ENEWS: A Monthly Forum for Sharing and Interchange

December, 2003 (Vol. 8 #3)

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.

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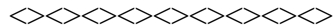
Feel Free to Forward This to Anyone

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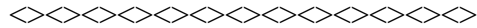
WHAT'S HERE THIS MONTH

**Emerging Issue

    >Strategies for Suicide Prevention

**News from Around the Country

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

    >December: Re-engaging Students and Enhancing Motivation

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

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals, Presentations, & Papers

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

**Other Helpful Resources
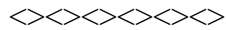
**Requests/Information/Comments/Questions from the Field

**Training & Job Opportunities (including fellowships and scholarships)
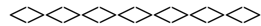
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**Emerging Issue   Strategies for Suicide Prevention

With the increasing interest in childhood depression has come a renewed focus on preventing child and adolescent suicide. The desire to prevent problems is seldom at issue. Issues arise when proposals are made for large-scale screening and over what works when it comes to prevention.

A recent article in the Christian Science Monitor underscores some of the concerns (see http://www.csmonitor.com/2003/1118/p12s03-legn.html). Below is an excerpt:

"Although youth suicide rates have been dropping since 1994, researchers remain concerned as today's teen rates continue to be three times as high as those of the 1950s. This year, states are unfurling new initiatives to catch warning signs and raise public awareness of the problem.
Yet because experts generally say they aren't sure what's causing rates to drop, prevention efforts keep emerging in all shapes and sizes, with intense debates never far behind.

Example: the TeenScreen program from Columbia University in New York. In it, high school students in 95 communities don headphones, answer questions about their thoughts and feelings, and wait to see if evaluators encourage a meeting with a counselor. The theory is simple: Screening for risk factors might save lives, while education about suicide might backfire.

'It's difficult to do direct education with youth that is safe and effective,' says Laurie Flynn, director of the Carmel Hill Center at Columbia. 'Just talking to kids about 'Don't do something' isn't terribly effective, since adolescents aren't especially responsive to adult admonition. Just having an assembly on suicide carries with it a possibility of stirring up those few young people who are very depressed and at risk. We just don't know enough yet about how to do [suicide education] well.'

But officials for the state of Wisconsin strongly disagree. For them, education is a must. Since the mid-1980s, state law has required that every Wisconsin public school student receive instruction in suicide prevention. 'These kids are just

suffering in silence,' said Nic Dibble, a consultant to Wisconsin's department of public instruction. 'We can't guarantee there won't be a student who reacts negatively [to suicide-prevention classes]. But on balance, we'd be doing more harm by not doing anything.'"

>>It's time to weigh in on this. We look forward to your comments. We will post them on our website's Net Exchange http://smhp.psych.ucla.edu for others to read and respond.

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**NEWS FROM AROUND THE COUNTRY

>SUICIDE AMONG THE YOUNG: SILENCE CAN BE FATAL
"Does talking candidly to teens about suicide quell the impulse   or glamorize it?
... Finding the answers has become an urgent matter for public health officials who focus on youth. Nearly 5,000 people between the ages of 15 and 24 take their own lives in the United States each year. Only motor vehicle accidents and homicides account for more deaths in this age group ... Educators have inherited a delicate task. They must reinforce the cultural taboo on suicide; that is, to say it's never OK. At the same time, though, they must remove the imbedded cultural stigma associated with getting help for mental illness."
(Christian Science Monitor 11/18/03)

>ARE REPORTS SOFT-PEDALING THE EXTENT OF SCHOOL VIOLENCE?
"Fewer than 50 public schools in the entire country are rated as having a 'persistently dangerous' atmosphere, according to reports filed by all 50 states in September under a new requirement of the ... No Child Left Behind education law.... Forty-four states reported this fall that they have no schools rated 'persistently dangerous'   reports that coincided with a deadly start to the 2003 school year. The number of students killed nationwide on school property since that year began in August has already surpassed last year's total count, according to both state government and private statistics." (Stateline.org 11/11/03)

