

ENEWS: A Monthly Forum for Sharing and Interchange

June, 2006 (vol. 10 #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>

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Feel Free to Forward this to Anyone

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WHAT'S HERE THIS MONTH

****Emerging Issue**

>>What Price School Accountability – Should Students Pay the Price of No Diploma?

****News from around the country**

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

>June – Addressing summer-minded students

****Recent Publications Relevant to**

- >Children's Mental and Physical Health
- >Family, School & Community
- >Policy, Systems, Law, Ethics, Finances, & Statistics

****Upcoming Initiative, 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**

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To post messages to ENEWS, email them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cr-bin/mailman/listinfo/mentalhealth-l>

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

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****EMERGING ISSUE**

>>What Price School Accountability -- Should Students Pay the Price of No Diploma?

As it becomes clear how many students are not passing high school exit exams, the courts and state legislators are turning greater attention to high stakes testing and accountability. The arguments are heating up. Prominent in all this is the debate over: Are the tests fair? The argument is less about test validity than it is about whether appropriate efforts have been made to enable all students to have an equal opportunity to succeed at school.

On one side we hear: “many impoverished and minority students – particularly those learning English as a second language – attend low performing schools that do not prepare them adequately for the test.” And, that argument is further extended: “In many cases, resources meant to level the playing field are not fairly distributed.”

On the other side, proponents argue: “Research shows that (a) High School Exit Exams cause students to work harder and learn more, and (b) those who are struggling are getting the help they need to succeed.” And: “Without the test it will be harder to ensure all students master the basic skills needed to succeed in the work place and in college.”

Where do you stand? Do the benefits of high stakes testing outweigh the price students who fail must pay? What actions do you advocate? Send your perspective to ltaylor@ucla.edu

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Here’s the view from Arturo Gonzalez’s perspective:

“What all this is about is equal education. Until you have that, you can’t deprive students like these of the prize of education, the diploma.”

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****NEWS FROM AROUND THE COUNTRY**

***BEHAVIORS MAY INDICATE RISK OF ADOLESCENT DEPRESSION**

“New Findings from a study supported by the National Institute on Drug Abuse, National Institutes of Health, show that girls and boys who exhibit high levels of risky behaviors have similar chances of developing symptoms of depression. However, gender differences become apparent with low and moderate levels of risky behaviors with girls being significantly more likely than boys to experience symptoms of depression...future research should examine the characteristics of these groups to determine the mechanisms underlying this difference.” 5/15/06 NIH News, <http://www.nih.gov/news/>

****STUDENTS ABUSING ADHD DRUGS**

“Many of today’s stressed-out, sleep-starved students are turning to prescription amphetamines such as Adderall for an edge...Nurses say the abuse reflects a wave of children so dependent upon pills that they’ve earned the title “Generation Rx”...Doctors diagnose about 8 percent of school-age children with ADHD, according to a study last fall by the Centers for Disease Control and Prevention. About half the children get medication.” 5/8/06 Indianapolis Star <http://www.indystar.com>

***SUICIDES LEAD EDUCATORS TO ASK WHY ADOLESCENTS FEEL OVERWHELMED**

“... experts say that it is rarely one thing – a bad report card or a failed test– that prompts someone to kill him/herself. More often, a complex set of pressures leads teenagers to feel as if they have no alternative to suicide. ... officials differ on what is the best approach to dealing with [all this]. ... Mental health experts say the key to prevention is creating an environment where kids feel comfortable talking about what is on their minds.” 5/1/06.

[Http://www.washingtonpost.com](http://www.washingtonpost.com)

***ANTIPSYCHOTIC DRUG USE AMONG KIDS SOARS AND RAISES CONCERNS ABOUT OVER-PRESCRIPTION**

“The number of children taking antipsychotic medicines soared 73 percent in the four years ending in 2005.... Use of the new class of drugs known as atypical antipsychotics by people 19 and younger skyrocketed 80 percent. ... atypical antipsychotics aren’t approved for use in children although doctors are free to prescribe drugs as they see fit. The number of children on antipsychotics rose to 6.6 per 1,000 in 2005 from 3.81 per thousand in 2001.” 5/3/06.

