
To post messages to ENEWS, E-mail them to: smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list
at no charge by sending an E-mail request to:

maiser@bulletin.psych.ucla.edu

leave the subject line blank, and in the body of the message type:

subscribe mentalhealth

To remove your name from the mailing list type:

unsubscribe mentalhealth

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Contemporary school budget dilemma:

"We have a choice to make.

Do we want to spend that part of the budget on security staff
or support service personnel."

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EMERGING ISSUE

>>>>**Early Periodic Screening, Diagnosis, & Treatment (EPSDT)**<<<<

So many concerns have arisen about EPSDT.*

This is especially true with respect to mental health.

In some places (e.g., California), litigation has resulted in increased attention to EPSDT mental health screening and follow-up treatment.

As managed care has taken over, litigation (e.g., in Tennessee) has focused on deficiencies with respect to how companies are monitoring and implementing EPSDT services in general. Those involved with school-based health care are pushing for managed care companies to support schools providing such services.

*EPSDT requires states participating in Medicaid to provide a comprehensive system of health screening, diagnosis, and treatment for Medicaid eligible children. The intent is to provide prevention and early detection and treatment of health problems.

CAN YOU SHED SOME LIGHT ON HOW THESE MATTERS
ARE SHAPING UP IN YOUR LOCALE?

We will include any responses we receive in the next ENEWS
issue and/or on our website: <http://smhp.psych.ucla.edu>.



COMMENTS/REQUESTS/QUESTIONS

>>**From Tennessee**<<<<

Request sent to the SBHCNET:

Because of recent litigation, Tennessee is reevaluating how man aged care comp anies are monitoring and implementing their Early Periodic Screening, Diagnosis, and Treatment (EPSDT) services. Clare Sullivan is serving on a state wide committee to recommend implementation guidelines. Among other things, she wants information on developmental and mental health screenings (tools, information on periodicity, follow-up protocols). She also wants information on existing state guidelines and recent references suggesting appropriate approaches. Finally, she would like any materials suggesting cost-effectiveness of using schools to cover some EPSDT services.

You can respond to Clare via E-mail: claremark@aol.com.

And so we can let others know about what you share,
please send us a copy too -- smhp@ucla.edu

>>**From the Los Angeles County Office of Education**<<<<

The Office is preparing a Toolkit for Teachers on classroom discipline. If you have specific suggestions about how teachers can work more effectively with counselors and school psychologists, please send your thoughts to

Dr. Michael Pines, Consultant
Ph: 562-922-6390 Fax: 562-922-6299
E-mail: pines_michael@lacoedu
send extra copy to: smhp@ucla.edu

>>**From the American School Health Association (ASHA)**<<<<

ASHA in collaboration with the National Association of School Nurses (NASN) and the National Association of State School Nurse Consultants (NASSNC) has drafted a new document entitled: Guidelines for Protecting Confidential Student Health Information. Its purpose

is to assist school-based/linked health practitioners. The draft is being circulated for public review and comment for a period of six months (up until November 15, 1998). Once all comments are in, they will be synthesized into a final draft to be circulated for final review sometime in January, 1999.

If you are interested in providing feedback, contact:
Marcia Rubin, American School Health Association, 7263
State Route 43/PO Box 708, Kent, OH 44240 Ph: 330-678-1601.

>>**From Diane Segre**<<<<

I am seeking written guideline for teachers on issues of confidentiality and information sharing. For example, is there anything written that guides a teacher to know what information they do or do not "need to know?" Suppose a teacher has a student that has been absent due to a psychiatric hospitalization. How does the teacher know what information "needs" to be shared with him/her? It seems that guidelines could be helpful in clarifying boundaries.

