ENEWS: A Monthly Forum for Sharing and Interchange

January, 2005 (vol. 9 #4)

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

ENEWS is one of 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
       >Is the No Child Left Behind Act Undermining the
                Individuals with Disabilities Education Act?

**News from Around the Country

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

**Recent publications relevant to
       >Children's Mental and Physical Health
       >Family, School & Community
       >Policy, Systems, Law, Ethics, Finances & Statistics

**Upcoming Initiatives, Conferences & Workshops

**Calls for Grant Proposals, Presentations & Papers

**Updates from 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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       In wishing you a happy new year, we also are thinking of the many for whom the year is beginning in a terrible and terrifying way. No matter how far away the event, we know that the direct victims of such a vast natural disaster have those who love them in every country. As students return to schools, some will be

grieving. We encourage everyone to play a role in helping schools enhance efforts to ensure all their students experience the type of caring, supportive, and nurturing environment we all want for our own children. As John Dewey said, "Any other idea...is narrow and unlovely."

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**EMERGING ISSUE

>>Is the No Child Left Behind Act undermining the Individuals with Disabilities Education Act?

Reported in the Los Angeles Times (11/28/04): "As teachers and principals throughout California and the country struggle to satisfy the increasing demands of the federal No Child Left Behind law, education experts and school officials say they are paying increasing attention to...students who have fallen just short of test requirements. This new focus on so-called "cusp" or "bubble" students, many experts say, is an unintended consequence of a law that emphasizes test scores and defines success in narrow terms."

Many concerns have been raised about iatrogenic effects as schools experience increasing pressure to meet the accountability criteria and deadlines of the No Child Left Behind Act. With the reauthorization of the Individuals with Disabilities Education Act, some are concerned that these accountability demands will further undermine schools' efforts to comply with the IDEA requirements. Principals point out that they increasingly are shifting how they use their limited resources for "supplemental services" (e.g., tutoring). Previously the focus was on the students who were the most behind, including many for whom English is a second language. However, because the test scores of such students are unlikely to increase significantly over a relatively short period, the emerging trend seems to be to focus on "students on the cusp." That is, the emphasis in providing additional assistance is being viewed in terms of a strategy that invests in those students who are only a bit below criteria and thus are more likely to make essential gains in time for the next testing date. Given sparse resources, concern is raised about whether this means less investment in those with moderate-to-severe learning, behavior and emotional problems.

What do you think about this? How can we guard against such iatrogenic effects? Send your comments to ltaylor@ucla.edu

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"First they ignore you, then they laugh at you, then they fight you, then you win."
  Mahatma Ghandi
   @#@@#@#@#@#

**NEWS FROM AROUND THE COUNTRY

*INDIVIDUALS WITH DISABILITIES EDUCATION ACT REAUTHORIZED

On 12/3/04 the President signed the reauthorized IDEA into law. H. R. 1350, Individuals with Disabilities Education Improvement Act of 2004, can be seen on http://thomas.loc.gov. Reviews and highlights can be seen on the Council for Exceptional Children's website at http://www.cec.sped.org.

*MANY ABUSED KIDS DON'T GET MENTAL HEALTH SERVICES

"Young children and those who remained in their homes while authorities investigated potential maltreatment...were found to be less likely to receive mental health services than older children and those placed in group or foster care... About 42% of the children had behavioral and emotional problems that required some type of mental health treatment, but only 28% received such help within a one-year period." Reuters 12/6/04. (Source Archives of General Psychiatry, 12/04, M. Hurlburt)

*NM GOVERNOR ANNOUNCES INITIATIVE TO DOUBLE SCHOOL-BASED HEALTHCARE CENTERS

Governor Bill Richardson has announced a plan to double the number of school-based healthcare centers (SBHC) from 34 sites to 68 over the next 12 months. This effort will be helped by a $1 million donation from United Health Foundation.

