ENEWS: A Monthly Forum for Sharing and Interchange

August, 2007 (Vol. 11 #11)

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

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

<><><><><>
Feel Free to Forward this to Anyone
<><><><><><><>

WHAT'S HERE THIS MONTH

**Emerging Issue
>**Lack of Evidence that Evidence-based Practices Contribute to
          Overall School Effectiveness**

****News from around the country**

**Commentary
          **>Can Congress be Persuaded to Hold Big Picture Hearings on
                    Addressing Barriers to Learning and Teaching?**

****Recent Publications Relevant** to
          >Children's mental and physical health
          >Family, school & community
          >Policy, systems, law, ethics, finances & statistics

****This month's focus for school to address barriers to learning**
          >August – Now is the time to develop ways to avoid burnout

****Other helpful internet resources**

**Upcoming initiatives, conferences & workshops

**Calls for grant proposals, presentations & papgers

**UCLA Center activities and resources update

**Training and job opportunities

**Comments, requests, information, questions from the field
<><><><><>

To post messages to ENEWS, email them to ltaylor@ucla.edu

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

**EMERGING ISSUE

>>>>**Lack of Evidence that Evidence-based Practices Contribute to
         Overall School Effectiveness**

There are many issues and problems surrounding the demand that schools adopt practices that are evidence-based. See, for example, the discussion in the Center newsletter article: *"Evidence-Based Practices in Schools: Concerns About Fit and Implementation"* (online at http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer07.pdf). The response to this article from around the country has suggested that the discussion may not have gone far enough. One well-respected scientist responded: "I particularly enjoyed your most recent article warning about the potential tyranny of evidence-based practices, though I think you underplayed the possibility that an emphasis on such programs can inadvertently undermine rather than enhance school-wide reform efforts. One of my beefs, as you might know, is that there is virtually no evidence that evidence-based practices contribute to overall school effectiveness, as data on such an issue are never gathered."

          What do you think about all this? Send your responses to Ltaylor@ucla.edu

#############

NEWS FROM AROUND THE COUNTRY

HOUSE COMPANION BILL OFFERED FOR SENATE MH IN SCHOOLS ACT
Rep. Napolitano has introduced a House companion bill to the Mental Health in Schools Act of 2007 (Senate bill S.1332). The House version builds on the foundation of S.1332 (introduced by Senators Kennedy, Enzi, Domenici, and Dodd). The House version focuses on redefining and expanding the scope of the Safe Schools/Healthy Students programs and includes a greater focus on school student support staff. For more information, contact Jeremy.Cogan@mail.house.gov

NEW SCHOOL MENTAL HEALTH JOURNAL ANNOUNCED
The University of Maryland School of Medicine and the Clifford Beers Foundation are publishing a new journal entitled: Advances in School Mental Health Promotion. The first issue will be published in October, 2007. Information can be found at http://www.schoolmentalhealth.co.uk

SOME POSITIVE TRENDS REPORTED FOR ADOLESCENTS
A report by the Federal Interagency Forum on Child and Family Statistics suggests positive trends on a number of crucial indicators. For example, the report states that more young people are completing high school. The data offered are that: "In 2005, 88 percent of young adults had finished high school compared with 84 percent in 1980." http://www.childstats.gov/" 7/13/07.

MANY TENNESSEE SCHOOLS TO STOP DRUG TESTING THIS YEAR
"Many Tennessee public schools will stop drug testing athletes this school year after an opinion from the state attorney general's office said it violates a state law that requires reasonable suspicion of drug use before testing a student. But a few schools plan to continue testing because officials said it deters children from drug use. The opinion doesn't bar schools from drug testing, but it could leave them open to court challenges. *Knoxville News*
http://www.knoxnews.com/news/2007/jul/24/many-schools-stop-drug-testing-year/

ROAD TO NEW LIFE AFTER KATRINA IS CLOSED TO MANY
"For thousands of evacuees ... going home to New Orleans has become a vague and receding dream. Living in bleak circumstances, they cannot afford to go back, or have nothing to go back to. Over the two years since Hurricane Katrina hit, the shock of evacuation has hardened into the grim limbo of exile. ... As of late May, there were still more than 30,000 families displaced by Hurricanes Katrina and Rita spread across the country in apartments paid for by the Federal Emergency Management Agency, and another 13,000 families, down from a peak of nearly 18,000 marooned in trailer or mobile home parks, where hunger is so prevalent that lines form when the truck from the food bank appears.... Hardly any of the 77,000 rental units destroyed in New Orleans have been rebuilt... 7/12/07 The New York Times. Http://www.nytimes.com

