ENEWS: A Monthly Forum for Sharing and Interchange

February, 2006 (vol. 10 #5)

Source: UCLA School Mental Health Project/
          Center for Mental Health in Schools

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see http://smhp.psych.ucla.edu

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Feel Free to Forward this to Anyone
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WHAT'S HERE THIS MONTH

**Emerging Issue
          >Reauthorization of the No Child Left Behind Act:
            What Should be the Focus in Advocating for Better Ways to
             Address Barriers to Learning and Teaching?

**News from around the Country

**This Month's Focus for Schools to Address Barriers to Learning
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**Recent Publications Relevant to
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**Upcoming Initiatives, Conferences & Workshops

**Calls for Grant Proposals, Presentations & Papers

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

**Other Helpful Resources

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

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

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

To subscribe/unsubscribe to ENEWS, go to:
http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l
and follow the directions to sign up. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.

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**EMERGING ISSUE

>>Reauthorization of the No Child Left Behind Act:

What Should be the Focus in Advocating for Better Ways to
Address Barriers to Learning and Teaching?

As advocates gear up to influence the 2007 reauthorization of the No Child Left Behind Act, issues arise about what the focus should be with respect to ensuring that barriers to learning are more effectively addressed. At one extreme, there are those who want to argue for adding specific items to various Titles in the Act to stress better ways to address psychosocial and mental and physical health concerns. This is sometimes described as a pragmatic approach that intends to expand the focus on such concerns incrementally.

At the other extreme is the argument that a major policy shift is needed to ensure that every school improvement effort includes a focus on development, implementation, and validation of a comprehensive system to address barriers to learning and teaching. This is sometimes described as a radical approach that views the reauthorization as another opportunity to push for the end of the marginalization of student and learning supports in schools and districts.

In the middle are folks who think the two positions complement each other. That is, they support advocating for more ad hoc pieces and for a focus on encouraging Congress to emphasize the inclusion in school improvement of guidelines for every school to develop a system of learning supports.

Where do you stand on this? Send your comments to ltaylor@ucla.edu and we will integrate and share them in next month's ENEWS and online.

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"The young do not know enough to be prudent, and therefore they attempt the impossible, and achieve it, generation after generation."
        Pearl S. Buck
        @#@#@#@

***NEWS FROM AROUND THE COUNTRY**

*TWO REPORTS RELEASED ON MENTAL HEALTH IN SCHOOLS
    >>"School Mental Health Services in the United States, 2002—2003"
        http://www.mentalhealth.samhsa.gov/publications/allpubs/sma05-4068/
The study reports survey data on (a) mental health problems most frequently encountered in school settings and the mental health services delivered, (b) administrative arrangements for the delivery and coordination of mental health services in schools, (c) the types and qualifications of staff providing mental health services in schools, and (d) issues related to funding, budgeting and resource allocation, and use of data regarding mental health services. The findings provide new information about the role of schools in providing mental health services, and how these services are organized, staffed, funded, and coordinated.

    >>"The Current Status of Mental Health in Schools: A Policy and Practice Analysis"
        http://smhp.psych.ucla.edu/currentstatusmh.htm
Prepared by the Center for Mental Health in Schools and designed to help provide the larger context for the findings of the recently released SAMHSA report (cited above). Currently in draft form, the Center invites interested stakeholders to review the document and provide feedback to improve the report as it is finalized.

*RAND STUDY SAYS EARLY CHILDHOOD INTERVENTION PROGRAMS SAVE MONEY AND BENEFIT CHILDREN, FAMILIES AND SOCIETY
The report indicates that well-designed programs for disadvantaged children age 4 and younger can produce economic benefits ranging from $1.26 to $17 for each $1 spent on the programs.
January 12, 2006 http://www.rand.org/news/press.06/01.12.html

