

ENEWS -- A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
October, 1997 -- (Vol. 2, #1)

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 and networking.

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++ FEEL FREE TO FORWARD THIS TO ANYONE. ++
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WHAT'S HERE THIS MONTH

*Emerging Issue:Common Purpose: Strengthening Families and Neighborhoods to Rebuild America--a new book by Lisbeth Schorr.

*News from around the country (new projects, recent publications, reports, resources)

^^ Recent Publications

- Planning for Evaluation
 - Lessons From The Field - Head Start Mental Health Strategies to Meet Changing Needs
 - Keeping Children From Harm's Way: How National Policy Affects Psychological Development
- Youth Mental Health Promotion - A Public Health Perspective
 - Prevention and Control of Stress Among Emergency Workers
 - Linking Schools with Youth and Family Centers

^^ Upcoming conferences, initiatives, workshops

^^Helpful website resources

^^Job Opportunities

*News From Our Center and Sister Center

To post messages to ENEWS, E-mail them to: smhp@ucla.edu

(no charge) by sending an E-mail request to:

maiser@bulletin.psych.ucla.edu

subscribe mentalhealth

To remove your name from the mailing list type:

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Before I had children,

Now I have 2 children and no theories.

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Put high on your list of issue raising works, Lisbeth Schorr's new book "Common Purpose: Strengthening Families and Neighborhoods

Few will argue with Schorr's effort to "paint a picture of the possible" or with her view of the bureaucratic problem or the need to

The debates will arise around her view of "taming" bureaucracies and a new approach to evaluation research.

- Devolution will not solve it
- Service integration and collaboration will not solve it

- Contracting out will not solve it
- Reliance on markets will not solve it

Based on several efforts around the country, she argues the best hope is to find "new ways to balance equity, quality, responsiveness, and effectiveness."

With regard to evaluation and accountability, she describes what she informed understanding, based on a wide array of data about what happened and about what might have happened under a different set of interventions and events, can ultimately build a strong and useful knowledge base. Although offering less certainty about causation, not only rich but rigorous, and that can lead to effective action on urgent social problems." [What is needed is] "...a more generous hunch, analogy, insight, and creativity ..."

Would you like to share any thoughts on the aforementioned views? and/or on our website.

Do you have anything you'd like to say about school related issues.

Let Us Hear From You:

Phone : (310) 825-3634
Write : Center for Mental Health in Schools
Los Angeles, CA 90095-1563

NEWS FROM AROUND THE COUNTRY

The Department of Health and Human Services (DHHS) has

Under the Rural Outreach and Network Development program, providers will receive an average of \$174,000 per year to

networks among local providers. Clearly there are opportunities for grant recipients to work with school-based health centers

Grant recipients and their grant awards are listed on the DHHS website:

about how the field is coping with these challenges, and the inadequacy of the training and technical assistance related to mental health issues from either the Head Start or mental health communities.

Cost:Head Start and child care programs: \$9.95
All others: \$15.95

Contact: National Center for Children in Poverty;
Columbia School of Public Health;
154 Haven Avenue; New York, NY 10032;
Tel: (212) 304-7100; Fax: (212) 544-4200
Checks should be made payable to Columbia University

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Keeping Children From Harm's Way: How National Policy  
Affects Psychological Development.  
A. U. Rickel & E. Becker, 1997, (234 pages).

Today, large numbers of America's children, adolescents, and families are at unprecedented risk of social problems. Among these are lack of health care, violence, substance abuse, teen pregnancy, and homelessness. Yet the public's interest in preventive programs is at an all-time low. Drawing on their behind-the-scenes experience as Congressional Fellows, the authors of this book make a case for well-designed, economical prevention programs. In concise, readable language, they discuss:

- the 1990s era of social policy and its denial of families' needs today
- genetic, pre- and perinatal, and environmental risk factors affecting children
- model intervention programs, including the Preschool Mental Health Project
- special issues for adolescents
- how positive and negative outcomes are transmitted across generations

APA Members/Affiliates: \$24.95  
Item # 4317950; ISBN: 1-55798-443-3

Contact: American Psychological Association, PO Box 92984,  
Washington, DC 20090-2984; Tel:202/336-5510, Fax:202/336-5502

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Youth Mental Health Promotion - A Public Health Perspective. R. Moore.
Health Issues Team, Crown Public Health. May 1997, 90 pages.

Examines adolescent mental health issues from a public health perspective. It states that to have optimal mental health there must be a balance between the person's personal characteristics and the environmental pressures (s)he encounters. This balance must be constantly adjusted as changes to the individual and/or to their environment occur. The following question is raised and addressed: what strategies can be introduced to improve the ability of young people to cope with an adverse environmental pressure or personal reaction before such an event occurs - taking into account the characteristics that are unique to each particular individual and their environment? The report provides a foundation to work from:

- to increase the young person's competence to adapt to different circumstances in life,
- to identify and reduce the environmental pressures which cause too much stress,
- to identify, resource and publicize support networks that are available and acceptable to young people.