NO SCHOOL, NO DRIVING, SAYS ILLINOIS
A state law that went into effect July 1 revokes the licenses of students who have more than 18 unexcused absences from school, are expelled or drop out. Under the law, those under age 18 are required to attend school to get their licenses or learner's permits. If they don't, their licenses could be revoked until they are 18. Illinois students have to attend school until they are 17. The law is part of an effort to stem the dropout rate, which topped 24,000 students last year. The number is reported to have declined from more than 36,000 five years ago, but education leaders and lawmakers think the new law can help bring it down further.
http://www.chicagotribune.com/news/local/chi-truantdrivers_bd22jul22,1,601693.story?coll=chi_tab01_layout&ctrack=1&cset=true

RACE-CONSCIOUS POLICIES FOR ASSIGNING STUDENTS TO SCHOOLS
"The National Academy of Education completed a report outlining the research as it relates to the policies challenged in the recent Supreme Court cases. The primary conclusion: research evidence provides general support for the conclusion that the overall academic and social effects of increased racial diversity are likely to be positive." 6/29/07. National Academy of Education. http://naeducation.org

NCLB SEEN AS CURBING LOW, HIGH ACHIEVERS' GAINS
"A new study of Chicago students suggests that the federal No Child Left Behind Act may indeed be leaving behind students at the far ends of the academic ability spectrum – the least able students and those who are gifted. The study by University of Chicago economists Derek A. Neal and Diane Whitmore Schanzenbach lends some empirical support to the common perception that schools are focusing on students in the middle – the so-called 'bubble kids' – in order to boost scores on the state exams used to determine whether schools are meeting their proficiency targets. 'The whole point is that the details of how you calculate adequate yearly progress matter for how teachers will allocate their effort across students,' said Mr. Neal, who presented his paper at a conference hosted by the American Enterprise Institute, reports Debra Viadero in Education Week. 'Anytime you keep score by looking at the number of kids who pass some proficiency standard, that will shape whom teachers teach.'
http://www.edweek.org/ew/articles/2007/07/16/43nclb_web.h26.html

LEGISLATORS EYE 26 PERCENT HIGH SCHOOL EXIT EXAM FAILURE RATE
"Many Utahns find it disturbing that 26 percent of this year's graduating seniors didn't pass the state's high school exit exam. ... The fate of the 26 percent is far from clear. Some likely dropped out or didn't show up on test day. Most struggle with English or have disabilities. ... As educators learn more about the students who aren't passing, policies might change to ensure the test is fair." 7/23/07. The Salt Lake Tribune. Http://www.sltrib.com

CAMPAIGN TO HIRE TEACHERS LAUNCHED
"The outreach includes public-service announcements on TV and mailings to former teachers who have either relocated or retired, hoping to lure them back to New Orleans. The state-run district, which operated 22 schools this year and will reopen about a dozen more in September, needs to fill as many as 500 new positions." 7/3/07. The Times-Picayune. http://www.nola.com

SUBURBS PUT NEW EMPHASIS ON SUMMER SCHOOL
"Once a distinctly urban response to save failing kids, summer school is getting more money from suburban districts that also are trying to lift the stigma that dogs it.... Summer school has had a stigma as a punishment for kids who fall behind their peers. Educators are trying to make that perception disappear by using as many hand-on lessons as possible to keep students engaged and focused on learning." 6/29/07. Pioneer Press. Http://www.twincities.com

NO CHILD LAW'S AUTHORS WORK ON A REVISION: RESPOND TO COMPLAINTS
"...after five years of complaints – followed by sit-downs in recent months with teachers, administrators, and civil rights leaders – Congress and the Bush administration are ready to change the way schools and students are rated. They say the changes will help states and school districts identify more clearly which students need extra help, while avoiding labeling entire schools as failing because they have students who are harder to teacher, such as those with learning disabilities or limited English skills." 7/16/07. The Boston Globe.

http://www.boston.com

@#@#@#
"Everything's up for review. I've always said I was the proud co author of No Child Left Behind.... Now, I'm determined to be the proud author of a No Child Left Behind that works."
        George Miller
        @#@#@#

###########################
        Note: Each week the Center highlights a newsworthy story online at
http://smhp.psych.ucla.edu/whatsnew/newsitems.htm

        Also access other news stories relevant to mental health in schools through links at
        http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

#########################

COMMENTARY

Can Congress be Persuaded to Hold Big Picture Hearings on Addressing Barriers to Learning and Teaching?

