ENews: A Monthly Forum for Sharing and Interchange

May, 2003 (Vol. 7 #8)

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

What is Enews? (For those who don’t know) This is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

Feel Free to Forward This to Anyone

What’s Here This Month

**Emerging Issue
  > Backlash to High School Exit Exams

**News from Around the Country

**This Month’s Focus for Schools to Address Barriers to Student Learning
  > May – Planning for Successful Transitions to a New Grade or a New School

**Recent Publications Relevant to
  > Children’s Mental and Physical Health
  > Family, Community & Schools
  > Policy, Law, Finances & Statistics

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals, Presentations, and Papers

**News from the Two National Centers focusing on Mental Health in Schools

**Other Helpful Resources

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

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

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

If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to Listserv@listserv.ucla.edu. Leave the subject line blank and in the body of the message type Subscribe mentalhealth-L.

To remove your name from the mailing list type Unsubscribe mentalhealth-L.
**EMERGING ISSUE**

>>>Backlash to High School Exit Exams

Report in the Los Angeles Times (4/9/03): “The Los Angeles Unified School Board voted unanimously Tuesday to oppose the state’s requirement that students pass an exit exam before graduating from high school . . . . More than 100,000 teenagers have failed the California High School Exit Exam at least twice and must retake it.”

Proponents of exit exams warned that “dropping the test would not help struggling students in the long run because the exam’s content is not unreasonably difficult . . . .” Those concerned about the psychosocial consequences of such testing argue that more is at stake than whether students can assimilate enough content to pass the exam; they point to likely increases in dropout rates, mental health problems, and related problems as being ignored by advocates of high stakes testing.

Where do you stand on this? We look forward to your comments.

Post your response directly on our website’s Net Exchange page for others to read and respond.

Go to http://smhp.psych.ucla.edu
Or you can send your response by email to: smhp@ucla.edu
Phone: 310/825-3634  Fax: 310/206-8716
Write: Center for Mental Health in Schools
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

@#@#@#@#@#@#@#@#@#@

**NEWS FROM AROUND THE COUNTRY**

FEELING TRAPPED BY ACCOUNTABILITY

Indiana State Board of Education reluctantly agreed to revise the state’s accountability system to comply with No Child Left Behind Act, despite Board concern that 80 to 95 percent of schools could be considered failing. “We feel very trapped and backed into a corner by this situation, said a Board member. http://www.nclb.gov/next/overview/index.html

GAO CALLS FOR REDUCING NUMBER OF CHILDREN PLACED IN CHILD WELFARE & JUVENILE JUSTICE SYSTEMS SOLELY FOR MH SERVICES

An April (2003) GAO Congressional report calls on federal agencies to play a stronger role in reducing the number of children who are being placed solely for purposes of obtaining MH services. The report states: “Child welfare directors in 19 states and juvenile justice officials in 30 counties estimated that in fiscal year 2001 parents place over 12,700 children into child welfare or juvenile justice systems so that these children could receive mental health services. ...officials said most are male, adolescent, often have multiple problems, and many exhibit behaviors that threaten the safety of themselves and others.” GAO recommends developing an interagency working group to identify the causes of the problem at state and local levels and create an action plan to address the causes. (http://www.gao.gov/new.items/d03397.pdf)

PREVALENCE OF CHILD DELINQUENCY

According to the latest statistics, children younger than 13 are involved in almost one in ten juvenile arrests related to arson, sex offenses, and vandalism.
GROUPING HIGH-RISK YOUTH FOR PREVENTION MAY HARM MORE THAN HELP

A January (2003) report from the National Institute on Drug Abuse cites the work of Tom Dishion and his colleagues who found that youth at high risk for substance abuse and increasingly serious delinquency were grouped together for a 12-week cognitive behavioral program designed to reduce problems behavior actually increased teacher reported delinquency over three years. These youth exhibited significantly worse behaviors than similarly at risk youths who were given prevention materials to study by themselves individually or received no intervention at all. The results are consistent with a number of studies on negative peer dynamics within high risk youth groups. Dishion describes the method by which peers negatively influence on another as “deviancy training.” Not all interventions with peer groups have adverse effects. Data also exist that indicate peer interventions may result in beneficial effects, especially when the groups include prosocial youth.

EARLY CHILDHOOD DEVELOPMENT: AN EFFECTIVE ECONOMIC DEVELOPMENT STRATEGY

An analysis by the Federal Reserve Bank of Minneapolis argues that most initiatives funded by state and local government to create new jobs result in few public benefits, but dollars invested in early childhood yield extraordinary public returns.

NEW SURVEY ON PREKINDERGARTEN IN U.S. PUBLIC ELEMENTARY SCHOOLS

Thirty-five percent of all public elementary schools offer prekindergarten classes. Renewed attention on early education to promote school readiness focused on role public schools might play.