*SC GOV. PROPOSES TO DIVERT FUNDS TO EARLY EDUCATION
"South Carolina Gov. proposed that the state reallocate at least $38 million from existing state education programs into a more aggressive early education effort.... This comes after a court ruling that officials need to direct more attention to early childhood intervention. Proposed cost savings include consolidation of smaller school districts and elimination of school programs like the 4-H Agricultural and Natural Resources Program." 1/5/06, http://www.thestate.com

*EXIT EXAM; REQUIREMENT FOUND TO HIT SPECIAL ED STUDENTS HARD
"This is the first year California seniors are required to pass the exit exam to receive a diploma.... In Visalia Unified, 72 percent of the special education students have not passed the math or English portions of the exit exam and are at risk of not graduating.... Disability Rights Advocates is challenging the exit exam as an invalid and discriminatory exam for students with disabilities in the lawsuit Chapman v. California Department of Education." 1/14/06, http://www.visaliatimesdelta.com

*MISSISSIPPI LEGISLATION AIMS AT STEMMING THEE DROPOUT RATE
Mississippi House Education Committee Chairman Cecil Brown notes that each year 16,000 Mississippi students drop out of high school. House Bill 214 (which passed the House and is headed to the Senate Education Committee) is intended to help those students so that more leave high school with diplomas instead of giving up. Brown says that someone planning to get a job or go into the military right out of high school doesn't really need advanced math, science or two years of foreign languages and requiring these college prep course of everyone puts too many students out of the running for a H.S. diploma. The bill requires the state Department of Education to come up with an alternate list of courses that would get a student a standard high-school diploma. 1/24/06 Jackson Clarion-ledger
http://www.clarionledger.com/apps/pbcs.dll/article?AID=/20060124/NEWS010504/601240348/1002/NEWS01

*STUDENTS RETURN TO BIG CHANGES IN NEW ORLEANS
"So far, state and local education officials have approved 21 charters for schools in New Orleans.... Advisers to the education committee created by Mayor C. Ray Nagin, the Bring New Orleans Back Commission, caution against an all-charter model, favoring a mix of district-run and charter-run schools arranged into network clusters run by a single manager. District schools are necessary, they say, because they have more capacity to expand as the population does, and to offer the benefit of standard curriculums to what might be a highly mobile student population."
1/4/06, New York Times. Http://www.nytimes.com

*IDENTIFYING PATIENTS WITH TREATMENT-RESISTANT DEPRESSION
"Initial results of the nation's largest clinical trial for depression have helped clinicians to track 'real world' patients who became symptom-free and to identify those who were resistant to the initial treatment (12-14 weeks of treatment with an antidepressant medication). About a third of participants reached a remission...two thirds of those patient were identified as treatment-resistant to a first medication in phase one." 1/1/06, National Institute of Mental Health
http://www.nimh.nih.gov/

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

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"The old believe everything, the middle-aged suspect everything,
the young know everything."
    Oscar Wilde

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*Monthly Focus for Schools to Address Barriers to Learning

>>February – The Mid-point of a school year...Report Cards & Conferences: Another Barrier or a challenging opportunity?

What happens at this point in a school year is critical in either cementing or altering teacher, parent, and student relationships. This is an especially crucial time for students who have learning, behavior or emotional problems and face other barriers to learning related to poverty and reduce opportunity.

>Changing negative patterns and cycles is essential in supporting learning. School staff play a key role in this by introducing new approaches in partnering with families. If a student isn't doing well, parent needs to be informed. The problem is how to do it in ways that first and foremost don't alienate the family and hopefully mobilize them to work with the school to make things better.

>Rethinking parent conferences. It's time to rethink end of semester conferences for those students who need support. In redesigning what is done, the objective is to enhance student, parent, and staff motivation. This requires a process that avoids blaming, emphasizes respect, sharing, and interchange, and involves students and parents in exploring what can be done to enhance learning.

