ENEWSA Monthly Forum for Sharing and Interchange

January, 2003 (Vol. 7 #4)

    SourceUCLA SCHOOL MENTAL HEALTH PROJECT/
      CENTER FOR MENTAL HEALTH IN SCHOOLS

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

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

**Emerging Issue
   >Scientifically-Based ResearchThe Issues Expand ... and Heat Up!
      Does the Science Support Dismantling Teacher Education Systems?

**News from Around the Country

**This Month's Focus for Schools to Address Barriers to Student Learning
   >New Year's Resolutions   A Time for Renewal; A New Start for Everyone

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

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals/Papers

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

**Other Helpful Resources

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

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

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To post message 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

To remove your name from the mailing, list type Unsubscribe mental health-L

**EMERGING ISSUE

   >>>Scientifically-Based ResearchThe Issues Expand ... and Heat Up!
      Does the Science Support Dismantling Teacher Education Systems?

In recent years, much of the discussion about empirically supported practices centered around lists of psychological and medical treatments. Then, the discussion expanded to include prevention programs designed to deal with violence and substance abuse and academic curricula. With the reauthorization of the Higher Education Act in 1998 and then the Elementary and Secondary Education (No Child Left Behind Act), there has been rapid expansion of calls to use available research as the basis for a wide variety of policies and practices that effect the well-being of youngsters.

Be clearthe issue isn't about whether one values science.

The issue is first and foremost about how to use whatever research is available in deciding about the most appropriate way to advance practice (and about which lines of research should be supported). Clearly, making such decisions require considerable caution since the data are often limited (the "best" data available may not be all that good), and all data are subject to the spin of the interpreter.

This brings us to the topic of teacher preparation. Few will argue against the idea that teacher preparation could be better than it is. But should the enterprise be dismantled? Clearly, this is no minor matter. The implications for education and mental health are profound.

In the December (2002) issue of the Educational Researcher, Linda Darling-Hammond and Peter Youngs take strong issue with recommendations in the U.S. Secretary of Education's Annual Report on Teacher Quality which "essentially argues for the dismantling of teacher education systems and the redefintion of teacher qualifications to include little preparation for teaching." The report bases its recommendations on what is described as "solid evidence." It also states that "there is little evidence that education school course work leads to improved achievement." The report concludes"To meet the 'highly qualified' teachers challenge, the states will need to streamline their certification system to focus on the few things that really matterverbal ability, content knowledge, and ... a background check of new teachers." Darling-Hammond and Youngs heatedly respond"As our review indicates, these assertions and policy recommendations are not supported by scientifically based research."

Read their review in the Educational Researcher and tell us what you think about all this. Even if you don't read their review, we look forward to your comments.

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 tosmhp@ucla.edu
Phone310/825-3634
WriteCenter for Mental Health in Schools
Department of Psychology, UCLA, Los Angeles, CA 90095-1563.

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**NEWS FROM AROUND THE COUNTRY

>>NEW OFFICE OF SAFE AND DRUG-FREE SCHOOLS ESTABLISHED

Directed by the new deputy undersecretary Eric G. Andell, the new office of Safe and Drug Free Schools will bring together into a single unit programs currently scattered over several offices. "Folding all programs that deal with safety, health, and citizenship into one office will enable us to better respond to the critical needs of schools in these areas and also help us to develop a broad-based comprehensive strategy . . . ." (http://www.thechallenge.org)

>>CALLS FOR MORE AFTER-SCHOOL PROGRAMS   A Response to Rise in Youth Crime Rates During After-school Hours

A report entitled "New York's After-School ChoiceThe Prime Time for Juvenile Crime or Youth Enrichment and Achievement Statewide" cites research showing that after-school programs prevent crime and calls for more such programs. The data show youth crime rates rise from 3 to 6 p.m. The report is from "Fight Crime Invest in Kids New York," a statewide anti-crime organization of 125 police chiefs, sheriffs, prosecutors and crime victims. See http://www.fightcrime.org