Respond to: dsegre@nysd.k12.ny.us
send a copy to: smhp@ucla.edu

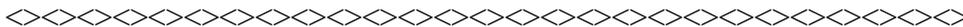
>>**Re: Assessing parent disciplinary practices (reference sent in by Sarah Dwyer)**<<<<

Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-aged children. *Journal of Clinical Child Psychology*, 25(3), 317-329.
This article discusses the Alabama Parenting Questionnaire which is made up of six subscales: monitoring/supervision, involvement, positive parenting, inconsistent discipline, corporal punishment, and other discipline practices.

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Let us hear from you:

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)  
Phone: (310) 825-3634  
Write: Center for Mental Health in Schools,  
Department of Psychology, UCLA  
Los Angeles, CA 90095-1563



\*\*\*NEWS FROM AROUND THE COUNTRY\*\*\*

>>**Opportunity to Increase School-Community Focus on**

## **Addressing Barriers to Learning<<<<**

Every school receiving Title I funds must develop a document that defines what families and schools can do to help children reach high standards. Involvement with schools as they prepare such plans provides a potential entry point for those of us concerned with ensuring that schools incorporate a primary focus on addressing barriers to student learning. See "A Compact for Learning: An Action Book for Family-School-Community Partnerships" prepared by the Partnership for Family Involvement in Education and the U.S. Dept. of Education. This guide is available at: <http://www.ed.gov/pubs/Compact>.

### **>>National Association of School Psychologists and the Center for Effective Discipline Issue Position Statement on Effective Parenting: Positive Support for Families<<<<**

Statement supports use of discipline practices that treat children with respect while encouraging self-control and caring for others. Outlines parenting practices to prevent development of behavior problems. Contact: National Association for School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814; Ph: 301-657-0270; Email: NASP8455@AOL.COM

### **>>A Management and Evaluation System<<<<**

The GRIOT System is described as a tool for gathering, analyzing, and reporting on activities and outcomes (designed for Healthy Start and similar collaborative integrated services initiatives). It encompasses a case management file system for intakes, assessment, service plans, encounter tracking, and discharges. Contact GRIOT Systems, 731 S. 101, Suite 11, Solana Beach, CA 92075; 619-350-9530; Fax: 619-350-8916.

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My parents keep telling me that  
the early bird catches the worm.  
I never can figure out why they want me to catch worms.  
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^^^^^^RECENT PUBLICATIONS^^^^^^

### **>>>>Discipline, Conflict Resolution, Violence, & Safe Schools<<<<**

#### **>>Beyond Discipline: From Compliance to Community**

By Alfie Kohn. Provides an approach to create a positive learning environment where misbehavior is less likely to occur. Using examples of real teachers dealing with common problems, the author explains why rewards, punishments, and other traditional approaches to discipline actually prolong behavior problems. Contact: Association for Supervision and Curriculum Development (ASCD), P.O.Box 79760, Baltimore, MD 21279; Ph: 800-933-2723 or 703-578-9600; Fax: 703-299-8631; E-mail: [member@ascd.org](mailto:member@ascd.org); <http://www.ascd.org>

### **>>Reducing School Violence Through Conflict Resolution**

By David W. Johnson and Roger T. Johnson. Step-by-step guidelines and strategies to teach students how to negotiate and mediate conflicts and what to do when negotiating fails. Contact: Association for Supervision and Curriculum Development (ASCD), P.O.Box 79760, Baltimore, MD 21279; Ph: 800-933-2723 or 703-578-9600; Fax: 703-299-8631; E-mail: member@ascd.org; <http://www.ascd.org>

### **>>Safe & Smart: Making After-School Hours Work for Kids**

A recent report from the President entitled: "Safe & Smart: Making After-School Hours Work for Kids," offers research and examples illustrating the potential of quality after-school activities to keep children safe, out of trouble, and learning. The President proposed \$200 million in his fiscal year 1999 budget request to expand the program to about 4,000 schools and to serve up to a half-a-million children per year. The new report, produced by the Departments of Justice and Education, includes evidence suggesting that quality after-school programs can help:

- \* Decrease juvenile crime, vandalism at schools, & negative influences that lead to drug, alcohol & tobacco use
- \* Strengthen student achievement
- \* Improve school attendance & reduce dropout rates
- \* Influence more students to turn in homework
- \* Reduce the percentage of students held back a grade and placed in special education
- \* Increase aspirations for the future, including students' aims to finish high school and go to college
- \* Improve behavior in school, & more.