*U.S.-BORN MEXICAN AMERICANS AND NON-HISPANIC WHITES AT INCREASED RISK FOR PSYCHIATRIC DISORDERS

NIH News (2/6/04), reporting on an article published in the Archives of General Psychiatry (vol 61, B. Grant, et al) states: "Mexican Americans and Non-Hispanic Whites born in the United States have a higher risk for developing psychiatric disorders than their foreign-born counterparts who have immigrated to the United States... The study findings suggest that acculturation has negative effects on the mental health of both Mexican Americans and Non-Hispanic Whites and that cultural retention (i.e., the preservation of traditional family networks and customs) has protective effects on the mental health of Mexican Americans..."
http://www.niaaa.nih.gov

*OVERALL TEEN DRUG USE CONTINUES GRADUAL DECLINE; BUT USE OF INHALANTS RISES

Monitoring the Future survey found "In 2004 the proportions indicating any use of an illicit drug in the prior 12 months were 15%, 31%, and 39% in grades 8, 10, and 12, respectively... This year inhalant use continued to increase among 8th graders, and for the first time in recent years increased in the upper two grades as well."   http://www.monitoringthefuture.org

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"So much about good education rests on what is inside of every student. This includes student motivation, willingness to work hard, to persevere, to focus... Kids, like everyone else, want to succeed. That's why we have to keep finding ways to affect the inner core of the habits, attitudes, behaviors that determine children's capacities to do well in school and to get higher test scores."
        Dorothy Rich
        @#@##@@#

Each week the Center highlights a newsworthy story online at
http://smhp.psych.ucla.edu/whatsnew/newsitems.htm

Also, access other news stories relevant to mental health in schools through the links at
http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

January
    New Year's Resolutions – A Time for Renewal; A New Start for Everyone

Here are five "resolutions" for support staff and teachers to consider:

1. Resolve to make the first day back special. Greet and welcome each other and each student, especially those who need to be re-engaged in the learning process

2. Resolve to follow through. Be sure to look at a broad range of contributing causes to the problems you are concerned about. Focus on changes in the classroom and school environment that might reduce commonly occurring problems in a cost effective way.

3. Resolve to reach out to create more collaborative and mutually supportive ways to team with others in school, in the district, and in the community.

4. Resolve to develop mutually supportive relationships with families.

5. Resolve to take care of yourself.

For more information on how to turn each of these resolutions into reality, go to http://smhp.psych.ucla.edu and click on "Ideas for enhancing Support at Your School This Month" and scroll down to January. You will see ideas for "Turning Resolutions in Actions" and links to Quick Find resource pages on collaboration, environments that support learning, and much more.

Also see the newly posted Fact Sheet online "What might a fully functioning enabling or learning supports component look like at a school?" at http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf

See the overview of monthly themes to anticipate and plan most effective use of resources for maximizing the natural opportunities in schools to promote healthy development, build a sense of community, and enhance efforts for prevention. Http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf

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Teacher: "Heat expands and cold contracts. Can you think of an example?"
Student: "In hot weather the days are long, in cold weather the days are short."
    Pranita Ramakrishnan
    @#@#@#@#@###

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

*CHILDREN'S MENTAL AND PHYSICAL HEALTH

>The ABCs of Bullying: Addressing, Blocking and Curbing School Aggression, Center for Substance Abuse Prevention's Prevention Pathways: Online Courses, http://pathwayscourses.samhsa.gov/bully/bully_intro_pg1.htm

>Identifying, assessing, and treating obsessive-compulsive disorder in school-aged children: The role of school personnel (2004) G. Adams, Teaching Exceptional Children, 37. 2. 46-53.

>A Practical Guide for Crisis Response in our Schools (5th Ed). American Academy of Experts in Traumatic Stress, http://www.crisisinfo.org

>Maternal education and adolescent drug use: A longitudinal analysis of causation and selection over a generation (2005) R. Miech & H. Chilcoat, Social Science & Medicine, 60, 4, 725-735.

>Psychological predictors of health-related behaviour in children (2005) J. Klein-Hessling, et al, Health & Medicine, 10, 1, 31-42.

>Psychological mediating factors in an intervention to promote adolescent health care seeking (2005) M. Hogben, et al, Health & Medicine, 10, 1, 64-78.

>Child & adolescent psychiatry: An adolescent crisis service in a rural area (2004), P. Gillig, Psychiatric Services, 55, 1363-1365 at http://ps.psychiatryonline.org/cgi/content/full/55/12/1363?etoc

>The course and correlates of mental health care received by young children: Descriptive data from a longitudinal urban high-risk sample (2005) R. Thompson, Children and Youth Services Review, 27, 1, 39-50

>Contextual predictors of mental health service use among children open to child welfare (2004) M. Hurlburt, et al, Archives of General Psychiatry, 61, 12, 1217-1224.

