

student drug use any more than doing no screening at all. (For the story, see the What's New on our Center website and click on "This Week's News Item & Links to the latest news on mental health issues."

Based on the study's findings, Dr. Johnston states "It's the kind of intervention that doesn't win the hearts and minds of children. I don't think it brings about any constructive changes in their attitudes about drugs or their belief in the dangers associated with using them." At the same time, he stresses "One could imagine situations where drug testing could be effective, if you impose it in a sufficiently draconian manner - that is, testing most kids and doing it frequently. We're not in a position to say that wouldn't work." Graham Boyd, Director of the ACLU Drug Policy Litigation Project who argued against drug testing before the Supreme Court last year said, "In light of these findings, schools should be hard-pressed to implement or continue a policy that is intrusive and even insulting for their students." But other researchers contend that the urinalysis conducted by schools is so faulty, the supervision so lax and the opportunities for cheating so plentiful that the study may prove only that schools do a poor job of testing. Also noted is that the Michigan study does not differentiate between schools that do intensive, regular random screening and those that test only occasionally. As a result, it does not rule out the possibility that the most vigilant schools do a better job of curbing drug use.

Where do you stand on this? 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 to tosmhp@ucla.edu

Phone 310/825-3634 Fax 310/206-5895

WriteCenter for Mental Health in Schools

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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****NEWS FROM AROUND THE COUNTRY**

STUDY SUGGESTS THAT DRUG TESTING DOESN'T DETER DRUG USE

Researchers at the University of Michigan report that about 19% of American secondary schools have some form of student drug testing and that there are virtually identical rates of drug use in the schools that have drug testing and the schools that do not. See University of Michigan news release – <http://www.umich.edu/news/Releases/2003/May3/r051903.html>

CHILD MEDICATION SAFETY ACT OF 2003

The U.S. House of Representatives passed HR 1170 on May 21st and sent it on to the Senate. The Bill's stated intent is "To protect children and their parents from being coerced into administering psychotropic medication in order to attend school." It directs the Secretary of Education to see that each state has developed and implemented policies and procedures to comply. <http://thomas.loc.gov>

MICHIGAN'S SAFE SCHOOL CHOICE POLICY

States are moving to meet the requirement of the No Child Left Behind Act that would allow students to transfer from "persistently dangerous" schools. Michigan's has adopted the following criteria schools where, for three consecutive years, more than 2.5 percent of pupils have been expelled for more than 10 consecutive days (for arson, physical assault, bomb threats, criminal sexual conduct, possession of a dangerous weapon) or at least five students enrolled in the school self-report that they have been victims of a violent crime. Incidents must occur at school. (http://www.michigan.gov/documents/State_Board_News_Release_-_April_24,_2003_62798_7.doc)

RESEARCHERS FIND PLACEBOS AND LOW DOSES OF MEDICATION EFFECTIVE

A study sponsored by researchers at the University of North Carolina at Chapel Hill reported that 40% of children with ADHD did just as well when placebos replaced some of their medications. They suggest that using placebos could be used in treating not only ADHD but other disorders, reducing medication side effects. Based on these findings the National Institute of Mental Health is sponsoring further research along these lines.

<http://www.unc.edu/news/newsserv/research/may03/adhd050103.html>

HEALTH CARE COSTS OF BEHAVIORAL DISORDERS

Researchers at the Children's Hospital of Philadelphia and the University of Pennsylvania found that 7% of 2 to 18 year old CHOP patients were identified with a behavioral disorder. These children incurred greater expenditures than healthy children (\$1,468 vs. \$710). Costs were similar to those of children with physical disorders. Overall expenditures for children with depression and anxiety were double that of children with disruptive disorders such as ADHD, conduct, ODD (mainly a result of increased hospitalization expenditures).

<http://www.prnewswire.com>

SCHOOL CHOICE NOT AN OPTION FOR ALL

A report by the Boston Foundation found that, while choices exist for many, school entitlements and opportunities are unevenly and inequitably distributed, and significant unmet demand remains. Further, those who are most at risk – lower-income, minority students – have fewer school choice options than others. That is, family income and where they live often stop families from taking part in choice programs (private, charter, vocational, desegregation). Although 25% of Massachusetts 1 million public school students participate in the choice programs, low-income and minority students face barriers that keep them out of these programs.

