WHAT IS ENEWS? (for those who don’t know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

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WHAT’S HERE THIS MONTH

**Emerging Issue
  ^^Reauthorization of the Elementary and Secondary Education Act (ESEA)

**Comments/Requests/Questions from the Field

**News from around the Country (new projects, recent resources)

  ^^Recent Publications relevant to
  Safe and Drug Free Schools
  School Health Programs
  Children Health Care Policy
  Youth Development

  ^^Upcoming Initiatives, Conferences, Workshops

  ^^Helpful Resources

  ^^Job Opportunities

**News From Our Center and Sister Center

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To post messages to ENEWS, E-mail them to: smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to:
leave the subject line blank, and in the body of the message type:

subscribe mentalhealth

To remove your name from the mailing list type:
unsubscribe mentalhealth

There is nothing so annoying as to have two people go right on talking when you’re interrupting.
Mark Twain

***EMERGING ISSUE***

The Reauthorization of the Elementary and Secondary Education Act

On July 31, 1998 we sent out our Open Letter to the secretary of Education, Richard Riley, in response to his invitation for comments related to the reauthorization of the Elementary and Secondary Education Act, etc.. (If you missed it, look for it in the summer issue of our quarterly Newsletter, or let us know and we’ll e-mail to you a copy; or check it out in the What’s New page of our website.)

In brief, we stressed the view that:

Prevailing policy marginalizes efforts to address barriers to learning, development, and teaching. If we want achievement test scores to rise, we must not only improve instruction, we must enable learning by effectively addressing barriers. This, of course, requires elevating efforts to address barriers to a much higher level of focus in reauthorizing ESEA and the Goals 2000: Educate America Act.

If you have views on this matter, you can simply send them to us by e-mail, or leave comments on our website Interact! page.

We will include any responses we receive in the next ENEWS issue and/or on our website: http://smhp.psych.ucla.edu.

***COMMENTS/REQUESTS/QUESTIONS***

From Julia Graham Lear (taken from SBHCnet)

Steve Rosenberg has been working with Austin, TX, on the reorganization of all its school health services. Does anyone have other communities to recommend if we were to look at how other communities may be approaching the strengthening of their school health programs? We’re particularly interested in those that are looking at outcomes, accountability, etc. Some
cities or counties that come to mind as possible candidates include: Seattle, WA, Broward County, FL, Guilford County, NC, West Palm Beach, FL. Thanks for helping us think about this.

Julia Graham Lear
Making the Grade

You can send your responses to us and we’ll forward them to Julia.

>>From Marion Freedman
In response to the issue regarding confidentiality and information sharing:

Information about medical records belongs to the patient. In Mass., information about minors belongs to the parents. At least in Mass., and I believe in most if not all other states, information cannot be disclosed to the school unless the parent gives written consent. It is a great help in getting parents to share information if a school or school system has written policies indicating that information about the child's medical condition does not become part of the permanent school record, indicating who will have access to the information, and indicating the confidentiality guidelines the school has in place to protect the child's confidentiality. The question of what a teacher "needs" to know, or would find useful, is different from what he or she has a "right" to know. It is very useful for teachers to know in what way the child's behavior can be expected to differ from the time before he was hospitalized, and what the impact on his academic performance is expected to be. It is also helpful to know how long particular behaviors are expected to last, and to get school related info such as whether or not the child should be expected to take exams. It is also useful to know the side effects of any medication the child might be on, and how to respond to the side effects. If the child is expected to be drowsy, the teacher needs to know whether to let him sleep, send him to the nurse, or try to rouse him. In my experience, hospitals usually do not think carefully about these issues, unless the state or county has required this information to be provided as part of discharge planning. Thus, parents and school are often both left in the dark.

>>From Mary Prieto-Bayard from the SCRA Listserv

I am developing a curriculum for urban children who have experienced some level of trauma. It will include aspects of play therapy, problem-solving and role playing. Its working title is the "a-b-c's of coping" and it gets its base from the ICPS model developed by Spivak and Shure focusing on cognitive problem-solving. I am adapting it to include affective and behavioral components and for it to reflect the ecological context in which the trauma has occurred and in which the child must cope. I am focusing on urban children from 6 to 10 years old and include issues about racism and discrimination as one source of trauma as well as child abuse, domestic violence, witnessing violence, etc. I am interested in discussing some of this with other interested persons to share resources, literature and information.