>>"MEET THE NEW TRUANT OFFICERSMOM AND POP"

With truancy reduction a priority, Paul Vallas, Chief Executive of Philadelphia's school system plans to hire150 parents to work on this in their own communities. "The most successful programs tend to be ones that link chronically truant students with a caring adult; reengaging troubled students with their schools also helps reduce the problem." The District reports a 6% overall absentee rate, but in some neighborhoods the rate rose above 25% in September. When Vallas used this approach in Chicago, reports of truancy dropped from 5.7 to 3.9%. Parent-workers visit families of students absent at least three times without an excuse. If a household problem is a factor, workers connect the family with social services. (From The Christian Science Monitor   12/10/02.)

>>CHILD HUNGER AMONG THE HOMELESS ON THE RISE IN MAJOR U.S. CITIES

Mayors' 25-City Survey found requests for emergency food and shelter assistance each increased an average of 19% over the past year, the steepest rise in a decade. 48% of those requesting emergency food assistance were members of families with children. Families with children comprise 39% of the homeless. Over half the cities surveyed said they are not able to provide an adequate quantity of food to those in need. (http://www.usmayors.org)

>>MENTAL HEALTH PROBLEMS OF DETAINED YOUTH

A National Institutes of Health report indicates that among teens in juvenile detention, 2/3 of boys and 3/4 of girls have at least one psychiatric disorder. (15% of youth in the general population are thought to have psychiatric illness).About half abused drugs, 40% had disruptive behavior disorders, 20% of females met criteria for a major depressive episode. (See December, 2002 issue of Archives of General Psychiatry.)

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"School safety and substance abuse prevention are not add-ons. They are an intrinsic part of a comprehensive approach to education that includes the health and mental health of students, the environmental design of schools, building the character of young people, and a host of other issues."
   William Modzeleski, Associate Deputy Undersecretary, Safe and Drug Free Schools
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[NOTESee our website WHAT'S NEW, for a current news item posted each week]

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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO STUDENTS' LEARNING

Each month on our website we feature a special focus on enhancing student support at schools.

The focus for January is on
New Year's Resolutions   A Time for Renewal; A New Start for Everyone

See http://smhp.psych.ucla.edu for current and previous "Ideas for Enhancing
Support and Youth School"

Previous Months
SeptemberWelcoming and Social Support
OctoberAddressing Initial Adjustment Problems
NovemberResponding to Referrals in Ways that can "Stem the Tide"
DecemberRe-engaging StudentsUsing Student time off in ways that pay off

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**RECENT PUBLICATIONS (in print and on the web)

   >>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>"Handbook on Advancing School-Based Mental Health" (2002).
Edited by M. Weist, S. Evans, & N. Lever Kluwer Academic/Plenum Publishers
(http://www.wkap.nl/)

>"Effects of school-based mental health programs on mental health service use by
adolescents at school and in the community." (2002). By E.P. Slade in Mental
Health Services Research 4(3), 151-166. Summarized at
(http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_70.pdf)

>"Education Reform and the Goals of Modern School Health Programs" by L. Kolbe

>"The Untapped Power of Schools to Improve the Health of Teens" by C. McNeele

>"So you want higher achievement scores? It's time to rethink learning
supports" by H. Adelman & L. Taylor in The State Education Standard,
Autumn 2002. National Association of State Boards of Education.
(http://www.nasbe.org)

>"Consent and Confidentiality Issues Among School-Age Children and Adolescents."
(2002). By S. Dickey, J. Kiefner, & S. Beidler in Journal of School Nursing, 18(3),
179-186.