>Use of medical and behavioral health services by adolescents with bipolar disorder (2004) P. Peele, et al, Psychiatric Services, 55, 1392-1396 at
http://ps.psychiatryonline.org/cgi/content/abstract/55/12/1392?etoc

*FAMILY, SCHOOL & COMMUNITY

>Redesigning the American High School, National Governors Association,
http://www.nga.org/chairman04/

>Students as Allies in Improving their Schools,
http://www.whatkidscando.org/studentsasalliesintro.html

>Vital Difference: The Role of Race in Building Community, http://web.mit.edu/crcp/vitaldiff1/

>Dialing for help: State telephone hotlines as vital resources for parents of your children (2004) M. Booth, et al, Commonwealth Fund (http://www.cmwf.org/)

>Community Outreach Program for child victims of traumatic events: A community-based project for underserved populations (2005) M. DeArellano, et al, Behavior Modification, 29, 1, 130-155.

>Smart Districts (2004) Voices in Urban Education, Annenberg Institute for School Reform
http://www.annenberginstitute.org/VUE/index.html

>Overcoming Barriers to School Re-entry, Office of Juvenile Justice and Delinquency Prevention, http://www.ncjrs.org/pdffiles1/ojjdp/fs200403.pdf

>Adolescent mothers: Support needs, resources, and support-education interventions (2004) N. Letourneau, et al, Journal of Adolescent Health, 35, 6, 509-525.

>Youth violence perpetration: What protects? What predicts? Findings from the National Longitudinal Study of Adolescent Health (2004) M. Resnick, et al, Journal of Adolescent Health, 35.

>School Psychology Review, Vol. 33, #3 Mini-Series: Current Perspectives on School-Based Behavioral Interventions (2004)

>Toward Safe and Orderly Schools – The National Study of Delinquency Prevention in Schools (2004) G. Gottfredson, D. Gottfredson, et al, U. S. Department of Justice,
http://www.ojp.usdoj.gov/nij/pubs-sum/205005.htm

>Effectiveness of nurse home-visiting on maternal life course and child development: Age 6 follow-up results of a randomized trial (2004) D. Olds, et al, Pediatrics, 114, 6, 1550-1559

>Parent-teen relationships and interactions: Far more positive than not (2004) K. Moore, et al, National Longitudinal Survey of Youth at http://www.childtrends.org/files/parent_teenRB.pdf

>Practice and process in wraparound teamwork (2004) J. Walker & K. Schutte, Journal of Emotional & Behavioral Disorders, 12, 3, 182-192. Available online at http://www.rtc.pdx.edu.

>Shame, blame, and contamination: A review of the impact of mental illness stigma on family members (2004) P. Corrigan and F. Miller, Journal of Mental Health, 13, 6, 537-548.

>Teacher Professional Development: Primer for Parents & Community Members (2004) The Finance Project and Public Education Network.
Http://www.publiceducation.org/teacher_prof_dev/home.asp

>Service-learning opportunities that include students with moderate and severe disabilities

(2004) H. Kleinert, et al, Teaching Exceptional Children, 37, 2, 28-34.

>The ecological context of interpersonal violence: From culture to collective efficacy (2005) G. Almgren, Journal of Interpersonal Violence, 20, 2, 218-224.

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

>The logic of collaboration in education and the human services, (2004) H. Lawson, Journal of Interprofessional Care, 18, 3.

>Celebrating America's Youth: The Facts Are Positive, http://www.ncfy.com/celebratingyouth.pdf

>Indicators of school crime and safety: 2004, National Center for Education Satistics at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005002

>Graduation Rates: Real Kids, Real Numbers (2004), C. Swanson, Urban Institute, http://www.urban.org/url.cfm?id=311114.

>Schooling, statistics, and poverty: Can we measure school improvement? (2004), S. Raudenbush, at http://www.ets.org/research/pic/angoff.html

>The role of state public health agencies in child care, (2004) Association of State and Territorial Health Officials, at http://www.astho.org/pubs/ChildCareFINAL_11-22_.pdf

>The mental health policy and service guidance package (2004) World Health Organization, at http://www.who.int/mental_health/policy/en/

>Evidence-based mental health treatments and services: Examples to inform public policy (2004) A. Lehman, et al, at http://www.milbank.org/reports/2004lehman/2004lehman.html

>Child Care and Development Fund and 21st Century Community Learning Centers: State Efforts to Facilitate Coordination for After School Programs, U. S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau, at http://www.nccic.org/afterschool/CCDF21CCLC.pdf

>Financing access to early education for children age four and below: Concepts and costs (2004) at http://www.hspc.org/preK-Brookings.Final.pdf

>The Perverse Incentives of the No Child Left Behind Act, (2004) J. Ryan, New York University School of Law, Law Review, 79, 3.