<http://www.tbf.org/About/about-L2.asp?id=1499>

EVALUATION OF HIGH SCHOOL EXIT EXAM

The Human Resources Research Organization report on the California High School Exit Exam finds many instructional and remedial courses have limited effectiveness in helping students master the required standards. The report suggests inadequate student motivation and lack of strong parental support may play contributing roles in limiting the effectiveness of these courses. The State Board of Education in reviewing the report voted to postpone the test as a graduation requirement for up to three years. Only about 60% of the students in the class of 2004, the first cohort that was required to pass in order to graduate, have passed the math portion of the test.

<http://www.cde.ca.gov/statetests/cahsee/eval/AB1609/index.html>

KENTUCKY LEGISLATION DESIGNED TO AWARD GRANTS FOR ENRICHMENT

Kentucky's SB 154 states "The General Assembly finds and declares that the integration of the arts and foreign languages into the school curriculum benefits students by increasing their motivation to learn; improves attendance; fosters multicultural understanding; and develops neurological cognitive potential through higher order thinking skills, creativity, and problem solving."

<http://www.lrc.state.ky.us/RECORD/03RS/SB154/bill.doc>

(Notese our website What's New, for a current news item posted each week.)

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"America is the land of second chances. A punitive, test-driven society that encourages young people to drop out of school isn't what this country is all about. American education has taken a lot of people who looked like losers in Act I of their lives and turned them into winners by Act III. In this great drama, schools aren't just props or part of the scenery. They're the essential story line. We still have time to make sure the story has a happy ending."

James Harvey

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THIS MONTH'S FOCUS FOR SCHOOL TO ADDRESS BARRIERS TO LEARNING

Each month on our website we feature a special focus on enhancing student support at schools. June's topic is "Summer and the Living Aint Easy." For many students, teachers, support staff and administrators, summer vacations are a think of the past. It is essential to recognize what that means and look for the opportunities to attend to students at risk. For tools, guidelines, and resources on using the summer productively, see the Center's home page and click on "Ideas for Enhancing Support at Your School This Month" (<http://smhp.psych.ucla.edu>)

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"...we need to find out what excites kids about learning, and find out how to guide them and show them how to connect to the real world. We need to value that kind of learning."

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

>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Promoting Children's Mental Health Reform through Interdisciplinary and Community Partnerships" (2003) T. Power, *School Psychology Review*, 32(1) 3-16.

"Intervention Practices for Students with Emotional and Behavioral Disorders Using Research to Inform School Social Work Practice" (2003) A. Frey & N. George-Nichols, *Children & Schools*, 25(2).

"Youth Hate Crimes Identification, Prevention, and Intervention" (2003) A. Steinberg, et al. *American Journal of Psychiatry*, 160(9) 979-989.

"Does low reading achievement at school entry cause conduct problems? (2003) K. Bennett, et al, *Social Science and Medicine*, 56(12) 2443-2448.

"Suicide in Youth" (2003) Special Issue, *American Behavioral Scientist*, 46(9). Includes "Life Course Factors Associated with Suicidal Behaviors in Young People," by A. Beautrais and "School Approaches to Youth Suicide Prevention" by J. Kalafat.

"Adolescent alcohol use and suicidal ideation – A nonrecursive model" (2003) J. Light, et al, *Addictive Behaviors*, 28(4) 705-724.

"Problematising depression young people, mental health and suicidal behaviours" (2003) S. Bennett, et al, *Social Science and Medicine*, 57(2) 289-299.

"Teasing, rejection, and violence Case studies of the school shootings" (2003) M. Leary, et al, *Aggressive Behavior*, 29(3) 202-214.

"Adolescent substance use, sexual behavior, and metropolitan status is "urban" a risk factor?" (2003) S. Levine and S. Coupey, *Journal of Adolescent Health*, 32(5) 350-355.

"Pathways into and through mental health services for children and adolescents." (2003) E. Farmer, B. Burns, S. Phillips, A. Angold, & E. Costello, *Psychiatric Services*, 54(1) 60-67.
Summary available at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_78.pdf

>>>>FAMILY, COMMUNITY & SCHOOLS

"When being alone might be better Neighborhood poverty, social capital, and child mental health" (2003) M. Caughy, et al, *Social Science and Medicine*, 57(2) 227-237.

