

ENEWS: A Monthly Forum for Sharing and Interchange

June, 2005 (vol. 9 #9)

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

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

◇◇◇◇◇

Feel Free to Forward This to Anyone

◇◇◇◇◇◇◇◇◇

WHAT'S HERE THIS MONTH

****Emerging Issue**

>Kick Them Out or Help Address Their Problems?

****News from Around the Country**

****This Month's Focus for Schools to Address Barriers to Learning**

>June Theme: Summer and the Living Aint Easy

****Recent Publications relevant to**

>Children's Mental and Physical Health

>Family, School & Community

>Policy, Systems, Law, Ethics, Finances & Statistics

****Upcoming Initiatives, Conferences & Workshops**

****Calls for Grant Proposals, Presentations & Papers**

****Updates for the two National Centers focusing on Mental Health in Schools**

****Other Helpful Resources**

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

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

◇◇◇◇◇

To post messages to ENEWS, E-mail them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-1>

and follow the directions to sign up. Alternatively, you can send an email request to smhp@ucla.edu, asking to be added to the ENEWS listserv.

◇◇◇◇◇

****EMERGING ISSUE**

>Kick Them Out or Help Address Their Problems?

A long-standing issue that is heating up again is what to do when society's socialization agenda

conflicts with the need to help youngsters who aren't meeting the "standard." Example are seen in the increasing trends toward student expulsion, grade retention, and withholding high school degrees.

Some are concerned that the "throw away" mentality that has taken over consumer products is now taking over schools. As evidence they point to (1) the rapidly escalating number of youngsters who are not able to graduate because they did not pass the high school exit exam and (2) the report that six out of every 1,000 preschoolers are being expelled each year. Concerns about all this have focused on the impact on learning, behavior, the job market, delinquency, and mental health (although this last matter has not been well-discussed). "Kicking them out smacks of blaming the victim," says one critic.

Those supporting the need for exit exams and for expulsion of preschoolers argue such measures are essential if schools are to be successful in meeting higher standards. For example, Matt Gandal, vice president of Achieve, Inc., a nonpartisan group sponsored by state governors and business leaders that is coordinating state efforts to reform high schools stresses: "Exit exams can be a critical lever or incentive for encouraging kids to reach higher standards."

What do you think about all this? Send your responses to ltaylor@ucla.edu

@#@##@

"If we've learned anything in the last three years, it's that what gets measured gets done."

Margaret Spelling, U. S. Secretary of Education

"What doesn't get measured, tends to be ignored."

Unknown source

@#@#@#@##

****NEWS FROM AROUND THE COUNTRY**

***EXIT EXAMS HALT COMMENCEMENT FOR SOME TEXAS YOUTH**

In Texas, thousands of seniors were told they had failed to pass all portions of the Texas Assessment of Knowledge and Skills. TAKS, the state's second-generation standardized test, debuted in 2003. This is the first year students need to pass all subject areas as a condition of graduation. (Dallas Morning News – <http://www.dallasnews.com/sharedcontent/dws/dn/education/stories/052005dnmettaksgrads.c48da1b3.html>)

***PREKINDERGARTENERS LEFT BEHIND: EXPULSION RATES**

"Prekindergarten students are expelled at a rate more than three times that of their older peers in the k-12 grades. Expulsion rates are lowest in classrooms located in public schools and Head Start and highest in faith-affiliated centers and for-profit child care. The likelihood of expulsion decreases significantly with access to classroom-based behavioral consultation." (5/17/05 Foundation for Child Development. [Http://www.fcd-us.org/PDFs/ExpulsionFinalProof.pdf](http://www.fcd-us.org/PDFs/ExpulsionFinalProof.pdf))

***CALIFORNIA LEGISLATION DESIGNED TO MODIFY IMPACT OF EXIT EXAMS**

Two California legislators have proposed bills to lessen the impact of the state's new high school exit exam (scheduled to take affect in 2006). One bill would exempt students in poor, underfunded districts from being bound by the requirement; the other would allow districts to create "alternative assessments" for students who fail the exams in order to provide them with another chance to graduate. (San Francisco Chronicle – <http://sfgate.com/cgi-bin/article.cgi?file=/c/a/2005/05/23/BAGU0CT0OH1.DTL>)