>"Barriers to Children's Mental Health Services." (2002). by P. Owens et al., in
Journal of the American Academy of Child and Adolescent Psychiatry, 41(6), 731-738.
(http://www.aacap.org)

>"A Guidebook for Parents of Children with Emotional or Behavior Disorders"
(2002 edition). Parent Advocacy Coalition for Education Rights
(http://www.pacer.org)

>"Problem Child or Quirky Kid?" (2002) by R. & J. Sommers-Flanagan.
Free Spirit Publishing.
(http://www.freespirit.com)

>"Meeting the Health Care Needs of Children in the Foster Care System
Summary of State and Community Efforts by J. McCarthy
Strategies for Implementation" by M. Wolverton (2002).
Companion documents from Child Development Center at Georgetown Univ.
(http://www.georgetown.edu/research/gucdc/foster.html)

>"Overcoming Barriers and Creating Opportunities to Reduce Burden of Affective
DisordersA New Research Agenda" (2002). Prepared by the NIMH Affective
Disorders Workgroup for a Special Edition of Mental Health Services Research 4(4) .

>"Adolescent Substance AbuseA Public Health Priority" (2002).
A Physician Leadership on National Drug Policy (PLNDP) Position Paper
(http://center.butler.brown.edu/plndp/)

>>>>FAMILY, COMMUNITY & SCHOOLS

>"Public Alternative Schools and Programs for Students at Risk of Education
Failure2000-2001" (2002). National Center for Educational Statistics.
(http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002004)

>"Health and Well-Being of Children in Immigrant Families" (2002).
by J. Reardon-Anderson, R. Capps, & M. Fix published by the Urban Institute.
(http://www.urban.org/media/310584_norelease.pdf)

>"School-Based Violence Prevention Programs" (2002). by J. Mytton, C. DiGuiseppi,
& D. Gough in Archives of Pediatrics and Adolescent Medicine.
(http://archpedi.ama~assn.org)

>"The Hidden World of Bullying" (2002). by R. Wiseman in PrincipalLeadership
(http://www.principals.org/news/pl_hiddenworld_1202.html)

>"School Effectiveness Findings" (2002).
by M. Rutter & B. Maughan in Journal of School Psychology, 40(6)
(http://www.sciencedirect.com)

>"Multiple Choice After SchoolFindings from the Extended-Service Schools
Initiative" (2002). by Public/Private Ventures
(http://www.ppv.org/pdffiles/multi%A1choice_ess_full.pdf)

>"The Impact of Poverty on Family Quality of Life." (2002) by J. Park, A. Turnbull,
& H. Turnbull in Exceptional Children 68(2) 151-170. Summarized at
(http://www.rtc.pdx.edu/pgDataTrends.shtml)

>"Racial Inequities in Special Education" (2002). by D. Perkins-Gough in
Educational Leadership, 60(4). (http://www.ascd.org)

>"Building a Better TeenagerA Summary of 'What Works' in Adolescent
Development. (2002). by Child Trends
(http://www.childtrends.org/PDF/K7Brief.pdf)

>"Keeping Kids in School" (2002) by S. Black in the American
School Board Journal.
(http://www.asbj.com/current/research.html)

>"State Office of Education practices implementing the IDEA disciplinary
provisions" (2002). by M. Conroy et al. in Behavioral Disorders, 27(2), 98-108.
(Access summary at http://www.rtc.pdx.edu/pgDataTrends.shtml)

>"Discipline of Special Education Students" (2002).
by M. Griffith in Education Commission of the States State Notes.
(http://www.ecs.org/ecsmain.asp?page=/clearinghouse/13/19/1319.htm)

>"Ensuring Safe School EnvironmentsExploring Issues   Seeking Solutions"
(2003). by M. Fishbaugh, T. Berkeley, & G. Schroth (Eds.).
Laurence Erlbaum Associates, Publishers.

