



## **\*\*EMERGING ISSUE**

>>>>Legislators' concerns about mental health screening

On a regular basis, legislators at federal and state levels express concern about some facet of the agenda for mental health in schools. A current focus is on screening to identify mental health and psychosocial problems. The issue was highlighted recently in Psychiatric News (published by the American Psychiatric Association) in an online article entitled: "Plan to Detect Depression Alarms Some Lawmakers": – <http://pn.psychiatryonline.org/cgi/content/full/39/19/8>

As with most such debates, those in favor emphasize the benefits (e.g., "By screening for depression we can identify problems early, and we can also prevent some suicides."). Those against a given practice stress the costs. For example, in the article cited above, it is suggested that "Opposition ... appears to stem from concern about government overreach ... and from public anxiety about the use of medications in children...." A state legislator is quoted as saying: "We want all of our citizens to have access to mental health services, but the idea that we are going to run everyone through some screening system with who knows what kind of values applied to them is unacceptable." As the pros and cons are argued, few take the time to lay out a cost-benefit analysis.

What do you think about screening for depression in schools? What would you say to a legislator about the pros and cons of schools implementing such screening for all students?

Send your comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu).

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Here's the position of one leader in the mental health field:

"No one is concerned about screening kids and medicating them for diabetes. But having a public health conversation around prevention of psychiatric disorders is not quite digestible yet."

Carl Bell

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## **\*\*NEWS FROM AROUND THE COUNTRY**

### **\*SUICIDE PREVENTION BILL BECOMES LAW**

On October 21, 2004, President Bush signed the S. 2634 the Garrett Lee Smith Memorial Act to amend the Public Health Service Act to support the planning, implementation, and evaluation of organized activities involving statewide youth suicide early intervention and prevention strategies, to authorize grants to institutions of higher education to reduce student mental and behavioral health problems. [Http://thomas.loc.gov](http://thomas.loc.gov)

### **\*GRANT TO SUPPORT SUICIDE PREVENTION HOTLINE**

SAMHSA announced a grant to the Mental Health Association to New York City to manage a toll-free national suicide prevention hotline network of local crisis centers that can link callers to local emergency, mental health and social services. <http://www.samhsa.gov>

### **\*CALIFORNIA PASSES MENTAL HEALTH SERVICES ACT**

Proposition 63, passed in the November election, provides funding to counties to expand and develop innovative, integrated mental health services, and expand prevention and early intervention programs. <http://www.cccmha.org/initiative/03.08.25.pdf>

**\*EDUCATION DEPARTMENT CLAIMS FAILING TEACHERS WILL FAIL AS TUTORS**

“A new tutoring program for 37,000 students by Chicago public school teachers should never have started because it will likely have teachers in failing schools tutoring kids, a federal official said.... Schools CEO vows to carry on with the program as is. The feds want him to shift the nearly 37,000 students to private tutors, who are more expensive. If he did that, only about 9,000 of the 37,000 could be served.... The Illinois State Board of Education plans to ask the feds for a one-year exemption for Chicago and 10 other districts....” (Chicago Sun-Times, 10/21/04)

**\*COPS IN SCHOOLS**

“The U.S. Department of Justice Office of Community Oriented Policing Services has announced grants to add additional School Resource Officers to the nation’s schools. These grants are being awarded to 73 law enforcement agencies in 30 states. Some SROs support the education process by contributing to classes on state and local law, health classes about substance abuse, and driver education instruction. SROs in some communities also monitor and mentor troubled students, serve as coaches, and remain on-duty during school sponsored extra-curricular activities.” [Http://www.cops.usdoj.gov](http://www.cops.usdoj.gov)

**\*MORE HIGH SCHOOLS TRY INCENTIVES TO BOOST ATTENDANCE:  
SOME SEE ‘BRIBERY’ AS WRONG APPROACH**

“There used to be pats on the back, or pizza parties, but not it’s prepaid credit cards and new-car lotteries. What’s next in the effort to get student to go to class? ... Nationwide, schools are turning to incentives in the face of the federal No Child Left Behind education law that requires every school to report truancy figures. Attendance is a factor that helps determine whether schools go on the ‘needs improvement’ list, which can force them to let students transfer and lose some government funding....” Associated Press, 10/24/04 <http://www.boston.com>

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Here’s another perspective on the attendance problem:

“Truancy efforts aren’t going to make much difference if instruction isn’t good and if kids don’t perceive it to be useful. It doesn’t make a lot of sense to bring in all these students if you haven’t addressed the deeper problems.”

