



and follow the directions to sign up. Alternatively, you can send an email request to [tosmhp@ucla.edu](mailto:tosmhp@ucla.edu) asking to be added to the ENEWS listserv.

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**\*\*EMERGING ISSUE**

>>>"Pay for Performance" for School Staff

From the New York Times (May 9th)"In March, Denver's teachers became the first in a major city to approve, by a 59 percent majority, a full-scale overhaul of the salary structure to allow 'pay for performance,' a controversial approach that rewards teachers for the progress of their students. ... Under the city's plan, teachers and other school employees would earn raises if students meet academic targets. The system would also reward teachers for getting advanced certification, working in high-poverty schools or teaching subjects like math and science, where qualified instructors are in short supply. The plan would raise the maximum pay for most teachers to \$100,000, from \$60,000." ...

"Senator John Kerry, the presumptive Democratic nominee for president, is echoing the same themes in his own plan for improving teacher quality, unveiled on May 6 setting aside \$9 billion to raise base salaries, with raises and bonuses for teachers who succeed in raising student test scores, or who teach subjects or areas suffering from teacher shortages." ...

"The National Education Association, the parent union of the Denver Classroom Teachers Association, has generally viewed performance-based pay plans with suspicion. The national union tends to see these pay structures as eroding collective bargaining, splintering the rank and file by forcing teachers to compete for a limited pool of money."

Where do you stand on this issue? Do you see it as having implications for addressing psychosocial and mental health concerns in schools?

We look forward to your comments ([ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)). Comments are posted on the website Net Exchange at <http://smhp.psych.ucla.edu>.

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

>JOHN HAGER NOMINATED FOR ASST. SECRETARY, SPECIAL EDUCATION  
President Bush is nominating John H. Hager, of Virginia, to be Assistant Secretary for Special Education and Rehabilitative Services at the Department of Education. Mr. Hager recently served as Assistant to the Governor for Homeland Security in Virginia and previously was Lieutenant Governor of that state. Mr. Hager earned a bachelor's degree at Purdue University and a master's degree at Harvard University.

>U.S. SEEKS RETURN OF MEDICAID FUNDS FROM SCHOOLS

"The federal government is moving to recover hundreds of millions of dollars in Medicaid payments it maintains have been improperly claimed by school districts throughout New York.... The inspector general at the Department of Health and

Human Services has conducted similar inquiries into Medicaid spending in school districts in 11 other states...." New York Times, 4/30/04.

>PARENTS PAYING MORE FOR BEHAVIORAL DRUGS THAN ANTIBIOTICS

"... A 49 percent rise in the use of attention deficit disorder drugs by children younger than 5 in the past three years contributed to a 23 percent increase in usage for all children... Antibiotics still top the list of the most commonly used children's drugs, but parents are paying more for behavioral drugs..." Associated Press, May 17, 2004.

>ANTIDEPRESSANT MEDS FOR CHILDRENINFO FOR PARENTS

In response to the many concerns recently raised about the possibility that antidepressant medications may induce suicidal behavior and be ineffective in treating depression in youth, the National Institute of Mental Health is offering an information resource to help families and caregivers make treatment choices..." April 23, 2004 ([Http://www.nimh.nih.gov/press/StrmntAntidepmeds.cfm](http://www.nimh.nih.gov/press/StrmntAntidepmeds.cfm))

>CHILDHOOD CONDUCT PROBLEMS AND LATER DEPRESSION

"Preadolescents who reported high levels of conduct problems were nearly four times as likely to have experienced an episode of depression in early adulthood than were children who reported low rates of conduct problems..." University of Washington, 5/12/04.  
([Http://www.sciencedaily.com/releases/2004/05/0405112041728.htm](http://www.sciencedaily.com/releases/2004/05/0405112041728.htm))

MORE YOUTH OPT FOR G.E.D., SKIRTING HIGH-SCHOOL HURDLE

"...Roughly one of every seven high school diplomas granted in the United States in recent years has gone to someone who has passed the tests, known as the G.E.D. And the proportion of school-age students taking that route has risen sharply.... Experts attribute the flow of young people in part to the difficulty in finding a decent job without a high school diploma, and in part to the increased difficulty of earning a traditional high school diploma in many states...." May 15, 2004, New York Times.