For specific ideas, see the February materials on student led conferences in
"Ideas for Enhancing Support at Your School This Month" on our website at
http://smhp.psych.ucla.edu

Also go to the Quick Find online clearinghouse page on Parent/Home Involvement in Schooling at http://smhp.psych.ucla.edu/qf/homework.htm

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"One of the things we're learning from charter schools is the importance of treating the students and families as valued customers. They have chosen to come to our school and they can choose to leave."
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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*Children's Mental and Physical Health

Note: During 2006, Healthy Childcare, a publication edited by the American School Health Association's Council on Early Childhood Health Education and Services will focus on early childhood mental health in each of the first 5 issues beginning with the December-January issue. The October-November 2006 issue will be a special one devoted to mental health topics.
http://www.healthychild.net/

>An investigation of therapeutic factors in children's groups (2005) Z. Schechtman & O. Gluk, Groups Dynamics: Theory, Research, and Practice, 9, 127-134. Http:/www.apa.org/journals/gdn

>Testing the compensatory and immunity models of children's adaptive behaviors: The role of appraisal (2005) Y. Jackson, American Journal of Orthopsychiatry, 75, 369-380.
Http://www.apa.org/journals.ort

>Impact of adolescent mental disorders and physical illnesses on quality of life 17 years later (2006) H. Chen, et al, Archives of Pediatrics & Adolescent Medicine, 160, 93-99. Http://archpedi.ama-assn.org/cgi/content/abstract/160/1/93

>Completed suicide and psychiatric diagnoses in young people: An examination of the evidence (2005) A. Fleischmann, et al, American Journal of Orthopsychiatry, 75, 676-683. Http://www.apa.org/journals.ort

>From the Journal of Mental Health, 2005, 14 (http://journalsonline.tandf.co.uk)
   >>Effective interventions for adolescents with anorexia nervosa. J. Lock & S. Gowers, 599-610.
   >>The treatment of adolescents with bulimia nervosa. D. le Grange & U. Schmidt, 587-597.

>Adulthood outcome of tic and obsessive-compulsive symptom severity in children with Tourette Syndrome (2006) Archives of Pediatrics & Adolescent Medicine, 160, 65-69. Http://archpedi.ama-assn.org/cgi/content/abstract/160/1/65

***Family, School & Community**

>Mini-Series: Current perspectives on school-based behavioral interventions: Introduction (2004) K. A. Akin-Little, S.G. Little, F.M. Gresham. School Psychology Review, 33, 323.

>The preparedness of schools to respond to emergencies in children: A National Survey of School Nurses (2005) R. Olympia & J. Avner, Pediatrics, 116, e738-3745. Http://pediatrics.aappublications.org/cgi/content/abstract/116/6/e738

>Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children (2004). J. Fantuzzo, C. McWayne, M.A. Perry, S. Childs. School Psychology Review, 33, 467-480.

>The effectiveness of whole-school antibullying programs: A synthesis of evaluation research (2004). J. D. Smith, B.H. Schneider, P.K. Smith, K. Ananiadou. School Psychology Review, 33, 547-560

>Acceptability and student outcomes of a violence prevention curriculum (2005) D. Edwards, et al, Journal of Primary Prevention, online issue http://www.springerlink.com

>Democratic school climate an sense of community in schools: A multilevel analysis (2005). A.Vieni, D. Perkins, T. Smith, & M. Santinello. American Journal of Community Psychology, 36, 327-342.

>An evaluation of the effects of neighborhood mobilization on community problems (2006). P. Donnelly & C. Kimble. Journal of Prevention & Intervention in the Community, 32, 61-79. Http://www.haworthpress.com

>Student outcomes associated with service learning in a culturally relevant high school program (2006) L. Yamauchi, et al, Journal of Prevention & Intervention in the Community, 32, 149-164. Https://www.haworthpress.com

>Engaged participation: a sociocultural model of motivation with implications for educational assessment (2005) D. Hickey & S. Zuiker, Educational Assessment, 10, 277-305. Http://www.leaonline.com

>Facilitating conditions for school motivation: Construct validity and applicability (2005) D. Mcinerney, et al, Educational and Psychological Measurement, 65, 1046-1066. Http://epm.sagepub.com/

