ENEWS: A Monthly Forum for Sharing and Interchange

August, 2004 (Vol. 8 #11)

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

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

<><><><><><><><>
Feel Free to Froward This to Anyone
<><><><><><><><><><><>

WHAT'S HERE THIS MONTH

**SPECIAL ANNOUNCEMENT

        .Nominations for SAMHSA Administrator School-Based Mental Health Award - 2004

**Emerging Issue

        >High Stakes Accountability in Schools is an Increasing Mental Health Concern

**News from Around the Country

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

        > August – Now is the Time to Develop Ways to Avoid Burnout

**Recent Publications Relevant to
        >Children's Mental and Physical Health
        >Family, School & Community
        >Policy, Law, Ethics, Finances & Statistics

**Upcoming Initiatives, Conference & Workshops

**Calls for Grant Proposals, Presentations & Papers

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

**Other Helpful Resources

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

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

<><><><><><>
To post messages to ENEWS, E-mail them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:
http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l
and follow the directions to sign up. Alternatively, you can send an email request to
smhp@ucla.edu, asking to be added to the ENEWS listserv.

<><><><><><>

**SPECIAL ANNOUNCEMENT

Nominations for SAMHSA Administrator School-Based Mental Health Award - 2004

An award that recognizes efforts to assist the transformation of Mental Health through improving and expanding a school mental health program – This annual award acknowledges the work of an outstanding school-based program that advances mental health programs in schools and promotes mental health. Think about who to nominate and watch for the formal announcement which will be sent by email and also will be on the websites of both of the national centers for mental health in schools. The award will be presented at the 9th Annual Conference on Advancing School-Based Mental Health Programs in Dallas, TX in October, 2004. The awardee will receive a free conference registration and stipend ($250).

****EMERGING ISSUE**

>>>>>>High Stakes Accountability in Schools is an Increasing Mental Health Concern

Those in favor of the enhanced emphasis on achievement testing argue that "high stakes accountability" will improve student academic performance. Those who add a focus on "closing the achievement gap" want to be certain that improved academic performance extends to all, not just some students. At the same time, there is a growing backlash to high stakes testing. Notably, state legislatures have reacted to the problems such accountability pressures are creating for schools and state budgets. Less noted has been the increasing concern about the mental health toll on students and teachers. Some see high stakes testing as further exacerbating students' negative attitudes about themselves and about going to school and as reducing teachers' desires to stay in the profession. They also point to the longer-range mental health and societal impact of the large numbers of dropouts (or "pushouts") across the country. Others seem to think that these "side effects" are the costs that must be paid to improve academic achievement. As cost-benefit analyses of high stakes testing continue, mental health concerns are emerging as critical considerations.

Where are your thoughts about this issue?

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

@#@#@#@#@

****NEWS FROM AROUND THE COUNTRY**

>Pending Legislation:

>>FEDERAL YOUTH COORDINATION ACT INTRODUCED
"The Federal Youth Coordination Act (FYCA/HR 4703) establishes a federal Youth Development Council composed of the secretaries and heads of 16 federal agencies, as well as representatives of community and faith-based organizations, child and youth focused foundations, universities, nonprofit organizations, youth services providers, state and local government and youth in disadvantaged situations." (Http://www.forumforyouthinvestment.org)

>>Garrett Lee Smith Memorial Act (HR 4799) 7/9/04
Includes section on youth suicide early intervention and prevention strategies, training, and technical assistance. (Http://thomas.loc.gov)

>>**Full Service Community Schools Act Introduced**
Representative Steny Hoyer (D-MD) has introduced the Full Services Community Act, H.R. 4585. The bill would provide incentives and financial support for the development of community schools. (http://www.communityschools.org/HoyerLeg.html)