>"The Role of the School's Social Environment in Preventing Student Drug Use"
by E. Schapps & D. Solomon

>"Creating School and Community Partnerships for Substance Abuse Prevention
Programs" by H. Adelman & L. Taylor

>"Community-Level Collaboration for Substance Abuse Prevention"
by J. Stevenson & R. Mitchell In The Journal of Primary Prevention, Spring, 2003.
(http://www.kluweronline.com)

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

>"2002 Monitoring the Future Survey" (http//www.nida.nih.gov/)

>"Effects of Funding Incentives on Special Education Enrollment" (2002).
by J. Greene & G. Forster in Manhattan Institute Civic Report.
(http://www.manhattan-institute.org/html/cr_32.htm)

>"World Report on Violence and Health" (2002).
by World Health Organization
(http://www5.who.int/violence_injury_prevention/main.cfm?p=0000000117)

>"A Meta-analysis of Prereferral Intervention TeamsStudent and Systemic
Outcomes" (2002). by M. Burns & T. Symington in Journal of School
Psychology, 40(5).
(http://www.sciencedirect.com)

>"A Practical Guide for Crisis Response in Our Schools (5th Ed.) 2002.
by M. Lerner, J. Volpe, & B. Lindell published by the American Academy
of Experts in Traumatic Stress. (http://www.schoolcrisisresponse.com/)

>"Public School Graduation Rates in the United States" (2002).
by J. Greene & M. Winters in Manhattan Institute Civic Report.
(http://www.manhattan-institute.org/html/cr_31.htm)

>"School Readiness Starts with Economic Security" (2002).

>"Promoting the Well-Being of Infants, Toddlers, and their FamiliesInnovative
Community and State Strategies"(2002). National Center for Children in Poverty.
(http://www.nccp.org)

>"Preschool for allInvesting in a productive and just society" (2002). by the
Research and Policy Committee of the Committee for Economic Development
(http://www.ced.org/docs/report/report_preschool.pdf)

>"A Policymaker's Guide to the Value of Longitudinal Student Data" (2002).
by C. Dougherty in Education Commission of the States Issue Brief
(http://www.ecs.org/clearinghouse/40/21/4021.htm)

[NOTEThe QUICK FIND topical search menu on our website in updated
regularly with new reports and publications such as those listed above. Currently,
there are over 100 topics with direct links to our Center materials and to other
online resources and related Centers   http://smhp.psych.ucla.edu]

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       Son   "Will you do my homework for me?"
       Dad   "No. It wouldn't be right if I did it."
       Son   "That's O.K.   I don't get them all right either."
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Substance Abuse and Mental Health Services Administration Grant-Writing and
Technical Assistance for Grassroots Faith and Community GroupsJan 9-11
Houston, TX; Jan 16-19, Denver, CO; Jan 30-Feb 1, Tampa, FL; Feb. 10-11, Los
Angeles, CA; Feb. 19-21, Dallas, TX; Feb. 20-21, Phoenix, AZ
(http//www.samhsa.gov)

>Health Resources and Services Administration, Managed Care and Health Services Financing. Three Interactive telephone/webcast conferences. (http://www.jsi.com/hrsamctac)
    Part I. Coding School-Based Health Center Primary Care Visits to Achieve Accurate Reimbursement. 1/22/03
    Part II. Effective Managed Care Arrangements for School-Based Health Centers 1/29/03
    Part III. Managing Accounts Receivable and Claims Denials in School-Based Health CentersIndustry Best Practices 2/19/03

>National Network for Youth, February 9-11, Washington, DC (http://www.nn4youth.org)

>National Association of Secondary School Principals, February 21-23, San Diego, CA (http://cco.principals.org/)

>Association of Maternal and Child Health Programs, March 8-12, Arlington, VA. (http://www.amchp1.org/news/2003-meeting.htm)

>Beyond the Clinic WallsExpanding Mental Health, Drug and Alcohol Services Research Outside the Speciality Care System, March 10-12, Washington, DC (http://www.nimh.nih.gov/events/mhsrconf2003.cfm)

>American Counseling Association, March 21-15, Anaheim, CA (http://www.counseling.org)

>Approaches to Cultural & Linguistic Competency in Managed Care Settings for Low Income Populations, April 1, Philadelphia, PA (http://www.jsi.com/hrsamctac)