>THIRTY YEARS OF PROGRESS FOR STUDENTS WITH DISABILITIES
"Three decades ago, more than a million school aged children with disabilities received no educational services, and only one if five of the students who did receive services was educated in a regular public school building. Today, more than six million children with disabilities receive special education and regular education with services   virtually all of them in regular school buildings."
(No Child Left Behind Newsletter, 11/15/03)

>MEDICATING YOUNG MINDS
"Within the medical community   to say nothing of the families of troubled kids concern is growing about just what psychotropic drugs can do to still developing brains... For children with less severe problems   children who are somber but not depressed, antsy but not clinically hyperactive, who rely on some repetitive

behaviors for comfort but are not patently obsessive compulsive   the pros and cons of using drugs are far less obvious..." This Time article concludes: "The world would be a far less interesting place if all the eccentric kids were medicated toward some golden mean..." (Time 10/26/03)

>SCHOOL IS SUPPOSED TO BE A HAVEN WHEN CHILDREN
HAVE NO HOME   IT'S THE LAW!
"A federal law that requires local districts to seek out and enroll homeless students and provide services to them has forced public schools across the nation to become safety nets of last resort.... With unemployment and spiraling housing costs pushing a growing number of families into homelessness, school systems across the country are seeing more and more children ... living in shelters, cars, or motels. Some states are reporting a nearly 50 percent increase in homeless students over the last year .... Statistics from individual states suggest that the numbers are rapidly rising. In October 2002, Colorado Department of Education officials counted 4,103 homeless students enrolled in public schools there. By May, the number had risen to 5,963. Maryland state officials counted 5,605 school age homeless children two years ago, but last year the number grew to 7,322. In Oregon, officials used data from a census of people living in shelters to estimate that there were about 21,000 homeless school age youths in the state two years ago. Using the same methodology this fall, Oregon put the number at 28,600...."
(New York Times 11/27/03)

>ECONOMISTS PROMOTE EARLY CHILDHOOD INVESTMENT
"Investing money in early childhood programs is perhaps the best form of economic development there is ... and can result in more savings to society than any other social program" reported economists at a conference on economic development hosted by the Minneapolis Federal Reserve Bank.
(Pioneer Press, TwinCities.com 10/24-03)

>REPORT CARD ON THE NATION'S SCHOOLS
"For the first time, all 50 states participated in the National Assessment of Education Progress reading and math tests. Most categories of students made gains in math scores over the past decade, but gaps between white students and minorities persist. No significant changes were detected in fourth grade reading scores since 1992, though eighth graders showed an overall gain. More fourth and eight graders were reading a proficient levels in 2003 than in 1992. Higher levels of parent education were consistently associated with higher reading scores.
(Http://nces.ed.gov/nationsreportcard/)

>STUDY LINKS UC ENTRY & SOCIAL CLASS
"Social class has had more effect on whether a student will attend the University of California system than any other factor, including race, according to a new study of California high schools by UC Berkeley sociologists. One of five students admitted to the UC system in 1999 came from 100 elite private and public schools.... By contrast, fewer than one out of 200 students who are admitted were from schools that had low income and heavily minority student bodies...."
(Los Angeles Times, 11/19/03)

>EDUCATION NETWORK TAKES CLASSES TO STUDENTS
Arkansas: In November 2002, a court ruling found the state's public school
system to be inequitable and unconstitutional and set a Jan. 1, 2004, deadline for
state leaders to remedy the problems. One approach taken by state legislators to
expand and equalize education opportunities for Arkansas children has been
distance learning. This year, "students in 14 mostly rural school districts will take
courses from teachers at the state's residential high school for mathematics and
sciences through audio, video and computer technology as part of a new
initiative.... (Arkansas Democrat - Gazette   11/14/03)

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

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"Those individuals and organizations that are most effective do not experience
fewer problems, less stressful situations, and greater fortune   they just deal with
them differently."
        Michael Fullan

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**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING
Schools have a yearly rhythm changing with the cycle and demands of the school
calendar. School staff can anticipate and plan for these predictable challenges and
in doing so strengthen promotion of mental health, as well as prevention and early
intervention of problems. See each of the 12 monthly themes for developing a
proactive agenda online at http://smhp.psych.ucla.edu
They also have been compiled into a document that can be downloaded at no cost.
The theme for December is: Re-engaging Students and Enhancing Motivation.
By December, school staff and students know that for some students "it isn't
working." Since giving up is not an option, we need to focus on re-engagement.
See Ideas for Enhancing Support at Your School this Month (online) for ideas to
turn things around before winter break and to follow up with immediately after
students return to school.