>The effect of school-based kindergarten transition policies and practices on child academic

outcomes (2005)A. Schulting, et al, Developmental Psychology, 41, 860-871.
Http://www.apa.org/journals/dev/

>Kindergarten disruptive behavior, protective factors, and educational achievement by early adulthood (2005) F. Vitaro, et al, Journal of Educational Psychology, 97, 617-629. Http://www.apa.org/journals/edu/

>The effects of universal Pre-K on cognitive development (2005) W. Gormley, et al, Developmental Psychology, 41, 872-884. Http://www.apa.org/journals/dev/

***Policy, Systems, Law, Ethics, Finances & Statistics**

>School Mental Health Services in the United States, 2002—2003
http://www.mentalhealth.samhsa.gov/publications/allpubs/sma05-4068/

>The Current Status of Mental Health in Schools: A Policy and Practice Analysis
http://smhp.psych.ucla.edu/currentstatusmh.htm

>Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003-2004 from the National Center for Education Statistics.
http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006307
    (Note: According to the report, approximately 14% of students had IEPs and received special education services. English language learners were 11% of all students. 36% of students were eligible for free or reduced-price meals. There were more than 50,000 Title I eligible school and these schools accounted for about 50% of all students.)

>How states define "public schools" – ECS State Notes -- State Comparisons/Statistics
http://www.ecs.org/clearinghouse/64/13/6413.pdf
    (Note: The Education Commission of the States (ECS) regularly issues useful compilations, summaries and/or comparisons of state policies -- enacted or pending -- on a wide variety of education topics. For a full list of ECS's 50-state reports and databases on policy topics ranging from accountability to vouchers, go to
http://www.ecs.org/ecsmain.asp?page=/html/educationIssues/ECSStateNotes.asp)

>Longitudinal trends in race/ethnic disparities in leading health indicators from adolescence to young adulthood (2006) K. Harris, et al, Archives of Pediatrics & Adolescent Medicine, 160, 74-81. Http://archpedi.ama-assn.org/cgi/content/abstract/160/1/74

>State approaches to promoting young children's healthy development: A survey of medicaid, maternal and child health, and mental health agencies (2005) J. Rosenthal & N. Kaye, National Academy for State Health Policy. Http://www.nashp.org/files/cw12_final_for_web.pdf

>Children at Risk: Consequences for school readiness and beyond (2005). This research brief describes work for RAND Labor and Population documented in "Early Childhood Interventions: Proven Results, Future Promise" by L.A. Karoly, M.R. Kilburn, & J.S. Cannon.
Http://www.rand.org/pubs/research_briefs/RB9144/index1.html

>>Book Review by C.E. Dismuke (2005) of Mental Health Services: A Public Health Perspective (2004). B. L. Levin, J. Petrila, & K.D. Hennessy (2nd ed), New York: Oxford University Press.The Journal of Mental Health Policy and Economics, 8,167.

Note: the Quick Find Online Clearinghouse 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 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

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"The public is being asked to swallow that all manner of human troubles – from anxiety, interpersonal squabbles to misbehavior of many kinds – be viewed not as inevitable part of the human comedy, but as psychopathology to be treated, usually with drugs..."
Stuart Kirk
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Creating Opportunities to Learn: A Forum for Addressing Disproportionality – February 15-17, Denver, CO – http://www.nccrest.org for more information

>Beyond School Hours – February 19-22, Dallas, TX
http://www.foundationsinc.org/EventsFolder/beyond9/index.asp

>A System of Care for Children's Mental Health: Expanding the Research Base – February 22-25, Tampa, FL – http://rtckids.fmhi.usf.edu

>National After School Association – February 23-25, Louisville, KY – http://www.naaconference.org

Child Welfare League of America – February 27 - March 1, Washington, DC – http://www.cwla.org/conferences/

>Center for the Study and Prevention of Violence, March 13-15, Denver, CO. http://www.blueprintsconference.com

>National Symposium on Child Abuse – March 14-15, Huntsville, AL – http://www.nationalcac.org/professionals/trainings/symposium.html

