

ENEWS: A Monthly Forum for Sharing and Interchange

May, 2006 (vol. 10 #8)

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 are the Motivational Underpinnings for Many Student Learning, Behavior, and Emotional Problems?

****News from around the country**

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

>May – Time to Help Students and Families Plan Successful Transitions to a New Grade or a New School

****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**

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To post messages to ENEWS, E-mail 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. Alternatively, 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 are the Motivational Underpinnings for Many Student Learning, Behavior, and Emotional Problems?

Student disengagement, acting out behavior, bullying, truancy, dropouts/pushouts – no one doubts that motivation plays a key role in all this. In many cases, it is a causal factor; in all cases, it is a key facet of strategies to prevent and correct problems.

While the issue was raised some time ago, we are detecting (and promoting) a growing concern about what professional preparation and development programs teach and do not teach with respect to motivation. In particular, there is the matter of how well they distinguish between interventions that are oriented to intrinsic motivation vs. those that are oriented to extrinsic motivation. Generations of teachers and support staff have been trained in the use of reinforcement theory with its emphasis on extrinsic controlling strategies. This tends to be the major focus of efforts to “manage” behavior. Just emerging is growing advocacy for professional preparation and development programs to incorporate a focus on applying what has been learned over many decades of research on intrinsic motivation and psychological reactance.

A sense of the matter is found in a 2006 research review by Vansteenkiste, Lens, and Deci.* In discussing autonomy-supportive versus controlling social environments, they suggest that in externally controlling contexts teachers emphasize “overtly coercive strategies, such as salient reward contingencies, deadlines, and overtly controlling language.” By way of contrast, in autonomy-supportive contexts teachers “empathize with the learner’s perspective, allow opportunities for self-initiation and choice, provide a meaningful rationale if choice is constrained, refrain from the use of pressures and contingencies to motivate, and provide timely positive feedback.”

What’s your view about what professional preparation and development programs need to teach about motivation? Send your perspective to ltaylor@ucla.edu

*M. Vansteenkiste, W. Lens, & E. Deci (2006). Intrinsic versus extrinsic goal contents in Self-Determination Theory: Another look at the quality of academic motivation. *Educational Psychologist*, 4, 19-31.

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“A child’s emotional well-being is not separate and apart from their education. On the contrary, school-based mental health [is] an integral part of a child’s education, as well as the continuum of services designed to meeting children’s emotional needs.”

John Kelly

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****NEWS FROM AROUND THE COUNTRY**

***U. S. SENATE BRIEFING STRESSES “REMOVING BARRIERS TO LEARNING: THE ROLE OF SCHOOL-EMPLOYED MENTAL HEALTH SERVICE PROVIDERS”**

As part of planning for the reauthorization of SAMHSA and the No Child Left Behind Act, a Senate briefing on March 21 focused on school-based mental health and the link to student success. Co-sponsors included the National Association of School Psychologists, the American Counseling Association, American School Counselor Association, School Social Work Association of American, and Senators Edward Kennedy and Pete Domenici.

[Http://www.nasponline.org/advocacy/senatebriefing.html](http://www.nasponline.org/advocacy/senatebriefing.html)

***RELATIONSHIP BETWEEN NONSCHOOL FACTORS AND STUDENT ACHIEVEMENT**

A report from the National Center for Educational Statistics reports on the relationship of six nonschool factors to student achievement. The six factors are: highest level of parents’ education; high occupational status of parents; number of books at home; immigrant status, and family structure. 4/11/06 <http://nces.ed.gov/>

