ENEWS: A Monthly Forum for Sharing and Interchange

May, 2007 (Vol. 11 #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**
>Response to Intervention

\*\***News from around the country**

**\*\*Recent publications relevant to**
>Children's mental and physical health
>Family, school & community
>Policy, systems, law, ethics, finances & statistics

\*\***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

\*\***Other helpful internet resources**

**\*\*Upcoming initiatives, conferences & workshops**

**\*\*Calls for grant proposals, presentations & papers**

**\*\*UCLA Center Activities and Resources Update**

**\*\*Training & job opportunities**

**\*\*Comments, requests, information, questions from the field**
>Re: the Virginia Tech Tragedy
>Re: Last months emerging issue
>Re: readergirlz

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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/cti-bin/mailman/listinfo/mentalhealth-l and follow the directions.
Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.
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>**Response to Intervention (RtI)**

By now, most people working in and with schools have heard about "Response to Intervention."* However, there are considerable differences in how the concept is being discussed by school policy makers and practitioners. With respect to operationalizing the process, two extremes can be identified. One mainly stresses the introduction of better (i.e., evidence-based) instruction and using the new findings as an indication of whether or not a disability has to be assessed. This defines the problem simply as a teaching deficit. At the other extreme, the emphasis is on proceeding in stages beginning with personalized instruction designed to enhance a better match with the learner's current motivation and capabilities and, as necessary, sequencing on in a hierarchical way to (a) develop missing learning and performance prerequisites and/or (b) provide needed specialized interventions that can address other existing barriers to learning (both external and internal barriers).

>How is the term being used in schools in your locale?

>Which approach are you advocating and why?

Send your comments, ideas, suggestions, concerns to ltaylor@ucla.edu


*See the Center Online Clearinghouse Quick Find topic on Response to Intervention for examples of various views of the concept; go to

http://smhp.psych.ucla.edu/qf/responsetointervention.htm

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**NEWS FROM AROUND THE COUNTRY**

A CHALLENGE TO ZERO TOLERANCE POLICIES IN TEXAS
"Students from some Texas school districts are far more likely to end up in alternative schools or other disciplinary programs, especially if those students are minorities or have learning disabilities.... Children in Disciplinary Alternative Education Programs have five times the dropout rate of mainstream disciplinary programs." 4/9/07 Houston Chronicle.
http://search.chron.com/chronicle/openDocument.do?docRef=archive_2007_4321270&selected
Path=Archives

RESPONDING TO DISPARITIES IN SPECIAL ED IN WISCONSIN
"School districts that have been identified by the Wisconsin Department of Public Instruction as having a 'significant disproportionality' of minorities in special education [25 last year] are required to draft plans addressing the issue. In addition, those districts are required to spend 15% of their federal special education dollars on so-called early intervention efforts.... That comes to hundreds of thousands of dollars for many of the large school systems." 3/29/07 Milwaukee Journal Sentinel. http://www.jsonline.com/story/index.aspx?id=584344

MISSISSIPPI WORKS TO COMBAT HIGH STUDENT DROPOUT RATE
"Until now, each school district has dealt with dropouts in its own way, but that's in flux after the Mississippi Department of Education approved a plan in March to cut the state's 26.6 percent dropout rate in half by 2013. The plan includes 15 strategies that have been proven effective." 49/07 Clarion Ledger. http://www.clarionledger.com

MANY DIAGNOSES OF DEPRESSION MAY BE MISGUIDED, STUDY SAYS
"About one in four people who appear to be depressed are in fact struggling with the normal mental fallout from a recent emotional blow.... 'Larger and larger numbers of people are reporting symptoms on these checklists, and there's no way to know whether we're finding normal sadness responses or real depression.' said the study's lead author." See 4/3/07 Archives of General Psychiatry. New York Times.

N.C. SCHOOLS OVERRUN WITH MENTAL HEALTH OPTIONS
"Some school districts are taking steps to shield students from the mostly private, for-profit mental health companies that are lining up to send mental health aides into public schools. The surge in private companies interested in serving students struggling emotionally and mentally began last year when North Carolina privatized the service." 3/28/07. Associated Press.
http://www.wcnc.com/sharedcontent/APStories/stories/D8O59BJO1.html

LEGISLATIVE PANEL IN MAINE CALLS FOR CUTBACK IN NUMBER OF DISTRICTS
"A panel of legislators formed with a goal of slashing school administration costs without directly impacting students wants Maine's 290 districts reduced to 80 by July 1, 2008.... The savings are projected to come from administrative savings, special education, building and facilities maintenance, and transportation." 4/10/07. Kennebec Journal.
http://kennebecjournal.mainetoday.com/news/local/3796436.html

