood Functional Status, Family Stressors, and Psychosocial Adjustment Among School-aged Children with Disabilities in the United States" (2003) W. Witt, et al, *Archives of Pediatrics & Adolescent Medicine*, 157: 687-695.

"Increasing Self-determination: Teaching Students to Plan, Work, Evaluate, and Adjust" (2003) J. Martin, et al, *Exceptional Children*, 69(4) 431-447.

"Drug Abuse Treatment through collaboration: Practice and Research Partnerships that work" (2003) Edited by J. Sorensen, et al. American Psychological Association. ([Http://www.apa.org/books](http://www.apa.org/books))

"Child Welfare and Juvenile Justice: Several Factors Influence the Placement of Children Solely to Obtain Mental Health Services" (2003) C. Ashby, testimony before the Senate Committee on Governmental Affairs. <http://www.gao.gov/cgi-bin/getrpt?GAO-03-865T>. Highlights: <http://www.gao.gov/highlights/d03865thigh.pdf>.

Journal of Adolescent Health (2003) 33(2) includes "Parental monitoring, negotiated unsupervised time, and parental trust: the role of perceived parenting practices in adolescent health risk behaviors," E. Borawski, et al, 60-70
"Do adolescents want to avoid pregnancy? Attitudes toward pregnancy as predictors of pregnancy," A. Huebner and L. Howell, 71-78.

"Brief Psychosocial Screening at Health Supervision and Acute Care Visits" (2003) I Borowsky, et al, *Pediatrics*, 112(1) 129-133.

"Alcohol & Drug Abuse: The Best of Practices, the Worst of Practices: The Making of Science-based Primary Prevention Programs," (2003) D. Gorman, *Psychiatric Services*, 54 (1087-1089)

"Intergenerational Transmission of Partner Violence: A 20-year prospective study" (2003) M. Ehrensaft, et al, *Journal of Consulting and Clinical Psychology*, 71(4) (<http://www.apa.org/journals/ccp/>)

"Physical (In)Activity Among Low-income Children and Youth: Problem, Prospect, Challenge" (2003) R. Halpern (<http://www.theafterschoolproject.org>)

"Advancing the Healthy People 2010 Objectives through Community-based Education: A Curriculum Planning Guide" (2003) Community-Campus Partnerships for Health ccph@itsa.ucsf.edu.

"Well-being: Positive Development Across the Life Course" (2003) Edited by M. Bornstein, et al, Lawrence Erlbaum Associates, Inc.

"At Risk Youth: A comprehensive response for counselors, teachers, psychologists, and human service professionals (third edition)" (2003) J. McWhirter, et al, Thompson Learning

"Science and Pseudoscience in Clinical Psychology" (2002) S. Lilienfeld, et al, Guilford Publications.

>>FAMILIES, COMMUNITY & SCHOOL

"No Child Left Behind and Middle Schools: Confronting the Challenges" (2003) Alliance for Excellent Education (<http://www.all4ed.org>)

"How small classes benefit high school students" (2003) F. Deutsch, National Association of Secondary School Principals Bulletin, 87(635) 35-44.
http://www.principals.org/publications/bulletin/bltn_0603_small_classes.cfm

"Less like a robot: A comparison of change in an inner-city school and a fortune 500 company" (2003) P. Skilton-Sylvester. American Educational Research Journal, 40(1) 3-41.

"Reforming Relationships: School Districts, External Organizations, and Systemic Change" (2003) by Kronley and Associates for the Annenberg Institutes task force on redesigning urban districts.
[Http://www.schoolcommunities.org/images/RR.pdf](http://www.schoolcommunities.org/images/RR.pdf)

"New Relationships with Schools: Organizations that Build Community by Connecting with Schools" (2003) Collaborative Communications Group (<http://www.publicengagement.com>)

"Meeting the Highly Qualified Teachers Challenge" (2003) U. S. Department of Education (<http://www.ed.gov/offices/OPE/News/teacherprep/>)

"No Child Left Behind Act: More information would help states determine which teachers are highly qualified" (2003) Government Accounting Office (GAO-03-631) (<http://www.gao.gov/cgi-bin/getrpt?GAO-03-631>)

"Parenting that works: Building skills that last a lifetime" (2003) E. Christophersen & S. Mortweet, American Psychological Association (<http://www.apa.org/books>)

A Psychology of Human Strengths: Fundamental questions and future directions for a positive psychology" Edited by L. Aspinwall and U. Staudinger. American Psychological Association (<http://www.apa.org/books>)

"Off the shelf and into the field: Making the most of the National Research Council's 2002 report Community Programs to Promote Youth Development" (2003) N. Yohalem & K. Pittman. Penn GSE Perspectives on Urban Education (<http://www.urbanedjournal.org>.)