Excerpts of the report available at <http://www.ed.gov/pubs/SafeandSmart>. A press release and descriptions of the awards are at <http://www.ed.gov/offices/OERI/21stCCLC>.

### **>>Combating Fear and Restoring Safety in Schools**

By June L. Arnette and Marjorie C. Walsleben. Juvenile Justice Bulletin (April 1998) published by Office of Juvenile Justice and Delinquency Prevention (focuses on efforts to reach youth who are absent or truant from school because of school-associated fear and intimidation). Contact: Juvenile Justice Clearinghouse, P.O.Box 6000 Rockville, MD 20849; 800-638-8736; Fax:301-519-5212; E-mail: askncjrs@ncjrs.org.

### **>>Pulse Check: National Trends in Drug Abuse**

By the Office of National Drug Control Policy (ONDCP) -- reports 1997 statistics involving heroin, marijuana, cocaine and emerging drugs drawn from nearly 100 sources. For a free copy, contact: ONDCP Clearinghouse, P.O.Box 6000, Rockville, MD 20849; 800-666-3332; E-mail: [ondcp@ncjrs.org](mailto:ondcp@ncjrs.org).

### **>>Applying Effective Strategies: To Prevent or Reduce Substance Abuse, Violence, and Disruptive Behavior Among Youth**

By Phyllis Scattergood, Kimberly Dash, Joel Epstein, and Melanie Adler. Describes 29 programs

across the country; suggests a process and tools for schools and strategies to prevent and reduce substance abuse, violence, and disruptive behavior among youth in grades K-12. Contact: Education Development Center, Inc. Health and Human Development Programs. 55 Chapel St. Newton, MA 02458; 800-225-4276; <http://www.edc.org>.

### >>>>**Cross-Cultural Communications**<<<<

#### >>**Series of Booklets**

By Los Angeles County Human Relations Commission. Published as a public educational service to help cross-cultural communities understand and communicate better. Includes: What about Accents; How to Communicate Better with Clients, Customers, and Workers Whose English is Limited; No Offense Intended: A Guide for Anyone Who Writes Anything; When We Talk: A Guide to Interracial/Intercultural Dialogue; and 23 Tips on Cross-Cultural Communications. Contact: Transamerica Life Companies and The County of Los Angeles Commission on Human Relations, 320 West Temple St., Suite 1184, Los Angeles, CA 90012; 213-974-7611.

### >>>>**Mental Health Assessment and Accountability**<<<<

#### >>**Special Issue of Child Law Practice: Mental Health Assessments**

November, 1997 issue of Child Law Practice (Vol. 16 No. 9) focuses on mental health assessments. Lead articles are:

- \* Health Matters: How to Seek Accuracy in Mental Health Assessments. By J. Larsen
- \* The Role of the Psychologist in Forensic Evaluations. By C. David Missar

#### >>**Special Issue on System Accountability in Children's Mental Health**

May 1998 issue of The Journal of Behavioral Health Services & Research focuses on system accountability in children's mental health. Lead articles are:

- \* The Ecology of Outcomes: System Accountability in Children's Mental Health. By Mario Hernandez, Sharon Hodges, and Michelle Casardi.
- \* A Multistakeholder-Driven Model for Developing an Outcome Management System. By J. Randay Koch, Allen Lewis, and Dwight McCall.
- \* Multiagency Outcome Evaluation of Children's Services: A Case Study. By Shirley A. Beck, Pamela Meadowcroft, et al.
- \* The Development of a Statewide Continuous Evaluation System for the Texas Children's Mental Health Plan: A Total Quality Management Approach. By Lawrence W. Rouse, Marcia G. Toprac, and Nancy A. MacCabe.