Associated press. [Http://www.msnbc.msn.com](http://www.msnbc.msn.com)

***BULLYING AND OVERWEIGHT KIDS**

“[There are] ties between bullying and depression, loneliness and anxiety.” “Overweight children who are victims of bullying are less likely to engage in physical activity... [and] are particularly vulnerable to playground taunts.” 5/4/06. Reuters. [Http://cnn.com/WORLD/](http://cnn.com/WORLD/)

***EDUCATORS GIVE FEMA A BIG ‘F’**

“Eight months after Hurricane Katrina flattened the Gulf Coast region and displaced about 372,000 students, school officials say restrictions on how they can spend federal relief money are slowing down their efforts to rebuild and reopen schools.... After visiting the Gulf, the ranking Democrat on the House Education Committee, proposed stripping FEMA’s school reconstruction authority and appointing an ‘education recovery czar.’” 4/30/06.

[Http://www.usatoday.com](http://www.usatoday.com)

***HEAVY TURNOVER IN NEW YORK’S PRINCIPAL RANKS – GOOD OR BAD?**

“More than half the principals in the New York City public school system have left their jobs over the past five years, opening the way for a remarkable influx of often younger newcomers, some in their 20's and 30's with impressive credentials but little teaching experience.” 5/22/06.

[Http://www.nytimes.com](http://www.nytimes.com)

***REPORTS RELATED TO THE NO CHILD LEFT BEHIND ACT**

>More schools are facing the law’s most serious penalties – “Falling short of requirements under President Bush’s education law, about 1,750 U. S. schools have been ordered into radical ‘restructuring,’ subject to mass firings, closure, state takeover or other moves aimed at wiping their slates clean. ... there is growing concern that the number of schools in serious trouble under the No Child Left Behind law is rising sharply – up 44 percent over the past year alone – and is expected to swell by thousands in the next few years.” 5/10/06. Associated Press.

[Http://signonsandiego.com](http://signonsandiego.com)

>Half of Indiana’s schools rated as failing – “About half of Indiana’s schools and more than a quarter of the 293 school districts failed to meet federal expectations in math and reading in 2005.... The sticking point largely was that minimum scores needed to pass the ISTEP-Plus shot up to 66 percent from 59 percent in reading and to 64 percent from 57 percent in math. The jump in standards is the first step in a staircase of rising standards leading up to 2014, when all students must be up to par in reading and math.” 5/20/06. [Http://www.indystar.com](http://www.indystar.com)

>Tutoring didn’t pay off in Minneapolis – “The dominant provider of required after-school tutoring in Minneapolis didn’t produce any better reading gains last year than those for students who skipped tutoring.” 4/27/06. [Http://www.startribune.com](http://www.startribune.com)

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“One school’s mission may send it to the top of the charts – but end up crippling a neighbor... For every lighthouse school, there are dozens of ‘outhouse’ schools where districts dump difficult students and weak staffs.”

Andy Hargreaves and Dean Fink

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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 – 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. In efforts to raise test scores, avoid grade retention, pass exit exams, many students will be attending summer school to “catch up.” If the experience is negative, these students will not go home and read for pleasure, will not spend time at the neighborhood library, will not become proficient readers.

For students not attending school over the summer, there is concern about loss of skills when they aren’t practiced. As the Johns Hopkins University’s Center for Summer Learning reports in their document “Primer on Summer Learning Loss” – “If policymakers 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 report efforts...Teachers and youth development professionals should use the summers to collaborate and bridge gaps between schools and youth programs. ..Summer learning should be a community-wide, inter-agency priority....”

For more ideas on what The Southern Regional Education Board report “Summer School: Unfulfilled Promise, 2002” <http://www.sreb.org> refers to as the important of innovation and creativity, the “something different” that summer schools need to do, check our Quick Finds on >After-School Programs <http://smhp.psych.ucla.edu/qf/afterschool.htm>
>Environments that support learning <http://smhp.psych.ucla.edu/qf/environments.htm>
>Motivation <http://smhp.psych.ucla.edu/qf/motiv.htm>
>Youth Development <http://smhp.psych.ucla.edu/qf/youthdev.htm>

You can find more on this in “Ideas for Enhancing Support at Your School This Month” on our website at <http://smhp.psych.ucla.edu>

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Student A. “Did you sign-up for the library’s summer reading club?”