"Schools stumble over sex education" (2003) M Coeyman, Christian Science Monitor, <http://www.csmonitor.com/>

"Job Performance of Transition-age Youth with Emotional and Behavioral Disorders" (2003) E. Carter & J. Wehby, Exceptional Children, 69(4) 449-465.

"Personality Judgements in Adolescents' Families: The perceiver, the target, their relationship, and the family" (2003) S. Branje, et al, Journal of Personality, 71(1) 49-81.

"Community Science: Bridging the Gap Between Science and Practice with Community-Centered Models" (2003) A. Wandersman. American Journal of Community Psychology, 31(3/4) 227-242.

>>POLICY, LAW, FINANCES & STATISTICS

"The Fading Promise of Standards-Based Reform" (2003) W. Simmons, executive director of the Annenberg Institute. Shaping the Future of American Youth: Youth Policy in the 21st Century, American Youth Policy Forum.(<http://www.aypf.org>)

"Barriers and Facilitators in Scaling Up Research-based Practices" (2003) J. Klingler, et al. Exceptional Children, 69(4) 411-429.

"The Hidden Crisis in the High School Dropout Problems of Young Adults in the U. S." (2003) The Business Roundtable. <Http://www.brtable.org>

"Overview and Inventory of State Education Reforms: 1990-2000." (2003) National Center for Education Statistics. <Http://nces.ed.gov>.

"Leave no youth behind: Opportunities for Congress to reach disconnected youth" (2003) J. Levin Epstein and M. Greenberg, Center for Law and Social Policy. (http://www.clasp.org/DMS/Documents/1057083505.88/Disconnected_Youth.pdf)

"How Children are doing: The mismatch between public perception and statistical reality" (2003) L. Guzman, et al. Child Trends Research Brief, <http://www.childtrends.org>.

"Psychology, news media, and public policy: promoting social change" (2003) Edited by E. Carll. Sage Publications.

"Altering the Structure and Culture of American Public Schools" (2003) W. Wilms. Phi Delta Kappan, <http://www.pdkintl.org/kappan/k0304wil.htm>.

"What research says about unequal funding for schools in America" (2003) B. Biddle & D. Berliner. West Ed Policy Perspectives. Http://www.wested.org/online_pubs/pp-03-01.pdf.

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

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"To be sure, we're doing some good things in education in our nation... But they are islands of excellence in an otherwise sea of mediocrity because we have for too long found it perfectly acceptable to educate just some of our children well while others flounder and fall through the cracks, so much so that today one of the greatest obstacles to our national greatness is the wide and in some places growing achievement gap between the ethnic minorities in this country and the majority population in this country."

Rod Paige

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

- >Maximizing Success: Integrating Current Advances in the Treatment of Eating Disorders, August 7-10, Washington, DC (1-800-800-8126)
- >Viewing Self-Determination through the Lens of Culture: Understanding and Honoring Diversity among People with Psychiatric Disabilities, August 15, Chicago, IL (<http://www.psych.uic.edu/uicnrtc/sdworkshop5.htm>)
- >Motivational Interviewing: Applications for Clinical Practice, August 18, San Diego, CA (<http://www.ucsd.edu/psychserv>)
- >National Prevention Network Research Conference, August 24-27, Albuquerque, NM (scarlson@ou.edu)
- >Southern California Attention Deficit Hyperactivity Disorder (AD/HD) Conference, September 5 - 7, Los Angeles, CA (<http://www.uscuap.org>)
- >The System of Care Symposium, September 8 - 11, Washington, DC (email: ses38@georgetown.edu)
- >Meeting the Diverse Needs of Children/Youth with Learning and Behavioral Problems: Strategies, Supports, and Services that Work, October 2-4, St. Louis, MO (email: bullock@tac.coe.unt.edu)
- >American School Health Association, October 15-18, El Paseo, TX, <http://www.ashaweb.org>
- >Advancing School Based Mental Health Programs, October 23-25, in Portland, OR <http://csmha.umaryland.edu>
- >Healthy Communities; Healthy Youth, October 23-25, San Jose, CA (shirley@best-meetings.com)
- >National Dropout Prevention Conference, October 26-29, Kansas City, MO (<http://www.dropoutprevention.org>)
- >Family Strengths Training Institute, October 27-28, Sacramento, CA (<http://www.cce.csus.edu/conferences>)
- >Life Centered Career Education Training for Persons with Mild Disabilities, November 6-7, Las Vegas, NV (1-888-232-7733)
- >Bridging the Gap Between Research and Practice: A Conference for Teachers of Students with Learning Disabilities, November 7-8, Nashville, TN (<http://www.TeachingLD.org>)
- >Assessment: Formal and Informal, Implications for Instruction and Intervention, November 13-14, Albuquerque, NM (email: nancy.halmhuber@emich.edu)
- >Solving the Mystery of After School, November 14-15, Princeton, NJ (<http://www.njsacc.org>)
- >Federation of Families for Children's Mental Health, November 20-23, Washington, DC (<http://www.ffcmh.org>)
- >Creating and Sustaining Change, January 15-17, Orlando, FL