"Left unsupervisedA look at the most vulnerable children" (2003) S. Vandivere, et al, Child Trends Research Brief, <http://www.childtrends.org/PDF/UnsupervisedRB.pdf>

"Risk and protective factors of child delinquency" (2003) G. Wasserman, et al., Juvenile Justice Clearinghouse (<http://ojjdp.ncjrs.org/pubs/delinq.html#193409>)

"The better beginnings, better futures projectA universal, comprehensive, community-based prevention approach for primary school children and their families" (2003) R. Peters, et al, Journal of Clinical Child and Adolescent Psychology, 32(2) 215-227.

"When children aren't ready for Kindergarten" (2003) J. Holloway, Educational Leadership, 60(7) 89-90. http://www.ascd.org/publications/ed_lead/200304/holloway.html

"The relation of social capital to child psychosocial adjustment difficultiesThe role of positive parenting and neighborhood dangerousness. (2003) S. Dorsey & R. Forehand, Journal of Psychopathology and Behavioral Assessment, 25(1) 11-23. Summarized at http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_79.pdf

"Prevention science and neighborhood influences on low-income children's developmenttheoretical and methodological issues" (2003) M. Roosa, et al, American Journal of Community Psychology, 31(1) 55-72.

"The realities of large-scale change efforts" (2003) B. Nastasi, Journal of Educational and Psychological Consultation, 13(3) 219-226.

>>>>POLICY, LAW, FINANCES & STATISTICS

"What proportion of failure to complete secondary school in the U.S. population is attributable to adolescent psychiatric disorder?" (2003) A. Vander Stoep, et al, Journal of Behavioral Health Services & Research, 30(1) 119-124.

"The agony of school reformRace, class, and the elusive search for social justice" (2003) A. Leonardo, Educational Researcher, 32(3) 37-43.

"High Time for High School Reform" (2003) American Institutes for Research (<http://www.gatesfoundation.org/Education/SmallHighSchools/RelatedInfo/EvaluationNationalSD-030421.htm>)

"Left out and left behindNCLB and the American high school" (2003) Alliance for Excellent Education, Policymakers, <http://www.all4ed.org/policymakers/NCLB/index.html>

"The overrepresentation of children of color in the child welfare system" (2003) Special Issue, Children and Youth Services Review, 25(5-6) 355-507, M Courtney and A Skyles, Eds.

"State substance abuse and mental health managed care evaluation program" (2003) D. McCarty et al, Journal of Behavioral Health Services & Research, 30(1) 7-17.

"Addressing the Needs of Youth with Disabilities in the Juvenile Justice SystemThe Status of Evidence-Based Research" (2003) National Council on Disability <http://www.ncd.gov/newsroom/publications/juvenile.html>

"Promising approaches for behavioral health services to children and adolescent and their families in managed care systems" (2003) A Series of the Health Care Reform Tracking Project. #2. A View from the Child Welfare System, by J. McCarthy & C. McCullough
#3. Making Interagency Initiatives Work for Children and Families in the Child Welfare System, by K. Hepburn & J. McCarthy. [Http://www.gucdc.georgetown.edu](http://www.gucdc.georgetown.edu)

[NoteThe Quick Find topic search menu on our website is 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](http://smhp.psych.ucla.edu)]

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"Half the lies people tell me aren't true."

Yogi Berra

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****UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

- >National Assembly on School Based Health Care, June 26-28, Reston, VA <http://www.nasbhc.org>
- >National Association of School Nurses, June 28-July 1, Cincinnati, OH <http://www.nasn.org>
- >American School Counselor Association, June 29-July 2, St. Louis, MO <http://www.schoolcounselor.org>
- >National Education Association, July 1-6, New Orleans, LA <http://www.nea.org>
- >National Prevention Symposium, July 16-18, San Francisco, CA <http://www.chef.org>
- >National Association of Rural Mental Health, July 17-20, Orlando, FL <http://www.narmh.org>
- >National Institute on Out-of-School-Time, July 21-25, Boston, MA <http://www.niost.com/>
- >National Prevention Leadership Conference, July 23-25, Evanston, IL <http://www.unitedlearning.com>
- >American School Health Association Summer Institute, August 4-6, Kansas City, MO <http://www.ashaweb.org>
- >Association of State and Territorial Health Officials, September 9-12, Phoenix, AZ <http://www.astho.org>
- >National Association of State Boards of Education, October 15-18, Baltimore, MD <http://www.nasbe.org>
- >American School Health Association, October 15-18, El Paso, TX <http://www.ashaweb.org>

[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 smhp@ucla.edu

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"If at first you do succeed, try to hide your astonishment."