>What the Newspapers are Reporting

>>15,000 CHILDREN IMPROPERLY INCARCERATED BECAUSE MENTAL HEALTH SERVICES NOT AVAILABLE

Congressional investigators report that 15,000 children with psychiatric disorders were improperly incarcerated last year because no mental health services were available. Children as young as 7 were incarcerated because of a lack of access to mental health care. More than 340 detention centers, two-thirds of those that responded to the survey, said youths with mental disorders were being locked up because there was no place else for them to go while awaiting treatment. Seventy-one centers in 33 states said they were holding mentally ill youngsters with no charges. The number awaiting mental health services accounted for 8 percent of those in the responding detention centers. In California, 27 centers reported unnecessary incarcerations of youths awaiting mental health services; 19 reported that some of the children had attempted suicide. (New York Times, 7/8/04)

>>SCHOOLS RECORD DOUBLING OF VIOLENT DEATHS

"The school year just ending was one of the deadliest in years, according to preliminary data showing 48 school-related violent deaths from August through June. That's more than in the past two school years combined and more than in any year in the past decade.... CDC officials note overall school crime declined in the past decade." (Quad-City Times 6/27/04)

>>ANTIDEPRESSANTS RESTUDIED FOR RELATION TO CHILD SUICIDE

A Columbia University research team is reclassifying reports of suspect or self-destructive behavior that occurred during tests of antidepressants in youngsters to clarify whether antidepressants lead children and teenagers to become suicidal. However, they note that "Discovering intent from the brief notes provided by the drug companies could be difficult." (New York Times, 6/20/04).

>>INVESTMENT IN EDUCATION BEST ROUTE TO STRONGER, FAIRER ECONOMY

"Report shows how schooling, training feed economic development. As state and local governments make tough funding choices with tight budgets, a new Economic Policy Institute report, "Smart Monday: Education and Economic Development" shows adequate and effective funding of education is the best way to achieve faster growth, more jobs, greater productivity, and more widely shared prosperity." (Economic Policy Institute, 7/8/04) (http://www.epinet.org)

>>SCHOOL CHOICE AND THE IMPACT ON PUBLIC SCHOOLS

"While many urban districts struggle to retain white, middle-class families, Minneapolis is also losing low-income, minority ones, primarily to charter schools. It's led to an enrollment crisis for the district, which loses state money with each departing students and now has 800 surplus classrooms.... The district has lost 5,500 students over the past five years (nearly 14 percent of its total enrollment and is projecting that another 3,000 will leave in the fall." (Christian Science Monitor, 6/22/04)

>>GOVERNOR SIGNS NJ STARS INTO LAW, OPENING DOORS FOR 9,000 STUDENTS

"Under NJ STARS, the New Jersey Tuition Assistance Reward Scholarship program, the State will pay full tuition and fees at NJ community colleges for all seniors who graduate at the top 20% of their high school classes." (Http://www.state.nj.us)

>>FCAT MAY FUEL BIG GED NUMBERS

"Since the Florida Comprehensive Assessment Test became a graduation requirement last year, the number of teenagers taking the GED has skyrocketed, putting Florida in the forefront of a troubling national trend.... Between 2002 and 2003, the number of teens taking the GED in Florida jumped 78% ... from about 12,000 to 21,000. (St. Petersburg Times, 6/14/04)

@#@#@#@#@
"There's only so much frustration most young people will subject themselves to.
That's the ugly underbelly of accountability."
Clayton Wilcox
@#@@@#@#

**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

August – "Now is the Time to Develop Ways to Avoid Burnout"

Anticipating a new school year is a time of optimism and renewed commitment and energy. Students look forward to a "fresh start;" teachers look forward to using new strategies learned in summer institutes; support staff and administrators are using data for school improvement to enhance student success....