(<http://NexusEQ.com>)

>Community Coalitions: Local Actions = A World of Results, Community Anti-Drug Coalitions of America, January 20-23, Washington, DC, (<http://www.cadca.org>)

>National School-Age Care Alliance, February 26-28, Tampa, FL (<http://www.nsacaconference.com>)

>National Association of School Psychologists, March 30-April 3, Dallas, TX (<http://www.nasponline.org>)

>National Conference on Child Health Psychology, April 15-17, Charleston, SC (<http://www.apa.org/dividions/div54>)

>American Educational Research Association, April 21-15, Chicago, IL (<http://www.aera.org>)

>National GAINS Center for People with Co-Occurring Disorders in the Justice System, May 12-14, Las Vegas, NV (<http://www.gainsctr.com>)

>Youth and Health: Generation on the Edge, June 1-4, Washington, DC (<http://www.globalhealth.org>)

>Justice for All: Fighting for America's Mental Health, June 9-12, Washington, DC (<http://www.nmha.org>)

(FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT <http://smhp.psych.ucla.edu> Go to "Contents" then click on Upcoming Conferences)

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Mama Owl to Papa Owl: "I'm worried about our son.
He doesn't give a hoot about anything."

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^ ^ ^ CALLS FOR GRANT PROPOSALS, PRESENTATIONS, AND PAPERS

GRANTS:

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

>Comprehensive Community Child Mental Health Initiative (SM-03-009)

Due by either one of two receipt dates: August 5 or October 15

>Knowledge Dissemination Conference Grants, (PA-03-002) Deadline September 10

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

>Training and Information for Parents of Children with Disabilities Program (CFDA 84.328R) Deadline August 8

>Demonstration Grants for Student Drug Testing (CFDA 84.184) Deadline August 20

>>Administration for Children and Families

>Head Start Graduate Student Research Grants, Deadline August 12

(http://www.acf.hhs.gov/programs/core/ongoing_research/funding/funding.html)

>>Corporation for National and Community Services

>AmeriCorps VISTA Program Grants, Deadline August 15
(email: vista@americorps.org)

>>Health Resources and Services Administration, HHS
>Healthy Communities Access Program (CFDA 93.252) Deadline August 26
(email: tmclintock@hrsa.gov)

>>National Institute of Mental Health, National Institute on Drug Abuse, and
National Institute of Child Health and Human Development
>Behavioral, Social, Mental Health, and Substance Abuse Research with
Diverse Populations, Deadline October 1 (<http://www.nih.gov>)

CALL FOR ABSTRACTS FOR CONFERENCES:

>Proposals for Community Coalitions: Local Actions = A World of Results,
Community Anti-Drug Coalitions of America's National Leadership Forum (takes
place January 20-23 in Washington, DC). Deadline August 15.
(<Http://www.cadca.org/EVENTS/Forum/Forum14.shtml>)

>School Social Work Association of America. Call for papers, Deadline
September 1 (for conference in San Francisco April 15-17)
Email: Sswaa@aol.com

>Youth and Health: Generation on the Edge. Call for Abstracts for June 1-4
conference in Washington, DC. Deadline September 15.
(Http://www.globalhealth.org/view_top.php3?id=223)

>Justice for All: Fighting for America's Mental Health. National Mental Health
Association. Call for proposals for June 9-12 conference in Washington, DC.
Deadline September 30 (<http://www.nmha.org>)

(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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About being who you are:

Mother to off-spring:

"You're supposed to have dark circles around your eyes.

You're a panda!