Student F. “Are you kidding? They made me read at school all year.

So, why would I want to read at home on my own time?”

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*RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*Children’s Mental and Physical Health

>Mental Health and Public Health – Special section in Public Health Reports (vol 121, no 3, May/June 2006). <http://www.publichealthreports.org/>

Articles include:

>>Mental Health in Schools and Public Health (H. Adelman & L. Taylor)

>>Putting “Child Mental Health” into Public Health (K. Hacker and K. Darcy)

>>Improving the care of children with mental illness: a challenge for public health and the federal government. H. Waxman

>>Estimating the prevalence of early childhood serious emotional/behavioral disorders: challenges and recommendations. C. Brauner and C. Stephens

>>Children’s health services in a “System of care”: patterns of mental health, primary and speciality use. K. Grimes, P. Kapunan, and B. Mullin.

>Psychiatric Disorders of Youth in Detention (2006) L. Teplin et al,

<http://ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=210331>

>Studying usual care in child and adolescent therapy: It’s anything but routine (2006) D. Kolko, Clinical Psychology: Science and Practice, 13(1) 47-52.

>National estimates of antidepressant medication use among U.S. children, 1997-2002. (2006) B. Vitiello, et al, Journal of the American Academy of Child and Adolescent Psychiatry, 45(3) 271-279. <http://www.jaacap.com>

>Highlights of the 2004 National Youth Gang Survey (2006) A. Egley & C. Ritz. <http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=235570>

***Family, School & Community**

>School-based mental health: An empirical guide for decision makers (2006) K. Kutash, A.J Duchnowski, & N. Lynn <http://rtckids.fmhi.usf.edu/rtcpubs/study04/index.htm>

>School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. (2006) I. Schochet, et al, Journal of Clinical Child and Adolescent Psychology, 35(2) 170-179.

>Evidence for population-based perspectives on children's behavioral adjustment and needs for service delivery in schools (2006) School Psychology Review, 35(1) 31-46.

>Evidence-based practice in schools: Altering the environment (2006) J. Luckhurst & C. Lauback, The School Psychologist, 60(2) 66-69.

>A novel evidence-based approach to school-based mental health: Integrating mental, medical, educational and familial (2006) A. Goldklang, et al, The School Psychologist, 60(2) 66-69.

>The ripple effect: Schools are interconnected systems (2006) A. Hargreaves & D. Fink, Educational Leadership, 63(8) 16-20.

>The Best Beginning: Partnerships Between Primary Health Care and Mental Health and Substance Abuse Services for young Children and their Families (2005) E. Rosman, et al, <http://gucchd.georgetown.edu>

>Innovative approaches for improving the interface between primary and speciality pediatric care (2006) <http://www.mchpolicy.org>

>How does family well-being vary across different types of neighborhoods? (2006) M. Turner & D. Kaye. <http://www.urban.org/url.cfm?ID=311322>

>Parental verbal abuse and the mediating role of self-criticism in adult internalizing disorders (2006) N. Sachs-Ericsson, E. Verona, T. Joiner & K.J. Preacher, Journal of Affective Disorders http://www.elsevier.com/wps/find/journaldescription.cws_home/506077/description#description

>Relation of positive and negative parenting to children's depressive symptoms (2006) D. Dallaire, et al, Journal of Clinical Child and Adolescent Psychology, 35(2) 313-322.

>What are kids getting into these day? Demographic differences in youth out-of-school time participation (2006) <http://www.gse.harvard.edu>

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

>Beyond integration: Challenges for children's mental health (2006) J. Knitzer & J. Cooper, Health Affairs, 25 (3) 670-679. <http://content.healthaffairs.org/cgi/content/abst4ract/25/3/670>

>The adult lives of at-risk students: The roles of attainment and engagement in high school (2006) National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006328>

>Estimating the prevalence of early childhood serious emotional/behavioral disorders: Challenges and recommendations (2006) C. Brauner & C. Stephens, Public Health Reports. <http://www.publichealthreports.org>

>Improving the care of children with mental illness: A challenge for public health and the federal government (2006) H. Waxman, Public Health Reports. <http://www.publichealthreports.org>

>Scaling-up exemplary interventions (2006) S. McDonald, et al, Educational Researcher, 35(3) 15-24.

