WHAT IS ENEWS: (For those who don't know)
This forum is another link for those concerned with enhancing policies, programs and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

Feel Free to Forward This to Anyone

WHAT'S HERE THIS MONTH

**Emerging Issue
  >IDEA Reauthorization

**News from around the Country

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

**Upcoming Initiatives, Conference, Workshops

**Calls for Grant Proposals/Papers

**Other Helpful Resources

**Requests/Information/Comments/Questions from the Field

**Training & Job Opportunities
  (Including fellowships and scholarships)

**News from the two National Centers focusing on MH in Schools

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To post messages to ENEWS, E-mail them to smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to Listserv@listserv.ucla.edu. Leave the subject line blank and in the body of the message type Subscribe mentalhealth-L
**EMERGING ISSUE**

>>>>>>IDEA Reauthorization

Now that the ESEA has been reauthorized, attention has already turned to the next year's reworking of the Individual with Disabilities Education Act (IDEA) which governs most of special education in the nation's schools. President Bush recently established a commission to recommend reforms. In an editorial page article in the L.A. Times (12/26/01), Chester Finn, Jr. and Andrew Rotherham began laying out their view of the issues to be addressed and the "reforms" they advocate. These include "streamlining" special education categories, stressing the prevention of reading problems, screening for early identification, ending "double standards" for student discipline, eliminating "red tape" for charter schools, and more. Obviously, the issue is not whether there should be some reforms; the arguments are over what changes should be included in the new law.

Now is the time for all of us to generate a discussion and appropriate input into the process. What are your views? Post your response directly on our website's NET EXCHANGE page for others to read and respond. Go to http://smhp.psych.ucla.edu
Or you can send your response by email to: smhp@ucla.edu


**NEWS FROM AROUND THE COUNTRY**

>>PRESIDENT'S COMMISSION ON EXCELLENCE IN SPECIAL EDUCATION HOLDING REGIONAL MEETINGS

The meetings are designed to hear from experts and members of the public in anticipation of their report to the president by this summer. February in Houston; March in Des Moines, San Diego, and Los Angeles; April in Miami, New York, and Nashville; and May in Washington DC.

DISTRICT SUPPORT SERVICE STAFF AMONG FIRST LAID OFF IN DETROIT PUBLIC SCHOOLS
Due to budget deficits, Detroit Public Schools has sent layoff notices to 150 nonteaching staff including 50 of the 271 social workers and 11 of the 50 truancy officers. (Detroit Free Press, January 8, 2002)

EACH DAY IN AMERICA, NINE CHILDREN AND TEENS DIE BY GUNFIRE
For the first time since 1986, the number of children and teenagers killed in one year dropped below 3,400. However, each day in America, nine children and teens die by gunfire. Children's Defense Fund Annual Data Report on Child and Teen Gun Deaths. www.childrensdefense.org The organization also released a new Community Action Toolkit Kit to prevent gun violence.

PROMOTING SAFE & STABLE FAMILIES AMENDMENTS SIGNED INTO LAW
These support services to improve parenting skills to prevent child abuse and neglect while also promoting timely family reunification when children must be separated from their parents for their own safety. www.hhs.gov/news

INCREASE IN ADOLESCENT ADMISSIONS FOR SUBSTANCE TREATMENT
The number of adolescents aged 12-17 admitted to substance abuse treatment increased 20 percent between 1994 and 1999. (SAMHSA, Treatment Episode Data Set 1994-1999.) Youth drug related emergency department visits increased in 1999-200 by 20% (SAMHSA Year-End 2000 Emergency Department Data from the Drug Abuse Warning Network) http://www.samhsa.gov

INCREASE IN OUTPATIENT TREATMENT FOR DEPRESSION
There was a marked increase in those receiving outpatient treatment for depression between 1987 and 1997 with greater involvement of physicians, greater use of psychotropic medications, and expanding availability of third-party payment, but fewer outpatient visits and less use of psychotherapy. JAMA, January 9, 2002. http://jama.ama-assn.org/issues/v287n2/rfull/joc11356.html

"(The President) is committed to the bold proposition that every child can learn...This doesn't mean that, after you siphon off the children who have disabilities; or the children who were never properly taught how to read; or the children who never learned English; or the children who disrupted their classrooms, most the rest of them can learn. It means that all of our kids, even the ones our system calls 'hard to teach' can learn..."

Rod Paige, U.S. Secretary of Education

RECENT PUBLICATIONS

CHILDREN'S MENTAL AND PHYSICAL HEALTH


"Prevention in the 21st century" special issue of Prevention & Treatment. Http://journals.apa.org/prevention

>> FAMILY, COMMUNITY & SCHOOLS


"Instrumentation for State Readiness Assessment: Issues in Measuring Children's


>>POLICY, FINANCE & STATISTICS


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"...public policy discourse...rarely provides a systematic analysis of the way that schools are only one part of a larger set of problems...Connecting school-based solutions to the larger society in which they exist is needed."