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Says Winnie the Pooh (as he is dragged by his heel down the stairs with his head
hitting each riser   bump, bump)   "I think there is better way to do this if only I
could stop bumping long enough to think of it."

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

>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Evidence-based practices or Value-based services?" (2003) B. Tracy, Psychiatric Services 54, p 1437.

"Task Force on Evidence Based Interventions in School Psychology" (http://www.sp-ebi.org).

"Evidence-Based Psychotherapies for Children and Adolescents (2003). A. Kazdin & J. Weisz (Eds.). Guilford Press.

"First reports evaluating the effectiveness of strategies for prevention of violence: Early childhood home visitation" (2003) Center for Disease Control and Prevention (http://www.cdc.gov/mmwr)

"Improving the mental/psychosocial health of US children and adolescents: Outcomes and implementation strategies from the national Keep your children/yourself Safe and Secure Summit: (2003) B. Melnyk, et al. Journal of Pediatric Health Care 17(6) S1-S24.

"Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools" (2003) J. Elias et al, School Psychology Review, 32(3) 303-319 (http://www.casel.org/eliasscalingup.pdf)

"Youth suicide risk and preventive intervention: A review of the past 10 years" (2003) M. Gould, et al, Journal of the American Academy of Child and Adolescent Psychiatry, 42, p. 385-405.

"Depression in children and adolescents" (2003) P. Hazell, Evidence Based Mental Health, 6, p. 103-104.

"Helping Children with Emotional Problems Succeed" (2003) M. Henley and N Long in Classroom Leadership , 7(2) http://www.ascd.org

"Popularity, friendship quantity, and friendship quality: interactive influences on children's loneliness and depression" (2003) D. Nagle et al, Journal of Clinical Child and Adolescent Psychology, 32(4) 546-555.

"Operationally defining "bullying" (2003) J. Grief, Archives of Pediatrics and Adolescent Medicine, 157(11) 1134-1135.

"Trends and issues in child and adolescent mental health" (2003) S. Glied & A. Cuellar, Health Affairs 22(3) 39-50.

"Trends in the ultilization/costs of psychotropic medications for children, adolescents" (2003) October issue Archives of Pediatrics and Adolescent Medicine.

"The public health impact of socioeconomic status on adolescent depression and obesity" (2003) E. Goodman, et al. American Journal of Public Health, 93(11) 1844-1850.

"Health and Behavior Risks of Adolescents with mixed-race identity" (2003) J. Udry, et al, American Journal of Public Health, 93(11) 1865-1870.

"What proportion of failure to complete secondary school in the US population is attributable to adolescent psychiatric disorder?" (2003) A. Vander Stoep, et al. Journal of Behavioral Health Services and Research. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/datatrendshp.htm

"Stress, coping, and behavioral problems among rural and urban adolescents" (2003) F. Elgar et al, Journal of Adolescence, 26(5) 574-585.

"Acculturation and the health and well being of US immigrant adolescents" (2003) S. Yu, et al, Journal of Adolescent Health 33(6) 479-488.

>>>FAMILIES, SCHOOL, & COMMUNITY

"Positive events as a stress buffer for children and adolescents in families in transition" (2003) K Doyle, et al, Journal of Clinical Child and Adolescent Psychology, 32(4) 536-545.

"Treatment of parental stress to enhance therapeutic change among children referred for aggressive and antisocial behavior" (2003) A. Kazdin & M. Whitley, Journal of Consulting and Clinical Psychology, 71, p. 504-515.