>Working with Children and Adolescents: Nurturing Resilience and Managing Resistance – March 16, Tyngsboro, MA
http://www.communityprograminnovations.com/brooks.html

>National Youth Crime Prevention – March 20-23, Ogden, UT – http://www.ycwa.org/youthcon/index.html

>Center for Summer Learning, March 22-24, Baltimore, MD. Http://www.summerlearning.org

>First International Conference on Community Psychology: Shared Agendas in Diversity – June 8-10, San Juan, PR – http://www.cipcad2006.org

>National Mental Health Association – June 8-10, Washington, DC – http://www.nmha.org

>Coalition for Community Schools, June 14-16, Baltimore, MD.
Http://www.communityschools.org

>American School Counselor Association, June 24-27, Chicago, IL
http://www.schoolcounselor.org

>Educating Minds and Hearts: Creating a Climate for Learning, July 11-14, New York, NY.
http://www.csee.net/Summerinstitute.aspx

>Training Institutes - Developing Local systems of Care for Children and Adolescents with Emotional Disturbances and their Families - July 12-15, Orlando, FL
http://gucchd.georgetown.edu

>CSMHA 11th Annual Conference on Advancing School-Based Mental Health – September

28-30, Baltimore, MD – http://csmha.umaryland.edu

>80th Annual American School Health Association Conference: Healthy Bodies, Health Minds: The Mental Health Connection – October 11-14, St. Louis, MO – http://www.ashaweb.org/annual_conferences.html

*For ongoing information about conferences, refer to our website at http://smhp.psych.ucla.edu/upconf.htm

If you want to list your conference, please email information to ltaylor@ucla.edu

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"Procrastination is the art of keeping up with yesterday.
        @#@#@#

CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

>Grants
See the electronic storefront for federal grants at http://www.grants.gov
You can use it to double check due dates and access applications.

Current examples:

   >>U. S. Department of Education (http://www.ed.gov/index.jhtml)
      >Early Reading First Program (84.359A/B) Pre-application due 2/20/06. Full application due 5/8/06
      >Technical Assistance Center on Evidence-based Practices to Improve Early Literacy and Language Development of Young Children with Disabilities (84.326B) Deadline 2/27/06.

   >>National Institute of Justice
      >Violence Prevention Programs (SL000732) Due 2/24/06
      http://www.ncjrs.gov/pdffiles1/nij/s1000732.pdf

   >>Center for Disease Control and Prevention (http://www.cdc.gov/
      >Enhancing State Capacity to Address Child and Adolescent Health through Violence Prevention. Due 2/14/06
      >Coordinating Center for the National Academic Centers of Excellence on Youth Violence Prevention. Due 2/14/06
      >Using Technology to Augment the Effectiveness of Parenting Programs in the Prevention of Child Maltreatment. Due 3/19/06

   >>Substance Abuse and Mental Health Services Administration (http://www.samhsa.gov/
      >Knowledge Dissemination Conference Grants (PA-06-001) Due 10/31 and 1/31

>**Call for Papers**

>>Special Issue of Children and Youth Services Review on how the environment affects and contributes to the well-being of children and youth. Manuscripts due by 5/31/06 to Bridget Freisthler at freisthler@spa.ucla.edu and David Crampton at david.crampton@case.edu

>>Call for workshop proposals for the Coalition for Community Schools National Forum. The conference is June 14-16. Workshop proposals are due by 2/28/06. Http://www.ccs.org

>>The first conference of Qualitative Research on Mental Health will be held in Tampere, in

South-West Finland, June 29-July 1. Call for papers and more information at
http://www.uta.fi/laitokset/sosio/qrmh/

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"I don't think my homework is very good. My dog refused to eat it."
    Aaron Bacall
    @#@#@#

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

^ ^ ^ Updates from our Center at UCLA

>IMPACT EVALUATION – While we continuously seek and receive feedback, we also periodically conduct a more formal impact evaluation. One facet of this involves soliciting data from anyone who has come in contact with the Center. The general survey we circulate to everyone is included as an insert in the just mailed Winter 06 quarterly newsletter and also can be accessed and filled out on our website at http://smhp.psych.ucla.edu/impactevaluation.htm Follow-up phone interviews will be conducted over the next couple of months with samples of those who use the Center frequently, with a special emphasis on "strategic users" and those involved with the National Initiative.