>EVIDENCE-BASED MEDICINE MAY NOT BE WHAT IT SEEMS

Many states are exploring policies for using only evidence-based approaches to treat mental illness. The National Mental Health Association cautions decision-makers against relying exclusively on such programs and treatments as "a move that would ignore promising treatment and services". Furthermore, they warn that "the label 'evidence-based medicine' may be misused to contain costs and limit access to treatments..." (May 4, 2004)  
(<http://www.nmha.org/newsroom/system/news.vw.cfm?do=vw&rid=603>)

SCHOOL FINANCING UNFAIR

"...Judges nationwide are ruling in favor of poorer school systems that assert they are not receiving enough money to educate low-income students. Twenty-four states have education finance suite pending..." April 27, 2004, The Boston Globe

>ANOTHER PROPOSAL FOR INCENTIVE PAY AT LOW-PERFORMING SCHOOLS

"The president of the (New York) city teachers' union ... proposed a 15 percent salary incentive for teachers willing to work in the city's 200 lowest-performing schools.... A number of experts have recommended that salaries for public school teachers in New York and across the country be restructured to include merit bonuses and differentials for difficult-to-staff schools and for subject areas like

math and special education, in which there is a shortage of teachers.... New York Times, 5/9/04.

(NoteSee our website's "What's New" page for a current news item posted each week. [Http://smhp.psych.ucla.edu/whatsnew/newsitems.htm](http://smhp.psych.ucla.edu/whatsnew/newsitems.htm))

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"Every school has a wealth of human resources regardless of the number of staff in any particular school. School personnel in their various capacities can integrate into their educational program strategies specifically designed to support their students and each other during learning and teaching. We set high academic expectations for our children. It's time for us to consider and be held accountable for student's basic emotional, health and social needs so they can meet these goals."

Leland Yee, Speaker Pro Tem, CA. State Assembly

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## \*\*MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

To aid school staff in planning for the predictable challenges that come with the cycle of the school years, the Center has developed 12 monthly themes for a proactive agenda. All 12 months are online at "Ideas for Enhancing Support at Your School This Month" (<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf>) Below is the theme for June.

>>June - Summer and the Living Aint EasyWhether on year round schedules or offering summer school, school staff must deal with summer-minded students. Learning loss and increases in risky behavior are major worries related to students who aren't in school during the summer.

Using the Summer Productively - Schools (especially support staff), working with the community, need to help develop summer month programs that help address barriers to learning, promote healthy development, and enhance equity of opportunities. As stressed in the "Primer on Summer Learning Loss" from the Johns Hopkins University Center for Summer Learning, if policy makers are serious about improving excellence and equity in public education, social science research suggests that high-quality summer programs must become a significant and central component in school reform efforts.

Summer provides an opportunity to introduce many ideas for making both the content and the process of teaching and learning more relevant to students. For ideas and examples, see Center materials and resources on

>After School Programs (<http://smhp.psych.ucla.edu/qf/afterschool.htm>)

>Environment that support learning (<http://smhp.psych.ucla.edu/qf/environments.htm>)

>Mapping School and Community Resources ([http://smhp.psych.ucla.edu/qf/p2312\\_06.htm](http://smhp.psych.ucla.edu/qf/p2312_06.htm))

>Youth Development (<http://smhp.psych.ucla.edu/qf/youthdev.htm>)

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"What is the 'something different' that summer schools need to do? Doing 'something different' often means connecting subject matter to real-life situations that are relevant to students."

"Summer SchoolUnfulfilled Promise,"

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

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>Implications of educating the public on mental illness, violence, and stigma (2004). P. Corrigan, et al, *Psychiatric Services*, 55, 577-580.

>Associations between overweight and obesity with bullying behaviors in school-aged children (2004). I. Janssen, et al, *Pediatrics*, 113(5), 1187-1194.

>Life events and personality factors in children and adolescents with obsessive-compulsive disorder and other anxiety disorders (2004). D. Gothelf, et al, *Comprehensive Psychiatry*, 45(3)

> Assessing anxiety and its disorders among child and adolescent multiethnic populations, (2004). M. Cooley, Editor, *Journal of Clinical Child and Adolescent Psychology*, 33(2), Special section (210-278).

>Depressive symptoms and health risk among rural adolescents (2004). J. Burns, et al, *Pediatrics*, 113(5), 1313-1320.

>Screening for depression in primary careWhat do we still need to know? (2004). D. McAlpine & A. Wilson, *Depression and Anxiety*, 19(3), 137-145

>Acute psychosis associated with therapeutic use of dextroamphetamine (2004). D. Calello & K. Osterhoudt, *Pediatrics*, 113(5), 1466.