Mary Prieto-Bayard, Associate Professor
Behavior Sciences Department, University of La Verne
Ph: 909/593-3511, x4178
E-mail: bayardm@ulv.edu

And so we can let others know about what you share,
please send us a copy too -- smhp@ucla.edu
Let us hear from you:

E-mail: smhp@ucla.edu
Phone:  (310) 825-3634
Write:   Center for Mental Health in Schools,
         Department of Psychology, UCLA
         Los Angeles, CA 90095-1563

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***NEWS FROM AROUND THE COUNTRY***

>> Assuring the Health of Adolescents in Managed Care<<<<<
The National Adolescent Health Information Center (NAHIC) has developed a checklist for
evaluating and planning health care services for adolescents in managed care settings. This
document includes: planning and evaluating managed health care for adolescents; next steps
for managed care organizations; a quality checklist for planning and evaluating managed
care components for adolescents; the resources list; and background on the NAHIC. Contact:
The NAHIC, University of California, San Francisco, Department of pediatrics and Institute
for Health Policy Studies, 1388 Sutter St., Suite 6054, San Francisco, CA 94109; Ph:
415/502-4856; Fax: 415/502-4858; E-mail: nahic@itsa.ucsf.edu.

>> Understanding Special Education: a 12-week Speakers Series on AOL<<<<<
Every Wednesday evening at 9 pm EST from July 22 to October 7, 1998 on AOL’s BetterHealth
Forum. Guests include attorneys, specialists and authorities on special education and civil
rights disability law. Topics include special education evaluations and test, assistive
technology, learning disabilities, attention deficit/hyperactivity disorder, transportation of the
disabled, and more.

>> AmericaReads Challenge Federal Work Study Information<<<<<
President Clinton’s America Reads Challenge hopes to recruit tens of thousands of Federal
Work-Study (FWS) students to tutor children to read well and independently by the end of
3rd grade. One thousand colleges and universities have joined the America Reads Challenge
by committing to send college work-study students to tutor children in reading. The federal
government pays 100% of the wages of federal work-study students tutoring children
and/or their parents in family literacy programs. Family literacy programs and colleges &
universities are invited to take advantage of this opportunity. For more information, see

>> Education, Health, and Human Services Linkages Special Interest Group<<<<<
This group is actively recruiting new members to create a community of researchers and
practitioners interested in developing knowledge about comprehensive school health, school
linked services, and initiatives that support children and their families. To subscribe, send an
E-mail message to listproc@lists.missouri.edu with “subscribe EHHS-L firstname lastname”
as the body of the message (no quotes and no subject). If you have questions E-mail to
klhel@mail.utexas.edu or call (540/720-7823) Kim Hellriegel, The University of Texas at
Austin, Dept of Special Education Administration, 203 Carnaby St. Stafford, VA 22554.
Safe and Smart: Making the After-School Hours Work for Kids

The new report, produced by the Departments of Justice & Education, includes evidence suggesting that quality after-school programs can help:

* Decrease juvenile crime, vandalism at schools, and negative influences that lead to drug, alcohol & tobacco use
* Strengthen student achievement
* Improve school attendance and reduce dropout rates
* More students turn in homework
* Reduce the percentage of students held back a grade and placed in special education
* Increase aspirations for the future, including students' aims to finish high school and go to college
* Improve behavior in school, and more.

Also provides information on organizations, web sites, and other resources including federal programs. Report excerpts available at http://www.ed.gov/pubs/SafeandSmart.

Guidelines for Adolescent Preventive Services (GAPS) Project

The American Medical Association’s GAPS project has been gathering data on the use of GAPS and the impact of GAPS training and implementation. Data were gathered over a two-year period from 68 participating school-based health centers in nine states. A profile report for each center details the average length of a GAPS visit, frequency and types of high-risk behaviors and services to parents. GAPS contains 24 recommendations directed at 14 separate health topics. A full list or recommendations can be found in the GAPS monograph, available through the AMA. Contact: Torrey Wilson (312)464-4065. For information about data collection and analysis, contact Laura Brey at AMA, (312)464-5523.