>Promoting Social-Emotional Well-Being in Young ChildrenFamily, School and Community Approaches, April 4, New Haven, CT (http://www.theconsultationcenter.org)

>International Conference on Universities, Schools and Communities, April 7-8, Philadelphia, PA (http://www.upenn.edu/ccp)

>Children's Defense Fund, April 8-12, Washington, DC (http://childrensdefense.org/events.php)

>National Association of Elementary School Principals, April 11-15, Anaheim, CA (http://www.naesp.org)

>National Association of School Psychologists, April 18-21. Toronto, Canada (http://www.nasponline.org)

>American Education Research Association, April 21-25, Chicago, IL (http://www.aera.net)

>National Youth Leadership Council, April 23-26, Minneapolis, MN (http://nylc.org)

>Clinical Case Management Conference, April 26-30, San Francisco, CA (http://www.nicminc.net/2003/index.html)

>Second International Conference on Violence in School, May 11-14, Quebec City, Canada (http://www.ulaval.ca/crires)

>National Head Start Association, May 28-31, New York, NY (http://www.nhsa.org/)

>Building on Family Strengths, June 26-28, Portland, OR
(http://www.rtc.pdx.edu/pgConference.shtml)

[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

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"Change is not merely necessary to life   it is life."
                Alvin Toffler

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

^^^GRANTS

>>>Health Resources Services Administration (http//www.hrsa.gov/FY2003-
Grants.htm)
    >Integrated Health and Behavioral Health Care for Children,
        Adolescents, and their Families; Implementation Grants. CFDA 93.110
        Due1/10/03

>>>Substance Abuse Mental Health Services Administration (http//www.samhsa.gov)
    >Knowledge Dissemination Conference Grants, PA 03-002, Due 1/10/03
    >Young Offender Reentry Program TI 03-001, Due 1/17/03
    >Youth Violence Prevention, SM 03-005, 1/22/03
    >State Training and Evaluation of Evidence-Based Practices, RFA No.
        SM 03-003, Due 3/24/03

>>>National Institute of Mental Health (http//www.nimh.nih.gov)
    >Small Grants Program, PA-03-039, application deadline indicated in
        the PHS 398 application kit.

>>>National Institue on Drug Abuse (http//www.nida.nih.gov)
    >Improving Behavioral Health Services and Treatment for Adolescent
        Drug Abuse, DA-03-003, letter of intent due 3/14/03.

>>>US Department of Education Forecast of Funding
    (http://www.ed.gov/offices/OCFO/grants/forecast.html)

[NOTEIf you want to "surf the Internet for funds" go to
http//smhp.psych.ucla.edu. Click on Quick Find, scroll down Center Responses
to FINANCING AND FUNDING. Provides links to funding sources and our
Quick Training Aid on Financing Strategies to Address Barriers to Learning]

^^^CALL FOR PRESENTERS

>8th National Conference on Advancing School-Based Mental Health Programs,
October 23-25, Portland, OR. Proposals requested by January 10
(http://csmha.umaryland.edu)

>American Psychological Society, proposals due 1/14/03
(http://www.psychologicalscience.org)

>Building on Family Strengths Concerns proposals due 1/17/03
(http://www.rtc.pdx.edu/pgConference.shtml)

>School of the 21st Century conference "Partners for SuccessLinking Communities, Families and Schools" proposals due 1/24/03 (http://www.yale.edu/21C)

>American School Health Association proposals due 2/14/03 (http://ashaweb.org/)

^^^CALL FOR PAPERS

>Action Research, an interdisciplinary journal focused on healthcare, education, development, management, social work, gender, race, cross-disciplinary interest. (http://www.sagepub.co.uk/journals/Details/j0478.html)

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"Great spirits have always encountered violent opposition ...."
        Albert Einstein

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

^ ^ ^ ^ Updates from our Center at UCLA

>>>NEXT STEPS IN THE SUMMIT INITIATIVE
    "NEW DIRECTIONS FOR STUDENT SUPPORT"

The Final Report from the National Summit on New Directions for Student Support is online on our website. The first of three Regional Summits will be held in the Washington-Baltimore area in March and the first state summit is planned for Minnesota also in March. There is a great deal of interest from school districts, organizations, guilds, and leaders in education and mental health. If you are interested in attending, please let us know.