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>>NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS

^ ^ ^ ^ Updates from our Center at UCLA

>New Materials for Training (online and in hardcopy)

Continuing Education Packet:

Developing Resource-Oriented Mechanisms to Enhance Learning Supports.
This set of training modules is designed as an aid for training leaders and staff
about the importance of and how to establish effective resource-oriented

mechanisms to advance development of a comprehensive, multifaceted, and integrated learning supports (or enabling) component at every school.

Module I. Resource-Oriented Mechanisms: Functions and Structure

Module II. How to Start

Module III. Initial Resource Mapping and Analyses

Module IV. Refining the School Infrastructure

Module V. Expanding Resource Mapping & Analyses at the School

Module VI. Establishing a Resource Coordinating Council

Module VII. Monitoring Progress

Module VIII. School-Community Collaboration

Module IX. About Using Data for Planning, Implementation, Evaluation, and Social Marketing

>New Directions for Student Support: Summits Initiative

As part of this initiative, we are identifying places that are moving in new directions. The first set of descriptions have been compiled and are available online and in hardcopy under the title of: "Where's It Happening? New Directions for Student Support." This current compendium features District and State Departments of Education involved in (1) broad-based systemic changes (Hawai'i, Madison, St. Paul); (2) innovation (Buffalo, Detroit, Washington State); (3) strategic planning for broad-based systemic changes (Albuquerque, NM; Columbus, OH; Columbia, SC; Dallas, TX). There is a one page overview and documents from each locale that provide indepth information on new directions for student support.

Also, in response to requests for additional in-depth readings relevant to new directions, we have pulled together a 10 chapter volume entitled: "New Directions for Student Support: Some Fundamentals."

Next Invitational Regional Summit covers the six states served by the Region VII Comprehensive Center (OK, IL, IN, NE, KS, MO) and will be in Kansas City on September 9.

The next state Summit will be in Wisconsin on November 5th. Other states are discussing dates.

>This Month's Ideas for Enhancing Support at your School

August - Now is the Time to Develop Ways to Avoid Burnout

Features "Enhancing the Resilience of Adults at School and Creating a Sense of Community" as well as ideas for extra support for new staff, special roles for experienced staff, working with unions to enhance resilience, focusing this year's staff development on engaging and re-engaging students in classroom learning.

With the August Theme online we now have a monthly themes for the whole year. We have assembled these into a document that you can download or order in hardcopy for planning your work over the school year. See "Improving Teaching and Learning Supports by Addressing the Rhythm of a Year."

LET US KNOW WHAT YOU NEED. New resources can be developed and best practices identified. Also, let us know about the latest and greatest you encounter so we can update our resources and your colleagues across the nation.

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>

^ ^ ^ UPDATE FROM OUR SISTER CENTER

For the most recent information from the Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, go directly to their website (<http://csmha.umaryland.edu>) Or contact Mark Weist, Director, Center for School Mental Health Assistance, University of Maryland at Baltimore, Department of Psychiatry, 680 W. Lexington St., 10th fl., Baltimore, MD 21201. Phone (888) 706-0980, Email: csmha@umpsy.umaryland.edu

And be sure to attend the 8th National Conference on Advancing School Based Mental Health Programs sponsored by CSMHA from October 23-25 in Portland, OR

+ + + + OTHER HELPFUL RESOURCES

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Healthy Lesbian, Gay, and Bisexual Students Project," American Psychology Association, (<http://www.apa.org/ed/hlgb/>)

"Underachieving Students" Southwest Educational Development Laboratory (<http://www.sedl.org>)

"Evidence-based Treatments for Children and Adolescents" Society of Clinical Child and Adolescent Psychology (<http://www.clinicalchildpsychology.org/>)

"Youth Violence Prevention Training and Outreach Guide," American Medical Association (<http://www.ama-assn.org>)

"Advocates for Youth Peer Health News" (<http://www.advocatesforyouth.org>)

"Young Hearts and Minds: Making a Commitment to Children's Mental Health" (<http://www.bsa.ca.gov/lhc.html>)

"Children's Mental Health: From Parenting to Policymaking" (<http://www.wccf.org/publications/>)

"Portraits of the Children: Culturally Competent Assessment" (<http://www.cec.sped.org>)

"Center for Health Improvement" (<http://www.healthpolicycoach.org>)

>>PARENTS, SCHOOLS & COMMUNITIES

"The costs of teacher turnover" (<http://acorn.org/acorn10/betterschools/releases/cat.htm>)

"Out of School Time Program Evaluation: Tools for Action" (<http://www.nwrel.org/ecc/21century/index.html>)