***HURRICANE EVACUEE STUDY FINDS DECLINING HEALTH**

“Families displaced by Hurricane Katrina are suffering from mental disorders and chronic conditions like asthma and from a lack of prescription medication and health insurance at rates

that are much higher than average. The study, conducted by the Mailman School of Public Health at Columbia University and the Children's Health Fund, is the first to examine the health issues of those living in housing provided by FEMA (650 families living in training or hotels.) 34% of displaced children suffer from conditions like asthma, anxiety and behavioral problems, compared with 25 percent of children in urban Louisiana before the storm. Nearly a quarter of school-age children were either not enrolled in school at the time of the survey or had missed at least 10 days of school in the previous month. Their families had moved an average of 3.5 times since the storm." 4/18/06 New York Times. [Http://www.nytimes.com](http://www.nytimes.com)

***DOES MAYORAL TAKE OVER OF SCHOOLS WORK?**

"The mayors have done pretty well in getting the books and infrastructure in order.... But the real test is student achievement, and there's little research so far to show how well takeovers work.... In Chicago and Boston, for at least the first few years, test scores rose, especially in elementary and middle schools.... But often the curve flattens out after a few years. An in high schools, real success has proved much more elusive." 4/18/06. [Http://www.npr.org](http://www.npr.org)

***STRUGGLING STUDENTS WANT VOCATIONAL EDUCATION**

"The idea of combining traditional academics with career training is making a comeback, and a poll suggests that it is popular among one particularly important group: struggling high school students. A poll of California 9th and 10 graders, conducted for the James Irvine Foundation, found that 6 in 10 students didn't particularly like school and weren't motivated to succeed. But of those disaffected students, more than 90% said they would be more motivated if their school offered classes relevant to their future careers." 4/6/06. Los Angeles Times

***SCHOOLS CUT BACK ON OTHER SUBJECTS TO PUSH READING AND MATH**

"A survey by the Center on Education Policy found that since the passage of NCLB, 71% of the nation's 15,000 school districts had reduced the hours of instructional time spent on history, music, and other subjects to open up more time for reading and math. The practice, known as narrowing the curriculum, has become standard procedure in many communities." 3/26/06 New York Times. [Http://www.nytimes.com](http://www.nytimes.com)

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"Only two subjects? What a sadness.
That's like a violin student who's only
permitted to play scales, nothing else,
day after day, scales, scales, scales.
They'd lose their zest for music."

Thomas Sobol

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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 SCHOOL TO ADDRESS BARRIERS TO LEARNING**

>> May – Time to Help Students and Families Plan Successful Transitions
to a New Grade or a New School

As the school year draws to a close, there is a new focus for school staff, students, and families. What comes next? Grade-to-grade transition? Moving to middle school? high school? a new school? Leaving high school? All transitions call for well-conceived programs and connections focused on clarifying options, making decisions, and aligning adequate support during the period of transition.

In addition to the usual "orientation" sessions, programs are needed that

- >provide closure related to what the student is leaving behind
- >enhance articulation between the old and the new
- >welcome newcomers and ensure they have the type of social support that facilitates positive acceptance and adjustment in the new setting
- >assess transition success
- >implement timely corrective interventions when transitions are not successful

To explore the rich array of possible transition interventions and access resources, see the Center Quick Find Online Clearinghouse topic: “Transitions Programs/Grade Articulation/Welcome” at [http://smhp.psych.ucla.edu/qf/p2101\)01.htm](http://smhp.psych.ucla.edu/qf/p2101)01.htm) – There you will see links to Center materials including:

- > Support for Transitions: Self-Study Survey. In Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs
- >Support for Transitions to Address Barriers to Learning
- >Transitions: Turning Risks into Opportunities for Student Support

There are also links to other online resources and centers focusing specifically on transitions.

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

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“Eighth grade teachers try to scare students about high school, and then we come in really nervous.... They should tell us, ‘You’re going to have a lot more work to do, and it’s probably going to be a little harder.’ And not to be afraid, but not careless either.”