Alan Sadovnik and Susan Semel

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**


America's At-Risk Youth National Forum.  February 24-27, Myrtle Beach, SC. http://www.dropoutprevention.org
Creating a New Vision for Health Promotion. February 25 - March 1, Lake Tahoe, NV. Http://www.healthpromotionconference.org


A System of Care for Children's Mental Health: Expanding the Research Base. March 3 - 6, Tampa http://rtckids.fmhi.usf.edu/rtcconference/rtcconf.htm

Leave no Child Behind: Improving Under-performing Urban Schools. March 14-16, Albany, NY. For additional information contact Hal Lawson at hlawson@albany.edu

Working together to help young children with special needs. March 23, Los Angeles. 1-800-325CICC.


Community-Campus Partnerships for Health. May 4 - 7 Miami http://futurehealth.ucsf.edu/ccph/projects.html#naticonf

Building on Family Strengths Conference, May 30 - June 2, Portland, OR http://www.rtc.pdx.edu

National School-Based Health Care Conference, June 20 - 22. Denver
http://www.nasbhc.org

http://www.peerhelping.org

The National Forum of the Coalition for Community Schools, June 23 - 25,
Washington, DC.  Http://www.communityschools.org

National Association of School Nurses. June 30-July 3, Lake Buena Vista, FL
http://www.nasn.org/conf2000/conferences.htm

Developing Local Systems of Care for Children and Adolescents with Emotional
Disturbances and their Families: Family Involvement and Cultural Competence.

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 your conference listed, send the information to smhp@ucla.edu

= = = = = = = = =
If you give folks a fish they eat for a day...
if you teach folks to fish they eat every day...
and if you come to town to talk to folks about fishing...
you must be a consultant!

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS ^ ^ ^ ^


>>>Partnership for Information and Communication (CFDA 93.110G)
Due January 22.

>>>Healthy and Ready to Work National Center (CFDA 93.110D)
Due January 25

>>>Statewide/Regional Implementation of Health Insurance and
Financing Initiatives for Children with Special Health Care Needs (CFDA 93.110C)
Due February 15.

>>>Integrated Community Systems: Statewide Implementation (CFDA 93.100E)
Due February 15

*HHS Awards for Family Domestic Violence Prevention Grants. Due February
11. Call Sunni Knight at 202-401-5319.


*NIDA National Prevention Research Initiative:
   >>Community Multi-Site Prevention Trials (RFA-DA-02-004) and Transdisciplinary Prevention Research Centers (RFA-DA-02-005). Letter of Intent due March 26.


*Call for Papers: Advances in School-Based Mental Health. Due March 31. Krisrobinson@attbi.com

*SAMHSA Community Action Grant Program (PA 0 3) Due May 10. Http://www.samhsa.gov/grants


(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.)

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Advice is what we ask for when we already know the answer but wish we didn't.
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^^^^^^^^OTHER HELPFUL RESOURCES^^^^^^^^^^^^

>>>>>>Mental Health/Substance Abuse/Health

Healthy People 2010 Information Access Project Partners in Information Access for Public Health Professionals at http://nnlm.gov/partners/hp

Psychology in the Schools is online at http://www3.interscience.wiley.com/cgi-bin/jtoc?Type=DD&ID=10049909
In response to our request for best ways to make the case in showing the value of programs and staff focused on addressing barriers to learning in schools, Bob Tyra, Counselor, sent this: "The Support Personnel Accountability Report Card we have developed this year has gotten some state and national attention. It's modeled after the School Accountability Report Card...take a look at it and let us know what you think. It's at www.lacoe.edu/ccla."

(Note: We have included this link on our Quick Find, Staffing Student Support Systems. You may find some other relevant links and internet documents there as you look for strategies to escape the threat of budget cuts.)

Charlene Vega (Chicago Public Schools) has shared a "White Paper on Mental Health Services for Children and Youth in Illinois" prepared by the
Mental Health for Children Working Group in March 2001, the paper was presented to state legislators for action. If you are interested in this, let us know, and we'll contact Charlene about sharing it.

>>>Gary Melton (Clemson University, Institute on Family & Neighborhood Life) has shared "Principles for School-Based Services." These were composed by the Leadership Team for Ecologically Oriented Services, Anderson School District 5 as a set of guidelines for implementing school based interventions. Gary has indicated that we can share copies; let us know if you are interested.

SEND US YOUR REQUESTS/RESPONSES by phone, fax, email, or on our website Net Exchange, and we will compile and share it with others.

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Is it true? 
  If you are good, you will be assigned all the work. 
  If you are really good, you will get out of it. 
   + + + + + + + + + + 

^^^^TRAINING AND JOB OPPORTUNITIES ^^^^^^^^ 
(Including fellowships and scholarships)

<Leader in adolescent health> 
Department of Population and Family Health Sciences of the Johns Hopkins Bloomberg School of Public Health. See http://www.jhsph.edu

<Project Assistant> 
School Health Project, Resource Center on Educational Equity, Council of Chief State School Officers. Contact Director of Personnel, CCSSO, One Massachusetts Ave., NM, Suite 700, Washington, DC 20001-1431.