The National Summit report and it's Executive Summary have been sent to those who attended the Summit and to those who have expressed interest in the initiative. The Executive Summary is featured in the Fall, 2002, newsletter from our Center.

>>>Center's Impact Evaluation off to a strong start

Thanks to all of you who provided feedback on our evaluation forms (mailed and on the website). We soon will begin some follow up calls to learn more. If you would like to give your feedback by phone, please call Perry Nelson at (310) 825-3634.

>>>NEW RESOURCES

Affect and MoodQuick Training Aid (Quick Training Aids are designed for an school inservice presentation.) This Aid providesa brief overview of affect and mood problems; Fact Sheets/Practice Notes; Tools/Handouts; Intervention Strategies/Model Programs; links to empirically supported interventions and resources. There also are five "overheads" that might be used to structure the presentation

For a menu of the other 13 Quick Training Aids see our Center website "What's New"

Let us know what you think about this type of resource. Do you find the format useful? What suggestions do you have?

>>>REVISED/UPDATED RESOURCES

Keeping in mind the importance of providing the most current information on the scope of the problems we address and the advances in interventions to prevent and address them, we routinely update our Center Materials. In doing this we search for the most relevant publications and reports that have appeared since the document was created or revised. By providing a synthesis, we mean to disseminate the best practices in the field. In the past month we have revised

>Protective Factors/Resiliency (A Technical Assistance Sampler)

>Students And Psychotropic MedicationThe School's Role (A Resource Aid Packet)

>Quick Find search topics are updated regularly with current resources and references. The 100+ item menu provides a quick and efficient way to get information, with links to materials produced by our Center, other online resources, and Centers specializing in the topic.

***All our materials can be downloaded at no cost. See our list of materials on line at http://smhp.psych.ucla.edu or contact us and we'll send it to you.

>>>THIS MONTH'S IDEAS FOR ENHANCING SUPPORT AT YOUR SCHOOL
(a web feature)

Each month we compile ideas and activities for support students, families, and staff that fit the "season" or rhythm of the school year. Building on previous month's focus on welcoming (September), initial adjustment problems (October), responding to referrals (November), and Re-engaging Students in Learning (December) the new year focus is on

>New Year's Resolutions   A Time for Renewal; A New Start for Everyone
Suggests six areas for resolve related to students who have not been doing well and action steps for creating mutually supportive ways to team with others at school, with families, and with students in order to fulfill resolve for making things better at school.

>>>Mental Health in Schools Practitioner Listserv

This is a networking window into what others are doing, what problems they face and potential solutions. Join in this weekly exchange on topics related to mental health in schools. Email smhp@ucla.edu and ask to be added to the Mental Health in Schools Practitioner Listserv.

FEEDBACK PLEASEEven if you don't respond to our Impact Evaluation survey, please let us know what you need to make your work with mental health in schools more successful. New resources can be developed and best practices identified. Also, let us know about the latest and greatest you encounter so we can update our resources.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563

Phone (310) 825-3634 Fax (310) 206-8716
Emailsmhp@ucla.edu

Website http://smhp.psych.ucla.edu

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To post messages to ENEWS, Email them to smhp@ucla.edu

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^^^^ UPDATES FROM OUR SISTER CENTER

   ^^^^Center for School Mental Health Assistance n(CSMHA)
   at the University of Maryland at Baltimore

>8th National Conference on Advancing School-Based Mental Health Programs,
October 23-25, Portland, OR. Proposals requested (deadline January 10). See
http://csmha.umaryland.edu

>CSMHA is helping to develop the International Network for Child and
Adolescent Mental Health and Schools. Those interested in joining should contact
Elizabeth Mullet at 888/706-0980 or emullett@psych.umaryland.edu

>CSMHA Fall newsletter focuses on Cultural Competence.