#### >>**Incorporating Health-related Indicators in Education Accountability Systems**

By the Council of Chief State School Officers. This paper is intended to trigger discussion on health-related results, indicators, benchmarks, action strategies, and program measures in state education accountability systems and help states help schools work with families and communities

to ensure the well-being and academic success of all students. Contact: Bill Shepardson, School-Community Collaboration Projects, Council of Chief State School Officers, 1 Massachusetts Ave., NW, Suite 700, Washington, DC 20001; Ph: 202-336-7035; Fax: 202-408-8072 or available at <http://www.ccsso.org>.

>>>>**Working in Urban Settings**<<<<

>>**American Psychologist** (Vol. 53 No.6 -- June, 1998)

includes the following articles:

\* Psychology and Urban Initiatives. By Anthony Marsella, Abraham Wandersman, and Dorothy Cantor.

\* Urbanization, Mental Health, and Social Deviancy: A Review of Issues and Research. By Anthony Marsella.

\* Children in Low-income, Urban Settings: Interventions to Promote Mental Health and Well-Being. By Maureen Black and Ambika Krishnakumar.

>>>>**Supportive Communities and Community Initiatives**<<<<

>>**Building Supportive Communities for At-Risk Adolescents: It Takes More Than Service**  
By Martha Burt, Gary Resnick, and Emily Novick. This book stresses prevention, protection, and early detection and recommends an integrated network to address the comprehensive needs of today's youth. Profiles 9 premier youth-serving programs, which provide a mix of educational, counseling, recreational, vocational, and leadership activities. Contact: American Psychological Association, P.O.Box 92984 Washington, DC 20090 or call at 800-374-2721 or visit <http://www.apa.org/books/build.html>.

>>**Voices from the Field: Learning from the Early Work  
of Comprehensive Community Initiatives**

By Roundtable on Comprehensive Community Initiatives (CCI) for Children and Families. CCIs are described as neighborhood-based efforts that seek to improve the lives of individuals and families as well as the conditions of neighborhoods. This report presents a framework for understanding the challenges and potential of CCIs to neighborhood revitalization. Defines goals, principles, operations and program activities. Contact: The Aspen Institute, 1333 New Hampshire Ave. Suite 1070, NW Washington, DC 20036.

>>>>**More on State Childrens Health Insurance Program**<<<<

>>**The State Children's Health Insurance Program: A Look at the Numbers**

By Frank Ullman, Brian Bruen and John Holahan. A report of The Urban Institute's "Assessing the New Federalism" project, a multi-year effort to monitor and assess the devolution of social programs. Analyzes the devolution of responsibility for social programs from the federal

government to the states, focusing primarily on health care, income security, job training, and social services. Access at <http://newfederalism.urban.org> Or for a free copy, contact: Cinnamon Burnim, Urban Institute, 2100 M St. NW, Washington, DC 20037; 202-857-8687.

>>>>**New Forum**<<<<

>>**Clinical Child and Family Psychology Review**

Edited by Thomas Ollendick and Ronald Prinz. Newly launched international multidisciplinary forum in the journal provides original research, review articles, position papers, and conceptual and theoretical articles, including the termination of parental rights, co-morbidity of anxiety and depression in children and adolescents, conduct problems and social competence in young children, cultural and contextual issue pertaining to parental involvement in, children's education, and the assessment of risk for child abuse. Contact: Plenum Publishing Corporation Attn: Dept. JP-98, 233 Spring St. New York, NY 10013, 800-221-9369; Fax: 212-647-1898; E-mail: [info@plenum.com](mailto:info@plenum.com); <http://www.plenum.com>.