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^^ ^^ CALLS FOR GRANT PROPOSALS, PRESENTATIONS, AND PAPERS

GRANTS

- >>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)
- >Screening, Brief Intervention, Referral and Treatment, TI 03-009, Deadline July 2
- >Targeted Capacity Expansion of Ecstasy and other club drugs Prevention Interventions and/or Infrastructure Development, SP 03-007) Deadline July 22
- >Knowledge Dissemination Conference Grants, PA 03-002, Deadline September 10
- >>Housing and Urban Development (<http://www.hud.gov>)
- >Community Outreach Partnership Centers Program, funds colleges to address problems of urban areas. Deadline June 24
- >>Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org>)
- >Drug Free Communities Support ProgramCoalition Mentoring Program, Deadline June 18
- >>National Institute of Mental Health, National Institute on Drug Abuse,

and National Institute of Child Health and Human Development
>Behavioral, Social, Mental Health, and Substance Abuse Research with Diverse Populations, Deadline
October 1 (<http://www.nih.gov>)

>>U.S. Department of Justice, Office of Community Oriented Policing Services
COPS in Schools School Resource Officers. Deadline June 13 (<http://www.cops.usdoj.gov>)

>>U. S. Department of Education (<http://www.ed.gov>)
Emergency Response & Crisis Management Grade Program, CFDA#84.184E), Deadline June 30.

[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 ABSTRACTS FOR CONFERENCES

>>Association of Maternal and Child Health Programs calls for abstracts for its 2004 conference, Feb 28-Mar
3, Washington, DC. Title of the Conference is Mental Health – Promoting a New Paradigm for Materials and
Child Health Public Health Practice. Deadline June 15. Email 2004abstracts@amchp.org

CALL FOR FEEDBACK

>>The Social Security Administration is asking interested people and organizations to review the update on
rules used to evaluate mental disabilities in adults and children who apply for social security disability
benefits or supplemental security income payments. SSA is also calling for ideas on improving programs for
people with mental disorders. Comments must be sent in by June 16
(<http://policy.ssa.gov/pnpublic.nsf/LawsRegs>)

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"There are two kinds of people, those who do the work and those who take the credit. Try to be in the first  
group; there is less competition there."

Indira Gandhi

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

^ ^ ^ Updates from our Center at UCLA

>IMPACT EVALUATION REPORT 2003 – The most recent data on our Center's impact is now online. (We
are pleased to note that the findings are extremely positive.)

>MIDWEST REGIONAL SUMMIT"New Directions for Student Support" was held in Chicago, May 23rd.
Leaders from midwest states came together to share experiences and develop strategies regarding

>>Why it is imperative to pursue New Directions for Student Support

>>Ways to Rethink Use of Resources (Programs, Personnel, etc.)

Some also shared their pioneering work related to moving in new directions. For example, a team from the
Madison Public Schools (WI) shared their comprehensive framework which significantly strengthens
prevention and early intervention through redeploying resources. District leaders from Detroit Public Schools
shared info on the re-activation of school Resource Coordinating Teams. Many of the participants are now
ready to pursue state summits for New Directions for Student Support.

The initiative continues

>>>>A West Regional Summit is in the works for the fall.

>>>>We have launched an outreach mailing campaign to mobilize interest in New Directions for
Students Support; info already has been sent to 4,300 superintendents, directors of student support
services, Title I coordinators, and Special Education Directors at state departments and school
districts.

For info on the Summits Initiative go to our website at <http://smhp.psych.ucla.edu> and click on the green circle "Summits ...". If you are interested in participating in this initiative, Email smhp@ucla.edu.