See their website (http//csmha.umaryland.edu) Or contact Mark Weist, Director,
Center for School Mental Health Assistance, University of Maryland at Baltimore,
Department of Psychiatry, 680W. Lexington St., 10th fl. Baltimore, MD 21201
Phone (888) 706-0980; Emailcsmha@umpsy.umaryland.edu

+ + + + + OTHER HELPFUL RESOURCES

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"No Child Left BehindSchool Mental Health Service Provisions"
(http://www.nasponline.org/pdf/SchoolMentalHealthProvisions.pdf)

"Youth who Feel Unsafe at School" (http://www.childtrendsdatabank.org)

"Teen Homicide, Suicide, and Firearm-Related Death"
http://www.childtrendsdatabank.org/health/violence/70ViolentDeath.htm)

"Educator's Guide to Receiving Bipolar Students After Hospitalization"
(http://www.bpkids.org/learning/reference/articles/015.htm)

"National Campaign to Prevent Teen Pregnancy"
(http://www.teenpregnancy.org/america)

"Adolescent Pregnancy Prevention Knowledge Path"
(http://mchlibrary.info/KnowledgePaths/index.html)

"Informed Consent, Parental Permission, and Assent in Pediatric Practice"
(http://www.aap.org/policy/00662.html)

"Child Health USA 2002" (http://www.mchb.hrsa.gov/chusa02/index.htm)

"Adults & Children Together Against Violence"
(http://www.actagainstviolence.com)

>>PARENTS, SCHOOLS & COMMUNITIES

"Replacing Time-OutPart One   Using Guidance to Build an Encouraging

Classroom(http://www.naevc.org/resources/journal/)

"Least Restrictive Environment Coalition" (http://www.lrecoalition.org)

"Helping Your Child Through Early Adolescence"
(http://www.ed.gov/pubs/parents/Succeed/index.html)

"Taking SidesClashing Views on Controversial Issues in Special Education"
(http://www.dushkin.com/text-data/catalog/0072480564.mhtml)

"National Center on Secondary Education and Transition" (http//www.ncset.org)

"Whole Schooling Consortium"
(http://www.coe.wayne.edu/CommunityBuilding/WSC-TOC.html)

"Building stronger relationships between schools and youth development"
(http://www.communityschools.org/newsletterv2.14.html)

"Resources on education" (http://www.EducationNews.org)

"State Comparisons/Statistics on per student spending, state and local revenue,
compulsory school age, average teacher salaries, etc."
(http://www.ecs.org/clearinghouse/41/22/4122.htm)

[NOTEFor easy access to a wide range of relevant websites, see our "Gateways
to a World of Resources" http://smhp.psych.ucla.edu]

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"The ecological perspective focusing on community impact does not argue against
the 'normal science' concern with scientific rigor, hard data, and causal
explanation. However, it does imply numerous paradigm-stretching activities.
These include the active involvement of stakeholders in a collaborative process
and conceptual attention to the nature of the sociocultural context of the
community...."
                              Edison J. Trickett
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**REQUESTS/INFO/COMMENTS/QUESTIONS FROM THE FIELD

>>Reactions to "Dropouts, Pushouts, and the Number Game" (December's
Emerging Issue)

"I am interested in discovering whether any states or other entities have
undertaken the task of defining what a "pushout" is, and then using the definition
to disaggregate their data to reflect the difference."

"My main concern with gathering this information is the accuracy .... I believe one
state changed the manner in which they gather their information by counting the
number of students enrolled at the beginning of a semester to the end or the
beginning of a school year to the end, rather than the beginning of one school year
to the beginning of the next (this make the numbers appear lower). The numbers
very significantly and, in my opinion, invalidate comparisons from states that
choose another way to measure. My understanding is that each state can choose
how to gather and document this data. . . .."