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

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"We make 85 percent of our policy decisions on anecdotes: 'My grandmother lives next door to a guy who does three things, and he's terrific, and I think we should do these three things statewide.' And depending on the popularity of that legislator, often that becomes state law with state resources behind him. That's not a particularly strategic way to make policy decisions."
        Governor Kathleen Sebelius
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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

**\*Children's Mental and Physical Health**

>Stability in bullying and victimization and its association with social adjustment in childhood and adolescence (2007) R. Scholte, et al., Journal of Abnormal Child Psychology , ePub.
Http://www.springerlink.com

>Academic performance and substance use: Findings from a state survey of public high school students (2007) R. Cox, et al., Journal of School Health, 77(3) 109-115.
http://www.ashaweb.org/

>Psychological determinants of risk taking by children: An integrative model and implications for interventions (2007) B. Morrongiello & J. Lasenby-Lessard, Injury Prevention 13(1) 20-25.
http://www.injuryprevention.com

> Do antidepressants reduce suicide rates? (2007) D. Safer & J. Zito, Public Health ePub.
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=17316717

>Prospective associations between delinquency and suicidal behaviors in a nationally representative sample. (2007) M. Thompson, et al., Journal of Adolescent Health, 40(3) 232-237.

>Risk factors predictive of the problem behavior of children at risk for emotional and behavioral disorders (2007) R. Nelson, et al., Exceptional Children, 73(3) 367-379.

**\*Family, School & Community**

>In California, Senate Bill 288, a "Comprehensive Pupil Learning Support System," passed through the Education Committee and will move on to the Appropriations Committee to

determine if funding will be allocated.
http://www.legislature.ca.gov/cgi-bin/port-postquery?bill_number=sb_288&sess=CUR&house=S&author=yee

>After Katrina: Shared challenges for rebuilding communities (2007) C. De Vita, Urban Institute. http://www.urban.org/url.cfm?id=311440

>Job stressors, personality and burnout in primary school teachers (2007) C. Kokkinos, British Journal of Educational Psychology, 77(1) 229-242. http://www.ingentaconnect.com

>Fear of school violence and the ameliorative effects of student social capital. (2007) V. Sacco & M. Nakhaie, Journal of School Violence, 6(1) 3-25. http://www.haworthpress.com

>Preparing for disaster: A way of developing community relationships. (2007) G. Wise, Disaster Management Response, 5(1) 14-17. http://www.elsevier.org

>Health status among internally displaced persons in Louisiana and Mississippi Travel Trailer Parks (2007) R. Larrance, et al., (2007) Annals of Emergency Medicine. http://www.sciencedirect.com/

>A progressive plan for building collaborative relationships with parents from diverse backgrounds (2007) R. Matuszny, et al., Teaching Exceptional Children, 39 (4) 24-31.

>Indicators of school readiness for RTI: A self-assessment tool (2006) Colorado Department of Education. http://www.cde.state.co.us/cdesped/download/pdf/RTI_ReadinessTool_7-06.pdf

>Response to Intervention: Examining classroom behavior support in second grade (2007) S. Fairbanks, et al., Exceptional Children, 73(3) 288-310.

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

>State estimates of substance use from the 2004-2005 national surveys on drug use and health. (2007) http://oas.samhsa.gov/2k5state/toc.cfm

>Youthbuild Program: Analysis of outcome data needed to determine long-term benefits (2007) U. S. Government Accountability Office. http://www.gao.gov/cgi-bin/getrpt?gao-07-82

>The economic costs of child poverty (2007) Testimony to Congress:
> Urban Institute. http://www.urban.org/url.cfm?ID=901032
> National Center for Children in Poverty. http://nccp.org/pub_wmt07.html

>Timing and duration of student participation in special education in the primary grades (2007) National Center for Education Statistics. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007043

>Juvenile offenders and victims 2006 national report (2007) Office of Juvenile Justice and Delinquency Prevention. http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=234394

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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"A prime function of a leader is to keep hope alive."
        John W. Gardner

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

>>May Theme – Time to help students and families plan successful transitions
                        to a new grade or a new school

Transitions are risky opportunities. From the grade-to-grade change, the move to middle school and to high school, planning for after high school – all call for well-conceived programs to prepare students and families and to follow-up to ensure the transition has been successful. Interventions to enable successful transitions make a significant difference in how motivationally ready and able students are to benefit from the next step in their schooling.
Programs need to include plans that
     >provide closure and appreciation related to what the student is leaving behind
     >enhance articulation between the old and the new so students feel connected
     >welcome newcomers and ensure they have the type of social support that facilitates positive acceptance and adjustment in the new setting
     >assess transition success and implement timely corrective interventions when transitions are not successful

Planning for transitions is a great opportunity to involved students. For example:
     >For those who are moving, what do they say would help them feel more confident in the move to a new school?
     >For those at a school, what do they wish had been in place when they made the transition?
     >How would they like to be involved in welcoming students who are new to their school?