>>>>**New Journal**<<<<

>>**Prevention & Treatment**

By the American Psychological Association. Provides major empirical and theoretical research on prevention, psychotherapy and social and environmental interventions, biologically oriented therapy, and the combination of such interventions. The first issue features "Listening to Prozac but Hearing Placebo: A Meta-Analysis of Antidepressant Medication" by Irving Kirsch and Guy Sapirstein (Vol.1 Article 0002a, posted June 26, 1998). For full document, see <http://journals.apa.org/prevention>.

>>>>**A Few Other Resources**<<<<

>>**A Guide to the Family Educational Rights & Privacy Act (FERPA)**

By Office of Juvenile Justice and Delinquency Prevention Fact Sheet (May, 1998) provides a summary of the FERPA and situations in which disclosure can be made. A more in-depth look at FERPA and its impact on information sharing can be found in Sharing Information: A Guide to the FERPA and Participation in Juvenile Justice Programs. Free copies available: 800-638-8736 or <http://www.ncjrs.org/jjfact.htm>.

>>**Trends in the Well-Being of America's Children and Youth 97**

By the U.S. Department of Health & Human Services. A compilation of data on the nation's children and youth produced with the assistance of the Interagency Forum on Child and Family Statistics. Contains annotated tables on over 80 national trends in five key domains of the lives of children and youth: population, family and neighborhood; economic security; health conditions and health care; social development, behavioral health and teen fertility; and education and achievement. Contact: U.S. Government Printing Office, Superintendent of Document, P.O.Box

371956, Pittsburgh, PA 15250; 202-512-1800. Available soon on <http://aspe.os.dhhs.gov>

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"Those who have no fire in themselves  
cannot warm others."  
Anonymous  
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^^^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^^^

>>**Health, Mental Health, & Safety in Schools Guidelines Project**<<<<

Through a cooperative agreement with the U.S. Dept. of Health & Human Services' Maternal and Child Health Bureau (HRSA), the American Academy of Pediatrics and the National Association of School Nurses are developing a comprehensive reference document of guidelines and recommendations on aspects of health, mental health, and safety for students and staff in schools. Hundreds of national organizations and health and education professionals will participate in this four-year initiative. Those interested in participating should contact: Lydia Bologna, Project Specialist, American Academy of Pediatrics, 141 Northwest Point Blvd., Elk Grove Village, IL 60007; 847-981-4981; Fax: 847-228-5097; lbologna@aap.org; <http://www.schoolhealth.org>

>>**Partnerships for Prevention: Jazz Up Children/Youth Health Programs**<<<<

August 6-8, 1998 at the Kansas City, Missouri Airport Hilton. For school practitioners; goals are to promote partnerships among health and education professionals to establish and support coordinated school health programs that follow national standards. Contact: Marjorie Benjamin, American School Health Assoc., Ph: 800-445-2742; E-mail: mbenjami@ashaweb.org

>>**5th Annual Institute for Psychology in Schools**  
**"Windows of Opportunity: New Directions from IDEA"**<<<<

August 13, 1998 in San Francisco, CA. Goals of the conference are to provide information on how to implement the new Ideas Deserving Exploratory Analysis (IDEA); strategies to better serve children, with and without disabilities; networking opportunities for trainers, administrators and practitioners; tools used by American Psychological Association (APA) for federal advocacy on IDEA useful for state and school district policy-making. Contact: Policy & Advocacy in the Schools, Practice Directorate, APA, 750 First St. NE. Washington DC 20002; 202-336-5858; E-mail: opas@apa.org.

>>**National Symposium on Partnership in Education**<<<<

The National Association of Partners in Education (NAPE) will hold its National Symposium on



^^^^^CALL FOR PROPOSALS AND PAPERS^^^^^^

>>**Cultural Issues in Prevention Research**<<<<

Papers are requested for a special issue of the American Journal of Community Psychology which addresses cultural issues in prevention research. Studies which evaluate culturally-based interventions are especially encouraged. Culturally sensitive research that has implications for prevention research is also sought. Culture is broadly defined and included but is not limited to ethnicity. Deadline for submission: September 15, 1998. Send to Mark Roosa at Arizona-State University, Program for Prevention Research, Community Services Building - Room 337, Tempe, AZ 85287-1108 or call at 602-727-6122.