So far so good...But, what has been planned to ensure the optimism and good intentions are not undermined? Take a look at some ideas for what a school might do from the beginning of the year to support staff so that they will be better able to do their best for students. (Http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf). You will see ideas related to

>>Enhancing the resilience of adults at school and creating a sense of community
>>Extra support for new staff
>>Special roles for experienced staff
>>Working with Unions to enhance resilience
>>Focusing the year's staff development on engaging and re-engaging students in
   classroom learning

For additional materials related to anticipating and preventing a lowering of morale over the course of the school year, see

>>>Understanding and Minimizing Staff Burning (at Quick Find topic page on Burnout)-
   http://smhp.psych.ucla.edu/qf/burnout.htm

>>>Working Together: From School-Based Collaborative Teams to School-Community-
   Higher Education Connections –
   http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf

>>>Welcoming and Involving New Students and Families –
   http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf

>>Transitions: Turning Risks into Opportunities for Student Support (at Quick Find topic
   page on Transitions) – http://smhp.psych.ucla.edu/qf/p2101_01.htm)

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

@#@#@#
"You know your in trouble when you start counting the days until the end of the year
and it's only September."
School Staff member? Student?
@#@#@#@#

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

*CHILDREN'S MENTAL AND PHYSICAL HEALTH

>Prediction of treatment outcome from relationship variables in child and adolescent therapy: A meta-analytic review (2003) S.R. Shirk, & M. Karver, *Journal of Consulting and Clinical Psychology, 71,* 452-464.

>*Psychotherapy relationships that work* (2002) J.C. Norcross (Ed.). New York: Oxford University Press.

>Physical aggression during early childhood: Trajectories and predictors (2004) R. Tremblay, D. Nagin, et al 114(1) e43-50. (e indicates "electronic article)
Online at:
http://pediatrics.aappublications.org/cgi/reprint/114/1/e43?maxtoshow=&HITS=10&hits=10&RESULTFORMAT= &andorexactfulltext=and&searchid=1090120096931_10507&stored_search=&FIRSTINDEX=0&sortspec=relevan ce&volume=114&firstpage=43&resourcetype=1&journalcode=pediatrics

>Does Life Satisfaction Moderate the Effects of Stressful Life Events on Psychopathological Behavior During Adolescence? (2004). S. Suldo & E. Huebner School Psychology Quarterly ,19 93-105.

>School psychologist assessment practices in the evaluation of students referred for social/behavioral/emotional problems (2004) E. Shapiro & P. Heick Psychology in the Schools, 41. Published Online Http://www3.interscience.wiley.com/cgi-bin/fulltext/107641963/pdfstart

>Adverse childhood events, substance abuse and measures of affiliation (2004) C. Zlotnick, et al, Addictive Behaviors, 29(6) 1177-1181.
Online at:
http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VC9-4C76BTW-2-3&_cdi=5949&_orig=brows e&_coverDate=08%2F31%2F2004&_sk=999709993&view=c&wchp=dGLbVtb-zSkzk&_acct=C000000152&_ver sion=1&_userid=4423&md5=f6ca959ba146d8289a13d71ce7167765&ie=f.pdf

>Randomized trial of brief office-based interventions to reduce adolescent alcohol use (2004) B. Boekeloo, Archives of Pediatrics & Adolescent Medicine, 158(7) 635-642.
http://archpedi.ama-assn.org/cgi/reprint/158/7/635.pdf

>Substance use among youths who had run away from home (2004) Substance Abuse and Mental Health Services Administration, Office of Applied Studies
(http://oas.samhsa.gov/2k4/runAways/runAways.cfm)

>Use of mental health services among older youths in foster care (2004) J.C. McMillen, et al, Psychiatric Services, 55:811-817. http://intl-psychservices.psychiatryonline.org/cgi/content/full/55/7/811

>Combined Pharmacotherapy and Psychological Treatment for Depression: A Systematic Review, (2004) S. Pampallona, et al, Archives of General Psychiatry, 61(7) 714-719.
http://archpsyc.ama-assn.org/cgi/reprint/61/7/714.pdf

>Alcohol-consumption behaviors and risk for physical fighting and injuries among adolescent drinkers, (2004) M. Swahn, et al, Addictive Behaviors, 29(5) 959-963.
Online at:
http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VC9-4C82B3T-1-1&_cdi=5949&_orig=browse &_coverDate=07%2F31%2F2004&_sk=999709994&view=c&wchp=dGLbVtb-zSkWA&_acct=C000000152&_ve rsion=1&_userid=4423&md5=93b957a6e143ed4f11e045e6c1d7774b&ie=f.pdf