>THIS MONTH'S IDEAS FOR ENHANCING SUPPORT AT YOUR SCHOOL

Each month we compile ideas and activities to support students, families, and staff that fit the "season" or rhythm of the school year. The focus for June is "Summer and the Living Aint Easy." This monthly website feature and other tools, guidelines, and resources to support summer learning can be accessed at <http://smhp.psych.ucla.edu>.

>MATERIALS AVAILABLE ONLINE AND IN HARD COPY

>>Working Collaboratively From School-Based Teams to School-Community-Higher Education Connections – Provides guidelines and tools for building, maintaining, and sustaining effective collaboratives

>>If you haven't received it yet, the hard copy of our Spring, 2003, Newsletter is in the mail and online. Contents include

- >>>"Safe Students/Healthy Schools A Collaborative Process"
- >>>"Assessing whether a student might commit a violent act"
- >>>"Mental Health in Schools Using the data"
- >>>"Mental Health of Schools School Climate"
- >>>"New directions for student support are essential to leaving no child behind."

>>>Also see the special insert "Guidelines for A Student Support Component."

These guidelines include

- #Major area of concern related to barriers to student learning
- #Timing and nature of problem oriented interventions
- #General domains for intervention in addressing students' needs/problems
- #Specialized Students and Family Assistance
- #Assuring Quality of Intervention
- #Outcome Evaluation and Accountability

Feel free to adapt and use the guidelines in your work. Contact us if you want copies.

If you aren't receiving the hardcopy newsletter and want it, contact smhp@ucla.edu.

LET US KNOW WHAT YOU NEED. 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 and your colleagues across the nation.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

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Email smhp@ucla.edu
Website <http://smhp.psych.ucla.edu>

^^^ UPDATES FROM OUR SISTER CENTER

The Center for School Mental Health Assistance at the University of Maryland at Baltimore will hold its 8th National Conference on Advancing School Based Mental Health Programs, October 23-25, Portland, OR

The Center has circulated its impact evaluation questionnaire and has placed the form on their website to facilitate consumer response.

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, 680 W. Lexington St., 10th fl. Baltimore, MD 21201. Phone (888) 706-0980; Email csmha@umpsy.umaryland.edu

+++ **OTHER HELPFUL RESOURCES**

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Best Practices in School-Based Youth Violence Prevention" <http://www.pubinfo.vcu.edu/vabp/>

"Improving Mental Health Tips for Teens and Parents" <http://www.ahrq.gov/child/mhmtips.htm>

"ABCs for Children's Mental Health" <http://www.nasponline.org>

"National Youth Gang Survey" <http://ojjdp.ncjrs.org>

"Truancy Keeping Kids Off the Street and in School" <http://www.juvenile.net.org>

"Family and Child Experiences Survey of the Head Start Program" <http://www.acf.hhs.gov>

"Helping your child become a responsible citizen" <http://www.ed.gov/pubs/parents/citizen/index.html>

"Community Resource Mapping A Strategy for Promoting Successful Transition for Youth with Disabilities" <http://www.ncset.org>

"Public Policy Analysis & Education Center for Middle Childhood & Adolescent Health" <http://youth.ucsf.edu/policycenter>

>>>PARENTS, SCHOOLS & COMMUNITIES

"Engaging families to improve achievement" <http://www.ncpie.org>

"Family and community engagement self-assessment" <http://www.sedl.org/connections/resources>

"Center for school, family and community partnerships Promising Practices" <http://www.csos.jhu.edu/p2000/ppp.htm>

"Substance Abuse and Mental Health Services Administration Family Guide Website" <http://family.samhsa.gov>

"Tips for parents on keeping children drug free" <http://www.ed.gov/>

"Questions parents ask about schools" <http://www.ed.gov/Family/agbts/Questions>.

"Research Perspectives on School Reform" <http://www.annenbergchallenge.org>

"A District Leader's Guide to Relationships that Support Systemic Reform" http://www.schoolcommunities.org/images/RR_summary.pdf

"What do schools really think about prevention research?" <http://www.drugabuse.gov/whatsnew/meetings/schoolresearch.html>

"Building Community through Service Learning" <http://www.ecs.org/clearinghouse/44/03/4403.pdf>

"Trends in the use of school choice" <http://nces.ed.gov>

"CensusScope" website <http://www.censusscope.org>