>Alcohol, drug, and mental health speciality treatment services and race/ethnicity: A national study of children and families involved with child welfare (2006) A. Libby, et al, American Journal of Public Health, 96(4) 628-631. <http://www.ajph.org/cgi/content/abstract/96/4/628>

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

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“The kids were so tough in the high school I went to that in biology class they used to dissect the teacher.”

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

>Positive Action: a conference on social and emotional learning in elementary school students. 6/2, Cambridge, MA. <http://urbanimprov.org>

>National Mental Health Association, 6/8-10, Washington, DC. <http://www.nmha.org>

>Coalition for Community Schools in National Forum, 6/14-16, Baltimore, MD. <http://www.communityschools.org>

>National School-Based Health Care Convention, 6/15-17, Portland, OR. <http://www.nasbhc.org>

>Mental Health Services for Detained Youth, 6/13-15, Phoenix, AZ. <http://jabg.nttac.org/registration/selectRole.cfm?eventId=6>

>Success in Sight 2006: Learning, Leading & the Future, 6/14-16, Denver, CO. <http://www.mcrel.org/conference>

>American School Counselor Association, 6/24-27, Chicago, IL <http://www.schoolcounselor.org>

>On the Move: Geographic Transitions and the Mental Health of Families, 6/29-7/1, Los Angeles, CA. <http://www.semel.ucla.edu/frc4/>

>National Association of School Nurses, 6/30-7/3, NY, NY. <http://www.nasn.org>

>Sustainable Schoolwide Social and Emotional Learning, 6/26-27, Chicago, IL. <http://www.casel.org>

>The Education Commission of the States National Forum on Education Policy, 7/11-14, Minneapolis, MN. <http://www.ecs.org/ecsmain.asp?page=/html/meetings.asp>

>School of the 21st Century, 7/17-28, New Haven, CT. <http://www.yale.edu/21C/>

>Family-School Relations during Adolescence: Linking Interdisciplinary Research and Practice, 7/20-21, Durham, NC
<http://www.childandfamilypolicy.duke.edu>

>National Innovation Forum on Best Practices in School Leadership, 7/25-27, Cleveland, OH.
<Http://www.csuohio.edu/theacademy/>

>School Health Interdisciplinary Program Conference, July 31 - 8/3, Ellicott City, MD, CSMHA, <http://csmha.umaryland.edu>

>11th Annual Conference on Advancing School-Based Mental Health, CSMHA, 9/28-30, Baltimore, MD <http://csmha.umaryland.edu>

>International Association for Truancy and Dropout Prevention Conference, 10/7-11, Baltimore, MD. <Http://www.iatdp.org>

>International Bullying Prevention Conference, 11/2-3, Atlanta, GA.
<http://www.stopbullyingworld.com/>

*Note: For ongoing information about conferences, refer to our website at <http://smhp.psych.ucla.edu/upconf.htm>

IF YOU WANT TO LIST YOUR CONFERENCE, please email information to ltaylor@ucla.edu

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“It is good to have an end to journey toward;
but it is the journey that matters, in the end.”

Ursula LeGuin

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

>Grants

See the electronic storefront for federal grants at <http://www.grants.gov>
You can use it to double check due dates and access applications.