*AUTISM INFLATION

“The bad news is that the reported incidence of autism has tripled over the last decade. The good news is that this figure is probably exaggerated. Autism’s sharp rise is, in large part, a matter of definition...This looseness of definition is getting in the way of medical progress.” (5/25/05. Forbes)

*POPULAR TEENS AREN’T ALWAYS ANGELS

An NIMH funded study published in the May/June issue of the journal Child Development indicates that popular teens may be more well-adjusted than those less popular, but they may also be more likely to use drugs and to engage in deviant behavior such as vandalism and shoplifting.

The study tracked 185 seventh- and eighth-grade students for a year. "Overall, popular teens were more well-adjusted than less popular teens in a number of areas, including the overall social skills and their relationships with their parents. However, the popular teens also tended to show greater increases in drug use and delinquency over the year-long study." Lead researcher Joseph P. Allen, professor of psychology at the University of Virginia noted that most of the increases in deviant behavior were relatively minor. (5/20/05. *HealthDay News* – <http://www.healthday.com/view.cfm?id=525750>)

*KIDS USE AND ABUSE OF PRESCRIPTION DRUGS

“In a survey of 1,017 middle and high school students in a Detroit-area public school district, almost half the children had legitimate prescriptions for Ritalin and other medications. One in four with legitimate prescriptions said other kids had asked them for pills. One in five said they had sold or traded away at least one pill. Most of the student who reported using such drugs without a prescription (79%) said they had done so to relieve pain rather than get high.” (5/26/05 USA Today)

*MARKETING OF MEDICATION HAS AN IMPACT

“Researchers have found that requests from patients for medications have a ‘profound effect’ on physicians prescribing for major depression and adjustment disorder. These findings indicate that direct-to-consumer marketing of prescription medications for depression may exert significant influence on treatment decisions.” (4/27/05. National Institutes of Health)

#####

*NEW REPORT LINKING STUDENT SUPPORT TO ACADEMIC ACHIEVEMENT

“Getting Results: Developing Safe and Healthy Kids Update 5; Student Health, Supportive Schools, and Academic Success, summarizes a growing body of research that shows the relationships between nutrition, physical fitness, supportive learning environments, and how students perform in schools.” (4/22/05 California Department of Education. Report is online at <http://www.gettingresults.org>)

#####

@#@@#

“Students must be active, healthy, and have a safe environment in which to learn and thrive over time in order for them to be successful in school.”

Jack O’Connell, California State Superintendent of Public Instruction

@#@@#@@##@

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

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

#####

***Monthly Focus for Schools to Address Barriers to Learning**

>>June Theme: Summer and the Living Aint East

Whether on year round schedules or offering summer school, school staff must deal with summer-minded students. For many students, teachers, support staff, and administrators, summer vacations are a thing of the past. Given that reality, it is essential to recognize what that means and to look for the opportunities that are present. For example during the summer months, sometimes the number of students are fewer and the opportunities for innovation greater. Teachers and learning support staff may have more time to team and to attend to students at risk. For ideas on thinking about helping students during the summer months, go to our website homepage and click on “Ideas for Enhancing Support at your School This Month” and scroll down to June to access relevant resources. <http://smhp.psych.ucla.edu>

Remember, most of us are good readers because we like to read, and we read a lot. To counter summer learning loss, this might be a good time to team up with the local library so more students can come to love reading as they browse, choose, read, and write stories of their own for others to read.

>For more on monthly themes see “Ideas for Enhancing Support at Your School”
<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf>

If you have specific concerns about how schools address barriers to learning and mental health, let us hear from you. Email ltaylor@ucla.edu

@###@

“Where are you going for your summer vacation?”

“Anywhere I want. I have a library card!”

@###@#

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

Note: If your institution has an online subscription to a given journal, you are entitled to full text access.