Contact: Crown Public Health, Datacom House, 76 Chester St East,
P.O. Box 1475, Christchurch, New Zealand

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Prevention and Control of Stress Among Emergency Workers:  
A Pamphlet for Workers. Prepared by Division of Education  
and Service Systems Liaison. U.S. Department of Health  
and Human Services ,1990, (6 pages).

Discusses approaches that have been found helpful to workers in dealing with disaster-related stress. Of particular importance, is the relationship between emergency workers and the mental health aspects of their work. It suggests interventions that may be helpful before, during, and after a disaster.

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Linking Schools with Youth and Family Centers. M.J. Bush &
C.S. Wilson. Educational Leadership, October 1997: 38-41.

The Dallas public school system utilizes a holistic approach to overcoming the many factors that stand in the way of their students' academic success. Nine Youth and Family Centers have been developed on or near a school campus. The hospital system, school district, families, and students work together with the common focus of promoting academic success, resiliency, and self-sufficiency for students and families. Thus far, results have been promising as indicated by statistically significant decreases in discipline referrals, course failures, and absences, as well as positive outcomes by principals and parents on several questionnaires.

^^^^^UPCOMING CONFERENCES, INITIATIVES, WORKSHOPS^^^^^^

Third Annual Interprofessional Collaboration Conference
November 7, 1997
California State University, Fresno

The Third Annual Interprofessional Collaboration Conference-
"A Call for Action: Children & Families Answering the Tough
Questions" will bring forth the following objectives:

- >Political issues which impact children, families, and the helping professionals, in integrated service settings.
- >Increase awareness of the need for, and benefits of, interprofessional collaboration.
- >Discuss various collaborative models and how to address challenges.
- >Increase awareness of requisite skills for promoting successful interprofessional collaboration and working with clients and families.
- >Explore possibilities for expanding collaboration involving the medical professionals.

Contact: Dr. Adrienne Herrell, California State University, Fresno,
Dept. of Literacy & Early Education, 500 North Maple,
Fresno, CA. 93740-8025

4th National Conference on Children and Violence
November 13-15, 1997
Houston, TX

The National Conference on Children and Violence: Intervention and

Prevention Strategies is hosting a conference which will consist of the following tracks:

- > Community Advocacy
- > Mental Health
- > Education
- > Criminal Justice
- > Health
- > Media

Contact: Professional & Continuing Education (PACE),
University of Houston - Clear Lake; 2700 Bay Area Blvd,
MC 354; Houston, TX 77058 Tel: (713) 283-3030,
Fax: (713) 283-3039, Email: pace@cl4.cl.uh.edu

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\*\*\*The 1997 NOAPPP Annual Conference\*\*\*  
\*\*\*November 16-19, 1997\*\*\*  
\*\*\*Holiday Inn Mart Plaza - Chicago, IL\*\*\*

The National Organization on Adolescent Pregnancy, Parenting and Prevention, Inc. (NOAPPP) brings together experts on pregnancy, parenting, and pregnancy prevention in collaboration on adolescents' successes.

Contact: NOAPPP, 1319 F Street, Suite 400, Washington, DC 20004

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Zero To Three
December 5-7, 1997
Renaissance Nashville Hotel - Nashville, TN

The National Center for Infants, Toddlers, and Families is hosting the 12th National Training Institute to address the following issues:

- > New State Roles in Infant/Family Services
- > Babies, Families, and Social Class
- > Supporting Young Children in the Child Welfare System
- > Helping Young Children with Disruptive Behavior
- > Home Visiting: Quality and Effective Supervision
- > Theory and Practice in Infant Mental Health
- > Frontiers of Science: Stress and Coping During Infancy

- > Sensory Integration and Self-Regulation
- > Problems and Issues in Screening and Assessing Infants and Toddlers
- > Supporting Grandparents Caring for their Young Grandchildren
- > Supporting Care givers Who Work with Children Affected by Violence
- > Engaging Men in the Lives of Their Children

Contact: Phone (703) 356-8300 or access their website at:
www.zerotothree.org

****Building on Family Strengths****

****April 19-21, 1998****

****Portland, Oregon****

The goal of this conference is to showcase state-of-the-art research and innovative programs and practices in the area of culturally-competent, family-centered services. The conference focuses on families whose children have emotional, behavioral, and emotional disorders.

Proposals due by November 26, 1997.

For more information or to submit a proposal contact:
Kaye Exo, Conference Coordinator; Research and Training
Center on Family Support and Children's Mental Health;
Regional Research Institute/ Portland State University:
P.O. Box 751; Portland, OR 97207-0751: phone: 503/725-5558;
email: exok@rri.pdx.edu; web site: <http://www.rtc.pdx.edu>

National Assembly on School-Based Health Care*

****June 25-27, 1998****

****Sheraton Gateway Hotel - Los Angeles, CA****

The National Assembly on School-Based Health Care (NASBHC) is hosting a conference entitled "Communities Creating Access to Care" and is currently inviting proposals about topics related to school-based health care for its 1998 annual meeting. Proposal guidelines may be obtained by contacting NASBHC. Proposals may also be submitted via mail, fax, or e-mail by December 1, 1997 to NASBHC.