>Asperger's disorderA review of its diagnosis and treatment (2004). H. Kouzam, et al, *Comprehensive Psychiatry*, 45(3), 184-191.

>Innovative treatment for children with serious emotional disturbance Preliminary outcomes for a school-based intensive mental health program (2004). E. Vernberg, et al, *Journal of Clinical Child and Adolescent Psychology*, 33(2), 359-365.

>Antisocial behavior and affiliation with deviant peers (2004). H. Heinze, et al, *Journal of Clinical Child and Adolescent Psychology*, 33(2), 336-346.

>Training in transcultural psychiatry to reduce racial and ethnic disparities (2004). B. Adetunji, et al *Psychiatric Services*, 55, 588.

>>>>FAMILIES, SCHOOL, & COMMUNITIES

>Halting the development of conduct problems in head start childrenThe effective of parent training (2004). J. Reid, et al, *Journal of Clinical Child and Adolescent Psychology*, 33(2), 279-291

>Need for and use of mental health services among parents of children in the head start program (2004). B. Razzino, et al *Psychiatric Services* 55, 583-586.

>Draw the line/respect the line A randomized trial of a middle school intervention to reduce sexual risk behaviors, (2004). K. Coyle, et al *American Journal of Public Health*, 94(51), 843-851.

>School engagement Potential of the concept, state of the evidence, (2004). J. Fredricks, et al, *Review of Educational Research*, 74(1), 59-109.

>Motivating students to learn (2004). J. Brophy, Lawrence Erlbaum Associations.

>The impact of schools on juvenile substance initiation and use (2004). C. Amuedo-Dorantes, et al, *Prevention Science* 5(2), 91-99.

>Correlates and predictors of violent behavior among adolescent drinkers (2004). M. Swahn & J. Donovan, *Journal of Adolescent Health*, 34(6), 480-492.

>It's about time! A look at out-of-school time for urban teens (2004). National Institute on Out-of-school Time (<http://www.niost.org>)

>Partnering with families and communities (2004). J. Epstein & K. Salinas, *Educational Leadership*, 61(8), 12-18.

>A new instrument to assess participant motivation for involvement in preventive interventions (2004). E. Allart-van Dam, et al, *Journal of Clinical Psychology*, 60(6), 555-565.

>Is inclusion an illusion? An examination of national and state trends toward the education of students with learning disabilities in general education classrooms (2004). J. McLeskey, et al *Learning Disabilities Research & Practice* 19(2), 109-115.

#### >>>>POLICY, LAW, ETHICS, FINANCES & STATISTICS

>Child Maltreatment 2002, U. S. Administration for Children and Families (2004). (<http://www.acf.hhs.gov>)

>Can better mental health services reduce the risk of juvenile justice system involvement? (2004) M. Foster, et al, *American Journal of Public Health*, 94(5), 859-865.

>Placement stability and mental health costs for children in foster care (2004). D. Rubin, et al, *Pediatrics* 113(5), 1336-1341.

>2003 Youth Risk Behavior Survey Surveillance Summary (2004).  
<http://www.cdc.gov/yrbss>

>Variations in state-level definitions Children with special health care needs (2003). N. Beers, et al, *Public Health Reports*, 118, 434-447.

>Mental health and substance abuse innovations Issues of diffusion and adoption

(2004). M. Glantz & W. Compton, *Clinical Psychology Science and Practice*, 11(2), 183-185.

>Cost analysis of pediatric psychiatric visits (2004). P. Mahajan, et al *Academic Emergency Medicine*, 11(5), 451.

>Highlights of the 2002 National Youth Gang Survey (2004). A. Egley & A. Major, National Youth Gang Center (<http://ojjdp.ncjrs.org>)

>Toward a healthy future Medicaid Early Periodic Screening, Diagnostic and Treatment Services for poor children and youth (2004). National Health Law Program (<http://www.healthlaw.org>)

>Beyond the methodological gold standards of behavioral research Considerations for Practice and Policy (2004). R. McCall & B. Green (<http://www.srcd.org/spr18-2.pdf>)

>Achieving diversity Race-neutral alternatives in American education (<http://www.ed.gov/about/offices/list/ocr/edlite-raceneutralreport2.html>)

>Class and schools Using social, economic, and educational reform to close the black-white achievement gap, (2002). R. Rothstein, Economic Policy Institute (<http://www.epinet.org>)

(Note The Quick Find topic search menu on our website (<http://smhp.psych.ucla.edu>) 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. Let us know about publications and reports that should be shared. (Ltaylor@ucla.edu)