***Children’s Mental and Physical Health**

>Child and Adolescent Mental Health Policies and Plans Policy and Service Guidance Package Published by the World Health Organization, this document stresses the importance of providing effective interventions and support to the 20% of children and adolescents believed to be suffering from overt mental health problems or disorders and related stigma and discrimination. Online at:

http://www.who.int/mental_health/policy/en/Child%20%20Ado%20Mental%20Health_final.pdf

>SAMSHA Report on Mental Health Spending in the U.S.

Reviews spending on mental health services and substance abuse treatment from 1991 to 2001.

Online at: <http://www.samhsa.gov/spendingestimates/toc.aspx>

>Child maltreatment, abuse, and neglect fact sheet

<http://www.astho.org/pubs/Childmaltreatmentfactsheet4-05.pdf>

>Exploring help-seeking for ADHD Symptoms: A mixed-methods approach (2005) R. Bussing, et al, Harvard Review of Psychiatry, 13(2) 85-101

>Empirically supported treatments for specific phobia in children: Do efficacious treatments

address the components of a phobic response? (2005) T. Davis & T. Ollendick, *Clinical Psychology: Science and Practice* 12(2) 144-160
<http://clipsy.oupjournals.org/cgi/content/full/12/2/144>

>Protection against antisocial behavior in children exposed to physically abusive discipline (2005) T. Herrenkohl, et al, *Journal of Adolescent Health*, 36(6) 457-465
<http://journals.elsevierhealth.com/periodicals/jah/current>

>A friend in need: The role of friendship quality as a protective factor in peer victimization and bullying (2005) J. Bollmer, et al, *Journal of Interpersonal Violence*, 20(6) 701-712
<http://jiv.sagepub.com/cgi/reprint/20/6/701>

>Peer-mediated treatment of socially withdrawn maltreated preschool children: Cultivating natural community resources (2005) J. Fantuzzo, et al, *Journal of Clinical Child and Adolescent Psychology*, 34(2) 320-325

>Juvenile firesetting: A research overview (2005) C. Putnam and J. Kirkpatrick, Office of Juvenile Justice and Delinquency Prevention
<http://www.ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=12133>.

>How adolescents perceive the stigma of mental illness and alcohol abuse (2005) P. Corrigan, et al, *Psychiatric Services*, 56:544-550
<http://psychservices.psychiatryonline.org/cgi/content/full/56/5/544>

>Iatrogenic effects of psychosocial interventions for substance use disorders: Prevalence, predictors, prevention (2005) R. Moos, *Addiction*, 100 (5) 595-604
<http://www.blackwell-synergy.com/doi/full/10.1111/j.1360-0443.2005.01073.x>

>Treatment outcomes, common factors, and continued neglect of mechanisms of change (2005) Al Kazdin, *Clinical Psychology: Science and Practice* 12(2) 184-188
<http://clipsy.oupjournals.org/cgi/content/full/12/2/184>

>Predictors of attrition from day treatment of adolescents with substance-related disorders (2005) D. Pagnin et al, *Addictive Behaviors*, 30(5) 1065-1069

>Strategies for reducing patient-initiated premature termination of psychotherapy (2005) J. Ogrodniczul, et al, *Harvard Review of Psychiatry*, 13(2) 57-70

>Child & Adolescent Psychiatry: The increased diagnosis of “Juvenile Bipolar Disorders”: What are we treating? (2005) J. Harris, *Psychiatric Services*, 56: 529-535
<http://psychservices.psychiatryonline.org/cgi/content/full/56/5/529>

>Early onset bipolar disorder: Clinical and research considerations (2005) G. Carlson, *Journal of Clinical Child and Adolescent Psychology*, 34 (2) 333-343

***Family, School & Community**

>Making school groups work
<http://www.nasponline.org/certification/schoolgroups.html>

>Neighborhood residence and mental health problems of 5- to 11- year-olds (2005) Y Xue, et al, *Archives of General Psychiatry*, 62(5) 554-563
<http://archpsyc.ama-assn.org/cgi/content/short/62/5/554>

>What counts: Defining and improving high school graduation rates (2005)
http://www.principals.org/s_nassp/sec.asp?CID=29&DID=50356