Richard Murnane

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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 the links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

**\*\*MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

December – Re-engaging Students: Using a student’s time off in ways that pay off!

By December, school staff and students know that for some students “it isn’t working.” Since giving up is no option, we need to focus on re-engagement. December is a time for mid-course corrections to turn this all a around. A time to think how we might do things differently to get the results we want. Ideas for support staff and teachers on turning things around before winter break, enrichment opportunities during winter break, with plans on how to follow up

immediately after students return to school, see <http://smhp.psych.ucla.edu> and click on Ideas for Enhancing Support at Your School This Month and scroll down to December. There you will see strategies for understanding why some students are not engaged in classroom learning, changes that might be made in the classroom, strategies for strengthening relationships, and more.

Also see the newly posted Fact Sheet online “About School Engagement and Re-Engagement” at <http://smhp.psych.ucla.edu/dbsimple2.asp?primary=2302&number=9997>  
This analysis of the research provides a strong evidence base for addressing school engagement.

See the overview of monthly themes to anticipate and plan most effective use of resources for prevention. [Http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf](http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf)

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Teacher-to-student: “I know you like recess and lunch best, but there must be something else about school you like.”

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

### **\*CHILDREN’S MENTAL AND PHYSICAL HEALTH**

>Predictors for emotionally distressed adolescents to receive mental health care (2004) C. Kodjo & P. Auinger, Journal of Adolescent Health, 35(5) 368-373.

>Adolescent risk taking: When and how to intervene (2004) D. Husted & N. Shapira, Psychiatry Online, 3(10) [http://www.currentpsychiatry.com/2004\\_10/1004\\_Husted.asp](http://www.currentpsychiatry.com/2004_10/1004_Husted.asp)

>Anxiety prevention programs for youth: Practical and theoretical considerations (2004) G. Ginsburg, Clinical Psychology: Science and Practice 11(4) 430-434.

>Youth violence perpetration: What protects? What predicts? Findings from the National Longitudinal Study of Adolescent Health (2004) Journal of Adolescent Health, 35(5) 424-433.

>Youth violence: Opportunities for intervention (2004) C. Irwin, Journal of Adolescent Health, 35(5) 347-349.

>Preventing violence and related health-risking social behaviors in adolescents (2004) L. Chan, et al., Agency for Healthcare Research and Quality.  
[Http://www.ahrq.gov/clinic/epcs/sums/adolvisum.htm](http://www.ahrq.gov/clinic/epcs/sums/adolvisum.htm)

>It’s not what you say, it’s how many different ways you can say it: Links between divergent peer resistance skills and delinquency a year later (2004) J. Wright, et al, Journal of Adolescent Health, 35(5) 380-391.

>Evidence-based treatments in child abuse and neglect (2004) M. Chaffin & B. Friedrich, Children and Youth Services Review, 26(11) 1097-1113.

>An exploration of the relationship between youth assets and engagement in risky sexual behaviors (2004) A. Evans, et al, Journal of Adolescent Health, 35(5) 434-440.

>Mental Health Treatment for Youth in the Juvenile Justice System: A Compendium of Promising Practices.” (2004) National Mental Health Association  
<http://www.nmha.org/children/justjuv/>

>Inhalant abuse and dependence among adolescents in the United States (2004) L. Wu, et al, Journal of the American Academy of Child & Adolescent Psychiatry 43(10) 1206-1214.

>Risk factors for eating disorders (2004) C. Wiseman, et al, Eating Disorders, 12(4) 315-320.

>Recovery-oriented professionals: Helping relationships in mental health services (2004) M Borg & K. Kristiansen, Journal of Mental Health, 13(5) 493-505.

### **\*FAMILY, SCHOOL & COMMUNITY**

>Students' perceptions of school safety (2004) A. Kitsantas, et al, The Journal of Early Adolescence, 24(4) 412-430.

>Attachment, friendship, and psychosocial functioning in early adolescence (2004) K. Dwyer, et al, The Journal of Early Adolescence, 24(4) 326-356.