>>**Project for Creating a Sense of Community**<<<<

The National Gardening Association supports new or existing outdoor gardening programs that involve children between the ages of 3 and 18. Food gardens, beautification projects or a combination of the two are considered. \$10 fee is required. All applications will receive seed and other materials to support their projects even if they are not selected as grantees. Project must have at least 15 children, grades 1-12. Deadline: November 15, 1998. Contact: National Gardening Association, 800-538-7476; E-mail: [nga@together.org](mailto:nga@together.org); <http://www2.garden.org/nga/EDU/NGA-EDU6.HTM>.

>>**Relationships as the Medium of Change in Community Interventions**<<<<

This special issue of the Journal of Social and Personal Relationships will examine the ways in which community (not clinical) programs attempt to foster close relationships and capitalize on their power to effect various personal and social changes or development. Examples of paper topics include the mobilization, intensification, specialization, or augmentation of existing or new social relationships and mentoring initiatives, support groups, and a variety of natural family and peer relationships. Submissions and inquiries should be addressed to Benjamin H. Gottlieb, Department of Psychology, University of Guelph, Guelph, Ontario, Canada N1G 2W1; [bgottlie@uoguelph.ca](mailto:bgottlie@uoguelph.ca); 519-767-6714; Fax: 519-837-8629. Deadline: December 15, 1998.

>>**Change the Focus**<<<<

The Center on Disabilities and Human Development, Idaho's University Affiliated Program, announces "Change the Focus: Success in Schools Through Positive Behavioral Supports" conference on June 23-25, 1999 in Post Falls, ID. Submit papers with an early childhood, elementary, or secondary education focus in the following categories: prevention and teaching; school-wide supports; and family and community alliances. Deadline: December 31, 1998. Contact 129 W.. Third St. Moscow, ID 83844; Ph: 208-885-3559; Fax: 208-885-3628. E-mail:

genfield@uidaho.edu.

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Principal: I've had to punish you every day this week.  
Student: I sure am glad it's Friday.

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^^^^^HELPFUL RESOURCES^^^^^^

>>>>**For Researchers**<<<<

\* **Behaviorists For Social Responsibility** <http://www.bfsr.org>.  
A Special Interest Group of the Association for Behavior Analysis, dedicated to increasing applications of the science of behavior and cultural analysis to social issues, particularly those related to social justice, human rights, and living in harmony with the environment.

>>>>**For Practitioners**<<<<

>>**Social/Welfare Concerns**

\* **Urban Institute** <http://www.urban.org>  
Investigates social and economic problems confronting the nation and analyzes efforts to solve these problems. The Institute seeks to increase Americans' awareness of important public choices and improve the formulation and implementation of government decisions.

\* **American Public Welfare Association** <http://www.apwa.org>  
A welfare reform time line and state welfare plan summaries make up the bulk of this site, with publications and press releases thrown into inform and illustrate.

\* **Casey Journalism Center for Children and Families** <http://casey.umd.edu>  
One of the only centers for journalists who cover children and family issues, this site hosts the Children's Beat newsletter, as well as other publications and listserv information.

>>**School Health/Community-Based Programs**

\* **School Health Program Funding Information**

<http://www.cdc.gov/nccdphp/dash/funding.htm>

The School Health Program Finance Project database contains information on federal, foundation, and state-specific funding sources for school health programs.

\* **Center for Youth As Resources** <http://www.yar.org/yar.htm>

Is a community-based program that provides small grants to young people to design and carry out service projects that address social problems and contribute to significant community change; a starting point for kids who want to get involved, especially the explanations of projects youth have already completed.