"Stressed out in the classroom" (2003) S. Black, American School Board Journal (http://www.asbj.com/2003/10/1003research.html)

"Out of school suspension and expulsion" (2003) American Academy of Pediatrics Policy Statement. American Academy of Pediatrics, 112(5) 1206-1210.

"Public high school dropouts and completers from the common core of data: school year 2000-01" (2003) http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004310

"Are small schools and private schools better for adolescents' emotional adjustment?" (2003) American Sociological Association (http://www.asanet.org/pubs/pubs.html)

"Meaningful student involvement: Guide to inclusive school change" (2003) A. Fletcher (http://www.soundout.org)

"Vital voices: building constituencies for public school reform" (2003) Academy for Educational Development (http://www.aed.org/scs).

"Do universities have a role in managing public schools?" (2003) N. Streim, et al, http://www.urbanedjournal.org/articles/article0011.html

"Pursuing a 'Sense of Success': New teachers explain their career decisions" (2003) S. Johnson & S. Birkeland, American Educational Research Journal, 40(3) 581-617.

"Critical hours: Afterschool programs and educational success" (2003) http://www.nmefdn.org/Criticalhours.htm)

"Dispositional and contextual perspectives on coping: Toward an integrative framework" (2003) R. Moos & C. Holahan, Journal of Clinical Psychology, 59(12) 1387-1403.

"Cultural competence, strengths and outcomes" (2003) Vol. 17 (1) of Focal Point (http://www.rtc.pdx.edu/pgFocalPoint.shtml)

"Community interventions and effective prevention" (2003) (http://www.rtc.pdx.edu/pgDataTrends.shtml)

"Walking the collaboration talk: ten lessons learned" (2003) J. McCroskey (http://www.childrensplanningcouncil.org)

"Building a media plan" (2003) Families USA media tip sheet for advocates (http://www.familiesusa.org)

"Addressing the needs of youth with disabilities in the Juvenile Justice System: The current state of knowledge" (2003) D. Mears & L. Aron (http://www.urban.org/url.cfm?ID=410885)

"OJJDP's Gang reduction program" (2003) http://ojjdp.ncjrs.org/pubs/general.html#201826

"Aggressive juvenile offenders transitioning into emerging adulthood: Discriminating persistors and desistors" (2003) W. Cligempeel & S. Henggeler, American Journal of Orthopsychiatry, 73(3) 310-323. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_90.pdf

>>>POLICY, LAW, ETHICS, FINANCES & STATISTICS

"The lessons of high-stakes testing" (2003) L. Abrams & G. Madaus, Education Leadership 61(3) 31-35.

"Forum Focus: A portfolio approach to youth policy" (2003) http://www.forumforyouthinvestment.org/resnews.htm#focus

"Growing up healthy: What local governments can do to support young children and their families" (2003) http://naco.org/temp/growuphealthy.pdf

"Living at the edge: Low income and the development of America's kindergartners" (2003) E. Gershoff, National Center for Children in Poverty (http://www.nccp.org)

"The growing number of kids in severely distressed neighborhoods: Evidence from the 2000 census" (2003) Annie E. Casey Foundation (http://www.kidscount.org)

"Keeping count and losing count: Calculating graduation rates for all students under NCLB accountability (2003) Urban Institute Education Policy Center (http://www.urban.org)

"Early onset of alcohol use and health problems: Spurious associations and prevention" (2003) T. Harford, Addiction 98(11) 1483-1484.

"Clinical utility and policy implications of a statewide mental health screening process for juvenile offenders." (2003) D. Steward & E. Trupin, Psychiatric Services 54(3) 377-382. Summary at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/datatrendshp.htm.