For a range of resources related to facilitating transitions, see the online clearinghouse Quick Find on "Transition Programs/Grade Articulation/Welcome" at http://smhp.psych.ucla.edu/qf/p2101_01.htm You will see Center resources, including a self-study of ideas for strengthening transition programs. You will also see links to other online resources and centers focused on this topic.

Note: For more on anticipating natural opportunities for addressing barriers to learning and teaching and promoting healthy development over the course of the school year, see "Ideas for Enhancing Support at School this Month" at http://smhp.psych.ucla.edu

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"Setting an example is not the main means of influencing another. It is the only means."
     Albert Einstein
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## **OTHER HELPFUL INTERNET RESOURCES

>>Success in the Middle: A policymaker's guide to achieving quality middle level education
http://www.nmsa.org/advocacy/policyguide/tabid/784/default.aspx

>>Impacts of a summer learning program http://www.urban.org/url.cfm?ID=411350

>>Understanding recent changes in child poverty http://www.urban.org/url.cfm?ID=311356

>>2005 National Survey on Drug Use & Health (2007)
http://www.oas.samhsa.gov/nsduhLatest.htm

>>Medicaid: Health promotion and disease prevention for school readiness
http://www.cmwf.org

>>Tools for promoting education success and reducing delinquency. http://www.edjj.org/

>>Child Trends:
>Assessing the Mental Health of Adolescents.
http://www.childtrends.org/files/mentalhealth.pdf
>Assessing Substance Use and Abuse among Adolescents
http://www.childtrends.org/files/substance%20use.pdf

>>Data Trends: The effectiveness of strength-based treatment for youth with emotional or behavioral disorders. http://www.rtc.pdx.edu/pgDataTrends2007.shtml

>>State after-school profiles.  Http://www.nccic.acf.hhs.gov/afterschool/statep.html

>>Toward more effective use of research in state policymaking. http://tinyurl.com/3drcmr

>>Measuring youth program quality: A guide to assessment tools
http://www.forumfyi.org/files/measuring_youth_program_quality.pdf

>>An overview of selected data on children in vulnerable families
http://www.urban.org/url.cfm?ID=311351

>>National Center for School Crisis and Bereavement
http://www.cincinnatichildrens.org/schoolcrisis

>>Virginia Youth Violence Project
http://youthviolence.edschool.virginia.edu/

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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**\*\*A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

Below is just a small sample.  For additional and ongoing information about conferences, refer to our website Conferences section at http://smhp.psych.ucla.edu/upconf.htm

>School Readiness and Success: Improving Children's Social and Emotional Development
Date: May 17 -- Time: 1 - 2 p.m. EDT  -- Location: Online – Register
https://chapinhall.webex.com/ec0509l/eventcenter/event/eventAction.do?

>Tutor/Mentor Conference, May 17-18, Chicago, IL. http://www.tutormentorconference.org

>Building n Family Strengths Conference: Research in support of children and their families, May 31-June2, Portland, OR.  http://www.rtc.pdx.edu/conference/pgMain.php

>Office of University-School Partnerships, Arizona State University: Community and Education" June 1-2, Tempe,  AZ.
Http://www.asu.edu/ssc/summerinstituteoncommunity/secondsummer.htm

>National Center for Victims of Crime: Advancing practice, policy, and research, June 18-20, Washington, DC.  Http://www.ncvc.org

>International Society for Child Indicators, June 26-28, Chicago, IL.
http://www.childindicators.org

>Education Commission of the States: National Form on Education Policy, July 10-13, Philadelphia, PA.  Http://www.ecs.org

>Sustainable, Schoolwide Social and Emotional Learning Implementation Workshops, August 6-7, Chicago, IL. http://www.casel.org

>Communities In Schools: Leadership for Change: A Nation without Dropouts, October 31-November 4, Atlanta, GA.  Http://www.cisnationalconference.com/

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

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"Some people have a way with words, others not have way."
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## **CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

Below is just a sample.  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.  You will find links to funding sources and to Quick Training Aid on Financing Strategies to Address Barriers to Learning.

For updated info on federal grants, see the electronic storefront at http://www.grants.gov
There you can double check due dates and access applications

A Few Examples of Current Grant Opportunities

>U. S. Department of Education (http://www.ed.gov)
        >>Center on Response to Intervention (CFDA 84.326E. Deadline May 4, 2007

        >>Technical Assistance Center for Evidence-based Practices to Improve the Social-Emotional Development of Young Children with or at-risk of disabilities (CFDA 84.326B) Deadline May 7, 2007

        >>Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program (CFDA 84.326B) Deadline May 7, 2007

        >>Grants for the Integration of Schools and Mental Health Systems
        (CFDA 84.215M) Deadline May 15, 2007

        >>Readiness and Emergency Management for Schools Grant Program. (CFDA 84.184E) Due May 21, 2007