\* **The Self-Help Source Book Online**     <http://www.cmhc.com/selfhelp>

Compiled & edited by Barbara J. White and Edward J. Madara. 6th Edition. Sponsored by Mental Health Net. This guide has been developed to act as your starting point for exploring real-life support groups and networks that are available throughout the world and in your community.

>>>>**For Families**<<<<

>>**Family Support**

\* **Children Now**             <http://www.dnai.com/~children>

A nonpartisan, independent voice for children, working to translate the nation's commitment to children and families into action. Recognized nationally for its policy expertise and up-to-date information on the status of children.

\* **Pathways to School Improvement**             <http://www.ncrel.org/sdrs/pathwayg.htm>

Offers easy to find, concise, research-based information on a variety of categories including: assessment, at-risk children and youth, goals and standards, governance/management, leadership, learning, literacy, mathematics, parent and family involvement, professional development, safe and drug-free schools, school-to-work transition, science, and technology.

\* **Increasing Parental Involvement**             <http://www.mcrel.org/products/noteworthy/danj.html>

A good article that gives easily understandable information on how to positively affect children's education.

\* **Increasing Involvement/Hispanic Parents**             <http://Web.tc.columbia.edu/digests/dig80.html>

Provides a good information on the untapped resource of Hispanic families and links to similar sites.

\* **The Sibling Support Project**             <http://www.chmc.org/departmt/sibsupp>

Includes assistance and educational resources for brothers and sisters of those with special health and developmental needs. Provides a summary of characteristics and needs of such siblings, advice for their parents, a directory of support programs.

>>**Basic Needs**

\* **Child Safety Forum**             <http://www.xmission.com/~gastown/safe/safe2.htm>

Provides parents with important life saving information including Kitchen safety checklist, Child Safety Guide, and Web Parent's Safety Net.

\* **Emergency Food and Shelter Program**             <http://www.efsp.unitedway.org>

The Emergency Food and Shelter National Board Program was created in 1983 to supplement

the work of local social service organizations, both private and governmental, to help people in need of emergency assistance.

\* **Mayor's Annual Survey** <http://tap.epn.org/library/cmhm1spr.html>  
Explains the status of food and shelter in our nation with the survey data.

>>**Medical/Health Issues**

\* **KidsHealth** <http://KidsHealth.org>  
The Nemours Foundation Presents expert information for families about children's health.

\* **CDC Home page** <http://www.cdc.gov>  
The Centers for Disease Control and Prevention (CDC), an agency of the Department of Health and Human Services, seeks to promote health and quality of life by preventing and controlling disease, injury, and disability.

\* **National Network for Health Care** <http://www.exnet.iastate.edu/Pages/families/nccc>  
Provides a variety of information on how to care for children and child health including a database, KIDCARE (an e-mail listserv), regional support and assistance from Mississippi, Idaho, Kansas, and Connecticut, and national newsletter.



YOU CAN LINK TO OTHER MENTAL HEALTH RELATED SITES  
FROM OUR WEBSITE <http://smhp.psych.ucla.edu>

(Haven't visited our site lately? Click on "What's New" -- we add new materials every week.)

If you have favorite sites you think others would find useful, let us know.



^^^^^^JOB ANNOUNCEMENTS^^^^^^

>>>>**Executive Editor for Journal of School Nurses**<<<<

National Association of School Nurses (NASN) is seeking applications for a part-time executive editor for the Journal of School Nurses. The applicant must be a licensed registered professional nurse with masters preparation in nursing, adult education or health sciences (doctorate prepared preferred); be knowledgeable of the current trends in school health and school nursing practice; have demonstrated experience in writing, publishing, and research. Candidates reply by September 30, 1998 to NASN, Contract Committee, P.O.Box 1300, Scarborough, ME 04070.