>Friend's drinking behavior and adolescent alcohol consumption: The moderating role of friendship characteristics (2005) S. Bot, et al, Addictive Behaviors, 30(5) 929-947

>Engaging adolescents in out-of-school time programs: Learning what works (2005) P. Little and S. Lauver, The Prevention Researchers, 12(2) 7-10,
<http://www.tpronline.org/articles.cfm?articleID=311>

>Making the most of after-school time: Ten case studies of school-based after school programs
<http://www.naesp.org/ContentLoad.do?contentId=949>

>Participation in youth programs: Enrollment, attendance, and engagement (2005) Special issue of New Directions for Youth Development, edited by H. Weiss, P. Little, and S. Bouffard
<http://www3.interscience.wiley.com/cgi-bin/jhome/97015503>

>Summer learning opportunities in high-poverty schools (2005) Council of Chief State School Officers, <http://www.ccsso.org/publications/details.cfm?PublicationID=264>

>Preparing teachers for high-poverty schools (2005) S. Miller, et al, Educational Leadership, 62(8) 62-65

>Transition planning: Community mapping as a tool for teachers and students (2005) K. Tindle, et al, Improving Secondary Education and Transition Services through Research, 4(1)
<http://www.ncset.org/publications/viewdesc.asp?id=2128>

>The moderating effects of peer substance use on the family structure-adolescent substance use association: Quantity versus quality of parenting (2005) D. Eitle, Addictive Behaviors, 30(5) 963-980

>"In these bleak days": Parent methamphetamine abuse and child welfare in the rural Midwest (2005) W. Haight, et al, Children and Youth Services Review, 27(8) 949-971

***Policy, Systems, Law, Ethics, Finances & Statistics**

>One-third of a nation: Rising dropout rates and declining opportunities
<http://www.ets.org/research/pic/onethird.pdf>

>Teaching Interrupted: Do discipline policies in today's public schools foster the common good?
[Http://www.publicagenda.org/research/research_reports_details.cfm?list=3](http://www.publicagenda.org/research/research_reports_details.cfm?list=3)

>An Overview of Foundation Funding for Children's Health
Analyzes funding distributions for the period 1999-2003, profiles of leading grantmakers, and offers an essay on the principle trends influencing foundation support for children's health. Among the findings: "funding for mental health treatment and reform doubled between 1999-2003, raising its share of children's health grant dollars from 6.7% to nearly 9%." Online at:
http://fdncenter.org/research/trends_analysis/pdf/childhealth.pdf.

>Public costs of better mental health services for children and adolescents. (2005) M. Foster and T. Connor, Psychiatric Services, 56(1) 50-55.
http://ps.psychiatryonline.org/cgi/content/full/56/1/50?maxtoshow=&HITS=10&hits=10&RESU LTFORMAT=&author1=Foster&searchid=1117564015504_892&stored_search=&FIRSTINDE X=0&sortspec=relevance&journalcode=ps

>Children's Mental Health: New developments in policy and programs (2005)
<http://www.nihcm.org/CHAB12.pdf>

>Key measurement issues in screening, referral, and follow-up care for young children's social and emotional development, (2002) C. Reuland and C. Bethell, National Academy for State Health Policy, <http://www.nashp.org>

>Youth suicide prevention: Strengthening state policies and school-based strategies (2005) L. Goldrick, National Governors Association Center for Best Practices, <http://www.nga.org/cda/files/0504suicideprevention.pdf>

>Cultural competence: A systematic review of health care provider educational interventions (2005) M. Beach, et al, Medical Care 43(4) 356-373, <http://www.lww-medicalcare.com/pt/re/medcare/pdfhandler.00005650-200504000-00007.pdf;jsessionid=CcuZQejYF9oA5U3DnmZ0sUd1yhmnapaiEHfgfs5joX8qOJVvrrTr!-4782852!-949856032!9001!-1?index=1&results=1&count=10&searchid=1&nav=search&database=lwwovft>

>Will disadvantaged students benefit from a free market in supplemental education services? (2005) C. Belfield and C. d'Entremont, American School Board Journal, May, 2005, page 28-32. <http://www.asbj.com/>