>The provider system for children's mental health: Workforce capacity and effective treatment (2004) J. Koppelman. National Health Policy Forum. [Http://www.nhpf.org/](http://www.nhpf.org/)

>The crucial role of the vanishing school nurse (2004) J. Halterman, Archives of Pediatrics & Adolescent Medicine, 158(11) 1091-2.

>Perceived family support, negative mood regulation expectancies, coping, and adolescent alcohol use: Evidence of mediation and moderation effects (2004) S. Catanzaro & J. Laurent, Addictive Behaviors, 29(9) 1779-1797.

>Are family meal patterns associated with disordered eating behaviors among adolescents? (D. Neumark-Sztainer, et al, Journal of Adolescent Health, 35(5) 350-359.

>Overcoming barriers to school reentry: Fact Sheet (2004) C. Roy-Stevens. Office of Juvenile Justice and Delinquency Prevention  
<http://ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11858>

>Implementing school-based substance abuse interventions: Methodological dilemmas and recommended solutions (2004) E. Wagner, et al, Addiction, 99(2) 106-119.

### **\*POLICY, SYSTEMS, LAW, ETHICS, FINANCES & STATISTICS**

>Achieving successful dissemination of empirically supported psychotherapies: A synthesis of dissemination theory (2004) S. Stirman, et al, Clinical Psychology: Science and Practice 11(4) 343-359.

>A public health perspective on the transport of evidence-based practices (2004) S. Schoenwald & S. Henggeler, Clinical Psychology: Science and Practice, 11(4) 360-363.

>Four considerations for dissemination of intervention innovations (2004) B. Chorpita & B. Nakamura, Clinical Psychology: Science and Practice, 11(4) 364-367.

>Violence in the family: Policy and practice disparities in the treatment of children (2004) A. Cowan & I Schwartz, Children and Youth Services Review, 26(11) 1067-1080.

>A Two-tiered Education System (2004) D. Perkins-Gough, Educational Leadership, 62(3) 87-88.

>Vouchers and public policy: when ideology trumps evidence (2004) H. Levin & C. Belfield,

National Center for the Study of Privatization in Education, <http://ncspe.org/list-papers.php>

>Educational attainment of high school dropouts 8 years later (2004) National Center for Educational Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005026>

>Dropout rates in the United States: 2001 (2004) National Center for Educational Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005046>

>Indicators of child, family, and community connections (2004) L. Lippman, U. S. Department of Health and Human Services. <http://aspe.hhs.gov/hsp/connections-charts04/index.htm>

>Creating the capacity for change (2004) T. Kolderie, Center for Policy Studies. <Http://www.ecs.org/00CN2196>

>Measuring youth outcomes from alcohol and drug treatment (2004) S. Brown, *Addiction*, 99(2) 38-46.

>Expanding the Research of Education Reforms (2004) T. Glennon, et al, RAND. <Http://www.rand.org/rnbrd/1004/publications/RB/RB9078/>

>Exceptional returns: Economic, fiscal, and social benefits of investment in early childhood development (2004) R. Lynch, Economic Policy Institute [http://www.epinet.org/books/exceptional/exceptional\\_returns\\_\(full\).pdf](http://www.epinet.org/books/exceptional/exceptional_returns_(full).pdf)

>Advances in child welfare: Innovations in child protection, adoptions and foster care (2004) D. Lindsey & I. Schwartz, *Children and Youth Services Review*, 26(11) 999-1005.

Note: the Quick Find online Clearinghouse on our website 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 relevant 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](mailto:ltaylor@ucla.edu)

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“Middle grades present a tremendous test for even the best prepared and most highly motivated students. Imagine the challenges for underprepared students. And if they get off course in middle school, what are the odds that they can be rescued in high school? History shows, they become lost and they stay lost.”

Michael Bloomberg

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\*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>National Truancy Prevention Conference, 12/6-8, Washington, DC. <Http://ojjdp.ncjrs.org/>

>Federation of Families for Children' Mental Health, 12/10-12, Washington, DC. <Http://www.ffcmh.org/conference.html>

>Community Anti-Drug Coalitions of American National Leadership Forum, 1/11-13, Washington, DC. <Http://cadca.org/>

>Society for Social Work and Research, 1/13-16, Miami, FL, <http://www.sswr.org/>

>How to measure, monitor, manage & evaluate the effectiveness of your grants to generate

results, 2/1-3, Washington, DC. [Http://www.aliconferences.com](http://www.aliconferences.com)

>At-Risk Youth National Forum, 2/20-23, Myrtle Beach, SC, <http://www.dropoutprevention.org>

>National Afterschool Association, 2/24-26, San Antonio, TX. <Http://www.naaconference.org/>

>Children, Youth, and Families at Risk, 5/25-27, Boston, MA.  
<Http://www.csrees.usda.gov/nea/family/cyfar/announcement.html>

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

If you want to list your conference, please email [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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“We just missed the school bus.”