New Annenberg Report

The Annenberg Institute for School Reform has published a report "Reasons for Hope, Voices for Change" focusing on public engagement with findings on 7 efforts to bring parents, educators, and business and community leaders together as partners to reshape local schools. Individual copies are available for ordering on-line through their website or by writing to: Public Engagement, Annenberg Institute for School Reform, P.O. Box 1985, Brown University, Providence, RI 02912 or visit http://www.aisr.brown.edu.

Some people don’t have much to say, but you have to listen a long time to find out.
Anonymous

RECENT PUBLICATIONS

SAFE AND DRUG FREE SCHOOLS

Assessing Drug Abuse Within and Across Communities

Fact sheets on health effects of drugs abuse and other topics are available free of charge in English and Spanish, by calling 888-644-6432 or 888-889-6432 TDD.

**Safe Passages Through Adolescence: Communities Protecting the Health and Hopes of Youth**

**50 Ways to a Safer World: Everyday Actions You Can Take to Prevent Violence in Neighborhoods, Schools and Communities**
By Patricia Occhiuzzo Giggans and Barrie Levy (1997). A guide to creating a safer environment in neighborhoods and communities. The book presents practical actions, with examples and local and national resources. Contact: Seal Press, 3131 western Ave., Ste. 410, Seattle, WA 98121; 800-754-0271; E-mail: sealprss@scn.org; http://www.sealpress.com.

**Violence and Discipline Problems in U.S. Public Schools: 1996-97**
By the National Center for Education Statistics (NECS) (1998). Presents findings from the Principal/School Disciplinarian Survey on School Violence. The NECS is required by the Safe and Drug-free Schools and Communities Act of 1994 to collect data to determine the frequency, seriousness, and incidence of violence in elementary and secondary schools. The survey was conducted with a nationally representative samples of 1,234 public elementary, middle, and secondary schools. Contact: Government Printing Office at 202/512-1800 or http://nces.ed.gov/pubs98/violence/index.html.

**Addressing Community Gang Problems: A Practical Guide**

**Voices from the Field: Learning from the Early Work of Comprehensive Community Initiatives (CCI)**
By Anne C. Kubisch, et al. (1998). Presents a framework for understanding the challenges and potential of CCIs in neighborhood revitalization. The report begins by introducing and describing the CCI phenomenon, focusing on the central tensions between process/product and inside/outside that seem intrinsic to these initiatives. Contact: The ASPEN Institute Publications, P.O.Box 222, Queenstown, MD 21658; Ph: 410/820-5326; www.aspeninst.org

**Students’ Reports of School Crime: 1989 and 1995**
By the Bureau of Justice Statistics and the National Center for Education Statistics (1998). Reports on student perceptions of gangs, guns at school, violent crimes at school, availability of drugs at school, etc. Contact: National Library of Education; Ph: 800-4244-1616; E-mail: library@inet.ed.gov or http://nces.ed.gov/pubs98/crime.

**SCHOOL HEALTH PROGRAMS**

**Health Is Academic: A Guide to Coordinated School Health Programs**
Edited by Eva Marx and Susan Frellick Wooley, with Daphne Northrop (1998). Discusses how
the eight components of a coordinated school health program can work together to support students and emphasizes that schools more than any other single institution can improve the competence and well-being of youth. Contact: Teachers College Press, Columbia University, P.O.Box 20, Weillston, VT 05495, Ph: 800-575-6566; http://www.tc.columbia.edu/~tcpress.

**Involving Males in Teen Pregnancy Prevention: A Guide for Program Planners**  
By Freya L. Sonenstein, et al. (1997). Provides profiles of 24 pregnancy prevention programs that have successfully involved males. Each program includes philosophy and history, program activities, funding and staffing, barriers to implementation, and lessons learned. Contact: The Urban Institute, P.O.Box 7273, Dept.C, Washington, DC 20044; www.urban.org/family/invmales.html.