>Why rural matters 2005: The facts about rural education in the 50 states (2005) J. Johnson and M. Strange, the Rural School and Community Trust, <http://www.ruraledu.org/>

>Predicting heavy drug use: Results of a longitudinal study (2005) Office of National Drug Control Policy, http://www.whitehousedrugpolicy.gov/publications/predict_drug_use

>Prevalence of depression by race/ethnicity: Findings from the National Health and Nutrition Examination Survey III, (2005) S. Riolo, et al, American Journal of Public Health, 95(6) 998-1000 <http://www.ajph.org/cgi/content/full/95/6/998>

Note: The Quick Find Online Clearinghouse on our website at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

@##@##@

"We shouldn't confuse our agendas. After-school programs need to be respected as a normative developmental support. It's especially critical now, because other institutions and settings aren't willing and able to address the range of normal developmental needs that kids have."

Robert Halpern

@##@##@

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

>National Coordinating Committee on School Health and Safety, June 8, Crystal City, VA <http://www.healthy-students.org/>

>National Assembly on School-based Health Care, June 16-18, Providence, RI, <http://www.nasbhc.org/AMINFO.htm>

>National School Nurse Association, June 30-July 3, Washington, DC, <http://www.nasn.org/conference/conference.htm>

>Johns Hopkins Summer Institute in Mental Health Research, July 5-15, Baltimore, MD, http://www.jhsph.edu/Dept/MH/Summer_Institute

>Working with Bullies and Their Victims, July 11-12, Minneapolis, MN <http://www.prponline.net/safeanddrugfreesummit.htm>

>Educating Minds and Hearts: safe schools, healthy character development, academic success, and social emotional education, July 12-15, New York <http://www.csee.net/>

>Partners for Success: Linking Communities, Families, and Schools, July 18-20, New Haven, CT <http://www.yale.edu/bushcenter/21C/conference.html>

>Evidence based treatments childhood and adolescent mental health problems, July 21-23, Niagara, Ontario, Canada http://www.ubevents.org/regengine/event_page.php

>National Youth Summit, July 28-30, Washington, DC <http://www.ncfy.com/conf.htm#jul05>

>Oxford Symposium in School-based Family Counseling, August 7-12, Oxford, England http://www.soe.usfca.edu/institutes/ccfd/oxford_symposium.html

>Tying it All Together: Comprehensive Strategies for Safe and Drug-free Schools, August 15-17, Washington, DC, <http://www.osdfsnationalconference.org/index.asp>

>13th Annual American Psychological Association Convention, August 18 - 21, Washington DC <http://www.apa.org/convention05/>

>American Academy of Child and Adolescent Psychiatry: October 18-23, 2005
The Joint Meeting of the American Academy of Child and Adolescent Psychiatry will take place in Toronto Canada at the Sheraton Centre Toronto Hotel. Information is available online at: <http://www.aacap.org/meeting/annual/2005/registration/index.htm>.

>American School Health Association's 79th Annual School Health Conference October 19 – 22, 2005, Burbank, CA http://www.ashaweb.org/annual_conferences.html

>U.S. Psychiatric & Mental Health Congress: November 7-10, 2005
The 18th Annual US Psychiatric & Mental Health Congress will be held in Las Vegas at the Mandalay Bay Resort & Casino. Information is available online at: <http://www.psychcongress.com/>.

>Federation for Families of Children's Mental Health: November 16-20, 2005
17th Annual Conference will take place at the Renaissance Hotel, Washington, D.C. Information is available online at: <http://www.ffcmh.org/conference.htm>.

#####

10th Annual Conference on Advancing School-Based Mental Health, October 27-29 in Cleveland, OH, <http://csmha.umaryland.edu>

#####

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

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

@#@#@

“Intelligence is something we are born with.
Thinking is a skill that must be learned.”