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"A carelessly planned project takes three times longer to complete than expected; a carefully planned project takes only twice as long"

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## \*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Prevention of Substance Abuse & Violence Center for Student Support Services, June 3, Washington, DC. (Mwatson@csss.org)

>National Assembly on School-Based Health Care, June 17-19, New Orleans (<http://www.nasbhc.org>)

>Partners for Success Linking Communities, Families and Schools, July 11-13, Kansas City, MO (<http://www.indep.k12.mo.us>)

>National Association of School Nurses, July 11-14, Seattle, WA (<http://www.nasn.org>)

>Research and Evaluation Challenges of Evaluation Research, July 19-21, Washington, DC (<http://www.nijpcs.org>)

"Charting the Course for Our Children's Future," CSMHA's 4th Annual School Health Interdisciplinary Program, August 2 - 6, 2004, Turf Valley Resort & Conference Center Ellicott City, Maryland (<http://csmha.umaryland.edu/ship.html>)

>Summer Institute of the American School Health Association, August 3-6, Boston, MA (<http://www.ashaweb.org>)

>The School Mental Health Imperative," CSMHA's 9th Annual Conference on Advancing School-Based Mental Health, October 7-9, 2004, Hyatt Regency Dallas, Dallas, Texas ([http://csmha.umaryland.edu/annl\\_conf.html](http://csmha.umaryland.edu/annl_conf.html))

>"School Facilities Safe or Sorry," 78th Annual American School Health Association conference - October 13-17, Pittsburgh, PA (<http://www.ashaweb.org/conferences.html>)

>Clinical Child and Adolescent Psychology Translating Research into Practice, October 21-23, Lawrence, KS (<http://www.kuce.org/programs/ccap/>)

>Healing and Treating Violence, Anger and Trauma, October 27-30, San Diego, CA (<http://www.facesconferences.com/conferences/SanDiego1004/SanDiego.html>)

>National Organization on Adolescent Pregnancy, Parenting and Prevention, November 17-20, New Orleans (<http://www.noapp.org>)

(For more conference announcement, refer to our website at <http://smhp.psych.ucla.edu>. Go to Contents, then click on Upcoming Conferences. If you want to list your conference, please email [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)).

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"When people you greatly admire and respect appear to be thinking deep thoughts, they are probably thinking about lunch."

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## **\*\*CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

### >GRANTS

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

>U. S. Department of Education (<http://www.ed.gov>)

>Behavior at Elementary Level, Deadline 7/6/04

>Center on Children Involved in or at Risk of Involvement in the Justice System, Deadline 7/9/04

>Safe Schools/Healthy Students, Deadline 7/12/04

>Mentoring Grants, Deadline 7/12/04

>Emergency Response Plans for School Safety Initiative, Deadline 7/12/04

>Policy Issues in Children's Mental Health, Deadline 8/05/04.

>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>Child and Adolescent Mental Health and Substance Abuse State Infrastructure Grants, Deadline 6/3/04

>Grants for National Technical Assistance Centers on Consumer/Peer-Run Programs (SM 04-011)

Deadline 6/25/04

>Knowledge Dissemination Conference Grants (PA 03-002) Deadline 9/10/04

>American Psychological Association (<http://www.apa.org/apf>)

>Research programs on violence prevention and intervention. Deadline 8/15/04

>National Institute of Health (<http://grants1.nih.gov>)

>Effectiveness, Practice, and Implementation in CMHS's Children's Services Sites (PA-04-019)

Deadlines June 1, October 1

(Note if 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).

>>CALLS FOR PAPERS

>Proposals for the National School Boards Association conference in San Diego in 5/05. Submit presentation proposals online at <http://www.nsba.org/conference>. Deadline 6/7/04.

>Society for Research in Child Development meeting to be held in Atlanta, GA 4/7/05. Submission deadline 7/9/04. [Http://www.srkd.org/submissions](http://www.srkd.org/submissions).

>Proposals for National Multicultural Conference, Los Angeles, 1/27/05. Send proposals to [lvazquyez@nmsu.edu](mailto:lvazquyez@nmsu.edu). Deadline 7/9/04.

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"In the end we will not remember the voices of our enemies, but the silence of our friends."

Martin Luther King Jr.