>Mutual Assistance: Galvanizing the Spirit of Reciprocity in Communities (2004) Y. Trevino & R. Trevino, Foundation Consortium, http://www.foundationconsortium.org

>Task Force on Graduation, Completion, and Dropout Indicators, (2004) National Institute of Statistical Sciences and the Education Statistics Service, at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005105

>Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers? (2004) R. Ingersoll, at http://www.americanprogress.org/

>A Need for faculty development in developmental and behavioral pediatrics (2004) E. Schor & C. Effenbein, at http://www.cmwf.org

>The Provider System for Children's Mental Health: Workforce Capacity and Effective Treatment, National Health Policy Forum, http://www.nhpf.org

Note: the Quick Find online Clearinghouse on our website at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to 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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"We're asking people who work in high schools to do something they haven't signed up for. They say, "Dropouts aren't my fault. Kids have issues at home." Now we are asking teachers to be responsible for it. The nature of the job is different."
      Joseph DiMartino
      @#@#@#@#@#

**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Engaging Youth As Resources: A Foundation for Sustainable Community Change, January 13, Los Angeles, CA. Http://www.familyresourcecenters.net

>Community Anti-Drug Coalitions of American National Leadership forum, January 11-13, Washington, DC http://cadca.org/

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

>Children in Trauma, January 14-15, Chico, CA. Http://rce.csuchico.edu/inservice/childrenintrauma.asp

>Child and Family Maltreatment, January 24-28, San Diego, CA http://www.chadwickcenter.org

>Connect, Support, Empower: 30 years of reflections and revelations in youth services, National Network for Youth, February 6-9, Washington, DC. Email info@nn4youth.org

>Sustaining Programs through Effective Grant Writing and Group Work Skills, National Community Education Association: February 7-8, Miami, FL; February 28-March 1, St. George, UT; March 7-8 Charleston, SC; April 16-17 Kerrville, TX. Email ncea@ncea.com or call 703-359-8973.

>Critical Issues of Adolescence, February 17, Los Angeles, CA. Email conference@avivacenter.org or call 323-876-0550 X 141.

>Delivering Results: Improving Pregnancy and Birth, Association of Maternal and Child Health Programs, February 19-23, Washington, DC. http://www.amchp.org.

>Behavioral Risk Factor Surveillance System Conference, March 5-9, Atlanta, GA. Http://www.cdc.gov/brfss

>National Youth Crime Prevention Conference, March 30 - April 2, Miami, FL http://www.ycwa.org/youthcon/index.html

>Association for Supervision and Curriculum Development, April 2-4, Orlando, FL. Http://www.ascd.org/annualconference

>American Counseling Association, April 6-10, Atlanta, GA http://www.counseling.org

>Society for Research in Child Development, April 7-10,m Atlanta, GA. Http://www.srcd.org/biennial.html

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

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

@#@@#@#@#
Teacher: "To which major body system do the tear ducts belong?"
Student: "To the sad system"
        Kimberly Morwitzer
        @#@#@#@#@##@@##

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

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

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

A few sites and grants of particular interest:

>National Science Foundation, Human and Social Dynamics Due February 9. See
http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf05520

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

    >>Office of Elementary and Secondary Education
        > Training and Advisory Assistance (84.004D) Due 2/28/05
        > Comprehensive Centers (84.283B) Due 6/14/05
        > Comprehensive School Reform Quality Initiative (84.332B) Due 2/18/05.
        > Early Childhood Educator Professional Development Program (84.349A) Due 4/15/05
    >>Office of Safe and Drug Free Schools
        >Alcohol Abuse Reduction Grants (84.184A) Due 2/21/04
        >Emergency Response Plans for School Safety Initiative (84.184E) Due 4/4/05
        >Safe Schools/Healthy Students (84.184L) Due 4/19/05
        >Grants to States to Improve Management of Drug and Violence Prevention Programs
        (84.184R) Due 4/19/05
    >>Office of Special Education and Rehabilitative Services
        >Field Initiated Projects (84.133G-1 & 84.133G-2) Due 1/18/05
        >Disability and Rehabilitation Research Projects (84.133A) Due 4/6/05
        >Knowledge Dissemination and Utilization (84.133A) Due 3/3/05
        >Rehabilitation Research and Training Centers (84.133B) Due 6/15/05.
        >Mentoring for Transition Age Youth (84.235S) Due 3/3/05