>Anger expression, coping, and substance use in adolescent offenders (2004) A. Eftekhari, et al, Addictive Behaviors, 29(5) 1001-1008.
Online at:
http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VC9-4C8P6MN-2-1&_cdi=5949&_orig=brows e&_coverDate=07%2F31%2F2004&_sk=999709994&view=c&wchp=dGLbVtb-zSkWA&_acct=C000000152&_v ersion=1&_userid=4423&md5=eb4e212ec634c9109b12e930f5d0a6a3&ie=f.pdf

>Predicting retention of adolescents in substance abuse treatment (2004) R. Battjes, et al, Addictive Behaviors, 29(5) 1021-1027.

Online at:
http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VC9-4C8P6MN-4-1&_cdi=5949&_orig=browse&_coverDate=07%2F31%2F2004&_sk=999709994&view=c&wchp=dGLbVtb-zSkWA&_acct=C000000152&_version=1&_userid=4423&md5=be705dcba2305af22330499acb8c6937&ie=f.pdf

*FAMILY, SCHOOL & COMMUNITY

>Appraisal and Prediction of School Violence: Methods, Issues and Content, (2004) M. Furlong, et al. Nova Science Publishers: Hauppauge, NY.

>Issues in School Violence Research (2004) M. Furlong, et al. Haworth Press: Binghampton, NY. This book is also a special issue of the Journal of School Violence (2004, issues 2 and 3).

>School Engagement,Youth Development, and School Success (2003). Special issue of the California School Psychologist journal.
http://www.education.ucsb.edu/schpsych/CSP-Journal/PDF/CSP2003(volume_8)contents.pdf
Note: The September issue of this journal is devoted to strength-based assessment.

>Proceedings of the Multisite Conference on the Future of School Psychology. School Psychology Review, 33 (1), 2004: Special Issue. See intro entitled: "Psychology in the Schools, School Psychology Review, School Psychology Quarterly, and Journal of Educational and Psychological Consultation Editors Collaborate to Chart School Psychology's Past, Present, and "Futures" R. D'amato, S. Sheridan, L. Phelps, E. Lopez 3-6; Also, see "The 2002 Multisite Conference on the Future of School Psychology: next Steps....." 115-127 M. Dawson, J. Cummings, P. Harrison, R. Short, S. Gorin, R. Palomares

The Seven Principles of Sustainable Leadership (2004) A. Hargreaves & D. Fink Educational Leadership, 61, 8-13. http://www.ascd.org/publications/ed_lead/200404/hargreaves.html

>Student involvement in individualized education program meetings (2004) D. Test, et al, Exceptional Children, 70 (4) 391-412. http://journals.sped.org/EC/Articles/test.pdf

>Ecologies of parental engagement in urban education, (2004) A. Calabrese Barton, et al, Educational Researcher, 33(4) 3-12. http://www.aera.net/pubs/er/pdf/vol33_04/ERv33n4_pp03-12.pdf

>Childhood Posttraumatic stress disorder: diagnosis, treatment, and school reintegration (2004) 127-139 Catherine Cook-cottone, School Psychology Review, 33 (1),

>Neighborhood predictors of concealed firearm carrying among children and adolescents (2004) B. Molnar, et al, Archives of Pediatrics & Adolescent Medicine, 158(7) 657-664.
http://archpedi.ama-assn.org/cgi/reprint/158/7/657.pdf

>Youths' Involvement with Guns: Motivation vs Availability, (2004) P. Cook, Archives of Pediatrics & Adolescent Medicine, 158(7) 705. http://archpedi.ama-assn.org/cgi/reprint/158/7/705.pdf

>Use of practice guidelines in the primary care of children with attention-deficit/hyperactivity disorder (2004) Pediatrics, 114(1) e23-28. J. Rushton, K. Fant, & S. Clark, Pediatrics,
Online at:
http://pediatrics.aappublications.org/cgi/reprint/114/1/e23?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&author1=Rushton&searchid=1090119838589_10480&stored_search=&FIRSTINDEX=0&sortspec=relevance&volume=114&journalcode=pediatrics