"Projections of Education Statistics to 2013" (2003) National Center for Educational Statistics (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004013)

"A portrait of well-being in early adulthood" (2003) http://www.hewlett.org

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

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"There are risks and costs to a program of action. But they are far less than the long-range risks and costs of a comfortable inaction."
    John F. Kennedy
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Urban Education Research Conference, 12/3-6, Houston, TX
(http://www.coedu.usf.edu/laser)

>Creating Communities of Learning: No One Left Behind, National Community
Education Association, 12/3-6, New Orleans, LA, http://www.ncea.org

>Resiliency Training Program, 12/4-5, Santa Barbara, CA
(http://www.resiliency.com)

>Teen Parents and the Law Leadership Conference, 12/4-6, Washington, DC
(http://www.streetlaw.org/tpalpage.html)

>Program Conditions for a Transformational Youth Program: Strategies for High
Attendance and Retention, 12/10-12, San Francisco, CA
(http://www.youthbuild.org)

>Diversity Leadership: Healing & Dealing, 1/14-16, New York, NY
(http://www.youthbuild.org)

>Creating and Sustaining Change, 1/20-23, Washington, DC
(http://NexusEQ.com)

>Youth Crime Prevention Conference, 2/14-17 Arlington, VA

>Office of Juvenile Justice and Delinquency Prevention's National Law-Related
Education Program, Youth for Justice: East Coast seminar, 3/9-11, Washington,
DC; West Coast seminar, 3/23-24, Los Angeles, CA
(http://www.youthforjustice.org/news.html)

(For more conference announcements, refer to our website at
http://smhp.psych.ucla.edu   Go to Contents, then click on Upcoming
Conferences. If you want to list your conference, please email ltaylor@ucla.edu).

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Speaking of conference presentations: "Given the opportunity to embarrass you
publicly, technology will invariably do so   usually in direct proportion to the
importance of the presentation or the audience."
        Michael Hoy
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**CALLS FOR GRANT PROPOSALS, PRESENTATIONS, & PAPERS

>GRANTS:

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

>Health Resources and Services Administration (http://www.hrsa.gov)
   >School Based Health Centers (HRSA-04-033) Due 12/1 and 5/1
   >Adolescent Health Resource (HRSA-04-057) Due 1/5
   >National Center for School-Based Health Care (HRSA-04-058) Due 1/5
      >Integrated Health and Behavioral Health Care for Children, Adolescents
   and their Families (HRSA-04-059) Due 2/2

>Substance Abuse and Mental Health Services Administration
(http://www.samhsa.gov)
   >Knowledge Dissemination Conference Grant (PA-03-002) Due 1/10

>Center for Disease Control and Prevention (http://www.cdc.gov)
      >Programs to improve the health, education, and well being of young
   people (04010) Due 12/8
      >Grants for Violence related injury prevention research: youth violence,
   suicidal behavior, maltreatment, intimate partner violence, and sexual
   violence, Letter of intent due 12/22; application due 2/19.
      >Cooperative agreement for research on the association between exposure
   to media violence and youth violence (04060) letter of intent due 12/29;
   application due 2/17.

>U.S. Department of Education (http://www.ed.gov)
   >Research on education finance, leadership, and management (84.305E)
Due 2/5/04

>CALLS FOR PAPERS:
      >Archives of Pediatrics and Adolescent Medicine, theme issue on Mental
   Health. Due 1/1/04. Http://www.archpediatrics.com

(Note: If you want to Surf the Internet for Funds, go to http://smhp.psych.ucla.edu.
Click on Quick Find, scroll down Center Responses to FINANCING AND
FUNDING. Provides links to funding sources and our Quick Training Aid on
Financing Strategies to Address Barriers to Learning)

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"The school is the last expenditure upon which American should be willing to
economize."
      Franklin D. Roosevelt
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**UPDATES FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

Hardcopy newsletter in the mail   if you aren't receiving the newsletter and would like to, let us know (smhp@ucla.edu). Fall, 2003, issue includes:
>Natural opportunities to promote social-emotional learning and mental health (daily opportunities, yearly patterns, transitions, early after the onset of student problems.)
>School Responses to Natural Disasters
>Evidence-Based Practices, Mental Health in Schools, and Leaving No Child Behind
>Emerging Concern: Different Agendas for Mental Health in Schools
>Practitioner Questions and Center Responses