“Don’t worry, I heard the Principal say no child will be left behind.”

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## **\*\*CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

### **>GRANTS**

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

\*\*If you want to Surf the Internet for Funds, go to the Quick Find topic page on Financing and Funding at [http://smhp.psych.ucla.edu/qf/p1404\\_02.htm](http://smhp.psych.ucla.edu/qf/p1404_02.htm)

A few sites and grants of particular interest:

>U. S. Department of Education. See <http://www.ed.gov>

>>Research on Education Finance, Leadership and Management (84.305E) Deadline 12/16/04.

>>Field Initiated Evaluation of Education Innovations (84.305F) Deadline 12/16/04.

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

>>State Adolescent Substance Abuse Treatment Coordination (TI 05-006) Deadline 1/12/05

>Center for Disease Control and Prevention (<http://www.cdc.gov>)

>>Grants for Violence-Related Injury Prevention Research: Youth violence, suicidal behavior, child maltreatment, intimate partner violence, and sexual violence (CE05-012) Letter of Intent Due 12/6/04.

>>Cooperative agreement program for the National Academic Centers of Excellence on Youth Violence Prevention (CE05-018) Letter of Intent Due 12/22/04.

>>Conference Support Program, Letter of Intent Due 2/3/05.

>Health and Human Services, Health Resources and Service Administration, Maternal and Child Health Programs. <http://www.fedgrants.gov/Applicants/HHS/HRSA/index.html>

>>State Agency Partnerships for Promoting Child and Adolescent Mental Health, Application available 2/1/05, deadline 4/1/05.

- >>Service expansion for mental health and substance abuse, and oral health in programs funded under the Health Centers Consolidation Act of 1996 (HRSA-05-103) Deadline 1/7/05.
- >>School Mental Health Program and Policy Analysis Centers (HRSA-05-034) Deadline 2/05

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“Why does history repeat itself?”

“Because we weren’t listening the first time!”

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

^ ^ ^ Updates from our Center at UCLA

### **>New Directions for Student Support Initiative**

The Connecticut Summit on November 9<sup>th</sup> added a 6<sup>th</sup> state to the national network of key education leaders working to move learning supports into the mainstream of school improvement. It is encouraging to see the burgeoning interest and effort for new directions for student support. The various pioneering and trailblazing efforts across the country are increasing clarity about the type of systemic changes that are required to succeed. Plans for Summits in New York in March and Iowa in April are underway. Education leaders in New York and Iowa are urged to contact us if they want to attend (participation is limited to 60-70 invitees). Those in other states interested in having a statewide summit should contact -- ltaylor@ucla.edu For more information on the initiative, see our website <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

### **> A Few Resources for Creating Readiness for New Directions for Student Support**

To begin with:

- >>See the brief concept papers, talking points, Q & A – after reviewing these resources, feel free to download, adapt, and share – online at <http://smhp.psych.ucla.edu/summit2002/conceptpaper.htm>
- >>Also see the documents developed for the Outreach Campaign - online at <http://smhp.psych.ucla.edu/summit2002/outreachcampaign.htm>
- >>Also helpful may be "Where's it Happening? New Directions for Student Support" - online at <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/overview.pdf>
- >>In outreaching to school board members to enhance their readiness, see "Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning" - online at <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf>

To enhance momentum when a school or district is ready to move, the various resources listed above still may be helpful, and additional specific tools are listed below:

- >>See "About Infrastructure Mechanisms for a Comprehensive Learning Support Component." It has ideas for leadership, resource coordination, and working with a feeder pattern to improve learning support. Download at -

[http://smhp.psych.edu/pdfdocs/infrastructure/infra\\_mechanisms.pdf](http://smhp.psych.edu/pdfdocs/infrastructure/infra_mechanisms.pdf).