>Parental beliefs about the causes of child problems: Exploring racial/ethnic patterns. (2004) M. Yeh, Journal of the American Academy of Child and Adolescent Psychiatry, 43(5) 605-612
(summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_101.pdf)

>Depression, substance abuse, and domestic violence: Little is knows about co-occurrence and

combined effects on low-income families, (2004) National Center for Children in Poverty (http://nccp.org/pub_dvs04.html)

>Doing their jobs: Mothering with Ritalin in a culture of mother-blame (2004) Il Singh, Social Science & Medicine, 59(6) 1193-1205.
Online at:
http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4BWMP6H-1&_user=4423&_handle=B-W A-A-W-AE-MsSAYVA-UUA-AUEWCCAUUU-AUEUABAYUU-CWBUYVAWD-AE-U&_fmt=full&_coverDa te=09%2F30%2F2004&_rdoc=7&_orig=browse&_srch=%23toc%235925%232004%23999409993%231!&_cdi=5 925&view=c&_acct=C000000152&_version=1&_urlVersion=0&_userid=4423&md5=1e13d6c116ab00dabb7d3d6 63af4e0d7

>Local services and amenities, neighborhood social capital, and health (2004) A. Altschuler, et al, Social Science and Medicine, 59(6) 1219-1229.
Online at:
http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4BRB5WV-1&_user=4423&_handle=B-W A-A-W-AE-MsSAYVA-UUA-AUEWCCAUUU-AUEUABAYUU-CWBUYVAWD-AE-U&_fmt=full&_coverDa te=09%2F30%2F2004&_rdoc=9&_orig=browse&_srch=%23toc%235925%232004%23999409993%231!&_cdi=5 925&view=c&_acct=C000000152&_version=1&_urlVersion=0&_userid=4423&md5=1ee601815c4a53f78422bb6 20d6541e1

*POLICY, LAW, ETHICS, FINANCES, & STATISTICS

>Increasing rates of school completion: Moving from policy and research to practice (2004) Institute for Community Integration (http://www.ncset.org/publications/essentialtools/dropout/)

>Policy on exit exams for students with exceptionalities (2004) Council for Exceptional Children, Teaching Exceptional Children, 36(6) 15. http://journals.sped.org/

>Multiple stakeholder agreement on desired outcomes for adolescents' mental health services (2004) C. Lowczyk-Boxmeyer, et al, Psychiatric Services 55(6) 671-676. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_102.pdf.

>Early childhood programs and evaluation (2004) The Evaluation Exchange http://www.gse.harvard.edu/hfrp/eval/issue26/

>Tapping the potential: Retaining and developing high quality teachers (2004) Alliance for Excellent Education: Every Child a Graduate http://www.all4ed.org/press/pr_062304.html

>A review of the research literature on teacher recruitment and retention (2004) C. Guarina, et al, http://www.rand.org/publications/TR/TR164/

>Latino Youth and the Pathway to College (2004) Educational Policy Institute and the Pew Hispanic Center, http://www.educationalpolicy.org

(Note: The Quick Find topic search menu on our website (http://smhp.psych.ucla.edu) is updated regularly with new reports and publications such as those listed above. Currently there are over 100 topics with direct links to our Center materials and to other online resources and related centers. Let us know about publications and reports that should be shared. (Ltaylor@ucla.edu).

@#@#@#@#
"Of the children who drop out of high school,
half were behind before they even entered a kindergarten classroom."
                                        Lisa Klein
                                @#@#@#@#@#@#

**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>National Youth Involvement Board, Madison WI August 3-6 (http://nyib.org)

>American Professional Society on the Abuse of Children, Oklahoma City, OK, August 4-7 (http://www.apsac.org)

>National Resource Center for Youth Services, Chevy Chase, MD, August 20-22 (http://www.nrcys.ou.edu

>No Room for Poverty: Uniting American for jobs, health care, education, and affordable housing, September 4, Washington, DC (http://www.povertyrally.org)

>Center on Child Abuse and Neglect, Tulsa, OK, September 8-10 (http://okcdrb.ouhsc.edu/conference/pages.)