**Adolescent Health Issues: State Actions 1997**  

**Choices Under the State Children’s Health Insurance Program: What Shapes Cost and Coverage**  

**Child Health Facts: National and State Profiles data on children's health coverage**  

**In the Journal of School Health**  

**Child Health USA ‘96 - ‘97**  

**Healthy Child Care: Health and Safety Ideas for the Young Child**  
Issued by the American School Health Association's Council on Early Childhood Health Education and Services. The topics of journal include information from leading health
education and services professionals to help maintain a healthy environment and provide the best services for young children ages 0-5. Contact: Kathryn Breighner; Healthy Child Publications, P.O. Box 624, Harbor Springs, MI 49740; 616/526-6342; Fax: 616/526-0428; info@healthychild.net; http://www.healthychild.net.

CHILDREN HEALTH CARE POLICY

>>Not By Chance: Creating an Early Care and Education System for America’s Children
By Sharon L. Kagan and Nancy E. Cohen (1998). Summarizes findings and recommendations from the Quality 2000 Initiatives, a four-year, comprehensive effort to advance new ideas about reforming America’s early childhood education system. Available at no cost from The Bush Center in Child Development and Social Policy, Yale University, 310 Prospect St., New Haven, CT 06511; 203/432-9931.

>>Healthcare Reform: A Consumer, Family and Advocate Perspective

>>Children ‘98 America’s Promise

>>America’s Children: Key National Indicators of Well-Being

YOUTH DEVELOPMENT

>>Youth Development Introductory Package
By The Center for Youth Development and Policy Research (1998). The basics of developing communities, including a new vision of promoting youth development. Contact: Academy for Educational Development, 1875 Connecticut Avenue, NW, Washington, DC 20009; 202/884-8267; Fax: 202/884-8404; E-mail: cyd@aed.org.

>>What Every Educator Should Know...About Changes in the Social Policy Landscape and Efforts to Ensure Student Success

>>The Volunteer Recruitment Book
By Susan J. Ellis (1994). Includes how to recruit adult volunteers to work with youth; motivate youth to serve others; select rewarding youth community service projects; and manage volunteers. Contact: 800-395-9800 or http://www.energizeinc.com/subooks.html.
Sixteen conferences designed to promote strong literacy-tutoring programs will be conducted by the Regional Educational Laboratories between July & September, 1998. Participants will focus on tutor training, management, and support, as well as developing and maintaining tutorial partnerships. For conference locations, a brochure, conference pre-registration form, and more, visit http://www.ed.gov/insits/americareads/training.html. Contact: America Reads Challenge, U.S. Department of Education, 600 Independence Ave., NW Room 6100, Washington, DC 20202; Ph: 202/401-8888/1-800-USA-LEARN.

A 3-year project, 6 part satellite training series. All those involved in the growing violence prevention movement are invited to take part. On September 24th, 1998, Organizing for Change, the second broadcast of the six part series, will explore practical community building techniques, outline strategies for effective coalitions, and highlight programs that have successfully made use of these approaches. Call 1-888-525-6238 or see www.mcet.edu/partnerships for information and a list of the core facilitated sites.

Tucson, AZ. October 7-9, 1998. Contact: Julie Longstaff, University of Arizona. Ph: 520/621-1075; E-mail: jules@u.arizona.edu.

“Refocusing School Health Programs to Address Public Health Priorities” will be held October 7-11, 1998 in Colorado Springs, CO. The conference sessions will include plenary sessions, concurrent sessions, research papers, poster sessions, symposia, and teaching ideas. Contact: Lisa Jones, ASHA, 7263 State Route 43, P.O.Box 708, Kent, OH 44240; Ph: 330/678-4526; ljones@ashaweb.org

October 26-29, 1998 in Lake Placid, NY. Conference features restorative justice, outcome funding, cultural diversity and gangs. For more information, call 518/565-4750 or 518/783-2739; E-mail: washcoyb@capital.net.


November 11-13, 1998 in Houston, TX. Topics include community partnerships, prevention programs, school violence, gangs, safe schools, athletic programs, peer groups, sanctuary programs, managing aggressive children and many others. Contact: Professional and Continuing Education (PACE), University of Houston-Clear Lake, 2700 Bay Area Boulevard, MC: 354, Houston, Texas 77058; Ph: 281/283-3030 or 1-800-892-9451; Fax: 281/283-3039; E-mail: PACE@CL4.CL.UH.EDU.