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

^ ^ ^ Updates from our Center at UCLA

New Resources We have added a section to the Summits section on the website designed to aid with developing tools for social marketing related to enhancing mental health in schools. See

>the concept paper "New Directions for Student Support" which some folks around the country already are adapting to meet their needs. (Online in the Summits section of our Center website

<http://smhp.psych.ucla.edu/pdfdocs/studentsupport/studentsupport.pdf>

>two "white" papers developed for a urban and suburban district respectively (with talking points); these are briefer than the above concept paper and thus easier for others to use in developing their own briefs. See "New Directions for School & Community Initiatives to Address Barriers to LearningTwo Examples of White Papers to Inform and Guide Policy Makers"

<http://smhp.psych.ucla.edu/pdfdocs/Report/newdirectionsforschoolandcommunity.pdf>

>the small brochure describing why new directions are imperative and what the Summits Initiative is about (also online in the Summits section under "Outreach Campaign")

>Talking points Q & A document

[Http://smhp.psych.ucla.edu/summit2002/conceptpaper.htm](http://smhp.psych.ucla.edu/summit2002/conceptpaper.htm)

This is designed to respond to the following five basic questions that folks seem to ask related to a new directions initiative. .

- 1) Why is a Comprehensive Learning Supports System an imperative?
- 2) What needs to be done to make such a component a reality?
- 3) What does such a component need to look like at a school?
- 4) What's the research-base for such a component?
- 5) What will it cost?

>a brief article that was published in the journal of the National Association of School Boards of Education (NASBE) entitled "So you want higher achievement scores? It's Time to Rethink Learning Supports"

<http://smhp.psych.ucla.edu/summit2002/conceptpaper.htm>.

Each of the above resources can be used as is or drawn on and quickly revised for various audiences

**New Publication** -- "*Classroom Climate*." In S. W. Lee, P. A. Lowe, & E. Robinson (Eds) Encyclopedia of School Psychology. Thousand Oaks, CASage.

Hot Topic for the month on the website -- Opening the Classroom Door  
Collaboration, Teaming, Partnerships, Support for students, Support for staff  
([Http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu)) Click on yellow icon "Hot Topic"

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

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For more information go to the Center website <http://smhp.psych.ucla.edu>

^^^ FOR UPDATES FROM OUR SISTER CENTER, "Center for School Mental Health Assistance," see their website at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 680 W. Lexington St., 10th fl. Baltimore, MD 31301. Phone (888) 706-0980. Email [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu)

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TeacherWhere is your homework?

StudentI lost it fighting this kid who said you weren't the best teacher in the school.

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**\*\*OTHER HELPFUL RESOURCES**

>>>>Pathway Mapping Initiative Announces Enriched and Restructured Website

The Pathways Mapping Initiative website, at (<http://www.PathwaysToOutcomes.org>) provides rapid access to a wealth of info about how to improve lives among children and families living in tough neighborhoods. Combines what is known about “what works” from formal research and evaluation with what can be learned from theory and practice to provide info that is both broad and deep, and that illuminates the probable as well as the proven connections between activities and outcomes. Organizes the info within a conceptual framework that takes the broader policy, funding, and implementation context into account. Features a fully-developed Pathway to School Readiness, and a Pathway to Family Economic Success (that is still being fine-tuned). Soon to add a Pathway to the Successful Transition to Young Adulthood. A new section, “Making the Case,” gives users a starting point for arguments to invest in early interventions, to take bold action even at a time of budget cuts, to spread and scale up successful efforts, to go beyond a service-based strategy, to ensure adequate and flexible funding, and to act more strategically.

\*\*Mental Health/Substance Abuse/Health

>Developing and Sustaining Child Abuse Prevention Programs in Tough Times  
(<http://nccanch.acf.hhs.gov/topics/prevention>)

>Character Education and Civic Engagement Technical Assistance Center, U. S.  
Department of Education's Office of Safe and Drug-Free Schools  
(<http://www.cetac.org>)

>Emergency Medical Services for Children (<http://www.ems-c.org>)

>Children's Safety Network National Injury and Violence Prevention Resource  
Center (<http://www.childrenssafetynetwork.org>)

>Children's Safety Network Economics & Data Analysis Resource Center  
(<http://csneirc.org>)

>National Children's Center for rural and Agricultural Health and Safety  
(<http://research.marshfieldclinic.org/children>)

>Traumatic Brain Injury Technical Assistance Center (<http://www.tbitac.org>)

>Advancing Knowledge and Training on Self-Determination  
(<http://www.psych.uic.edu/uicnrtc/self-determination.htm>)

>Integrated Treatment of Dual Disorders Substance Use Disorder & Severe  
Mental Illness (<http://www.bu.edu/cpr/catalog/multimedia/dualdisorders.html>)