>Administration for Children and Families, Arlington, VA, September 20-22 (http://www.acf.hhs.gov)

>Council of Urban Boards of Education Annual Conference, September 30-October 2, San Antonio, TX (http://www.nsba.org)

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

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

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

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

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

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

>Behavioral Institute for Children and Adolescents, October 14-16, Minneapolis, MN (http://www.behavioralinstitute.org)

>Special Needs Special Kids, October 16, Silver Spring, MD (http://www.specialneedsspecialkids.com)

>National Partnership for Juvenile Services, October 17-20, Grand Rapids, MI (http://www.njda.com)

>Florida Association for Infant Mental Health, 4th Annual Conference, October 21-22, Coral Gables, FL (Contact: Sarah Kitchens 305-275-5922, skitchens@mdahec.org)

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

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

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

>National Organization on Adolescent Pregnancy, Parenting and Prevention, November 17-20, New Orleans (http://www.noappp.org)

>Beyond School Hours: The Power of Partnerships, February 16-19, Atlanta, GA (http://www.foundationsinc.org)

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

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

##@#@#@#@#
"Do I get partial credit for simply having the courage to get out of bed and face the world again today?"
                              Randy Glasbergen
                                @#@#@#@#@#@##@

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

>GRANTS

***See the "electronic storefront" for Federal Grants at http://www.grants.gov.

>>U. S. Department of Education (http://www.ed.gov)
        >Policy Issues in Children's Mental Health, Deadline 8/05/04
        >Improving the achievement of children with disabilities under NCLB Act (CFDA
             #84.326) Due 8/13/04
        >Positive Psychology Center, (CFDA #84.235A) Due 8/23/04.
        >Behavior at Elementary Level (CFDA #84.324P Due 8/23/04

>>Office of Juvenile Justice and Delinquency Prevention (http://www.ojjdp.ncjrs.org)
        >Safe Start: Promising Approaches for Children Exposed to Violence (Due 9/10/04)
             Register online by September 8.

>>Substance Abuse and Mental Health Services Administration (http://www.samhsa.gov)
        >Knowledge Dissemination Conference Grants (PA 03-002) Deadline 9/10/04

>>American Psychological Association (http://www.apa.org/apf)
        >Research programs on violence prevention and intervention, Deadline 8/15/04

>>National Institute of Health (http://grants1.nih.gov)
        >Effectiveness, Practices, and Implementation in CMHS's Children's Services Sites (PA
             04-019) Deadlines October 1, February 1, and June 1

(Note: If you want to Surf the Internet for Funds, go to the Quick Find topic page on Financing and Funding at http://smhp.psych.ucla.edu/qf1404_02.htm)

>>CALLS FOR PAPERS AND PROPOSALS

>American School Counselor Association proposals Due 9/1/04 for the 6/28-29/05 conference in Orlando FL (http://www.schoolcounselor.org)

>School Social Work Association of America proposals Due 9/1/04 for the 4/6-9/05 conference in Chicago (sswaa@aol.com)

@#@#@#@#@#
School administrator: "With all the budget problems, we have to do everything on a shoestring!"
Colleague: "Are you saying you still have a shoestring?"

@#@##@#@

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

^ ^ ^ Updates from our Center at UCLA

>>New Resources Online

>>>"Evaluation & Accountability Related to Mental Health in Schools – This new Technical Assistance packet is formatted around questions frequently asked by mental health in school practitioners. The packet addresses multiple levels of intervention: student outcomes, program effectiveness, system change, overall impact on a school and community. Examples, references, and resources are offered. Additional sources are provided for in-depth follow through in this important area. The resource is online (see Center Resources at http://smhp.psych.ucla.edu) and is also available in hardcopy.

>>>"On Understanding Intervention in Psychology and Education" This pioneering monograph by the Center co-directors is now online.