"Shoulder to Shoulder: Raising Teens Together" (<http://www.ShouldertoShoulderMinnesota.org>)

"Business Partnerships: Common and Crucial"
(<http://www.districtadministration.com/page.cfm?id=433>)

"Youth Program Quality Assessment Tools" Forum for Youth Investment, vol 1
(1) July/August, 2003 (<http://www.forumforyouthinvestment.org>)

"A Practitioner's Guide to Involving Families in Secondary Transition"
(<http://www.cec.sped.org>)

"Effective Superintendents, Effective Boards: Finding the Right Fit"
(<http://www.ewa.org/offers/publications>)

"U.S. Conference of Mayors' Resolutions on Youth Opportunity; Youth
Employment; Equal Educational Opportunities; Middle and High Schools; After-
School and Out-of-School Programs"
(http://www.usmayors.org/uscm/resolutions/71st_conference)

"Journal of Youth Studies" (<http://www.sociologyarena.com>)

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

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Principal: John, what have you been doing in class?

John: Nothing!

Principal: That's exactly what your teacher said.

Source: Keith Brosch

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

Responses to last month's emerging issue "Have Professionals Been too Mute
about the Expanding use of psychotropic drugs with young children?"

"I am attaching my testimony before Congress on May 6th...Protecting
Children: The Use of Medication in our nation's schools. {excerpt} ...One should
acknowledge at the outset that virtually all well informed professional observers
agree that about 1-2% of the child population are so pervasively overactive or
inattentive that they are very difficult for anyone to manage...But why are up to
17% or more of children being given this label? Why is 80% of the world's
methylphenidate being fed to American children? ...the diagnosis of ADHD is
very impressionistic and highly subjective, making it easy to include a broad
variety of children...there is abundant evidence that it is not being applied
rigorously at the practical level...improved behavior when taking stimulants is not
proof of the diagnosis....There is no easy answer to this chaotic situation.

The main elements in a solution could be: 1) a better diagnostic system, 2)
better research, 3) better education of professionals and the public, 4) better
individualized evaluations of children, 5) better treatment with greater reliance on
psychosocial and educational interventions, 6) better monitoring of aggressive
advertising by the drug companies, 7) better reimbursement schemes for
physicians so that they are allowed to take the time necessary to do adequate
evaluations..."

"...I began to notice that physicians were tending to prescribe psychotropic medications earlier and more often...you could get a few extra days to see how it was going to work out. This gave the physician and the counseling staff a few more days to provide some "real" therapy. Another problem has to do with insurance payments. Many insurance plans will have a good prescription plan, but a poor mental health payment/reimbursement plan..."

The following reports were sent with a request that they be cited in ENEWS:

Changing the Script for Youth Development: An Evaluation of the All Stars Talent Show Network and the Joseph A. Forgione Development School for Youth. ([Http://www.allstars.org](http://www.allstars.org))

Why we must education our children and the nation about mental illness (<http://puebloadvocacy.com/50states/vickers/handout/index.htm>)

Anything you would like to share? Send it to us at smhp@ucla.edu.

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"Doodling is the brooding of the mind."

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^ ^ ^ TRAINING AND JOB OPPORTUNITIES

<Program Manager>

Youth in Focus, Public School Improvement Initiative, Oakland, CA. Need experience in school improvement, evaluation, and youth development. Contact Marcia@youthinfocus

<Assistant Professor>

Department of Human Development and Family Studies, Colorado State University, Fort Collins, CO. Doctorate and experience teaching required. Deadline December 1. Contact macphee@cahs.colostate.edu.

<Senior Associate>

Evaluation and Capacity Building, Association for the Study and Development of Community, Gaithersburg, MD. Master's degree required and experience in system change projects. ([Http://www.capablecommunity.com](http://www.capablecommunity.com)).

<Postdoctoral Fellowships>

Pediatric psychoeducational testing and communicating results to schools and families. Rush Presbyterian, St. Luke Medical Center, Chicago, IL. Email: tracey_colantonio@rush.edu.

<Postdoctoral Fellowship>

Chicago Children's Advocacy Center, Chicago, IL. Email: mcutler@chicagoCAC.org.

<School Psychologist>

Machias, ME. Email: chorowitz@wcpa.net. Website: <http://www.cps-services.org>

<Researcher/Clinician>

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 Fax (310) 206-5895
email: smhp@ucla.edu -- Website: <http://smhp.psych.ucla.edu>