New Directions in Student Support: Summits Initiative   Update
>The November Wisconsin Summit provided a forum for state, district, and higher education leaders concerned about student support to share their work and plan for enhanced coordination of efforts.
>Planning is underway for a California Summit in February
>Discussion is underway about an Indiana Summit in April

Outreach to leadership in school districts:
Our most recent outreach mailing went to over 10,000 administrators (superintendents, directors of student support and of special education, and federal grant/Title coordinators). The material sent is designed to increase awareness of the importance of learning support for achieving the goals of schools and of good outcomes for all students and outlines what the Center can do to provide TA. The mailing also invites respondents to request materials from the Center at no cost. The response has been strong.

NEW MATERIALS: Leadership Training   Continuing Education for Change
Moving in New Directions for Student Support
Designed for training leaders and as a resource that can be used by them to train others in fundamental concepts essential to developing a comprehensive approach to promoting healthy development and addressing barriers to learning. (Online at http://smhp.psych.ucla.edu) Hardcopies available for the cost of copying and mailing.

December Monthly Theme: Re-engaging Students and Enhancing Motivation
This builds on the themes of previous months: promotion of welcoming strategies (September), ensuring students have made a good adjustment (October), and responding to referrals by enhancing classroom and school wide support (November). By December, school staff and students know that for some students "it isn't working." They need to focus on why some students are not engaged in classroom learning and why some are misbehaving. The material emphasizes focusing first on some of the common school related reasons, such as

>not experiencing sufficient success in learning, so they give up;

>not having a good relationship with the teacher, so they react/resist;

>not having connected with a supportive group of friends, so they feel isolated/alienated.

For strategies to use before the winter break to address each of these concerns and to initiate change and plans for starting the new year off to a more successful start, see "Ideas for Enhancing Support at Your School This month (http://smhp.psych.ucla.edu).

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Concerns raised by those working in schools to improve the outcomes of all students, such as those above, and many more are featured in a weekly listserv. To join, email smhp@ucla.edu and ask to be added to the Center's Mental Health in Schools Practitioner Listserv.
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Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free: 866-846-4843; Fax 310-206-8716
Email: smhp@ucla.edu 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 21201. Phone (888) 706-0980 Email: csmh@umpsy.umaryland.edu

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"Any child who is anxious to mow the lawn is too young to do it."
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**OTHER HELPFUL RESOURCES

>Mental Health/Substance Abuse/Health

"American Academy of Pediatrics: ADHD   A Complete and Authoritative Guide" (http://www.aap.org)

"National Center for the Advancement of Prevention" (http://www.modelprograms.SAMHSA.gov)

"National Guidelines Clearinghouse" (http://www.guidelines.gov)

"National Institute on Drug Abuse" (http://www.drugabuse.gov/)

"Brief Family Therapy Center (http://www.brief-therapy.org)

"Characterizing selective mutism: Is it more than social anxiety?" (2003) K. Manassis, et al. Depression and Anxiety, 18(3) 153-161.

"Comorbid psychiatric disorders in youth in juvenile detention" (2003) K. Abram, et al, Archives of General Psychiatry, 60(11) 1097-1108.

"Prediction of treatment outcome from relationship variables in child and adolescent therapy: a meta-analytic review." K.S. Shirk & M. Karver, Consulting and Clinical Psychology, 71, p. 452-464.

"Is the health care system working for adolescents?" (2003) J. McManus, et al, Maternal & Child Health Policy Research Center.

"Initial appointment nonattendance in child and family mental health clinics" (2003) C. Benway, et al, American Journal of Orthopsychiatry 73(4) 419-428.

"Adolescents' attributions about aggression: an initial investigation" (2003) P. Boxer and M. Tisak, Journal of Adolescence, 26(5) 559-573.

"Staff knowledge and attitudes towards deliberate self-harm in adolescents" (2003) T.Crawford, et al, Journal of Adolescence, 26(5) 619-629.

"Effectiveness of day treatment with proctor care for young children: A four year follow up." (2003) E. Whitemore, et al, Journal of Community Psychology, 31(5) 459-468. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/datatrendshp.htm.