>>>"About Empirically Supported Therapeutic Relationships" an information sheet. In response to increasing interest in science/evidence-based interventions, there is renewed awareness of the importance of therapeutic relationships. A Task Force of the Division of Psychotherapy of the American Psychological Association has focused specifically on this matter. This information sheet provides adapted excerpts from a synopsis of that work by John Norcross and Clara Hill. http://smhp.psych.ucla.edu/pdfdocs/aboutmh/therapyrelationships.pdf

>>Leadership Training Continuing Education Workshop Resources

>>>The leadership training continuing education modules "Addressing Barriers to Learning: New Directions for Mental Health in Schools" will introduce the North Carolina Training Series on Addressing Barriers to Learning: School Mental Health (August 19th in Raleigh, at the Southern Regional Area Health Education Center; August 20th in Asheville at the Mountain Area Health Education Center.) These modules can be downloaded at http://smhp.psych.ucla.edu/pdfdocs/contedu/conted.pdf

>>>Exploring experiences in sustaining the impact of programs/grants/initiatives to improve practice and inform policy was the focus of "Broadening and Sustaining Initiatives to Address Barriers to Student Learning" of the Center's July workshop for school and community leadership teams in Omaha, NE. The workshop drew heavily on the Center guidebook "Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit." Online at Http://smhp.psych.ucla.edu/pdfdocs/sustaining.pdf

>>Update on Summit Initiative: New Directions for Student Support

>>>Texas Summit on New Directions for Student Support
We are working with a state planning group on a September date for a statewide Summit in Austin. Invitations are being sent to key leaders in the state education agency, education service centers, boards of education, superintendents, and directors of student support programs, as well as state representatives of organizations co-sponsoring the Summit Initiative. Let us know if there are key education leaders you think should be invited. (Contact: ltaylor@ucla.edu)

>>>Plans also are underway for a New Directions for Student Support Summit in Connecticut in November in Hartford. Local planners are including an extra day for work with the staff in Special Education Resource Centers. Again, let us know if there are key education

leaders you think should be invited. (Contact: ltaylor@ucla.edu)

>>>For follow up information on the four states that have launched a statewide New Directions for Student Support Initiative, see updates on the website section on Summits. In brief:

>>>>All four states are working to identify districts ready to move forward with New Directions for Student Support. In addition:

>>>>Minnesota: Districts are responding to a mailing that included these key questions: (1) How important do you think it is to move in new directions for student support? (2) How ready is your school/district to move in new directions for student support? Follow up materials will be sent to assist districts move this agenda forward.

>>>>Wisconsin: Workgroups are focusing on (1) a marketing/outreach plan, including presentations at 2004-2005 school board and administrator conferences, and (2) a review and update of the 2003 Wisconsin "white paper" on collaborative pupil services with an eye toward better communicating the main messages to administrators and board members.

>>>>California: Information on New Directions for Student Support in CA will be shared at a wide range of conferences and meetings by Summit participants and those interested in moving learning support forward. A number of districts have indicated readiness to implement policy/interventions/infrastructure/system change for a learning support component.

>>>>Indiana: Those interested in New Directions for Student Support in IN are sharing information on learning supports at state meetings, in university coursework, through newsletters, and including the new directions focus in grant applications.

For more info on the UCLA Center's activities, contact:
Howard Adelman and Linda Taylor, Co-Directors,
SCHOOL MENTAL HEALTH PROJECT/CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology, Los Angeles, CA 990-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
Email: smhp@ucla.edu
For more information to go the Center website: http://smhp.psych.ucla.edu

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

@#@@#@#@#
"Nice going Mom. You took me to the dentist for new fillings and
now I can't get through the metal detector at school."