Heather, in ‘Help us make the 9th grade transition” Educational Leadership, April 2006

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

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

>Evidence-based services in a statewide public mental health system: Do the Services fit the problems? (2006) J. Schiffman, et al, Journal of Clinical Child & Adolescent Psychology, 35(1) 13-19. [Http://www.leaonline.com](http://www.leaonline.com)

>Improving the delivery of health care that supports young children’s healthy mental development (2006) The Commonwealth Fund. [Http://www.cmwf.org](http://www.cmwf.org)

>Non-medical use of prescription stimulants in the United States (2006) L. Kroutil, et al, Drug and Alcohol Dependence. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Building and sustaining communities that prevent mental disorders: Lessons from the field of special education (2006) W. Reinke, et al, Psychology in the Schools, 43(3) 313-329.

>Association between coping with anger and feelings of depression among youths (2006) R. Goodwin, American Journal of Public Health, 96(4) 664-669.

>Transition education and services for students with disabilities (4th edition) (2006) P. Sitlington & G. Clark. Boston: Pearson Education, Inc.

***Family, School, & Community**

>Breaking Ranks in the Middle: Strategies for Leading. (2006) National Association of Secondary School Principals. [Http://www.principals.org](http://www.principals.org)

>Help us make the 9th grade transition (2006) K. Cushman, Educational Leadership, 63(7) 47-53.

[Http://www.ascd.org](http://www.ascd.org)

>Helping youth succeed through out-of-school time (2006) National Institute on Out-of-school Time. <http://www.aypf.org/publications/HelpingYouthOST2006.pdf>

>Teaching all children: Understanding early care and education participation among immigrant families (2006) Center for Law and Social Policy.
[Http://www.clasp.org/publications/childcare_immigrantfamilies_brief.pdf](http://www.clasp.org/publications/childcare_immigrantfamilies_brief.pdf)

>People, places and possibilities: Integrating mentoring and after-school (2006)
<http://www.forumfyi.org/files/ostpc11.pdf>

>After-school time: Choices, challenges and new directions (2006)
<http://main.edc.org/mosaic/mosaic11/toc.asp>

>Where we learn: The CUBE survey of urban school climate (2006) B. Perkins, Council of Urban Boards of Education, National School Boards Association.
[Http://www.nsba.org/site/docs/38100/38081.pdf](http://www.nsba.org/site/docs/38100/38081.pdf)

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

>Concerns = Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions. (2006). Center for Mental Health in Schools.
<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring06.pdf>

>Evaluating community-based child health programs: A snapshot of strategies and methods. (2006) The National Academy of State Health Policy and Nemours Health and Prevention Services. http://www.nemours.org/no/filebox/nhps/nashp_snapshot.pdf

>Assessing children's mental health: Validity across cultural groups
Data Trends at <http://www.rtc.pdx.edu>

>Juvenile Runaways, from the Office of Community Oriented Policing Services.
[Http://www.cops.usdoj.gov](http://www.cops.usdoj.gov)

>Fifth Grade: Findings from the Fifth-grade follow up of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. (2006) National Center for Education Statistics.
[Http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2006038](http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2006038)

>Costs of out-of-school time programs: A brief review of the literature (2006)
<http://www.financeproject.org/documents/revisedexecutivesummary.pdf>

>Copy that: Guidelines for replicating programs to prevent teen pregnancy (2006)
http://www.teenpregnancy.org/resources/reading/pdf/copy_that.pdf

>School Wellness Policy and Practice: Meeting the Needs of Low-income Students (2006)
http://www.frac.org/html/news/wellness_guide2006.html

>The influence of preschool centers on children's developing nationwide – how much is too much? [Http://pace.berkeley.edu/pace_publications.html](http://pace.berkeley.edu/pace_publications.html)

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 helping hand strikes again!”

Bill Perry

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

>National Coordinating Committee on School Health and Safety. 5/17, Arlington, VA
<http://www.healthy-students.org/>

>Core Competencies that Lead to Successful and Sustainable Coalitions. 6/ 8-9. Minneapolis, MN. <http://cadca.org/WSApplication/>

>Head Start National Research Conference. June 26-28. Washington, DC
<http://www.headstartresearchconf.net>

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

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

>Educating Minds and Hearts: Creating a Climate for Learning. 7/11-14, NY, NY
<http://www.csee.net/summerinstitute.aspx>

*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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“The secret to creativity is knowing how to hide your sources.”