"I am very interested in accountability issues, particularly on attendance and drop-
out. In a school that I worked in 3 principals had lost their jobs for failure to raise
attendance rates. The principal who was effective not only really worked at getting
the kids to school, but also really worked on the 16 year olds who were poor
attendersthe line was more like"You're over 16 now and you don't really have

to be here, would you like to sign yourself out? Maybe not a push out, but a slide out?"

NoteThe American School Board Journal, December 2002, has two articles you might want to read related to this problem"Keeping Kids in School" and "Second Chance" (http://www.asbj.com/current/research.html)

>>REQUESTS

"The Center for the Assessment and Prevention of Prodromal States, UCLA Neuropsychiatric Institute, wants to get the word out to school mental health professionals about our research clinic and the services we provide. We are currently conducting a research study following up on a sample of clinic-referred adolescents and young adults between the ages of 12 and 35 years who are at increased risk for developing schizophrenia or other psychotic disorders, based on behavioral evidence of prodromal features. We are seeking participants for this study. For further information call 310/206-3466 or email jjohnson@psych.ucla.edu."

"I noted that you have several documents from the US Secret Service Safe School Initiative. One of the resources listed in those documents is the Structured Assessment of Violence Risk in Youth (SAVRY). We have recently opened an information website about this instrument. If you are interested in viewing or linking, the URL is http://www.fmhi.usf.edu/mhlp/savry/statement.htm."

"I am writing to inquire about the possibility of your listing my website http//selective-mutism.com with your links or resources. My goal is to provide useful information and strategies to school personnel."

AND FINALLY, A BIT OF CANDID FEEDBACK ON THE ENEWS

  ". . . It isn't real pretty but a lot of good news is shared."

If you have ideas/information/resources to share, you can add them (as well as requests) to "net exchange" on our website   http//smhp.psych.ucla.edu

Or send them to us by phone, fax, email, or snail mail.

% % % % % % %
"...having invested heavily in 'raising' both the standards and the stakes,
what investment are we willing to make to support students in
'rising' to meet those standards?"
          Dennie Palmer Wolf
          % % % % % % % % % % %

^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES

<Postdoctoral fellow/Faculty Position>
Psychologist or doctoral-level educator, Center for Pediatric Research, Norfolk, VA (http//www.chkd.com)

<School Psychology Faculty>
Queens College of The City University of New York, Department of Educational and Community Programs, 65-30 Kissena Blvd. Flushing, NY 11367-1597.

<Postdoctoral Position>
Position for a clinical psychologist in Preventive Intervention Research with Aggressive Children, Department of Psychology, University of Alabama, Box 870348, Tuscaloosa, AL 35487.

<Faculty Position>
Community/School Counseling, Department of Human and Organizational Development, Peabody College of Vanderbilt University, deadline 2/1/03. (http://peabody.vanderbilt.edu/depts/hod/)

<Chief Psychologist>
Doctoral level psychologist in school, clinical or counseling psychology for a position in Clinical Research and Training, Sarah A. Reed Children's Center, 2445 W. 34th St., Erie, PA 16506.

<Associate Editor>
The School Psychologist. Contact Vincent Alfonso, Fordham University, Graduate School of Education, 113 W. 60th St., NY, NY 10023. Deadline 3/03.

<Faculty School Psychology>
Department of Counseling & Counseling Psychology, Auburn University, Deadline 3/1/03 (http://www.auburn.edu/ccp)

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, see http//smhp.psych.ucla.edu. Go to Contents, Scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center at UCLA for more see our website
http//smhp.psych.ucla.edu
Who are we?
Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

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

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change. Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources.

The Center works to enhance network building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments. Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

For more information about the Center or about ENEWS, contact
Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at
UCLA, School Mental Health Project/Center for Mental Health in Schools
Box 951563 Los Angeles, CA 90095-1563
Phone (310) 825-3634 Fax (310) 206-5895

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