Edward de Bono

@#@##

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

***Grants**

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

You can use this site to double check due dates and access applications

If you need help in “Surfin’ the Internet for Funds,” go to the Quick Find Online Clearinghouse topic “Financing and Funding” at http://smhp.psych.ucla.edu/qf/p1404_02.htm

A few sites and grants of particular interest

>U. S. Department of Education, See <http://www.ed.gov/fund/landing.jhtml?src=rt>
>>Smaller learning communities program (84.215L) Due 6/7/05
>>Foundations for Learning (84.215H) Due 6/20/05
>>Rehabilitation Short-term training (84.246K) Due 6/20/05
>>Emergency response plans for school safety initiative (84.184E) Due 6/28/05
>>Grants to States to improve management of drug and violence prevention programs (84.184R) Due 6/28/05
>>Disability and rehabilitation research projects (84.133A) Due 7/5/05

>Substance Abuse and Mental Health Services Administration <http://www.samhsa.gov/>
>>Technical Assistance Center for Mental Health Promotion and Youth Violence Prevention (SM-05-020) Due 7/1/05

>U. S. Department of Labor <http://www.doleta.gov/>
>>Community-based job training grants (PY-04-10) Due 7/6/05

>U. S. Department of Health and Human Services, Administration for Children and Families
>>Compassion Capital Fund Demonstration Program, Due 6/13/5

See <http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/05-8608.htm>

>Corporation for National Community Services, see <http://www.nationalservice.gov>
>>Next General Grants, Due 6/7/05

***Calls for Papers or Presentations**

>Abstracts for the Association of Maternal and Child Health Programs March 4-8, 2006, conference in Arlington, VA. The theme of the conference is early childhood. Abstracts due June 27. See <http://www.amchp.org/news/2006/callforabstracts.php>

>Proposals for at-risk youth national forum “increasing the graduate rate for all student” in Myrtle Beach, SC, Feb 19-22, 2006. Proposals due September 15. Contact National Dropout Prevention Center, paige@clemson.edu

@#@#

“Dad, can you write in the dark?”

“I think so. What is it you want me to write?”

“Your name on this report card.”

@#@#@#

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

^ ^ ^ Updates from our Center at UCLA

>Resources for the National Initiative: New Directions for Student Support

In response to requests, we have put online our presentation slides related to New Directions for

Student Support using the powerpoint program. See:
<http://smhp.psych.ucla.edu/powerpoint/newdirections/newdirectionsstudentsupport.ppt>

Feel free to use or adapt the materials as you work with your schools and districts to enhance support for student success. This is only one of a range of resources you can access online related to the New Directions Initiative.

For other resources related to the Initiative, see:
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

>Policy and Program Analyses Underway: Can you provide some information?

>>We are currently doing a review of research on cost-benefit analyses related to mental health, mental health in schools, student supports, and other interventions designed to address the needs of children and adolescents. If you have resources or references to share, please let us know. A synthesis will be available sometime this summer; a report of the analysis will follow soon after.

>>Similar work is underway on Legislation related to student support and mental health in schools. We have already created a growing file of legislative examples and put them online in the Center's Quick Find Online Clearinghouse. [Http://smhp.psych.ucla.edu/qf/legislation.html](http://smhp.psych.ucla.edu/qf/legislation.html)
If you have any examples to add, let us know.

>For Other Recent Resources, see
<http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm>
<http://smhp.psych.ucla.edu/whatsnew/otherresources.htm>

NOTE: Remember, if you need technical assistance on any topic, let us know. For more information on the Center's activities, contact

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

^^^ From our sister center "Center for School Mental Health Assistance"

10th Annual Conference on Advancing School-Based Mental Health
October 27-29 in Cleveland, OH

For more information on the conference and other activities of the Baltimore center see <http://csmha.umaryland.edu>. Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th Floor, Baltimore, MD 21201. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

@#@#@

Teacher: "You missed school yesterday, didn't you?"
Student: "Not very much!"