Congress carries on discussions about the reauthorization of the Elementary and Secondary Education Act (currently NCLBA) and other school legislation. However, analyses of hearings makes it clear that the complexities involved in addressing barriers to learning and teaching continue to be responded to in a piecemeal and noncomprehensive manner and, too often, with token action. This is not surprising given the focus of lobbying efforts by various groups with specific and often competing agenda and the marginalization of all matters not related to improving current academic achievement accountability demands.

An example of one strategy designed to stress the need for substantive, big picture hearings on the topic of comprehensively addressing barriers to learning and teaching is seen at http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf . The letter does not lobby for any specific program, initiative, group, etc. It is designed solely to highlight the results of policy analyses that have clarified fundamental policy gaps that require Congressional attention and to indicate the desire of the signees to help address the gaps. It has been sent to all in Congress (including Rep. Miller and Senator Kennedy), and many signees also have sent a personal version to their representatives. As more signatures are added, it will be sent again to the members of the education committees.

But, clearly, much more needs to be done. What other strategic ideas do you recommend?

    Let us hear from you about this, and we will share the responses. Contact Ltaylor@ucla.edu

##################################

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

*Children's Mental and Physical Health

>Follow up studies on the Multimodal Treatment Study of Children with Attention Deficit Hyperactivity Disorder, (2007) Journal of the American Academy of Child and Adolescent Psychiatry, August, 2007. http://www.nimh.nih.gov/healthinformation/adhdmenu.cfm

>Recovery and resilience in children's mental health: Views from the field. (2007). B. Friesen. Psychiatric Rehabilitation Journal, 31(1) 38-48. http://prj.metapress.com

>Suicidality, depression, and alcohol use among adolescents: A review of empirical findings. (2007) E. Galaif, et al., International Journal of Adolescent Medicine and Health, 19(1) 27-35. http://www.freundpublishing.com/

>Child and Youth Emergency Mental Health Care: A National Problem (2007) J. Cooper & R. Masi. Report from the National Center for Children in Poverty http://www.nccp.org/publications/pub_750.html

>Protective and compensatory factors mitigating the influence of deviant friends on delinquent behaviours during early adolescence. (2007) D. Fergusson, et al., Journal of Adolescence, 30(1) 33-50. http://www.sciencedirect.com

***Family, School & Community**

>Update on bullying at school: Science forgotten? (2007) K. Berger, Developmental Review, 27(1) 90-126. http://www.sciencedirect/com

>Empirically based school interventions targeted at academic and mental health functioning. (2007) K. Hoagwood, et al., Journal of Emotional and Behavioral Disorders, 15(2) 66-92. See summary at http://datatrends.fmhi.usf.edu/summary_145.pdf

>Evidence-Based Practices in Schools: Concerns About Fit and Implementation (2007). Center for Mental Health in Schools at UCLA http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer07.pdf)

>Family involvement in middle and high school students' education. http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/adolescent.html

>Reaching out to diverse populations: What can schools do to foster family-school connections (2005). Strategy brief by C. Ferguson for Southwest Educational Development Laboratory. http://www.sedl.org/connections/research-briefs.html

>Reducing disparities beginning in early childhood (2007). K. Johnson & S. Theberge. Report from the National Center for Children in Poverty. http://www.nccp.org/publications/pub_744.html

>The four keys to effective classroom and behavior management: Building community, motivation, responsibility, and school safety (2006) (also a video). R. Curwin, A. Mendler, & B. Mendler. Bloomington, IN: AIT and Solution Tree – Key #1: Building a Sense of Community; Key #2: Motivating Resistant Learners; Key #3: Developing Responsibility in Students; Key #4: Making and Keeping Students Safe