November 19-21, 1998 at Orlando, FL. Topics include assessing the extent, character and history of youth violence and substance abuse.
of youth violence and substance abuse; school- and community-based intervention and prevention programs; legal and policy issues; alternatives for helping victims; and more. Contact: 800-537-4903 for registration information.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT

http://smhp.psych.ucla.edu. (look under Upcoming Events in our Table of Contents)

^^^^^^CALL FOR GRANTS & PAPERS

>>Afterschool Matters<<<<
A new journal dedicated to afterschool education. Seeks scholarly work based on actual program evaluation as well as theoretical material that can be applied to the afterschool arena. Articles from a variety of academic perspectives will be considered along with personal or inspirational narratives and essays, book reviews, notices, and announcements. Deadline for the first issue (Winter/Spring) is October 1, 1998. Contact: Children and the Classics, 153 Waverly Place, 10th Fl. New York, NY 10014; Ph: 212/627-6643; E-mail: magico@ziplink.net.

>>Grants for Suicide Research<<<<
American Foundation for Suicide Prevention has grants available for suicide research. Individual grants available up to $30,000 per year for one or two years for clinical, biological or psychosocial research into the problem. A large number of small grants of up to $10,000 per year for one to two years are also available. Deadline: December 15, 1998 for larger grants; no deadline for small grants. Write: American Foundation for Suicide Prevention, 120 Wall St., 22nd Fl. New York, NY 10005; Ph: 212/363-3500.

>>The Requirements of Just Community<<<<
The editors of the Contemporary Justice Review is soliciting papers for a special issue on “Beyond Issues of Law, Crime, and Punishment: The Requirements of Just Community”. Contact: Dennis Sullivan, Institute for Economic and Restorative Justice, P.O. Box 262, Voorheesville, NY 12186; 518/765-2468; Fax: 518/765-2468; gezellig@global2000.net; http://www.gbhap-us.com/journals/264/264-nfc.htm.

>>Cultural Issues in Prevention Research<<<<
Papers are requested for a special issue of the American Journal of Community Psychology address: “cultural issues in prevention research. Studies which evaluate culturally-based interventions are especially encouraged. Deadline for submission: September 15, 1998. Contact: Mark Roosa, Arizona State University, Program for Prevention Research, Community Services Building Room 337, Tempe, AZ 85287; Ph: 602/727-6122; E-mail: mark.roosa@asu.edu.

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Exercises that do no good!
Climbing the walls.
Spinning your wheels.
Passing the buck.
Jumping the gun.
ON COMMUNITY DEVELOPMENT

>>Common Sense: Strategies for Raising Alcohol and Drug-Free Children  http://www.pta.org/commonsense
Dedicated to helping parents raise drug- and alcohol-free children, sponsored by the National PTA and GTE Corporation. Contains substance abuse prevention facts, positive parenting tips, and family prevention activities. Information is targeted towards parents of young children, counselors and community leaders.

PREPARING PROFESSIONALS

>>Interprofessional Initiative  http://www.ssu.missouri.edu/muii
The University of Missouri's Interprofessional Initiative is a program designed to create an approach to interprofessional education which graduates students in the development and human service professions with the intellectual capabilities and professional skills needed to work effectively in a collaborative community environment. Their site offers an extensive list of links and resources of interest to anyone exploring interprofessional education and information about how to get involved with the Interprofessional Initiative.

PROGRAMS AND INTERVENTION RESOURCES

>>Promoting Social Competence: Networking curriculum resources for social & emotional development in Scotland  http://www.dundee.ac.uk/psychology/prosoc/resource.htm#survey
This is a searchable database of the research literature on the effectiveness of various programs and methods for promoting social competence, encompassing over 700 studies.

>>Partnerships for Change  http://www.ichp.edu/mchb/pfc
The overall goal of Partnerships for Change is to improve service delivery to children with special health needs and their families by working with family and professional groups to implement changes in the education and practice of professionals. Their site offers a list of publications, bibliographies of family authored and family/professional co-authored literature, and their semi-annual bulletin/newsletter on-line.

>>Adolescent Health Transition Project  http://weber.u.washington.edu/~healthtr
Provides health transition resource for children and adolescents with special health care needs and has links to other transition resources. Their website offers information for health care providers & educators, parents & families, and information for teens & young adults. They also offer a Transition Time line, and a list of Washington State Resources for Transition.