>>To build on the brief concept papers, see "New Directions for Student Support" (a bit longer concept paper) - online at  
<http://smhp.psych.ucla.edu/pdfdocs/studentsupport/newdirections.pdf>

>>For specific aids, see "Resource Aids for Rethinking Student Support to Enable Students to Learn and Schools to Teach" - (a tool kit that also includes a copy of the above concept paper) - online at  
<http://smhp.psych.ucla.edu/pdfdocs/studentsupport/studentsupport.pdf>

>>One of the tools in the Resource Aids tool kit is the "Guidelines for a Student Support Component" - online separately online at  
<http://smhp.psych.ucla.edu/pdfdocs/studentsupportguidelines.pdf>

>>The above Guidelines have a supporting document outlining rationale and research- online at -- <http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf>

>>With respect to policy, see the "Example of Legislation for a Comprehensive Student Support Component" <http://smhp.psych.ucla.edu> "Summits: Example of Legislation"

The Center has a variety of ways (materials, TA, training) to help in your efforts to move in new directions for student support. (Most of the Center's resources are available at no cost and others require only reimbursement of Center costs). As a starting point, see the resources listed above and then go to the Center website to see the extensive list of Center materials, Quick Finds, etc. <http://smhp.psych.edu/>

AND, be certain to let us know if we can provide additional resources or assistance as you move forward.

\*\*\*\*\*As always, we would like to hear more from you about what local schools and districts are doing to strengthen learning support (e.g., please share any policy statements for a learning support component; infrastructure designs for pursuing such a component; comprehensive learning support frameworks and any related guidelines, standards, accountability indices, leadership job descriptions, etc.). Examples of what others are sharing about their new directions are compiled into a document entitled "Where's it Happening? New Directions for Student Support" which is updated regularly as we receive detailed descriptions from other places. It is online at <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/overview.pdf>. And, of course, at each statewide summit, we highlight where its happening in the state.

>>*On the Online Clearinghouse Quick Find -- New topic: "Involving Stakeholders;"* see <http://smhp.psych.ucla.edu/qf/stakeholders.htm> Includes links to relevant Center produced materials, links to other online documents, and to Centers focusing on this topic. If you know of materials that should be added, please let us know. (Ltaylor@ucla.edu)

For more information on the Center's activities contact:

Howard Adelman and Linda Taylor, Co-Directors  
SCHOOL MENTAL HEALTH PROJECT/  
CENTER FOR MENTAL HEALTH IN SCHOOLS  
UCLA Department of Psychology  
Los Angeles, CA 90095-1563  
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716  
Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

For more information go to the Center website at <http://smhp.psych.ucla.edu>

^ ^ ^ FOR UPDATES FROM OUR SISTER CENTER “Center for School Mental Health Assistance,” see their revised website at <http://csmha.umaryland.edu> for resources and information. Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry. Note that CSMHA has a new address: 737 W Lombard St., 4<sup>th</sup> Floor, Baltimore, MD 21201. Toll free Phone: 888-706-0980. Email [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu).

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How many members of a collaborative does it take to change a lightbulb?

- >14 to share similar experiences
- >7 to caution about the dangers
- >27 to point out errors in process
- >6 to argue whether it’s “lightbulb” or “light bulb”
- >1 to take leadership for action

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## **\*\*OTHER HELPFUL RESOURCES**

### **\*Mental Health/Substance Abuse/Health**

>Identifying and treating attention deficit hyperactivity disorder: A resource for school and Home, US Department of Education at <http://www.ed.gov/teachers/needs/speed/adhd/adhd-resource-pt1.doc>.

>Adolescent Treatment Admissions, 1992-2002, Substance Abuse and Mental Health Services Administration at <http://oas.samhsa.gov/2k4/youthTX/youthTX.cfm>

>Alcohol Dependence or Abuse and Age at First Use at <http://oas.samhsa.gov/2k4/ageDependence/ageDependence.cfm>

>Child and Adolescent Depression and Anxiety Tool Kit, Center for Children with Special Needs at <http://www.cshcn.org/resources/mentalhealthtoolkit.cfm>

>Building a bridge from birth to school: Improving developmental and behavioral health services for young children, The Commonwealth Fund, at [http://www.cmwf.org/publications/publications\\_show.htm?doc\\_id=221307](http://www.cmwf.org/publications/publications_show.htm?doc_id=221307)