>Ingredients of a successful summer learning problems (2007). J. Capizzano, et al., Urban Institute. http://www.urban.org/url.cfm?id=411493.htm

>Understanding the link between childhood maltreatment and violent delinquency: What do schools have to add? (2007). C. Crooks, et al., Child Maltreatment, 12(3) 269-80. http://www.sagepub.com/journal.aspx?pid=15

>Meeting the challenge: Recruiting and retaining teachers in hard-to-staff schools. (2007). American Federation of Teachers. http://www.aft.org/pubs-reports/downloads/teachers/h2s.pdf

>What your community can do to end its drop out crisis (2007) R. Balfanz, Center for Social Organization of Schools, Johns Hopkins University. http://web.jhu.edu/csos/index.html

>Including students with moderate and severe disabilities in extracurricular and community

recreation activities: Steps to success! (2007) H. Kleinert, et al., Teaching Exceptional Children, 39(6) 33-38.

>Systemic change for school improvement (2007). H. Adelman & L. Taylor. Journal of Educational and Psychological Consultation, 17, 55-77.

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

>Strengthening policies to support children, youth, and families who experience trauma (2007) J. Cooper, R. Masi, S. Dababnah, Y. Aratani, & J. Knitzer. Report from the National Center for Children in Poverty. http://www.nccp.org/publications/pub_737.html

>Adapting the concept of explanatory models of illness to the study of youth violence. (2007) P. Biering. Journal of Interpersonal Violence. http://jiv.sagepub.com/cgi/content/abstract/22/7/791

>Status of education in rural America (2007) National Center for Education Statistics, http://nces.ed.gov/pubs2007/ruraled/

>Demographic and school characteristics of students receiving special education in the elementary grades (2007). Issue Brief from the National Center for Education Statistics (NCES). http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005

>Kids Count 2007 Data Book. (2007) Annie E. Casey Foundation. Http://www.kidscount.org/sld/databook.jsp

>Using correlational analyses to improve prevention strategies based on survey data from youth. (2007) T. Ridenour & M. Feinberg, Evaluation and Program Planning, 30(1) 36-44. http://www.sciencedirect.com

>The politics of discipline: Balancing school safety and rights of students with disabilities (2007) M. McCarthy & L. Soodak, Exceptional Children, 73(4) 456-474.

>Politics of charter schools: Competing national advocacy coalitions meet local politics (2007) M. Kirst. Peabody Journal of Education, 82(2/3) 184-203 http://www.leaonline.com/toc/pje/82/2-3

>Dropout Rates in the United States: 2005. National Center for Education Statistics, June, 2007, http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007059

>Status of Education in Rural America. National Center for Education Statistics (2007). http://nces.ed.gov/pubs2007/ruraled/

@#@#@#@#

"Students living in low-income families were approximately six times more likely to drop out of high school than their peers from high-income families."
        Dropout Rates in the United States: 2005

        @#@#@#@#

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

**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>>August – Now is the time to develop ways to avoid burnout

In anticipating the upcoming school year, we are reminded of the following: "You know you're in trouble when you start counting the days left in the school year and it's only September...."

>>With this in mind, here's a brief excerpt from "Meeting the Challenge: Recruiting and Retaining Teachers in Hard-to-staff schools" from the American Federation of Teachers:
>About school factors that draw teachers in – or push them away. "If we listen to the reasons teachers give regarding why they leave their schools or the profession, they often cite the following:
>>>Student discipline problems and personal safety concerns;
>>>Lack of on-site support and intervention for students experiencing learning difficulties;
>>>Poor administrative leadership and support
>>>Unhealthy physical plan;
>>>Lack of faculty influence on decisions that affect student learning
>>>Inadequate ongoing, job-embedded professional development and other supports
>>>Lack of student academic success
>>>Inadequate time for planning, preparation, instruction,
>>>Excessive classroom intrusions"

The report cites successful and promising strategies to address these concerns and in the conclusion states: "We believe that all children can learn, but we also know firsthand that to do so their learning environments must be equipped with the resources and supports that yield success."