>NEW CENTER REPORT – We need your feedback on this draft Center Report –
    "The Current Status of Mental Health in Schools: A Policy and Practice Analysis"
    http://smhp.psych.ucla.edu/currentstatusmh.htm

>NATIONAL INITIATIVE FOR NEW DIRECTIONS FOR STUDENT SUPPORT

    >>Leadership Institutes for CA to follow up with district teams in planning system change
        >>> March 10 in Los Angeles
        >>> March 20 in Sacramento
        >>>Follow up Institute in Texas as a pre-conference session at the state Safe and Drug
            Free Schools conference. Sunday Feb 12

    >>Statewide Summits – scheduling of next Summits is under discussion (e.g., Washington State); let us know if you think your state is ready to benefit from such a strategic event.

    >>Legislation – California legislation continues to go through the sausage making process. Along with some revisions, it is being assigned a new number and will soon face the appropriation committee. See http://smhp.psych.ucla.edu/summit2002/ab171(1-20-05).pdf

>WINTER NEWSLETTER – It's in the mail; let us know if you don't receive your copy. Feature article is: "Working in Schools: Q & A." Other topics include "Some Baseline Data on School MH Services" from the SAMHSA report, "Improving Schools: Some Fundamentals," "Where's the Money?," and "The Rewards Controversy." Already online at:
    http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter06.pdf

>More FACT & INFO SHEETS, GUIDANCE NOTES, TOOLS FOR PRACTICE

Go to – http://smhp.psych.ucla.edu/specres.htm#FACTINFO – to see the growing list of these brief resources — some of which our Center has developed; others have direct links to the source material. All are designed to provide brief documents to share information to school staff and families on concerns related to mental health in schools. The tools can be adapted as staff devise action plans. For example, see

>>Bullying: A Major Barrier to Student Learning
   http://smhp.psych.ucla.edu/pdfdocs/practicenotes/bullying.pdf

>>Countering the Over-pathologizing of Students' Feeling & Behavior: A Growing Concern
   Related to MH in Schools
   http://smhp.psych.ucla.edu/pdfdocs/practicenotes/pathology.pdf

>>Some Base Line Data on School Mental Health Services (summary of SAMHSA Data)

>>Costs of Not Addressing Barriers to Learning
   http://smhp.psych.ucla.edu/pdfdocs/costs.pdf
>>Data on the Plateau or Leveling Off Effect of Achievement Test Scores

>>Data Related to the Need for New Directions for School Improvement
   http://smhp.psych.ucla.edu/pdfdocs/data.pdf

>>Data on the Plateau or Leveling Off Effect of Achievement Test Scores
   http://smhp.psych.ucla.edu/pdfdocs/plateau.pdf

All the documents can be downloaded in pdf format.

>>For access to the latest resources we have developed for the field, go to:
       http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm or
       http://smhp.psych.ucla.edu/whatsnew/otherresources.htm
Or simply go to the complete list of resources by going to the homepage
(http://smhp.psych.ucla.edu) and clicking on Center Materials.

>TECHNICAL ASSISTANCE, PRACTITIONERS' LISTSERV, AND NET EXCHANGE

As another technical assistance resource, we have categorically organized past requests and
responses on the website – see http://smhp.psych.ucla.edu/netexch.htm
This aid continues to grow as new requests and responses are added each week.