John P. Wood
@#@#@##

OTHER HELPFUL RESOURCES

Mental Health/Substance Abuse/Health

>SAMHSA Model Programs, National Registry of Effective Programs
(http://www.modelprograms.samhsa.gov/)

>Using Medicaid to support young children's healthy mental development, National Academy for State Health Policy, (http://www.cmwf.org)

>Intersection: Navigating the Road to Work (http://www.ncwd-youth.info)

>Center for the Prevention on Youth Violence, Johns Hopkins,
http://www.jhsph.edu/PreventYouthViolence/index.html

***Parents, Schools, Communities**

>School District Analysis System, National Center for Education Statistics (http://nces.ed.gov/surveys/sdds/sdas)

>Practical money skills for life (http://www.practicalmoneyskills.com)

>Learning to Serve Web (http://www.disney.go.com/disneychannel/learningtoserve/index.html)

>National Clearinghouse for Educational Facilities, Safe School page (http://www.edfacilities.org/safeschools/)

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

***TRAINING AND JOB OPPORTUNITIES**

<School Nurse>
Scottsdale Unified School District, AZ. See http://www.susd.org/district/employment/certapp09-25-03.pdf)

<School Social Worker>
Lower Kuskokwim School District, AK. See http://www.lksd.org/socialwork/.

<School Psychologist>
Eugene School District, OR . See http://www.4j.lane.edu/hr/jobs.

<Faculty>
Research Assistant Professor, University of Miami Center for Treatment Research on Adolescent Durg Abuse (http://www.miami.edu/ctrada)

<School Psychologist>
Evergreen School District, Vancouver, WA. See http://www.egreen.wednet.edu.

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

#@#@#@#@
"Life is what happens while you are making other pans."
John Lennon
@#@#@#@#

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

>Comments regarding last months issue "Middle Schools: A Good or Bad Arrangement?"

"I served as an elementary school counselor and an elementary school principal from 1976 to 1980. At that time, and believe it is still true, schools organized their grades with 4 to 5 elementary schools K-5 (one was a multi-age, non-graded school), one school for 6th and 7th graders, one school for 8th and 9th graders, and a high school for sophomores, juniors and seniors.

This is the best organization of grades that I've ever experienced. At all levels younger students are protected from the negative influences of older students. Sixth and seventh graders are more alike and eighth and ninth graders are more alike. Now days, eighth graders are too

"sophisticated" to be in a middle school with sixth and seventh graders. The gap between sixth graders and eighth graders is just too great for one school to effectively meet their needs. Of course, most eight graders are not yet ready for the demands of high school so placing them with ninth graders works very well.

Student athletic competition also benefits when sixth and seventh graders do not have to compete with more mature eight graders and eighth and ninth graders do not have to compete with the most mature and experienced high school students. More students have opportunities to participate not only in sports, but all other extra curricular activities.

On a practical note, eighth and ninth graders are not old enough to drive so by having them separate from high school students who do drive avoids many of the problems associated with students driving to school, campus parking, and school and social events.

I believe the most critical year for students in ninth grade. Many are not yet ready for the rigors of high school, yet they are too mature for a middle school or a junior high school organization. Attending school with eight graders allows them to be school leaders and have one more year to ready themselves for the academic and social demands of high school.

I believe that studying the effects of this organizational grading structure would be interest and of value to our educational system."

>Requests to Share Information:

        (1) "I am the volunteer program manager at Bipolar Dream site. I wrote about mental illness and volunteering on E-volunteerism October, 2003, "Reaching out to volunteers with mental illness. I am conducting a survey about volunteers with mental illness, their characteristics and how volunteering benefits them. I need your help to circulate my survey (http://www.biploardream.com)."

        (2) "I am a school counselor and a Clinical Alcohol and Drug Professional Counselor. I wrote "Teaching Life Skills Through Chess" as an attempt to increase awareness of using Chess, a thinking game, to promote social development, adjustment, and social skills training among children and young adults. I think a research base and a good professional peer review is needed to analyze this approach. Let me know what you think. The American Counselor Association published an article about this (http://www.counseling.org/ctonline/archives/ct0798/chess.htm).

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA. For more see our website at

http://smhp.psych.ucla.edu.

Who Are We?

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

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

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

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

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

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

email: smhp@ucla.edu; Website: http://smhp.psych.ucla.edu