>>In the August section of "Ideas for Enhancing Support at Your Schools this Month" (<http://smhp.psych.ucla.edu>), the following strategies are highlighted:
>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

>>In general, concern about burnout calls for planing staff support for the next year with respect to the predictable challenges of the school year and providing such support in a targeted and timely manner. See http://smhp.psych.ucla.edu/schoolsupport.htm

>>For more ideas on anticipating and preventing burn out, see the following Center online clearinghouse Quick Find topics:
>Burnout – http://smhp.psych.ucla.edu/qf/burnout.htm
>Environments that support learning – http://smhp.psych.ucla.edu/qf/environments.htm
>Learning Supports: Addressing Barriers to Learning –
   http://smhp.psych.ucla.edu/qf/qf_enabling.htm
>Prevention for students at risk – http://smhp.psych.ucla.edu/qf/prevention.html
>Resilience/Protective Factors – http://smhp.psych.ucla.edu/qf/resilience.html
>Social and emotional development and social skills –
http://smhp.psych.ucla.edu/qf/p2102_05.htm
>Violence Prevention and safe schools – http://smhp.psych.ucla.edu/qf/p2108_03.htm

@#@#@##
"I heard the Principal had a melt down when she saw some students had etched their names in the newly poured sidewalk outside the school."

"Yeah, and after she cooled down she said: 'I guess I like children better in the abstract than in the concrete.'"
@#@#@#@#@#

**OTHER HELPFUL INTERNET RESOURCES

>Knowledge Path on Child and Adolescent Social and Emotional Development
http://www.mchlibrary.info/knowledgepaths/kp_mental_healthy.html

>A practical guide for improving child development
http://www.commonwealthfund.org/innovations/innovations_show.htm?doc_id=372065

"The Quick & Easy Guide to School Wellness" (a multi-media how-to guide available free of charge to schools and nonprofits that was developed for school stakeholders as an aid in implementing the school wellness policies that became mandatory in fall 2006.)
http://healthyschoolscampaign.org/campaign/wellness/index.php

>Ending the Silent Epidemic: A blueprint to address America's high school dropout crisis
http://www.silentepidemic.org/pdfs/take-away.pdf

>National Summit on American's Silent Epidemic Fact Sheet
http://www.silentepidemic.org/pdfs/summit-facts-sheet.pdf

>A plan for success: Preparing every student for graduation, college, work, and life. The Campaign for High School Equity. http://www.highschoolequity.org/

>A guide to successful public-private partnerships for youth programs
http://financeproject.org/publications/publicprivate_pm.pdf

>Why ethnic minority youth do or do not participate in youth programs
http://www.rtc.pdx.edu/

>Youth voices in community design
http://www.youthvoicesoncommunitydesign.org/intro.html

>Is recess a frivolous waste of time with no apparent outcomes? (2007) R. Clements, Teacher College Record, http://www.tcrecord.org/content.asp?contentid=13499

>Strengthening Afterschool for older youth through policy and practice: A policy brief
http://www.aypf.org/programs/briefs/AfterschoolPolicyBrief2007.pdf

>Afterschool programs: Keeping kids – and communities – safe
http://www.afterschoolalliance.org/issue_briefs/issue_CrimeIB_27.pdf

>Using TANF to finance out of school time initiatives
http://www.financeproject.org/publications/TANFtoFinanceOST.pdf

>Engaging the community to support student achievement.
http://www.ericdigests.org/2003-1/student.htm

>Community Day Schools. Http://www.cde.ca.gov/sp/eo/cd/

>Developmental outcomes and assessments for young children – podcast and presentations
http://www.bocyf.org/head_start_meeting2_presentations.html

>Digest of Education Statistics, 2006, National Center for Education Statistics
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007017

>Under one roof: Primary care models that work for adolescents.
http://www.incenterstrategies.org

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at
http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

@#@#@#@#@

"Borrow money from a pessimist – they don't expect it back."