>The U.S. Surgeon General’s Family History Initiative’s “My Family Health Portrait” at <http://www.hhs.gov/familyhistory>

>A Family Guide to keeping youth mentally healthy & drug Free at <http://family.samhsa.gov/>

>Children’s Health Topics: Behavioral/Mental Health, American Academy of Pediatrics, at <http://www.nasembly.org/fspc/>

>Put downs & comeback: How to respond to a discouraged kid, <http://www.readingrockets.org/helping/putdowns/putdowns.html>

>Ohio State Board of Education Anti-harassment/bullying policy, <http://www.ecs.org/00CN2217>

>National PTA resources on bullying, <http://www.pta.org/bullying/index.asp>

>”The Cool Spot,” National Institute on Alcohol Abuse and Alcoholism website for middle school students, <http://www.thecoolspot.gov>

## **\*Parents, Schools, Communities**

- >Teacher Working Conditions Toolkit at <http://www.teacherworkingconditions.org/index.html>
- >Council of Urban Boards of Education at <http://www.nsba.org>.
- >National Center for School Engagement at <http://www.truancyprevention.org>
- >Help to Prevent Bullying, School Social Work Association of America Resolution, at <http://www.sswaa.org>
- >Medicaid in the schools resource guide online, Healthier School New Mexico, at <http://www.healthierschools.org/mits/mitsman1.html>
- >Family Strengthening Policy Center, at <http://www.nassembly.org/fspc/>
- >National Clearinghouse for Comprehensive School Reform at <http://www.csrrclearinghouse.org/>
- >Annenberg Institute for School Reform at <http://www.annenberginstitute.org>
- >Framework for supporting human resources systems in school districts, at [http://www.schoolcommunities.org/portfolio/hr\\_framework.html](http://www.schoolcommunities.org/portfolio/hr_framework.html)
- >High School survey of student engagement, <http://www.iub.edu/~nsse/hsse/>
- >A guide for professionals serving youth with educational and career development challenges, [http://www.ncwd-youth.info/resources\\_&\\_Publications/assessment.html](http://www.ncwd-youth.info/resources_&_Publications/assessment.html)
- >New Traditions: options for rural high school excellence, <http://www.southerngovernors.org/indexPDF/SGANewTraditions.pdf>
- >Office of Juvenile Justice and Delinquency Prevention Model Programs Guide, [http://www.dsgonline.com/Model\\_Programs\\_Guide/Web/mpg\\_index.htm](http://www.dsgonline.com/Model_Programs_Guide/Web/mpg_index.htm)
- >State Juvenile Justice profiles, <http://www.ncjj.org/stateprofiles/>
- >All students reaching the top: Strategies for closing academic achievement gaps, <http://www.ncrel.org/gap/studies/allstudents.pdf>
- >Children born in 2001: first results from the base year of the early childhood longitudinal study, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005036>
- >Urban Parks as partners in youth development, <http://www.urban.org/url.cfm?ID=311010>

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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## **\*\*TRAINING AND JOB OPPORTUNITIES**

<Executive Director>

The University of North Carolina at Charlotte, Institute for Social Capital. For information contact [DirectorISC@uncc.edu](mailto:DirectorISC@uncc.edu).

<Research Analyst>

Annenberg Institute for School Reform, Brown University, RI. See <http://www.annenberginstitute.org/about/positions.html>

<Director>

Center for Excellence in Family Studies, Human Development & Family Studies, University of Wisconsin-Madison. For information see [http://www.ohr.wisc.edu/pvl/pv\\_048865.html](http://www.ohr.wisc.edu/pvl/pv_048865.html).

<Faculty>

Interdisciplinary research in Children, Youth, and Families at Texas A&M University, College Station, TX. See <http://cyf.tamu.edu>.

<Research Associate>

Department of Psychology, Michigan State University, East Lansing, MI. Research in community building and systems change to reduce educational economic disparities in Battle Creek, MI. See <http://www.wkkf.org/programming/overview.aspx?CID=277>.