Current Examples:

>U.S. Department of Education

>>Integration of Schools and Mental Health Systems Grants – The purpose of this grant is to support programs that increase student access to high-quality mental health care by linking school systems with local mental health systems. Eligible applicants include state educational agencies, local educational agencies and Indian tribes. Estimated awards range from \$150,000 to \$350,000 for an estimated 20 grants. Deadline: July 10, 2006
For complete program information and application guidelines, see <http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/06-4936.pdf>

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

>>Small, Rural School Achievement Program. Due 6/2/06

>>Technical assistance and dissemination to improve services and results for children with disabilities; National Early Childhood Technical Assistance Center (CFDA 84.326H) Due date 6/12/06

>>Enhanced assessment instruments and systems used by states for measuring the achievement of all students (CFDA 84.3681) Due 6/15/06

>>Teacher Incentive Fund (CFDA 84.374A) Intent to apply due 6/15/06

- >>Emergency response and crisis management grant program (CFDA 84.184E) Due 6/22/06
- >>Smaller Learning Communities Program (CFDA 84.215L) Due 6/26/06
- >>Research on High School Reform (CFDA 84.305b) Due 11/16/06
- >>Response to Intervention Special Education Research (CFDA 84.324b) Due 11/16/06
- >>Secondary and Transition Services; Special Education (CFDA 84.324b) Due 11/16/06

>U. S. Department of Housing and Urban Development (<http://www.hud.gov>)

- >>Youthbuild (to assist disadvantaged young adults in distressed communities (FR-5030-N-07) Due 6/9/06

>Center for Disease Control and Prevention

- >>Formula-based Cooperative agreements for sexual violence prevention and education (CDC-RFA-CE07-701) Deadline 6/12/06

>Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.gov>)

- >>Field initiated research and evaluation. Due 6/19/06

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

- >>Knowledge dissemination conference grants. Due 10/31 and 1/31.

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 Proposals:

>Proposals for the National Community Education Association conference in Reno, VN on November 29-December 2nd. The deadline for proposals is June 2. [Http://www.ncea.com](http://www.ncea.com)

>Proposals for the National School Boards Association meeting in San Francisco, April 2007. Proposals due 6/9/06. [Http://www.nsba2.org/acrfp2007](http://www.nsba2.org/acrfp2007)

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The Law of Unintended Consequences – “pernicious funding” – A recent newspaper editorial pointed out that a bonus given to successful principals may, in fact, lead to their early retirement. Retirement income is determined by the highest paid year. Many principals see the bonus as taking them to that high point. The editorial suggested that the district had created a practice that leads to the loss of many of its most experienced and best administrative leaders.

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

^^^ Updates from our Center at UCLA

SPECIAL NOTICE –

****ABOUT STRENGTHENING LEARNING SUPPORTS IN THE
REAUTHORIZATION OF NO CHILD LEFT BEHIND ACT (NCLB)

Anticipating Congressional hearings related to reauthorizing NCLB, we are preparing a policy analysis report on how the focus on learning supports can be enhanced in the reauthorized law. We will soon circulate a draft for widespread reaction and to elicit ideas about how individuals, organizations, state departments, and districts can share ideas for

strengthening learning supports to enable all students to have an equal opportunity to succeed at school. We will incorporate feedback and then send the final report to the House and Senate Education Committee members and circulate it widely. If you have thoughts about content or strategies you want to share now, please let us know. Ltaylor@ucla.edu

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***Related Recent Report – “Designing Schoolwide Programs in Title I Schools: Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching” – Focuses on the U.S. Department of Education's 2006 Non-regulatory Guidance “Designing Schoolwide Programs.” This brief analysis highlights ways to enhance how schools can better address barriers to learning and teaching through school improvement planning that fully integrates development of a system of learning supports.
<http://smhp.psych.ucla.edu/pdfdocs/briefs/DOEGuidance.pdf>

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>>New in the Practice Brief series

“Schools as Caring Learning Communities” – <http://smhp.psych.ucla.edu/pdfdocs/caring.pdf>

>>New in the Practice Notes series

“Prescription Drug Abuse Among Youth” –

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

This is also the most recent Hot Topic (click on Hot Topics & Issues on the Center homepage – <http://smhp.psych.ucla.edu/>)

>>New in the Guidance Notes series

“Life Beyond the “Project” – Fully Integrating the Effort into the School Improvement Agenda” –

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

>>New article “Mental Health in Schools and Public Health” in Public Health Reports (vol 121, no 3, May/June 2006) <http://www.publichealthreports.org/> or

[http://smhp.psych.ucla.edu/publications/56 Mental Health in Schools and Public Health.pdf](http://smhp.psych.ucla.edu/publications/56%20Mental%20Health%20in%20Schools%20and%20Public%20Health.pdf)

>>Summer Newsletter is about to be emailed and will be online in a few weeks –

Lead article is

>a call to action . . . School Improvement: Where’s Student Support?