>Parents/Schools/Communities

"U.S.Department of Education resource guide for home and school on identifying and treating ADHD" (http://www.ldonline.org/pdf/adhd_2003.pdf)

"Vision 2000: Peer Education Manual" (http://www.comminit.com)

"Parents Resource Center Handouts" (also in Spanish)" (http://www.healthinschools.org)

"From Risk to Resiliency" (http://www.resiliency.com)

"Anticipatory Guidance for Positive Youth Development in Adolescence" (http://nursingworld.org)

"Trusting Teachers" by D. Meier (http://tinyurl.com/wpru)

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

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

>Responses Related to Different Agendas for Mental Health in Schools:

"...(we) work to use schools to increase access to mental health services for children and their families. Starting with the use of our mental health partners in the schools - for students k-12, families, and school staff - after 9/11, through the current time when our mental health partners continue to provide counseling, mental health groups, and other services...we have co-located community resources on the campuses of our middle schools and high school, and are expanding the use of school resources and combining school and community resources through the establishment of Intervention and Referral Services teams in each school comprised of school staff and community/parent representatives...We have raised funds to bring staff from all the schools together to talk about their models, what is effective, what needs supplementing, and how to more deeply embed these curricular-based models in our schools...Our mental health partners contribute their time and resources to our schools. We work with them to identify potential funding sources for their programs and write letters of support and collaboration from the school district and our initiative...We disseminated a parent survey (attached) at Back to School night, and in a district of 6500 students we received 2000 parent responses. We also disseminated a teacher survey at school-level faculty meetings with cooperation of the union and the principals with 400 (out of 600) teachers completing the surveys. We are also piloting a student survey. We have a Parent Advisory Committee and are developing a Youth Advisory Committee. We have a Health & Wellness Initiative Advisory Committee of about 100 partners and a Healthy Adolescent Partnership with about 20 partners."

"Topic no.3 is of interest as I'm working on a childhood loss project, investigating at links between school behavioral problems and loss (due to a death or other cause of physical separation from a loved one). We're working towards developing a way of identifying kids with school behavioral and truancy problems and screening them for loss, in order to shift punitive responses to what may be grief-related behavior to therapeutic responses."

>We were asked to share the following:
>Full Responsibility Education is an 8-part manual and video series for high school juniors and seniors. Focuses on enhancing positive attitudes and behaviors (mkmotiv8@aol.com)

>Retrospective analysis of the Pennsylvania Student Assistance Program Outcome Data: Implications for Practice and Research (http://www.nasap.org/sap_booklet_3.pdf)

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"It's amazing what you can observe just by watching"
Yogi Berra
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**TRAINING AND JOB OPPORTUNITIES

<Senior Program Associate>
The Children's Defense Fund, Washington, DC, has opening in Family Income Division. Masters or J.D. degree required. Email: cdfjobs@childrensdefense.org.

<Interdisciplinary Leadership>
University of Rochester Maternal and Child Health Bureau grant for interdisciplinary training in clinical competence and research skills through community/university partnerships. Seek applicants in nursing, psychology, social work, pediatrics, etc. Applications due April 1. Email: Leah@urmc.rochester.edu.

<Doctoral Program>
The School Psychology Program and Special Education Program in Emotional Impairment at Michigan State University were awarded a U. S. Department of Education Office of Special Education and Rehabilitative Services Leadership Training Grant titled "Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors." Grant will fully fund doctoral study for up to six students beginning in the Fall, 2004. Contact John Carlson (carlsoj@msu.edu)

<Postdoctoral>
Arizona State University Psychology Department and the Program for Prevention Research NIMH funded postdoctoral training program in Prevention Research with Children. Due 2/1/04. Http://www.asu.edu/clas/asuprc.

<Internships>
Social Policy Action Network, Washington, DC, seeks graduate and undergraduate students for unpaid internships. Organization focuses on moving research into specific agendas for policymakers. Application due 12/15/03. Info@span-online.org.

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.

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THIS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA for more see our website
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 that 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 network building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments.

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

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