(Note: After emailing, the last week's Practitioners' Listserv also is posted each week at –
http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner.pdf)

    For more information on the UCLA Center for Mental Health in Schools, go to the website at
http://smhp.psych.ucla.edu or 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) 846-4842; Fax (310) 206-8716
Email: smhp@ucla.edu

^ ^ ^ ^ For information from our sister center, the Center for School Mental Health Analysis and
Action, see http://csmha.umaryland.edu. Or contact Mark Weist, Director, CSMHA, University
of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St., 4th Floor, Baltimore,
MD, 21201. Toll Free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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"If you're coasting, you're going downhill."
    Pierson's Law
    @#@#@#

OTHER HELPFUL RESOURCES

>Proven Benefits of Early Childhood Interventions
(http://www.rand.org/pubs/research_briefs/RB9145/index1.html

>Community Partnerships for protecting children: Phase II outcome evaluation.
Http://www.chapinhall.org/article_abstract.aspx?ar=1420&L2=61&L3=129

>The evolving capacities of the child, UNICEF. Http://www.youthrights.org/docs/unreport.pdf

>Growing up in a state of extremes. Http://home.earthlink.net/~mmales/ch1.intr.htm

>City platform on strengthening families and improving outcomes for children and youth.
Http://www.nic.org/content/Files/IYEFPlatform05.pdf

>Alternative Education, Education Commission of the States.
Http://www.ecs.org/html/issue.asp?issueID=10

>The Inclusion Series; videos. Http://www.inclusionseries.com

Note: for 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

<Manager>
The National School Boards Association seeks a professional for the position, Manager,
Extended-Day Learning Opportunities. Resumes may be faxed to (703) 837-9151 or email
jobs@nsba.org

<Faculty>
School Psychology Program at the University of Southern Mississippi, Hattiesburg, MN.
Applications will be reviewed beginning 2/15/06. See http://www.usmedu/schoolpsych

<School Nurse>
Prince George's County Public Schools. See http://www.pgcps.org. Click on Human Resources.

<School Psychologist>
Columbia Public Schools, Columbia, MO. See http://www.columbia.k12.mo.us. Email
mstebbin@columbia.k12.mo.us

<Research and Postdoc>
The Prevention Research Center of Pennsylvania Stat University, University Park, PA. Research
association and a post-doctoral position. Http://www.prevention.psu.edu or email bbg3@psu.edu

For more information on employment opportunities, see http://smhp.psych.ucla.edu/job.htm
Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant
job sites.

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"If you think big enough, you'll never have to do it."
    Reisner's rule of conceptual inertia
    @#@##@

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

>Feedback on last month's emerging issue: Deviant Peer Contagion

(1) "This is a very timely issue for my practice as a school social worker in a school based day treatment program. We are experiencing major problems with sexually aggressive youth who while in the school setting appear under control, however on the bus ride to and from home, where there is less supervision, are creating a climate of power and control over the other students subjecting them to sexual harassment, bullying of extreme threats and intimidation. I am working with the Administrator to develop a proactive approach to heading off these behaviors so that students who come to this school to address their pre-existing trauma and emotional disturbances won't be re-traumatized by these socially deviant influences. I am interested in what other schools, especially specialized schools are doing to address this issue."

(If you have information relative to this request, send it to ltaylor@ucla.edu)

(2) "In regard to peer contagion in special education, we see many positive benefits from our ED/BD classrooms in that children see other children misbehave, but they also see them corrected and they can recognize the growth in themselves and others. The peer acceptance they get from other kids who are having similar problems is also invaluable. They have found a "home at school" where they can be themselves but be safe to change and grow. We move kids out gradually to regular education classes when they are ready and add classes depending on their ability to handle it."

>Sharing

"Perhaps other readers of ENEWS would be interested in this program and would help get the word out. The County of Los Angeles Public Library has a new online service which provides live tutors to assist students grade 4-12 with homework assistance (in English and Spanish). For information see http://streamer.lacoe.edu/libraryhh/libraryHH-160.asx

>It was a reader who informed us about the first conference of Qualitative Research on Mental Health to be held in Tampere, in South-West Finland, June 29-July 1. See call for papers above.

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THIS IS THE END OF THIS ISSUE OF ENEWS
See below for source identifying information
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 focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.
A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu

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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