>Health and Human Services, Health Resources and Services Administration, Maternal and
Child Health Programs http://www.hrsa.gov/grants/default.htm
    >>Service expansion for mental health and substance abuse, and oral health in programs
        funded under the Health Centers Consolidation Act of 1996 (HRSA-05-103) Due 1/7/05.
    >>School Mental Health Program and Policy Analysis Centers (HRSA-05-034) Due 2/3/05.
    >>State Agency Partnerships for Promoting Child and Adolescent Mental Health (HRSA-05-
        071) Due 4/1/05.

>Substance Abuse and Mental Health Services Administration (http://www.samhsa.gov)
    >>State Adolescent Substance Abuse Treatment Coordination (TI-05-006) Original Due
    Date 1/12/05. Current Due Date 2/2/05.
    >>Grants to Expand Substance Abuse Treatment Capacity in Targeted Areas of Need (TI-05-
    003) Original Due Date 1/13/05. Current Due Date 2/26/05.

>>Red Cross Recovery Grants (http://www.recoverygrants.org
   Youth Recovery and Resilience, Due 1/14/05.

>Center for Disease Control and Prevention (http://www.cdc.gov)
Conference Support Program. Due 2/3/05

>National Institute of Health (http://grants.nih.gov)
   >>Learning Disabilities: Multidisciplinary Research Centers (RFA-HD-04-027)
      Due March 11

>Drug Free Communities Grant Application Workshops (http://cadca.org
Jan 14, Washington, DC; Jan 18, Charlotte, NC; Jan 25, Los Angeles, CA; Jan 27, Chicago, IL;
Feb. 1 Oklahoma City, OK. For information on the grant see
http://drugfreecommunities.samhsa.gov/

CALLS FOR PAPERS AND PROPOSALS

>Special Issues of Educational and Child Psychology: Community Psychology
Theoretical and practical implications for educational psychologists. Due 2/1/05. Contact:
phil.stringer@hants.gov.uk

>Special Issue on Systems Change for the American Journal of Community Psychology.
Abstracts due 2/18/05. Contact fosterfi@msu.edu

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Hard work has a future payoff. Laziness pays off now.
      @#@#

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

^ ^ ^ Updates from our Center at UCLA

>Winter Newsletter is in the mail – Feature article: "Bullying and Addressing Barriers to
Learning" includes ways to integrate a focus on bullying into a comprehensive approach to
student support. Also includes info on a wide range of resources and online links. Online at
http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter05.pdf

>New Materials Online
   >>"What Might a Fully Functioning Enabling or Learning Supports Component Look Like
at a Schools" Information Handout at
http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf

   >>Quick Find topic page "Mental Health Related Software & Sites" features interactive
programs related to a wide range of social and mental health education resources. At
http://smhp.psych.ucla.edu/qf/MHmultimedia.htm

>Focus on School Boards – New Executive Summary of the Center report: "Restructuring
Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student
Learning" – see http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf This document is
designed for members of school boards and others concerned with enhancing school board
functioning. We will be sending it to many state and district school board presidents. We
encourage everyone to share it with those who might be interested.

>New Directions for Student Support Initiative
   >>Working with the state steering committees in CA, IN, WI, and TX, we have adapted the

flyer and brief "Assuring No Child is Left Behind" as state specific documents for each state. To see these materials, go to the Center website at http://smhp.psych.ucla.edu And click on the green circle for New Directions; then see Current Status of the Initiative. We will be sending these state documents to a wide range of school and community stakeholders in these states, and we encourage everyone to share the material with colleagues.
    >New flyer on the New Directions for Student Support Summit "Involving all interested parties ..." is online for sharing. http://smhp.psych.ucla.edu/summit2002/flyerjune04.pdf Highlights the role families, teachers, administrators, school boards, support staff, students, and community stakeholders can play in strengthening learning supports.
    >>Next state summits in New York and Iowa.