<Assistant Professor>

University of Illinois, Department of Human and Community Development, Urbana, IL. See <http://www.aces.uiuc.edu/~hcd/>

<Counseling>

Department of Counseling at Indiana State University, Terre Haute, IN. See <http://counseling.indstate.edu/position>

<Public Health>

Professor or Associate Professor of Public Health Education, School of Health and Human Performance, University of North Carolina at Greensboro. See <http://www.uncg.edu/phe/>

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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“My teacher says I’m an underachiever, but I think she’s an overexpecter!”

Aaron Bacall

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### **\*\*Comments/Requests/Info/Questions from the field**

>From The Mental Health Association of Greater Chicago –

<http://www.mentalhealthchicago.org/programs.php>– “Our publication The Mental Health Handbook for Teachers and Counselors and the Adolescent Mental Health Handbook have now been published. Info about the Handbooks, and evaluations are on our website.”

>“I just read the paper ‘Connected by 25: Improving the Life Changes of the Country’s Most Vulnerable 14-24 Year Olds.’ <http://www.hewlet.org/> I think it emphatically portrays what we face if schools (and other societal institutions ) do not make progress in addressing barriers to learning.”

>Here are some of the responses we received related to last month’s Emerging Issue on “Policing in schools experiencing frequent violence:”

>>”While nobody suggests being alarmist or overreactive, we must have reasonable security measures to create a secure environment in which education, prevention and intervention services can be safely and effectively delivered. Unfortunately, too many adults (including

professionals in this field) argue for a "prevention only" OR "security only" approach. Why can't we have prevention AND security, instead of an "either-or" approach?"

>> "[I] can certainly understand and appreciate the points of view that were recorded in today's listserv. I'd like to share some emotional and some otherwise rational views on the topic. When I consider 'extreme measures,' and I think policing in schools qualifies as such, I consider the case of any adolescent, other youth, or adult who has expressed inclinations towards suicide. Most of us have experienced this urgency within our families or among our friends or within the families and among the friends of others, maybe even strangers. No matter how we become connected to the suicidal, there can be only one first response: to ensure the physical safety of that person. I don't think we're allowed to let it be someone else's problem or the problem of that person alone. And, I don't think we're allowed to wait until some more obvious behavior or an attempt at suicide. After we ensure the person's physical safety, we can address the trauma, the causal factors, the none-of-our-business charges, and all of the other stuff that will challenge us to take the same first response the next time."

"Some school settings are as dire as the potential suicide, where the victim is not necessarily the precipitator. But, even the precipitator isn't autonomous or independent or without stresses. So, in the case of 'policing in schools experiencing frequent violence,' I'm inclined to say that's a legitimate first response. However, although it might not be logical or make sense, 'schools experiencing frequent violence' might be a more complicated matter than suicide. Accordingly, as well as with suicide, 'policing in schools' cannot be a stand alone strategy. Indeed, in the context of strategy, 'policing in schools' is tactical, meaning short term, not permanent. (If permanent, the school shouldn't be a school.)"

"Something rational (re: practical), in the form of questions:

- (1) How frequent is the violence to warrant policing? [This is criterion 1.]
- (2) What are the policing resources (even if we assume that budgetary and other resources are sufficient) needed to provide policing services to all schools that meet criterion 1?
- (3) If we don't have sufficient policing resources to police all of the schools that meet criterion 1, how do we distribute them? [social justice]
- (4) How long do we police the schools? When will policing succeed?
- (5) What are the contingency tactics? [I imagine that these might be innumerable.]
- (6) What are the consequences for human development?

Countless dissertations could be prepared in response to this emerging issue. So, I'll end here with a semi-final statement. Schools must have strategic plans, and they must actively plan strategically. The plans must be comprehensive, and they must be anticipatory. Our schools and our society have evolved beyond the condition that making-it-up-as-we-go-along will suffice.

And, my final statement here, 'policing in schools' is a lot like 'zero tolerance' policy: both have been misinterpreted from good intentions and both represent the things we do when we don't have a plan."

Note: The emerging issues and responses are online on the Center website at <http://smhp.psych.ucla.edu>. Click on Net Exchange. If you want to add your response to any of the issues or practitioner concerns, send them to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## THIS IS THE END OF THIS ISSUE OF ENEWS

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

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

### Who Are We?

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

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

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, facilitating networking and exchanges of ideas, and strategic efforts to advance the field. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and local, state, 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 policy and program analyses, model development and implementation, and capacity building. We focus on interventions and range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources. The Center works to enhance 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:  
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