Issued by American Academy of Pediatrics (AAP). Contains more than 100 of the popular, award-winning patient education materials related to infants and toddlers, school-age children, and teens and adolescents. Contact: AAP Publications, P.O.Box 747, Elk Grove Village, IL 60009; Ph: 847/228-5005; Fax: 847/228-1281.
The Section on Clinical Child Psychology of the American Psychological Association, Division 12
http://freud.psy.fsu.edu/~clinical_child

This web site contains information of activities, events, and news of interest to professionals and students involved in clinical child psychology. The Section on Clinical Child Psychology is one of five specialized sections of the Division of Clinical Psychology of the American Psychological Association. The Section is comprised of individuals who have an interest in the scientific and/or professional aspects of clinical work with children.

DATA ON EDUCATION

The Condition of Education, 1998

is an annual report to Congress on 60 indicators considered to be the most significant national measures of the condition & progress of education at the time. Available at the web site. The paper version of this report will be issued August 1, 1998.

YOU CAN LINK TO OTHER MENTAL HEALTH RELATED SITES FROM OUR WEBSITE
http://smhp.psych.ucla.edu

(Haven't visited our site lately? Click on "What's New" -- we add new materials every week.)

If you have favorite sites you think others would find useful, let us know.

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^^^^^^JOB ANNOUNCEMENTS^^^^^^

Clinical Director in Asian American Services

Substance abuse program seeks a clinical director to provide oversight, supervision, and training for clinical services design and delivery including outreach, prevention, public awareness, outpatient treatment, day treatment and residential treatment services targeting youth, adolescents, and adults. For more information, contact: Executive Director, Asian American Recovery Services, 965 Mission St. Suite 325, San Francisco, CA 94103 or Fax 415/541-9986. Deadline: Open until filled.

Director of Clinical Services Child and Family

Child and Family Agency of Southeastern Connecticut, Inc. is one of Connecticut’s leading children’s agencies in school-based health centers, child guidance clinics, intensive family preservation services, and early childhood programs. Seeks a highly skilled clinical administrator. Applicants must be an energetic, motivated, and dedicated senior clinician with supervisory background and writing skills. Contact: Personnel Dept. Child and Family Agency, 255 Hempstead St. New London, CT 06320. Deadline: Open until filled.

Funds for the Community’s Future (FCF) Job Openings

FCF is a community development and youth leadership organization in Southeast Washington DC neighborhoods. It sponsors youth leadership initiatives and works with principals and faculty to create ongoing experiences for students that combine service and academic learning. The organization has two job openings. Deadline: Open until filled.
* The project leader will coordinate steering committees, partnerships and projects, direct the daily tasks of the Southeast team, and ensure that established goals and objectives are accomplished in accordance with prescribed priorities, time lines and funding conditions.

* AmeriCorps VISTA Members will work closely with high school faculty and students to design projects, offer active guidance and planning assistance to faculty and students as they participate in service learning. To apply, contact: Sandra Villarreal, Finance and Administration Manager, FCF, 1133 15th St., NW, Suite 605, Washington, DC 20005; Fax: 202/331-0594.

Postdoctoral Positions at the Prevention Research Center
Seeking 4 full-time postdoctoral fellows interested in theory and methods of prevention science. This program trains clinical, behavioral, biostatistical, social and public health researchers to develop, implement, evaluate, and teach prevention research. A background in statistics methods or economics is highly desirable. The postdoctoral fellows responsibilities include participation on research teams by generating research hypotheses, selecting analytical strategies, and writing scientific papers. The fellowship is available for two years. Contact: N. Keegan, John Hopkins University, 642 North Broadway, Baltimore, MD 21205; 410/550-3456; e-mail: keegan@welchlink.welch.jhu.edu. Deadline: Sep. 1, 1998.

Research Associate/Assistant Professor at the Center for Community Study/Primary Mental Health Project, University of Rochester
The research center focuses on developing and evaluating prevention programs for children and families. Major responsibilities include: coordinating the development and refinement of assessment procedures for evaluating the efficacy of early childhood program services; evaluating school and community-based prevention programs; collaborating on existing research; and developing own research initiatives in theses domains. Candidates with a Ph.D. in psychology, education, economics, or closely related social science area preferred. Contact: Chair Search Committee, 575 Mt. Hope Ave., Rochester, NY 14620. Open until filled.