Albert Einstein

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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 (<http://www.ed.gov/index.html>)

>>Migrant Education Even Start Family Literacy Program (CFDA 84.214A) Deadline
5/12/06

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

>National Council on Disability

>>Improving Educational Outcomes for Students with Disabilities (NCD-06-02) Due

5/1/06

>U. S. Department of Housing and Urban Development (<http://www.hud.gov>)
>>Youthbuild (to assist disadvantaged young adults between the ages of 16-24 in distressed communities (FR-5030-N-07) Due 6/9/06

>Office of Public Health and Science
>>Adolescent Family Life Care Demonstration Project. (CFDA 93.995) Deadline 5/22/06

>U. S. Department of Health and Human Services
>>Understanding Mechanisms of Health Risk Behavior Change in Children and Adolescents (R21) . See grant for multiple due dates

>Center for Disease Control and Prevention
>>Formula-based Cooperative Agreements for Sexual Violence Prevention and Education (CDC-RFA-CE07-701) Deadline 6/12/06.

>National Crime Prevention Council and the National Center for Victims of Crime
>>Youth Outreach for Victim Assistance Program: Youth-led public awareness campaign
Deadline 5/16/06. [Http://www.ncpc.org/programs/yova/grant_opportunity.php](http://www.ncpc.org/programs/yova/grant_opportunity.php)

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:

Call for workshops for the 2007 School Social Work Association on American conference on 4-19-21 in Orlando. Deadline for electronic submission of workshop proposals is 9/1.
[Http://www.sswaa.org/sswaaconf.html](http://www.sswaa.org/sswaaconf.html)

Calls for Manuscripts

Journal for Social Action in Counseling and Psychology. Accepting manuscripts that promote reflection on community change and system transformation in which counselors and psychologists play a role. Deadline 6/1/06. See <http://www.psyr.org/social-action.htm>

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“I couldn’t sleep last night. I plugged my electric blanket into the toaster and was popping out of bed all night.”

Caitlin Davis

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

^ ^ ^ ^ Updates from our Center at UCLA

>>New *Policy Report* on School Improvement Planning:

A new brief report has been generated related to our ongoing analyses of school improvement planning“Designing Schoolwide Programs in Title I Schools Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching” – online at <http://smhp.psych.ucla.edu/pdfdocs/briefs/DOEGuidance.pdf>

[This report has been circulated electronically; hardcopies are in the mail to Title I administrators at SEA’s and LEA’s. If you can get this into the hands of folks who can influence the process, please do so, or let us know about anyone else to whom we should send copies.]

>>New in the *Guidance Notes Series*: “Life Beyond the “Project” – Fully Integrating the Efforts into the School Improvement Agenda” – online at:
<http://smhp.psych.ucla.edu/pdfdocs/lifebeyondproject.pdf>

Provides guidance for project staff about how to work toward sustaining important interventions after project funding ends.

>>Updated Center *Impact Evaluation Report* – online at
<http://smhp.psych.ucla.edu/pdfdocs/evaluation/impacteval02rep.pdf> (Full Report)
Executive Summary at <http://smhp.psych.ucla.edu/pdfdocs/evaluation/impacteval02sum.pdf>

Reminder:

>>Spring Quarterly Newsletter:

In the mail and online at <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring06.pdf>

Contents:

>Featured Article: Concerns = Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions

>Info Sheet: Costs of Not Addressing Barriers to Learning

>Exec Summary: The Current Status of Mental Health in Schools: A Policy and Practice Analysis

If you aren't on our mailing list to receive the hardcopy, let us know.