Contact: NASBHC, 1522 K Street, Suite 600, Washington, DC 20005

The official call for proposals, with required forms, can be found in the APA Monitor and the American Psychologist.

For more information or to submit proposals contact:
Andrea Solarz; 3329 S. Wakefield St., #B-1, Arlington, VA,
22206; phone: 202/334-1446, or email at asolarz@nas.edu.



Initiative for After School Programs

This initiative has recently taken more precedence as a result of several policy issues, including, but not limited to, welfare reform. As the nation prepares to implement Welfare Reform with limited resources from child care, many are concerned about what will happen to the growing number of school-age children whose parents are at work during the several hours after school.

Among those concerned is President Clinton, who stated "Increasingly, our schools are critical to bringing our communities together. We want them to serve the public not just during school hours but after hours: to function as vital community centers; places for recreation and learning, positive places where children can be when they can't be at home and school is no longer going on; gathering places for young people and adults alike. Bringing our schools into the 21st century is a national challenge that deserves a national commitment" (July 11, 1996).

In response to this concern, legislators at both state and local level, schools, community organizations and the federal government have begun to explore ways to provide safe, enriched activities for young people during the after school hours (Ed Matters, v.2, No. 3, p. 3).

To learn more about U.S. Department of Education funding opportunities, either visit their website at www.ed.gov or call the Regional Office at (415) 437-7520.



Jim had just finished washing up after laying a new cement driveway. When he came back outside he found his neighbor's kids writing their initials in the fresh concrete. He grabbed the kids and marched them next door to complain to their parents.

"I'm sorry," they said, "but kids will be kids. You do like


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>>>Electronic Connections<<<  
>>>School-Based Health Centers On-Line<<<  
<http://www.gwu.edu/~mtg>

The following are available Electronic resources:

- \*National school-based health center and state financing survey results
- \*State resources, including RFPs, quality improvement tools, communication strategies, needs assessments, and more
- \*School-based health center publications and manuscripts
- \*State fact sheets, state contacts, and state web page links
- \*National Assembly on School-Based Health Care
- \*School-based health center bibliography
- \*About school-based health centers
- \*Links to related web sites
- \*ACCESS Newsletter
- \*Research findings

School-Based Health Center Net: Gives you access to more than 150 school-based health care professionals and organizations. Subscribers use their e-mail to post information, post technical assistance questions, and direct inquires to helpful resources. For more information contact:

The Making the Grade National Program Office  
The George Washington University; 202/466-3396;  
[sbhcnet@gwis2.circ.gwu.edu](mailto:sbhcnet@gwis2.circ.gwu.edu)

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>>>The Center for Effective Collaboration and
Practice's Author Online Site<<<

<http://www.air-dc.org/cecp/cecp.html>

The Center for Effective Collaboration and Practice's Author's Online Site November's article will be "Advocacy for Students with Emotional and Behavioral Disorders: One Call for Redirected Efforts," by Carl Smith. Dr. Smith will be online from November 17th to December 8th to discuss his article, which was published this year in Behavioral Disorders, 22 (2). To access the discussion, go to the Center's home page: <http://www.air-dc.org/cecp/cecp.html>.

Center for Mental Health in Schools at UCLA

New Products and Activities This Month:

A new technical aid packet entitled: *Welcoming and Involving New Students and Families* is now available. It offers guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools. Programs include home involvement, social supports, and maintaining involvement. It can be ordered from the center for \$7.50 to cover the cost of copying and postage.

This technical aid packet contains the following:

***An introduction on "Welcoming & Social Support Programs: An Essential Facet of Schools"

***A Welcome Program (Phases of Intervention, Interfering Barriers, Key Intervention Tasks, Steps in Welcoming: Key Elements and Activities, Doing it on a Shoestring).

***Selected References (Transition support for immigrant students, Mobility and school achievement, Planning the transition process: A model for teachers of preschoolers who will be entering kindergarten, etc.)

***Consultation Cadre with expertise on transitions (consists of volunteering professionals who work in a variety of settings)

***Journal article on Welcoming (reports on a school intervention to facilitate the initial school adjustment of new students and their families--discusses the concept of welcoming; intervention phases, tasks, and mechanisms; and a special focus on enhancing home involvement)

***A Sample ERIC Digest (brief research syntheses on a variety of education issues which are available in libraries, over the Internet, or can be ordered by phone:1-800-LET-ERIC)

***Resource Aids (topics include welcoming, social support, and mapping a school's resources for helping student and family transitions)

Conference participants received a newly developed School-Based Mental Health Programs Resource Packet. These Resource Packets are a collaborative effort of CSMHA and School Health Resource Services, both of which are funded by the Maternal and Child Health Bureau, Office of Adolescent Health. These packets are available from CSMHA for \$15 (\$12 + \$3 postage and handling).

To receive information about the materials mentioned, or to be added to the CSMHA mailing list to receive the center's newsletter ON THE MOVE, contact CSMHA by telephone: 888-706-0980 (toll free); fax: 410-706-0984; or e-mail: csmha@csmha.ab.umd.edu.

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Let us know:

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

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THIS IS THE END OF THIS ISSUE OF ENEWS

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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.

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