***NEWS FROM OUR CENTER AND OUR SISTER CENTER***
If you’re not receiving our free quarterly newsletter (Addressing Barriers to Learning), you must not be on our regular mailing list. Let us know you if you want to be added.

^^^^NEW ON-LINE RESOURCES^^^^
-- see http://smhp.psych.ucla.edu
- Each month we are adding and updating our resource materials so that they can be readily accessed and downloaded for ready use.

^^^^AVAILABLE FROM THE CENTER'S CLEARINGHOUSE^^^^
- For those without access to the Internet, all the above resources are available from our clearinghouse. Also coming soon is a “sampler” on the topic of School Based Health Center. (Our “samplers” provide basic information for accessing a variety of resources on a specific topic -- including information on resources).

* New technical aid packet: Volunteers to Help Teachers Address Barriers to Learning Outlines (a) the diverse ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support, (b) steps for
implementing volunteer programs in schools, (c) recruitment and training procedures and (d) key points to consider in evaluating volunteer programs.

* **Guiding Parents in Helping Children Learn**
A major feature of this aid is a booklet written for non professionals to help them understand what is involved in helping children learn. The work also contains information about basic resources that professionals can draw on in helping parents and other non professionals enhance children’s learning and performance.

* **Parent and Home Involvement in Schools**
Provides an overview of how home involvement is conceptualized, outlines current models, and highlights a range of references, agencies, and the Internet resources. Special attention is paid to the importance of involving those who do not currently find school involvement something to which they are attracted.

* The updated guidebook on **Mental Health and School-Based Health Centers** is now also available.

Copies of these reports can be ordered from the Center.

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Let Us Hear From You:
E-mail:   smhp@ucla.edu    Ph: 310-825-3634   Fax: 310-206-8716

Write:  Center for Mental Health in Schools, Department of Psychology,
UCLA Box 951563   Los Angeles, CA 90095-1563

^^^^NEWS FROM OUR SISTER CENTER
-- The Center for School Mental Health Assistance
at the University of Maryland at Baltimore

* As Bernice Rosenthal leaves her role as co-director of the Center for School Mental Health Assistance, we all thank her for her many wonderful contributions and for agreeing to continue to maintain an affiliation with the Center’s activities.

* On August 10th, the CSMHA sponsored a critical issues meeting on the legal and ethical issues in the practice of school mental health. The meeting included representatives from the U.S. Department of Education, the Department of Health and Human Services, Baltimore City Public Schools, and more. Some issues identified for discussion were consent, confidentiality, student privacy and diagnosis as they relate to school mental health. Information developed from the meeting will be disseminated to community mental health providers and school districts across the country. For a copy of the document (which will be completed in about a month), contact the CSMHA.

* Visit the center’s expanded website. You’ll find additional links to resource and funding organizations, general updates about resource materials, and more. Also, join in dialogues with other school mental health professionals.

>>>>>SAVE THE DATE!!!<<<<<
The CSMHA’s 3rd National Conference on Advancing School Mental Health will be held in Virginia Beach, VA on September 25 and 26, 1998. Keynote speakers are: Geoffrey Canada, President & CEO, Rheedlen Centers for Children and Families and Ruth Goldman, Professor, Dept. of Psychology, San Francisco State University. Preconference workshops will be held on Sept. 24. For further information, contact the center.

For those who wish to be on their mailing list, please contact:
CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE
University of Maryland at Baltimore, Department of Psychiatry
680 W. Lexington Street, 10th fl., Baltimore, MD 21201; 410-706-0980 or 888-706-0980; E-mail: csmha@csmha.ab.umd.edu http://csmha.ab.umd.edu/

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The CSMHA is directed by Mark Weist, Ph.D. and co-directed by Bernice Rosenthal, M.PH. Olga Acosta, Ph.D. is the Program Coordinator.

Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.

IS THERE ANYTHING YOU’D LIKE US TO INCLUDE IN THE NEXT ISSUE?

THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center.

WHO ARE WE?

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

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance,
and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Perry Nelson, Judy Onghai, Howard Adelman, or Linda Taylor at

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