>>>>Center Report: “The Current Status of Mental Health in Schools: A Policy and Practice Analysis” – This new report is being widely circulated and receiving a great deal of attention. We encourage everyone to share it and let others know that it can be downloaded at no cost. Access the report online at <http://smhp.psych.ucla.edu/currentstatusmh.htm>

>>Requests for information to help with planning for the next school year –

Many of you are involved in discussions related to setting priorities for the next school year. Decisions about budgets, personnel, staff development, and more are being made. If you need any help, support, or information to take to such leadership meeting related to the importance of learning supports to address barriers to learning, please let us know. We have, for example, been asked about cost-benefit analyses, support staff roles and functions, policy statement examples, etc. These are important opportunities for infrastructure development, and policy and system change. These are especially important for schools on the lists of “needing improvement.”

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 90090-1563
Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-5895
Email: smhp@ucla.edu

^^^ For information from 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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“This time, like all times, is a very good one,
if we but know what to do with it.”

Ralph Waldo Emerson
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****OTHER HELPFUL RESOURCES**

>Beyond Zero Tolerance: A reality-based approach to drug education and student assistance. R. Skager. [Http://www.beyondzerotolerance.org](http://www.beyondzerotolerance.org)

>Deviant behavior and peer influences.
[Http://www.srcd.org/documents/publications/spr/spr20-1.pdf](http://www.srcd.org/documents/publications/spr/spr20-1.pdf)

>Code of Ethics for Educators. Character Development Foundation
<http://www.charactered.org>

>The ABCs of Bullying: Addressing, Blocking and Curbing School Aggressing
http://pathwayscourses.samhsa.gov/bully/bully_fs_admin.htm

>Mentor Recruitment Kit, from the Office of Juvenile Justice and Delinquency Prevention.
<Http://www.mentoryouth.com>

>A study of interactions: Emerging issues in the study of adolescence
<http://www.iom.edu/cms/12552/26002/33700.aspx>

>Are we ignoring foster youth with disabilities?
<http://www.rtc.pdx.edu/PDF/pbAreWeIgnoringFosterYouth.pdf>

>Supporting girls with disabilities as they transition to adulthood: an awareness document for parents, youth, advocates, and professionals.
<http://www.rtc.pdx.edu/pgPubsViewAll.php>

>Fact Sheet: Promoting Consumer Community Integration and Supporting Recovery for Family Members and Supporters
<http://www.upennrrtc.org/issues/FamilySupporterFS.pdf>

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

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****TRAINING AND JOB OPPORTUNITIES**

<Training/Research/Policy>

California Institute for Mental Health, Sacramento, CA. Opening a number of training, research and policy association positions. <Http://www.cimh.org/aboutus/jobs.cfm>

<Director>

Wellesley Centers for Women, Open Circle Social Competency Program. Masters of Ph.D. required. <Http://www.wcwonline.org>

<Project Manager>

Metrobaby Qualitative Study, Center for Research on Culture, Development, and Education, at New York University, NY, NY. Part-time position. Contact Kimberly Torres at crcede.info@nyu.edu

<Postdoctoral>

Child Abuse Research Education and Service Institute, Department of Pediatrics and Psychiatry,

University of Medicine & Dentistry of New Jersey, Stratford, NJ. Contact Erika Ryan or Elisabeth Pollio 856-566-7036

<Service Director/Training Manager>

City Year Rhode Island, a member of AmeriCorps network, Providence, RI.

[Http://www.cityyear.org/joincorps/](http://www.cityyear.org/joincorps/)

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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“Hard work has a future payoff. Laziness pays off now.”

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

>Response to emerging issue: How Many High Poverty Schools Are Highly Performing?

“I left working in schools because of my frustration with the administration and how many of the funds were going to curriculum. We certainly have achieved certain things... I haven't forgot the vision and the Douglas Harris article just makes me mad all over again. I have been composing another letter to the editor in my head for months so maybe this article will help spur me on...”