SURGEON GENERAL TO VISIT 50 SCHOOLS IN 50 STATES

U.S. Surgeon General Richard Carmona will talk with students about the importance of making healthy choices and risk avoidance and how making the right decisions can benefit a student now and later in life.

NEW TASK FORCE ON RURAL EDUCATION

Recognizing the unique challenges rural school districts face, the U.S. Department of Education has formed a task force to work with the Rural Caucus to find solutions.

DISTRICT SCHOOL BOARD VOTES TO OPPOSE STATE EXIT EXAM

As noted in this month’s “Emerging Issue, the Los Angeles School Board voted unanimously to oppose the state’s exit exam requirement. Across the state, more than 100,000 students have failed the exam; pass rates for white and Asian students are
nearly double those of Latinos and African Americans; among students from low-income homes, only 22% passed the exam’s math section, while about 40% of non-economically disadvantaged students passed (April 9, 2003 Los Angeles Times)

INTERNATIONAL COMPARISONS OF STUDENT ACHIEVEMENT

Fourth graders in the U.S. score better in reading than students in 23 of the 34 other countries participating in the Progress in International Reading Literacy Study, although they score lower than students in England, the Netherlands, and Sweden. Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003073

HIGH COST OF TEACHER TURNOVER

What does it cost school districts to replace teachers leaving the profession? A study of teacher turnover in Texas estimates that when wages, benefits, organization costs related to termination, recruitment and hiring, substitute salaries, learning curve loss, and training are added up, it costs $56,115 to replace a teacher who leaves the system. Statewide, the estimate that teacher turnover costs Texas schools from $329 million per year to $1.59 billion. Http://www.ascd.org/publications/researchbrief/volume1/v1n8.html.

[Note: see our website What’s New, for a current news item posted each week.]

 School is not easy and it is not for the most part very much fun, but then, if you are very lucky, you may find a teacher...My three had this in common – they all loved what they were doing. They did not tell – they catalyzed a burning desire to know. Under their influence, the horizons sprung wide and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and very precious...”

John Steinbeck

THIS MONTH’S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

Each month on our website we feature a special focus on enhancing student support at schools. May’s topic is “Planning for Successful Transitions to a New Grade or a New School.” As the traditional school year draws to a close, anticipation of a move to the next grade or to middle or high school can raise concerns for a student and family. For tools, guidelines and resource to support transitions, see the Center’s home page and click on “Ideas for Enhancing Support at Your School This Month” (http://smhp.psych.ucla.edu)

“We hear . . . they are laying off all these first-year teachers. ... I think I came into the profession at the wrong time.”

Sarah Kenley, graduate student in education

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

>>>CHILDREN’S MENTAL AND PHYSICAL HEALTH


>>>>FAMILY, COMMUNITY & SCHOOLS


>>>POLICY, LAW, FINANCES & STATISTICS


[Note: the Quick Find topic search menu on our website is updated regularly with new reports and publications such as those listed above. Currently there are over 100 topics with direct links to our Center materials and to other online resources and related Centers. Http://smhp.psych.ucla.edu]