>Reconstituted our Advisory Group – Group is expanding and moving toward an increasingly inclusive group. To see the list of exceptional leaders across the nation who have agreed to work with us in advancing policy and practice for mental health in schools, go to
http://smhp.psych.ucla.edu/staff.htm

For more information on the Center's activities contact:
Howard Adelman and Linda Taylor, Co-Directors
School Mental Health Project/
Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-5895
Email: smhp@ucla.edu
For more information go to the Center website at http://smhp.psych.ucla.edu

^ ^ ^ ^FROM OUR SISTER CENTER "Center for School Mental Health Assistance"
    >>Mark Your Calendar for the 10th Annual Conference on Advancing School-Based Mental Health, October 13-15, 2005 at the Renaissance Cleveland Hotel in Cleveland, Ohio. – see flyer at http://csmha.umaryland.edu/annual_flyer_2005.doc

FOR OTHER UPDATES FROM CSMHA, see their website at http://csmha.umaryland.edu for resources and information. Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St., 4th Floor, Baltimore, MD 21201. (Note that this is a new address) Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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Reisner's Rule of Conceptual Inertia: If you think big enough, you'll never have to do it.
     @#@#@#

OTHER HELPFUL RESOURCES

>The National Technical Assistance Center for Children's Mental Health monthly series of topical conference calls, http://gucchd.georgetown.edu/programs/ta_center/tacalls.html

>Psychiatric Facility and School Transition Initiative,
http://www.state.me.us/cabinet/03Transition.htm

>Transition from Psychiatric Facilities to Schools and the Community,
http://www.somepa.org/publications/awareness/article.php?article=36

>Child & Adolescent Mental Health Services: Whose responsibility is it to ensure care?
http://ihcrp.georgetown.edu/agingsociety/pdfs/mentalhealth.pdf

>Fifteen-month follow-up of children at risk: Comparison of the quality of life of children

removed from home and children remaining at home (2004) B. Shapell, Children and Youth Services Review, 27, 1, 1-20.

>The strengths-based practices inventory: A tool for measuring strengths-based service delivery in early childhood and family support programs (2004) B. Green, et al, Families in Society: A Journal of Contemporary Social Services, 85, 326-334.

>Anxiety and depression-related thoughts in children: Development and evaluation of a cognition measure (2004) W. Marien & D. Bell, Journal of Clinical and Adolescent Psychology, 33, 4, 717-730.

>The efficacy of short-term psychodynamic psychotherapy in specific psychiatric disorders (2004) F. Leichsenring, et al, Archives of General Psychiatry, 61, 1208-1216

>A review of mood disorders among juvenile offenders (2004) E. Ryan & R. Redding, Psychiatric Services, 55, 1397-1407 at
http://ps.psychiatryonline.org/cgi/content/abstract/55/12/1397?etoc

>National Association of Youth Service Consultants, http://www.naysc.org/

>Council of Directors of School Psychology Programs,
http://www.education.umd.edu/EDCP/programs/CDSPP

>Managing resistance in cognitive behavioural therapy: The application of motivational interviewing in mixed anxiety and depression (2004) H. Westra, Cognitive Behaviour Therapy, 33, 4, 161-175.

Note: for access to a wide range of relevant websites, see our Gateway to a World of Resources at http://smhp.psych.ucla.edu

**TRAINING AND JOB OPPORTUNITIES

<Manager>
School-Based Health Center Manager, The Great Brook Valley Health Center, Worcester, MA. Contact patricia_potter@greatbrook.org.

<Director>
Child Studies Specialization, Antioch University, Los Angeles, See http://www.antiochla.edu

<Postdoctoral Fellowships>
>>>Pediatric Psychology, The Children's Hospital, The Cleveland Clinic, Cleveland, OH. Application deadline 2/1/05. See http://www.clevelandclinic.org

>>>>Postdoctoral Training in prevention research with children. Arizona State University Psychology Department. Contact Laurie Chassin, POB 876005, Tempe, AZ 85287-6005. Deadline January 31, 2005.

<Research>
University of Rochester Medical Center, Department of Psychiatry, Research Fellowships in Clinical Interventions and Prevention, Health Services and Suicide Prevention. Contact Eric_caine@urmc.rochester.edu or yeates_conwell@urmc.rochester.edu. Deadline Feb. 1.

<Practice Professor>
Practice Professor in School and Counseling Psychology, University of Pennsylvania, Graduate School of Education, Philadelphia, PA. See http://www.gse.upenn.edu

<Chair>
Chair Family Policy and Professor of Human Development and Family Sciences, Oregon State University, Corvallis, OR. See http://www.hhs.oregonstate.edu Deadline 1/31.