@#@#@#@##

**A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS

Below is just a small sample. For additional and ongoing information about
conferences, refer to our website conferences section at
http://smhp.psych.ucla.edu/upconf.htm

>Sustainable, Schoolwide Social and Emotional Learning Implementation Workshops
8/6-7, Chicago, IL. Http://www.casel.org

>Sharing Best Practices in Mental Health Services for Children and their Families, 9/10-11,
Portland, OR. Http://charpp.org/index-2.html

>National Summit on Your City's Families, 9/30-10/2, San Antonio, TX.
http://www.nlc.org/iyef/yefsummit.aspx

>12th Annual Conference on Advancing School Mental Health October 25-27, 2007 in Orlando,
Florida http://csmh.umaryland.edu/conf_meet/AnnualConference/OrlandoDetails.html

>Closing the Achievement Gap: Linking Families, Schools, and Communities, 11/1-3, Boston,
MA. http://www.gse.harvard.edu/~ppe/k12/programs/cag.html

>Healthy Communities - Healthy Youth. 11/8-10, Rochester, NY.
 Http://www.search-institute.org/hchy/

>International Counseling Psychology Conference, 3/6-9, Chicago, IL. http://www.icpc2008.org

>Improving Children's Health Care, American Academy of Pediatrics, 3/19-21, San Francisco,
CA. Http://aap.org

>Coalition for Community Schools, 4/30-5/2, Portland, OR. http://www.communityschools.org

>American School Counselor Association, 6/28-7/1, Atlanta, GA.
http://www.schoolcounselor.org

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

@#@#@#@##@

 "Who is 'General Failure' and why is he reading my hard disk?"

@#@#@#@#

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

Below is just a sample. 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. You will find links to funding sources and to a Quick Training
Aid on Financing Strategies to Address Barriers to Learning.

For updated info on federal grants, see the electronic storefront at http://www.grants.gov. There you can double check due dates and access applications.

A Few Examples of Current Grant Opportunities

>U. S. Department of Education
>>Grants to Address Youth Violence and Related Issues in Persistently Dangerous Schools. Due 8/8/07. (CFDA 84.184V)
>>National Center for Special Education Research, Special Education Research and Training. Due 11/1/07

>Office of Justice Programs
>>Weed and Seed Communities. Applications must be sent to the applicant's local U. S. Attorney by 9/13/07. Applications sent through Grants.gov by 9/27/07. (Revised deadline)

>Substance Abuse and Mental Health Services Administration
>>Anticipated FY 2008 Funding Opportunities
http://www.samhsa.gov/grants/2008/fy2008opps.aspx

>William T. Grant Foundation
>>Request for proposals for intervention research to improve youth-serving organizations. Deadline for letters of inquiry is 10/4/07 and deadline for invited full proposals is 1/31/08.
http://www.wtgrantfoundation.org

Calls for Proposals

>Proposals for the American School Counselor Association conference in Atlanta due 9/5/07.
http://www.schoolcounselor.org

>Call for chapters for a book to be titled Teaching Tolerance and Valuing Diversity: Using Service-Learning as a teaching strategy. 20 page chapters to be submitted by 10/1/07 to
mfinucane@jcu.edu

@#@#@#@#@#

"I don't find it hard to meet expenses. They're everywhere."

    @#@#@#

**UCLA CENTER ACTIVITIES AND RESOURCES UPDATE

The Center is continuously working to upgrade its resources. The following have just been developed or revamped and are online. Let us know about any other resources you would like to see upgraded and about anything you can't find and would like the Center to develop.

>>TOOLKIT for "Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching" (contains guides, materials, tools and other resources)
http://smhp.psych.ucla.edu/summit2002/resourceaids.htm
    This kit is divided into five sections.
        >Section A contains a set of brief documents clarifying the imperative for rebuilding and providing a big picture for policy makers, administrators, and other stakeholders. These include: briefs clarifying the rationale and frequently asked questions about rebuilding student supports; examples of policy formulations; prototypes of guidelines and standards;

and a prototype for a school district proposal

>**Section B** describes some planning tools for initial and ongoing planning of the rebuilding process. These include: reframing intervention; reworking infrastructure; and capacity building.

>**Section C** includes tools related to phasing-in the new system such as: planning phase-in; and ongoing capacity building.

>**Section D** contains some considerations about systemic change.

>**Section E** highlights a topical Quick Find Clearinghouse that is readily accessed through a menu (direct website addresses are provided). The menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more. Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules.