-------------------------------
Money is better than poverty, if only for financial reasons.  
Woody Allen

~~~~~~~~~~~~~~~

**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>National Coordinating Committee on School Health, May 15-16, Washington, DC 
http://www.healthystudents.org

>Linking Forces: Annual Children’s Mental Health Conference, May 22 - 23, Miami, FL 
http://sednet.dadeschools.net

>Interprofessional Collaboration 2003, June 13-14, James Madison University, Harrisonburg, VA  
http://www.bhs.jmu.edu/ipc_flyer.pdf

>National Assembly on School Based Health Care, June 26-28, Reston, VA 
http://www.nasbhc.org

>National Association of School Nurses, June 28-July 1, Cincinnati, OH 
http://www.nasn.org

>American School Counselor Association, June 29-July 2, St. Louis, MO 
http://www.schoolcounselor.org

>Educating Minds and Hearts: Safe Schools, Healthy Character Development, Academic Success, and Social-Emotional Education, July 8 - 11 NY, NY 
http://www.csee.net/conferences/mindsandhearts/evaluationreport.asp

>National Prevention Symposium, July 16-18, San Francisco, CA http://www.chef.org

>National Prevention Network Research Conference, August 24-27, Albuquerque, NM scarlson@ou.edu

>International Conference on Trauma, Attachment and Dissociation, September 12 - 14, Melbourne, Victoria, Australia http://www.delphicentre.com.au

[FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT http://smhp.psych.ucla.edu – Go to “Contents” then click on Upcoming Conferences]

If you want your conference listed, send the information to smhp@ucla.edu

@@@@@@@@@@@@@@@@@@

To lose one parent may be regarded as a misfortune;  
to lose both looks like carelessness.  
Oscar Wilde

@@@@@@@@@@@@@@@@@@@@

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

GRANTS:

>>>Substance Abuse and Mental Health Services Administration (http://samhsa.gov) 
>Strengthening Access and Retention for Substance Abuse Treatment, TI-03-006, due May 12
Effectve Adolescent Alcohol and Drug Abuse Treatment; Motivational Enhancement Therapy and Cognitive Behavioral Therapy, TI 03-007, Due May 12

Methamphetamine and inhalant prevention interventions or infrastructure development (part of the Targeted Capacity Expansion Program) SP 03-006, Due May 23

Knowledge Dissemination Conference Grants, PA 03-002, Deadline September 10


Comprehensive School Reform Quality Initiatives, CFDA#84.332B, Due May 5

Early Childhood Educator Professional Development Program CFDA #84.349A, due May 16

Smaller Learning Communities Program, CFDA#84.215L, Due May 19

U.S. Dept. of Justice, Office of Community Oriented Policing Services

[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]

REQUESTS FOR PRESENTATIONS & PAPERS:


The journal “Reading & Writing Quarterly: Overcoming Learning Difficulties” is soliciting manuscripts for its column “Focus on Inclusion.” The column provides a forum for discussing ways to make mainstream education work for students with learning problems. Manuscripts must be no more than six pages, double spaced. For more info, contact Michael Skinner (skinnerm@cofc.edu)

“If everything’s coming your way, you’re in the wrong lane.”

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

Updates from our Center at UCLA

SUMMITS INITIATIVE: NEW DIRECTIONS FOR STUDENT SUPPORT – OUTREACH CAMPAIGN BEGINS
As part of the Summits Initiative, we have developed a nationwide outreach campaign. The outreach is designed to build awareness regarding:

> Why it is imperative to pursue New Directions for Student Support
> Ways to Rethink Use of Resources (Programs, Personnel, etc.)

Special mailings are being sent to Superintendents, Title I Coordinators, Student Support Directors, and Special Education Directors at state and district levels across the country. (For a copy of the outreach material, click on the Summits on New Directions icon on the Center website home page). If there is someone you want sent the info, let us know.

At the same time, invitations are going out to key leaders for student/learning support to attend the Middle States Regional Summit in Chicago on May 23rd. Nominations of appropriate participants are welcome, as are recommendations for organizing State Summits. (See guidelines for state Summits on the Center’s website Summits’ link).

The American School Health Association is the latest organization to join as a co-sponsor of this important endeavor. Other organizations interested in co-sponsoring the Summits Initiative are invited to contact us.

> NEW RESOURCE MATERIALS

The Northwest Regional Educational Laboratory, SafetyZone, has developed a series of eight guidebooks intended to build a foundation of information that will assist schools and school districts in developing safe learning environments. Guide 7 was developed by our Center. It is entitled: “Fostering School, Family, and Community Involvement.” This Guide provides an overview of the nature and scope of collaboration, explores barriers to effectively working together, and discusses the processes of establishing and sustaining the work. All eight guide are downloadable at http://www.safetyzone.org/safe_secure.html and also are available in CD format.

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

Each month we compile ideas and activities to support students, families, and staff that fit the “season” or rhythm of the school year. The focus for May is “Planning for Successful Transitions to a New Grade or a New School.” This monthly website feature and other tools, guidelines and resources to support transitions can be accessed at http://smhp.psych.ucla.edu.

> CENTER IMPACT EVALUATION

Thanks to all who responded. Data are being analyzed and a report will soon be put online.

LET US KNOW WHAT YOU NEED. New resources can be developed and best practices identified. Also, let us know about the latest and greatest you encounter so we can update our resources and your colleagues across the nation.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology

Los Angeles, CA 90095-1563
^^^ UPDATES FROM OUR SISTER CENTER

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

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

See their website (http://csmha.umaryland.edu) Or contact Mark Weist, Director, Center for School Mental Health Assistance, University of Maryland at Baltimore, Department of Psychiatry, 680 W. Lexington St., 10th fl. Baltimore, MD 21201. Phone (888) 706-0980; Email: csmha@umpsy.umaryland.edu

+ + + + OTHER HELPFUL RESOURCES

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

“Parents Guide for Talking with their Children About War”, National Center for Children Exposed to Violence, Yale Child Study Center (http://www.nccev.org)


Prevention Portfolio: a series of three publications to guide community leaders and policy makers:
  >The Power of Prevention; an resource on long term cost effective prevention programs
  >Prevention Strategies that Work; promoting healthy life style choices
  >Prevention Programs in Action; exemplary programs from states and communities
  http://www.HealthierUS.gov/steps


>>>PARENTS, SCHOOLS & COMMUNITIES


“Stateline outlines the impact of state budget crisis on communities and governors efforts to maintain essential services like health care and education.”
http://www.stateline.org


“Education Policy Advisors’ Network” National League of Cities’ Institute on Youth, Education, and Families. To create a policy infrastructure that will increase the exchange of information and ideas.  http://www.nlc.org


“From the Margins to the Mainstream: How can school systems take advantage of breakthrough possibilities offered by emerging, powerful learning environments inside and outside of the school building, school day, and school year?”  http://www.jff.org

[Note: for access to a wide range of relevant websites, see our “Gateway to a World of Resources”  http://smhp.psych.ucla.edu]

@@@@@@@@@@@@

“Warning: Dates in calendar are closer than they appear”

@@@@@@@@@@@@

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

>>Reactions to last month’s emerging issue: Reducing Over-identification of IDEA Kids

“While it’s easy to understand that fiscal personnel would propose such a solution, the needs of children are not addressed in this approach. Since many children’s problems are reactive to environmental circumstances (poor and/or mis-targeted instruction, ineffective classroom management, etc.) the onus should be placed on schools to understand and address these issues in a systematic way.”

“My first question about this issue is where did 12% come from? How did legislatures arrive at this as the magic number?  The “Real” World percentage of people with disabilities is about 20%, why would schools be different?”

“The greatest need in this area is for an improved definition of ADHD and a more rigorous application of that. There are far too many neurologically normal children who are given the ADHD diagnosis without adequate support. Many of the misdiagnosed have aversive temperaments, adjustment problems, depression, sleep deprivation, malnutrition, homes that are in turmoil, etc. These children have problems but not disabilities. The diagnosis should be given to no more than 1-2% of children, not the huge number up to 17%.  (I recently heard from a teacher at a prominent private school that 40% of their children are on Ritalin)…”

>>Request to showcase the Policymaker Partnership for Implementing IDEA at the National Association of State Directors of Special Education “Seed” Grants to States:

These grants are intended to promote the initiative launched with National Association
of State Mental Health Programs Directors as cosponsor; “Mental Health, Schools, and Families Working Together for All Children and Youth: Toward a Shared Agenda”

>Missouri: Focus groups across the state regarding the shared agenda to discuss durable cross-system partnerships.
>Ohio: State wide kickoff meeting to be followed by six regional forums. A synthesized plan to be presented at State House Hearing.
>Oregon: Three symposia to focus on intensive treatment pilot for SED students
>South Carolina: Developing a pilot project in an underserved rural community to increase role of parents as advocates in schools in order to increase mental health services in schools.
>Texas: Technical assistance to regional sites following a statewide telecast. Goal is to synthesize a state plan from the regional sites.
>Vermont: State Shared Agenda Task Force is working with higher ed on workforce development for early childhood mental health professionals.

If you are interested in more information on this initiative, contact Diane Oglesby at dianeo@nasdse.org