>We were asked to share the following:

(1) A new report on school dropouts entitled, Making Good on a Promise: What Policymakers Can Do to Support the Educational Persistence of Dropouts. Published by Jobs for the Future. “Much of the evidence contradicts what most educators believe about school dropouts. The Executive summary states: Dropping out is not confined to a small group of young people. Socioeconomic status - which is based on parents' income and education -rather than race is the key indicator for dropping out. Most dropouts are remarkably persistent in their drive to complete a secondary education. Most dropouts pursue postsecondary education, but despite their persistence few earn degrees. Reform K-12 education accountability systems to emphasize a dual agenda: higher graduation rates and higher academic standards. Address the equity imperative by creating new pathways to college in low-income communities. Redesign dropout ‘recovery’ programs to build on student aspirations and reflect the demands of the knowledge-based economy.”

[Http://www.jff.org/JFF_KC_Pages.php?WhichLevel=1&lv1_id=4&lv2_id=0&lv3_id=0&KC_M_ID=287](http://www.jff.org/JFF_KC_Pages.php?WhichLevel=1&lv1_id=4&lv2_id=0&lv3_id=0&KC_M_ID=287)

(2) From the Center for Social and Emotional Education (CSEE)

(a) **School Report Cards and Data Driven Tracking Systems** “Do you know of interesting ways that schools, districts and/or State Departments of Education are working to recognize the social, emotional and/or ethical dimensions of K-12 school life? If so, please let Jonathan Cohen know (jonathancohen@csee.net). The Center for Social and Emotional Education (CSEE) is learning about the range of ways that this is being done. We will be sharing this information on our web site (www.csee.net) as well as at future national meetings.”

(b) **Mental health promotion/Character Education/Social Emotional Learning Studies** “If you know of Mental Health Promotion/Character Education/Social Emotional Learning studies that have been published in a peer reviewed journal, would you kindly send this reference (or, if possible the abstract and citation) to Melody Fisher mfisher@csee.net. The Center for Social and Emotional Education (CSEE) has “harvested” over 100 empirical studies in character education, social emotional learning, health promotion and risk prevention. These citations (with abstracts) are listed on www.csee.net/projects/researchdb.aspx. We hope that this resource will support mental health professionals, teachers, principals and superintendents and State Department of Education staff who want to let other school leaders, school boards and/or possible funders about the emerging research foundation for this work. We hope that this resource will compliment past research reviews that CEP and CASEL colleagues have published.

(c) **Educating Minds and Hearts Creating a Climate for Learning** is CSEE's 9th Annual Summer Institute will be held July 11-14, 2006 (Core principals and practices for Grades Pre-K through 12) The Institute focuses on ways school communities can establish effective social, emotional, and character education programs in schools. Location: School of Professional Studies, City University of New York. For brochure, past evaluations and details about an optional 3-credit course, see www.csee.net/Summerinstitute.aspx

(3) Announcement about: "Breaking the Silence; Teaching the next Generation about Mental Illness" (BTS). BTS is working with Dr. Fred Kaeser, Director of Health Education, Region 9, NYC BOE to educate students about mental illnesses. BTS teaching packets along with staff presentations on BTS and the importance of mental illness education are being given to NYC guidance counselors in Region 9. "The BTS teaching packets consistently receive high praise from teachers, educators and mental health advocates coast to coast, we are grateful for the vision and support of the Mental Insight Foundation (MIF) which has given us the opportunity to share an exciting model for mental illness education with NYC public school guidance counselors and students in this trailblazing district," explains Janet Susin, NAMI Queens/Nassau President and BTS Project Director. BTS are user- friendly teaching modules for grades 4-12 designed to separate fact from fiction; combat the stigma of mental illness and promote early treatment. BTS fulfills the S.A.V.E (Safe Schools Against Violence in Education) legislation in NY State and meets the national health education standards for character education and violence prevention. For further information on this initiative, contact NAMI Queens/Nassau at 516 -326-0797, email btslessonplans@aol.com or visit www.btslessonplans.org.

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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.

A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

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