>>>>**Outreach Program Specialist**<<<<

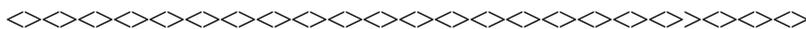
UCLA Center for Healthier Children, Families and Communities is looking for an outreach program specialist/senior public administrative analyst to coordinate outreach activities throughout Los Angeles County, conduct research and develop tools and training materials for the program for Integrated School and Community Solutions. Contact: Michael Shannon, UCLA, Rehabilitation Bldg, Room 25-46, Los Angeles, CA 90095. Open until filled.

>>>>**Postdoctoral Research Associate**<<<<

A full-time postdoc is wanted for research design, data management, statistical analyses, and writing up studies on adolescent risk and protective factors. Funding for this position will be available for two years. Contact Dr. Jean E. Rhodes, Department of Psychology, University of Illinois at Urbana-Champaign , 603 E. Daniel Street, Champaign, IL 61820. E-mail: jerrhodes@uiuc.edu. Deadline: Open until filled.

>>>>**Centers for Disease Control and Prevention**<<<<

The Behavioral Intervention Research Branch, Division of HIV/AIDS Prevention, National Center for HIV, STD and TB Prevention, Centers for Disease Control and Prevention in Atlanta, GA, announces many research openings at the center. The branch comprises 30 professionals, and has ongoing projects involving mounting and evaluating interventions to prevent HIV infection, developing and refining relevant research methods, synthesizing research findings, and transferring prevention technology. Researchers in this center are directly involved in the design and implementation of research as well as in the analysis and publication of findings. For detailed positions, visit <http://www.cdc.gov/hrmo/jobstyp.htm> or contact Centers for Disease Control and Prevention, 1600 Clifton Rd., NE, Atlanta, GA 30333, USA; 404-639-3311 or 1-888-CDC-HIRE. Deadline: Open until filled.



\*\*\*NEWS FROM OUR CENTER AND OUR SISTER CENTER\*\*\*

As a companion work to our continuing education modules entitled: Mental Health in Schools: New Roles for School Nurses, the center's co-directors have prepared a guide on Psychosocial Screening for the National Association of School Nurses' series on Nursing Assessment of School Age Youth. Contact: the National Association of School Nurses. Ph: 207-883-2117; Fax: 207-883-2683 or E-mail: NASN@aol.com.

^^^NEW ON-LINE RESOURCES at <http://smhp.psych.ucla.edu>^^^

The following packets are available as PDF files for downloading from our web site:

1. Introductory Packets:

- \* **Financial Strategies to Aid in Addressing Barriers to Learning**  
(Note: This packet has just been revised/updated.)
- \* **Confidentiality and Informed Consent**
- \* **Understanding and Minimizing Staff Burnout**

2. Resource Aid Packets:

- \* **Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs**
- \* **Students and Psychotropic Medication: The School's Role**

3. Technical Aid Packets:

- \* **School-Based Mutual Support Groups (For Parents, Staff, Older Students)**
- \* **Guiding Parents in Helping Children Learn**

4. Technical Assistance Samplers:

- \* **The Fine Art of Fishing: Becoming Your Own T. A. Center**
- \* **Evaluation and Accountability Related to Mental Health in Schools**
- \* **Thinking About and Accessing Policy Related to Addressing Barriers to Learning**

5. Guidebooks

- \* **Mental Health in Schools: New Roles for School Nurses**

6. All special Reports and Newsletter Articles

To get a copy of these resources and directions for downloading, refer to resources section of our web site.

^^^AVAILABLE FROM THE CENTER'S CLEARINGHOUSE^^^

For those without access to the Internet, all the above resources are available from our clearinghouse. Also soon to be available is a "sampler" on the topic of School Based Health Center is coming soon. (Our "samplers" provide basic information for accessing a variety of resources on a specific topic -- including information on resources).

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Let Us Hear From You:

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Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The Center for Mental Health in Schools at UCLA is one of two national centers. The other center is at the University of Maryland at Baltimore.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Perry Nelson, Judy Onghai, Howard Adelman, or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools

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