~~~~~~~~~~~~~~
“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.”

Joel Arthur Barker

~~~~~~~~~~~~~~~~~~~~~~

^   ^   ^   TRAINING AND JOB OPPORTUNITIES

<Internship Director>
Clinical psychologist/internship director for Children’s Intervention Program. Riverbend Community Mental Health, Concord, NH. Http://www.riverbendcmhc.org

<Director>
Institute for Nonprofit Education, Research, and Engagement, College of Humanities and Social Sciences, North Carolina State University, Raleigh, NC. Qualifications include experience with administration and with the nonprofit section; advanced degree in humanities, social or behavior sciences, business or public administration, or law. Send letter of interest, resume, and list of references to James Svara, Chair, Search Committee, NC State University, POB 8101, Raleigh, NC 27695-8101.

<Director>
Director of Evaluation and Research, Children’s Hospital Neighborhood Partnerships, Department of Psychiatry, Children’s Hospital Boston. Qualifications include doctorate in psychology or related field with interests in training in school or community-based mental health. Contact Caroline Watts at Caroline.watts@uch.harvard.edu

<Research Analyst>
Center for Health Improvement, an independent, not-for-profit, prevention-focused health policy center in Sacramento, CA. Need master’s degree in public health or related field and five years experience in health policy. Submit resume to Pamela Jones at pjones@centerforhealthimprovement.org

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.]

@#@#@##@#@@@@###@@@@#@#@@@@#@#@#@#@##@#@@#
THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA for more see our website

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.

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 that 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 Fax (310) 206-5895
email: smhp@ucla.edu -- Website: http://smhp.psych.ucla.edu