>>New Quick Find on "Job Descriptions for Mental Health in Schools" – In response to a request for sample job descriptions for "mental health counselors in schools," we elicited examples from a number of projects and districts. The response was good and provides a range of roles and functions, including personnel who not only provide direct service, but convene, coordinate, case manage, and more. Access at – http://smhp.psych.ucla.edu/qf/mhjobs.htm Other job description will be added as they are shared; please send to Ltaylor@ucla.edu

>>Updated "directory" to places that offer resources
Center staff have updated both the online "Gateway to a World of Resources" (<http://smhp.psych.ucla.edu>) and the online document "Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies"(< http://smhp.psych.ucla.edu/pdfdocs/orgs/orgs.pdf>) Please check to see that there is accurate information on your organization and that no key organizations have been missed. Send changes and suggested additions to ltaylor@ucla.edu

>>Presentation Handouts/Slides on: "Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap" – http://smhp.psych.ucla.edu/presentations.htm
In response to many requests for copies of the various handouts we use in our presentations, we have organized them into a set of online modules. If you find these helpful, feel free to use and adapt them in any way. Also, let us know about any other modules you would like us to develop.

>>Center Request – Expanding Indicators for Accountability – We received a request for information on statistics related to students' access to mental health in schools for a state report card. This has stimulated us to see if we can gather and synthesize the wide range of indicators and sources for data currently being used around the country. This could be useful not only to those who organize state level reports, but to any effort focusing on needs, strengths, current resources, and gaps. As we work on a policy and practice brief related to this, we are seeking information and suggestions about indicators, data sources, and examples from states and localities. Please send to ltaylor@ucla.edu

For more information on the UCLA Center for Mental Health in Schools, go to the website at http://smhp.psych.ucla.edu or contact
Howard Adelman and Linda Taylor, Co-directors
School Mental Health Project/Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
Email: smhp@ucla.edu

###########

AND check out our sister center – Center for School Mental Health (CSMH) at

http://csmh.umaryland.edu or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email csmh@psych.umaryland.edu

   CSMH recently announced the availability of three new issue briefs. And, remember that the12th Annual Conference on Advancing School Mental Health is from October 25-27, 2007 in Orlando, Florida.

@##@@#@##

Diplomacy is the art of letting someone else get your way.

   @#@#@#

**TRAINING AND JOB OPPORTUNITIES
   Note: For info on employment opportunities, see http://smhp.psych.ucla.edu/job.htm
   Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

Here are a few opportunities that have been brought to our attention this month:

<School Social Work Positions>
District 163, Park Forest IL. http://www.sd163.com
George Washington Middle Schools, Lyons, IL. Http://www.sd103.com
District 79, Norridge, IL. email: tzafiratos@pennoyerschool.org

<School Nurse Positions>
Brewster-Pierce Memorial School, Richmond, VT. Contact Mary Ann Warren at 802-434-2128
Massabesic Middle School, Waterboro, ME. Contact Mark Fisher at 207-247-6121
Lunenburg School District, Concord, VT. Contact Theresa Gooden at 802-695-3373 x101

<Research Scientist>
Center for Health Care in Schools, George Washington University School of Public Health and Health Services. http://healthinschools.org

<Faculty>
Applied Developmental Psychology, Psychology Department at George Mason University, Fairfax, VA. http://www.gmu.edu/departments/psychology/. Also see Applied Developmental Programs at http://adp.gmu.edu, Applications will be reviewed October 1.

<Faculty>
Children At Risk, The University of Kentucky Department of Psychology, Lexington, KY. Deadline 10/15/07. Contact Children at Risk Search Committee, Department of Psychology, 115 Kastle Hall, University of Kentucky, Lexington, KY 40506.

<Faculty>
School Counseling, State University of New York, New Paltz. Review of applicants begins 9/15/07. Email raskinj@newpaltz.edu

@#@#@#

"The early bird gets the worm, but the second mouse gets the cheese."

   @#@#@#

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

Specific requests were made for sharing the following:

>The statewide conference of the California Association of School Social Workers will be held on 10/11-13 in Long Beach, CA http://www.cassw.net

>What is described as a special gathering will focus on "A Shift in the Paradigm: A School-Based Intervention for Children with Complex Trauma Histories" and will be held in Baltimore, MD 11/14/07. Cost $200/individual. RSVP required before 11/5 to dani@aspecialgathering.com

####################
THIS IS THE END OF THIS ISSUE OF ENEWS
See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland
focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu

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