@#@#@#

****OTHER HELPFUL RESOURCES**

>Steps to Respect program to reduce playground bullying
<http://www.actagainstviolence.org/dev05.html>

>Protective factors in individuals, families, and schools
http://www.ccapt.org/res_papers/protective.pdf

>Knowledge Path: Locating community-based services to support children and families
http://www.mchlibrary.info/KnowledgePaths/kp_community.html

>Issue Brief: Data Collection in Schools: the Role of the State Health Agency (March 2005)
<http://www.ASTHO.org>

>New Directions for research, practice and evaluation
Family, School, and Community Connections Symposium website
<http://www.gse.harvard.edu/hfrp/projects/fine/resources/conference/connections.html>

>Accessing Resources for Community and Faith-based Organizations, Federal Funding Toolkit
<http://arc.nttac.org/toolkit.cfm>

>”Selling your schools: Learn how good public relations can alleviate community fears, help support long-term project, and boost local property values”
<http://www.districtadministration.com/page.cfm?p=1071>

>How to guide for school-business partnerships
<http://www.corpschoolpartners.org/guide.shtml>

>Adolescent and School Health Fact Sheet
<http://www.amchp.org/aboutamchp/publications/adol&schoolhealth.pdf>

>Peace Games: The power of peacemakers
<http://www.peacegames.org/>

#####

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

#####

****TRAINING AND JOB OPPORTUNITIES**

<Project Manager>
Nebraska Center for Research on Children, Youth Families, and Schools, University of
Nebraska-Lincoln. Contact ssheridan2@unl.edu

<Field Research>
New York University’s Institute for Education and Social Policy. Contact
ny_fieldresearcher@yahoo.com

<Director>
Missouri Afterschool State Network, Jefferson City, MO. Deadline June 13
Contactscomer@mail.camdenton.k12.mo.us

<Director>
California Institute of Mental Health Center for Multicultural Development, Sacramento, CA
Contact bfield@cimh.org

<Fellowship>

National Institute on Disability & Rehabilitation Research (84.133F) U. S. Department of Education. Application due 6/24/05.

<http://www.ed.gov/legislation/FedRegister/announcements/2005-2/042505c.pdf>

For more information on employment opportunities, see <http://smhp.psych.ucla.edu/job.htm>

Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

@###@

Father: "I hear you skipped school to play football."

Son: "No I didn't, and I have the movie stubs to prove it."

@###@

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

>>>Response to last month's emerging issue: New Directions: System Building or Services for a Few More Students?

"I was trained as a special educator in an approach called "Developmental Therapy". It was authored by Dr. Mary Margaret (Peggy) Wood. I was fortunate to be supervised by clinical psychologists, social workers, and psychiatrists. The DT model emphasized a teacher's ability to guide students along a developmental pathway. We assessed and taught kids in communication, behavior, socialization, and (pre)academics. Our approach was broadly defined as "psychoeducation". From what I learned of the history of this approach, it was developed in France after WWII. French children were in rough shape, many having lost everything that would contribute to mental health. And the society had lost its doctors and psychologists. So the French decided to develop a way to let teachers do therapy. "Psychoeducation" came from these roots.

Fritz Redl studied the French system, and brought psychoeducation to the US.

All of this is to say that I do not think we can afford the huge increase in MH staff members. And I am not sure that we want that. I believe that the greatest vehicle for change is a child's daily experiences. And if the teacher knows how to guide those experiences, then "therapy" often can be integrated into education. So, I believe that we need to review the models, and consider expanding the role of teachers in mental health. The school-wide systems that are being promoted are very strong models. We could build on those models.

>>>We were asked to share these resources:

>>>>Johns Hopkins Center for Adolescent Health resource guide "Confronting Teen Stress: Meeting the Challenge in Baltimore City"

<http://www.jhsph.edu/adolescenthealth/Products/Publications/Other%20Publications/Confronting%20Stress.pdf>

>>>>Pathways Awareness Foundation <http://www.pathwaysawareness.org>

Note: If you want to add your response related to any issue, sent it to ltaylor@ucla.edu. Responses to emerging issues are put on the Center website at <http://smhp.psych.ucla.edu>. (Click on Net Exchange)

#####

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, facilitating networking and exchanges of ideas, and strategic efforts to advance the field. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and local, state, regional, and national meetings to stimulate interest in program and systemic change.

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

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

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