Other features:

>Suicide Prevention and Schools: Issues

>Doing Something about the Trend to Over-pathologize Students

>Schools as Businesses

If you don’t receive the free hardcopy newsletter and would like to, let us know, and we will add you to the mailing list.

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***NATIONAL INITIATIVE: NEW DIRECTIONS FOR STUDENT SUPPORT

**National Leadership Institute in DC. “Call to Action . . . Student Support Staff: Moving in New Directions through School Improvement” July 21, 2006. Teams from major associations and education agencies will focus on how those in leadership positions across the country can mobilize school support staff to engage productively in school improvement planning and decision making.

**Next Statewide Leadership Institute is in Hartford CT in August (a follow up to the CT Summit). Teams from schools and districts will plan ways to strengthen learning supports. Those interested in this or future Institutes should contact ltaylor@ucla.edu

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For more information on the UCLA Center for Mental Health in Schools, go to the website at

<http://smhp.psych.ucla.edu> or 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

^^^CHECK OUT OUR SISTER CENTER – the Center for School Mental Health Analysis and Action, 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, 21202. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“Children reinvent your world for you.”

Susan Sarandon

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****OTHER HELPFUL RESOURCES**

>What to Expect & When to Seek Help: Bright Futures Developmental Tools for Families and Providers. <http://www.brightfutures.org/tools/>

>Preventing teen abuse of prescription and over-the-counter medication
<http://www.drugfree.org>

>UN Secretary General’s Study on Violence Against Children
<http://www.violencestudy.org/r25>

>Voices in Urban Education: Getting to Equity
<http://www.annenberginstitute.org/VUE/index.html>

>Guide to federal resources for youth development
http://www.americaspromise.org/partners/federal_funding_guidelines.pdf

>Active hours afterschool: Local wellness policy toolkit for afterschool programs
http://www.afterschoolalliance.org/active_hours.cfm

>Refugee Health Promotion and Disease Prevention Toolkit.
<http://www.refugeewellbeing.samhsa.gov>

>Education leadership action network
<http://www.wallacefoundation.org/WF/ELAN/>

>Exploring quality standards for middle school after school programs
<http://www.gse.harvard.edu/hfrp/projects/afterschool/conference>

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at
http://smh.psych.ucla.edu/gateway/gateway_sites.htm

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****TRAINING AND JOB OPPORTUNITIES**

<Policy Director>

Maternal and Child Health Policy Research Centers's Incenter Strategies, Washington, DC.
Contact Melanie Schettler (mschettler@mchpolicy.org)

<Managing Associate>

The Association for the Study and Development of Community, Gathersburg, MD. See <http://www.capablecommunity.com>

<Coordinator>

Coordinator of School Mental Health Projects, Department of Psychology, Miami University, Oxford OH. Contact Paul Flaspohler at flaspod@muohio.edu

<Team Leader>

Evaluation and Effectiveness Research Team, CDC, Atlanta, GA. Focus on development and evaluation of violence prevention programs. Deadline 6/9/06. Contact Annie Howerton (ahowerton@cdc.gov)

<Evaluation Analyst>

The Children's Trust, Miami-Dade county, FL. See <http://www.thechildrenstrust.org>

<Postdoctoral>

Center for School Mental Health Analysis and Action, Baltimore, MD. Contact Mark Weist. Mweist@psych.umaryland.edu.

<Postdoctoral>

Division of Prevention and Community Research, Department of Psychiatry, Yale University School of Medicine and the Department of Psychology, NIDA funded research training on prevention of substance abuse. Contact david.snow@yale.edu

Note: 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.

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"The school computers are six months old,
How can I be expected to be competitive in the job market
if I'm trained on obsolete equipment?"