For more information on employment opportunities, see http://smhp.psych.ucla.edu. Go to Site Map and 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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"Confidence is the feeling you have before you understand the situation."
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**Comments/Requests/Info/Questions from the Field

>> "...of interest to those working on MH in schools. The book, on child victimization, devotes an entire section to bullying and other peer victimization. See Child Victimization: Maltreatment; Bullying and Dating Violence; Prevention and Intervention, Edited by K. Kendall-Tackett, Published by Civic Research Institute in January 2005.

>> "I am a member of the Education work group of the National Bullying Prevention Campaign (http://StopBullyingNow.hrsa.gov) You may have interest in my work on this subject "Bullies can be transformed into good citizens",
http://hometown.aol.com/bulliescbt/myhomepage/business.html

>> "I want you do know about the Updated Directory of Psychiatrists Who Work with Schools that is now available on the American Psychiatric Association website at http://www.psych.org."

>>Related to last month's emerging issue "Legislators' concerns about mental health screening" we received this:
    "I am an ex-school teacher who now teaches clinical and developmental psychology to college students. I'm also the spouse of an elementary school teacher, and researcher in developmental psychopathology. I strongly believe in the worth of screening children for depression (as well as other major forms of childhood psychopathology). Childhood depression is not a myth, it is not transitory moodiness, nor is it a minor problem that will disappear if untreated. More so than in adulthood, childhood depression has a variety of associated problems, from academic underperformance and difficulty concentrating, to irritability and social avoidance and lack of motivation. One of the worst effects is that children who are depressed may miss out on crucially important introductions to new academic content, and equally crucial beginning of new social and behavioral expectations (e.g. the start of a new year with a new classroom teacher). First impressions are made badly, and are very hard to overcome.
    I do understand why lay persons are reluctant to screen for mental health problems. They don't want to find out what prejudicial problems children may have. Screening will not be cheap. It is not easy to spot depression unless you have training so it is easy to overlook. Screening may become another unfunded mandate. Screening may appear to take away parental prerogatives. Screening may be thought of as leading to mandatory medication (we have the terrible ADHD publicity to thank for that). Screening may be believed to stigmatizing children - especially if the policy makers hold such prejudices themselves.
    The key to dealing with such concerns is to bring them out in the open, determine what exactly the opposition is based on, and educate the persons about the realities of screening and failing to screen. Both my husband and I have had a good experience with persuading reluctant parents if their concerns can be identified, and respectful corrective information supplied. That is also the approach that needs to be taken with policy makers who are opposed to screening, or who have not yet formed an opinion."

Note: The emerging issues and responses are online on the Center website at http://smhp.psych.ucla.edu. Click on Net Exchange. If you want to add your response to any of

the issues or practitioner concerns, send them to ltaylor@ucla.edu.

THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center at UCLA For more see our website at
http://smhp.psych.ucla.edu.

Who Are We?

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

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

Our group at UCLA approaches mental health concerns from the broad perspective of addressing
barriers to learning and promoting healthy development. Activities include gathering and
disseminating information, materials, development, direct assistance, facilitating networking and
exchanges of ideas, and strategic efforts to advance the field. We demonstrate the catalytic use of
technical assistance, internet publications, resource materials, and local, state, regional, and
national meetings to stimulate interest in program and systemic change.

Specific attention is given to policies and strategies that can (a) counter fragmentation and
enhance collaboration between school and community programs, and (b) counter the
marginalization of mental health in schools. Center staff are involved in policy and program
analyses, model development and implementation, and capacity building. We focus on
interventions and range from systems for healthy development and problem prevention through
treatment for severe problems and stress the importance of school improvement and systemic
change. There is an emphasis on enhancing collaborative activity that braids together school and
community resources. The Center works to enhance network building for program expansion and
systemic change and does catalytic training to stimulate interest in such activity. We connect
with major initiatives of foundations, associations, governmental, and school and mental health
departments.

Evaluations indicate the Center has had considerable impact in strengthening the network of
professionals advancing the field of mental health in schools and in changing policies and
practices.

For more information about the Center or about ENEWS, contact Center Coordinator Perry
Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
UCLA School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895
email: smhp@ucla.edu; Website: http://smhp.psych.ucla.edu