<Postdoc in Pediatric Psychology> 
Children's Hospital of the Cleveland Clinic. Deadline February 15. Contact Hannah Swallow, Desk A 120. The Cleveland Clinic, 9500 Euclid Ave., Cleveland, OH 44195.

<Child/Adolescent Faculty Position> 
University of Vermont Psychology Department. Review beings March 8. Http://www.ubm.edu/~psych/PsychAtUVM/Overview.html

<Research Postdoc> 
NIMH Intervention study with preschoolers with behavior disorders, Department of Clinical Health Psychology, University of Florida. Deadline April 1. Contact Sheila Eyberg, POB 100165 Health Sciences Center, University of Florida, Gainesville, FL 32610.
NEW INITIATIVE TO ENHANCE TRAINING FOR PROFESSIONALS WORKING IN SCHOOLS

The Center is pleased to announce this new initiative designed to enhance learning opportunities related to mental health and psychosocial concerns for those working in schools. In addition to the Continuing Education Modules we have been developing, we also have started to develop and put online two major forms of assistance:

**QUICK TRAINING AIDS**: Each offers a brief set of resources for inservice or staff development. (They are also a form of quick self-tutorial) They encompass (a) key talking points for a short training session, (b) a brief overview of the topic, (c) fact sheets, (d) tools, and (e) a sampling of other related information and resources. The first three are now online (Bullying Prevention, Suicide Prevention, School-Based Crisis Intervention). Several more will be online in the next couple of weeks (Violence Prevention, Financing).

Go to http://smhp.psych.ucla.edu, click on What's New, then click on Quick Training Aids to get to these new resources. Let us know what you think and what other topics you would find useful in this format.

**TRAINING TUTORIALS**: These are designed as self-directed opportunities for more in-depth learning about specific topics. They can also be used in training others. The first of these entitled: "Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning" is now online. Six others will go online in the next month (Classroom Changes to Enhance and Reengage Students in Learning, Support for Transitions, Home Involvement in Schooling, Community Outreach, Crisis/Emergency Assistance and Prevention, and Student and Family Assistance). See http://smhp.psych.ucla.edu, click on What's New, then click on Training Tutorials.

While these were designed as web based and interactive, we have also prepared
hardcopies of the Quick Training Aids and Training Tutorials which are available for the cost of copying and postage.

The ones online are prototype examples and we are eager to get feedback on how to improve these formats for capacity building. Let us know what you think.

NEW QUICK FIND on Barriers to Learning (Quick Finds feature Center materials, online documents, clearinghouse materials, and special centers dealing with this topic. They provide current and updated resources and related documents.)

"MENTAL HEALTH AND SCHOOL-BASED HEALTH CENTERS" a guide to practice
The Center has again updated and for the first time put on the internet its guide for the mental health facets of school-based health centers. The introductory overview focuses on where the mental health facets of school-based health centers (SBHCs) fit into the work of schools. This is followed by three modules. Module I addresses problems related to limited center resources (e.g., limited finances) and how to maximize resource use and effectiveness; Module II focuses on matters related to working with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Each module is organized into a set of units with many resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day SBHC operational focus on mental health and psychosocial concerns. A coda highlights ways to and benefits of weaving together all resources for addressing barriers to student learning into a comprehensive, integrated Enabling Component.

DOWNLOAD - entire guidebook (1.4M; 504pp) or in sections
http://smhp.psych.ucla.edu/guidepak.htm

If ordered by mail, the cost is $30.00 for copying and handling.

MH IN SCHOOL PRACTITIONER LISTSERV: The requests posted on this weekly exchange of information among practitioners are now posted on the Net Exchange of our website. Please review these requests for sharing information and ideas and post your responses on Net Exchange at
http://smhp.psych.ucla.edu/cgi-bin/WebBBS/bbs_forum.cgi?forum=enews

Contact us at:
SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
**UPDATE from our Sister Center, Center for School Mental Health Assistance at the University of Maryland at Baltimore, Mark Weist, Director**
http://csmha.umaryland.edu

National Conference on Advancing School Based Mental Health Programs, September 18-21, Philadelphia.

From "On the Move with school-based mental health", Fall, 2001, newsletter:
In an effort to promote and support the use of effective interventions by school-based mental health providers, the CSMHA is now offering technical assistance in the use of empirically-supported treatments and preventive interventions. If you are interested in receiving technical assistance about the use of empirically-supported interventions, please contact Cindy Schaeffer at 888/706-0980 (toll free) or email her at cschaeff@jhsph.edu.

For more information contact:
Center for School Mental Health Assistance
University of Maryland at Baltimore
Department of Psychiatry
680 W Lexington, St., 10th Fl.
Baltimore, MD 21201
Phone (888) 706-0980
Email: csmha@umpsy.umaryland.edu
Website: http://csmha.umaryland.edu

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

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. This Project and Center are co-directed by Howard Adelman and Linda Taylor.
Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. 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.

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.

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. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems. We 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 Centers connect with major initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. 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. Evaluations indicate the Centers have 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
Phone (310) 825-3634  Fax (310) 206-5895
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Center for Mental Health in Schools
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