Aaron Bacall

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

>Request for Nominations for outstanding mental health in schools programs and leaders:
(from the University of Maryland, Baltimore, Center for School Mental Health Analysis and Action)

(1) Nominations are being accepted for the Juanita Cunningham Evans Memorial Award. As an ongoing memorial to Juanita Evans, an annual award was established for contributions made to advance mental health programs in schools. Nominations for this award should be external and should include a one page (single-spaced) description of the nominee's contributions to enhance policy/knowledge development and/or practice in school mental health. Please include a cover letter with contact information for the individual nominating the candidate. The awardee will receive a free conference registration and stipend (\$250) to attend our 11th Annual Conference on Advancing School-Based Mental Health in Baltimore, Maryland, September 28-30. Nominations should be sent to the CSMHA, Juanita Evans Awards Committee, University of Maryland, 737 West Lombard Street, 4th Floor, Baltimore, MD 21201, or faxed to 410-706-0984. Nominations must be postmarked by July 1, 2006.

(2) Nominations For The SAMHSA Administrator School-based Mental Health Award - 2006. are now being accepted. The 2006 SAMHSA Administrator's Award will be made for the nominee who best exemplifies Goal 4, Objective 2, "Improve and expand school mental health programs." This annual award acknowledges the work of an outstanding school based program that advances mental health programs in schools and promotes mental health.

Nominations should be sent to: SAMHSA, Fifth Annual Recognition Award Committee, Attn: Patrick Weld, 1 Choke Cherry Road, Rm. 6-1114, Rockville, MD 20857 and be post marked by August 1, 2006.

The awardee will receive a free conference registration to the 11th Annual Conference in Baltimore, MD on September 28-30 and a stipend of \$250. Nominations for this award should be external (i.e., no self nominations) and should include no more than a two-page (single spaced, one inch margins) description of the nominee's contributions (for format please download the nomination form: http://csmha.umaryland.edu/conf_meet/conference/conference_awards.html). Please include a cover letter with contact information for the person or persons nominating the award candidate. A three person panel will review the nominations and notification should be no later than the week of August 25th. The award will be presented by a representative of SAMHSA at the 11th Annual Conference on Advancing School Based Mental Health in Baltimore, MD in September, 2006.

>Responses to last month's emerging issue: What are the motivational underpinnings for many student learning, behavior, and emotional problems?

(1) "I do think educators need to know more about intrinsic motivation and how to encourage it's grow and development! I've worked at high schools and know this is a HUGE frustration for high school teachers. It carries over into the work place too! I believe high school teachers are frustrated because they expect their students to be intrinsically motivated by high school age and the majority is not! Their only extrinsic motivator at that level is grades and many students don't care about grades. I'd call it a general sense of apathy that keeps them from doing their best. The reason for the apathy is complex (emotionally unavailable parents, poor coping skills, trauma, disconnection, untreated mental health issues, lack of successes and the belief that their life is important, etc.) but if society doesn't recognize it and spend the \$\$ and time to remedy it, we will continue to leave many students 'behind!'"

(2) "As a mental health clinician by training, I think schools are the optimal place to address the issues that you present on motivation, behavior and learning. I see kids every day who 'lack the desire' for school for many reasons; low parent involvement, economic family stressors, unattended to afterschool, and inadequate teaching methods of teachers. Last summer I decided to take additional classes in teacher education program and decided that the special education curriculum was far more suited to the strategies that I wanted to assist students with. So, I immediately recognized a disconnect between the regular education teacher ed. programs and special education. All teachers should be taught the strategies of motivation not just for 'underachievers' or LD kids. In my experience, the ability to motivate and encourage makes all the difference between keeping a student on track, and referring them to special education. The more we support the division of general education teacher programs and special education teacher preparedness programs the more we avoid helping develop teachers who have skills and abilities to help ALL kids, not just those who arrive motivated. In that way, we could begin to reduce the disparity and really provide differentiated classroom learning."

>A request was made for sharing the following:

Cognitive Behavior Interventions for At-Risk Youth(2006) by B. Glick, published by Civic Research Institute. A resource focused on at-risk and delinquent youth. See <http://www.civicrosearchinstitute.com>

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THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

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 focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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