>Critical Multicultural Counseling Seminar  
(<http://www.oise.utoronto.ca/depts/aecdcp/CMC/intro.html>)

>Healthy Youth, CDC, DASH (<http://www.cdc.gov/HealthyYouth>)

>National Institute on Disability and Rehabilitation Research  
(<http://www.ed.gov/about/offices/list/osers/nidrr/index.html>)

>Web ClassAmericans with Disabilities ActBasic Building Blocks  
(<http://www.adabasics.org>)

**\*\*Parents, Schools, Communities**

- >Youth ActCommunity Impact, Forum for Youth Investment  
(<http://www.forumforyouthinvestment.org/focus/focusv2i2may04.pdf>)
- >The effects of having a child with ADHD on family members and family management (<http://www.rtc.pdx.edu/pgDataTrends.shtml>)
- >Knowledge PathAdolescent Violence Prevention, Material and Child Health Library ([http://www.mchlibrary.info/KnowledgePaths/kp\\_adolvio.html](http://www.mchlibrary.info/KnowledgePaths/kp_adolvio.html))
- >State Education Reforms, National Center for Education Statistics  
(<http://nces.ed.gov/programs/statereform/>)
- >National Center on Secondary Education and Transition (<http://www.ncset.org>)  
Parent BriefPerson-Centered PlanningA Tool for Transition  
Information BriefSupporting Dynamic Development of Youth with  
Disabilities During TransitionA Guide for Families
- >U. S. Department of Education materials for Spanish speakers  
(<http://www.ed.gov/espanol/bienvenidos/es>)
- >Supplemental Educational Services, U. S. Department of Education  
(<http://www.tutorsforkids.org>)
- >Connecting Communities for Better Health Learning Network and Resource Center (<http://www.ccbh.ehealthinitiative.org/default.msp>)
- >School Safety and Security Toolkit, National Crime Prevention Council  
(<http://www.ncpc.org>)

(Notefor access to a wide range of relevant websites, see our "Gateway to a World of Resources" at <http://smhp.psych.ucla.edu>).

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**\*\*TRAINING AND JOB OPPORTUNITIES**

- <Associate> National Community Anti-Drug Coalition Institute, Alexandria VA, position as Training and Technical Assistance Associate. Bachelor's degree and 5 years of experience required. Contact [manderson@cadca.org](mailto:manderson@cadca.org).
- <Research Associate> Yale University School of Medicine, The Consultation Center, Division of Prevention and Community Research, New Haven, CT. Master's degree and 5 years experience required.  
(<http://www.yale.edu/work/opportunities.html>)
- <Faculty> Research Assistant Professor, Nebraska Center for Research on Children, Youth Families and Schools, Lincoln NE. Contact [ssheridan2@unl.edu](mailto:ssheridan2@unl.edu)
- <Director> Division of Adolescent and School Health, CDC, Atlanta GA. M.D. or Ph.D. required. Closing date 6/28/04. Contact [rmp1@cdc.gov](mailto:rmp1@cdc.gov).
- <Graduate Assistant> National Community Anti-Drug Coalition Institute,

Alexandria VA, Bachelor's degree with two years experience required. Contact cblitz@cadca.org.

<Senior Associate> Association for the Study and Development of Community, Gaithersburg, MD, Doctoral degree preferred. Contact jobs@capablecommunity.com.

(For more information on employment opportunities, see <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.)

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"Specialists learn more and more about less and less until they know everything about nothing."

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

More feedback on Obesity and Mental Health Implications

"The field of public health has some interesting research and resources on promoting healthy behaviors. One resource in promoting healthy behaviors is research in Social Cognition theory. There was a great article summarizing the research by Bandura in Health Education and Behavior, Volume 31 No 2. Also, our School is producing a free satellite broadcast on Childhood Obesity on June 17 (in the Third Thursday Breakfast Broadcast Series (<http://albany.edu/sph/coned/t2b2.html>)). Another interesting broadcast is on-line 'Think Fresh' - about public health initiatives to promote eating fruits and vegetables in low income neighborhoods. The New York Public Health Association [www.nyspha.org](http://www.nyspha.org) website lists many resources for working on obesity."

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**THIS IS THE END OF THIS ISSUE OF ENEWS**

Below is a brief description of our Center at UCLA. For more see our website 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. The UCLA Center is one of two national centers. As sister Centers, the Center at UCLA and the one at the University of Maryland provide support (training and technical assistance) for mental health and psychosocial concerns in schools.

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

Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions 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.

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