        >>Mentoring Programs.  (CFDA 84.184) Due May 23, 2007

>National Institute of Mental Health with the Center for Mental Health Services, SAMHSA. (Due 6/5, 10/5)
    >>Early Identification and Treatment of Mental Disorders in Children and Adolescents.
    http://grants.nih.gov/grants/guide/pa-files/PA-07-158.html

    >>Effectiveness, Practice, And Implementation In CMHS' Comprehensive Community Mental Health Services Program for Children and their Families Service Sites.
    http://grants.nih.gov/grants/guide/pa-files/PA-07-091.html

    >>Reducing Mental Illness Stigma And Discrimination.
    http://grants.nih.gov/grants/guide/pa-files/PAR-07-156.html

    >>Refining and Testing Mental Health Interventions and Services for Youth with Mental

Illness who are Transitioning to Adulthood
http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-050.html
http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-051.html

>>Research on the Reduction and Prevention of Suicidality
http://grants.nih.gov/grants/guide/pa-files/PA-07-079.html

>>Research on Rural Mental Health and Drug Abuse Disorders
http://grants.nih.gov/grants/guide/pa-files/PA-07-103.html

>Substance Abuse Mental Health Services Administration
>>National Child Traumatic Stress Initiative, Community Treatment and Services Center
Grants. (SM-07-011. Due date May 18, 2007.
Http://www.samhsa.gov/grants/2007/sm_07_011.aspx
>>Drug Free Communities Support Mentoring Programs. Due May 11, 2007
>>Knowledge Dissemination Conference Grants.  Applications due on the recurring
dates of January 31 and October 31 each year.

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"Warning: Dates on calendar are closer than they appear."
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*\* **UCLA CENTER ACTIVITIES AND RESOURCES UPDATE**

>New Center Policy & Practice Analysis Brief
>>Youth Gangs and Schools

>New Quick Find
>>Response to Intervention
http://smhp.psych.ucla.edu/qf/responsetointervention.htm

>Leadership Institutes for New Directions for Student Support
>>New Orleans on May 7

>Responding to tragedies such as occurred at Virginia Tech – After every school shooting, we
are asked about how schools should assess students who may be a threat. See "Assessing
Whether a Student Might Commit a Violent Act"
http://smhp.psych.ucla.edu/pdfdocs/shootings.pdf for a brief information resource.

The number of visits and downloads to our website related to crisis response provides an
indication of the degree to which Center users sought out resources in the aftermath of the
campus shooting at Virginia Tech. Between Monday (4/16) and Thursday (4/19), there were
6,263 distinct users (Monday = 1,806, Tuesday = 2,442, Wednesday = 3,147, Thursday = 3,240.

With respect to downloads of specific resources between Monday and Wednesday –

>Violence Prevention and Safe Schools = 1297 downloads
>Responding to Crisis at a School = 1175
>Conduct and Behavior Problems: Intervention and Resources for School Aged Youth = 1078
>Assessing Whether a Student Might Commit a Violent Act = 945
>Common Psychosocial Problems of School Aged Youth = 930
>Screening/Assessing Students: Indicators and Tools = 827
>Social and Interpersonal Problems Related to School Aged Youth = 700
>School Interventions to Prevent Youth Suicide = 661

Note: 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) 846-4843; Fax (310) 206-5895
Email: smhp@ucla.edu

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Check out our sister center, Center for School Mental Health Analysis and Action, at 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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"First things first, but not necessarily in that order."
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## **TRAINING AND JOB OPPORTUNITIES

Note: For info 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.

Below are a few opportunities that have been brought directly to our attention this month:

<Research>
After school evaluation research positions at Northwestern University, Evanston, IL. Contact Bart Hirsch at bhirsch@northwestern.edu

<Postdoctoral>
The Division of Prevention and Community Research, Department of Psychiatry, Yale University School of Medicine has re-opened its search for applications to a two-year postdoctoral fellowship as part of the NIDA-funded reach training program on the prevention of substance abuse. Contact Jacob Tebes at jacob.tebes@yale.edu

<Clinical and Research>
The Community Schools Program at the Children's Hospital of Philadelphia, PA has several positions: Therapist for school-based group intervention, clinical coordinator position, research coordinator position. Contact Stephen Leff at leff@email.chop.edu

<Administrator>
ETR Associates is searching for a Senior Research Administrator. Position is in Scotts Valley, CA.  See full description at http://www.etr.org.

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"All I ask is the chance to prove that money can't make me happy."
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## **COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD

(1) Regarding the Virginia Tech Tragedy

"As a licensed Clinical and School Psychologist who has worked with children and adolescents in treatment facilities and schools for 17 years, I have a very specific concern regarding what contributes to outbreaks of violence. Since the advent of administratively managed mental health

benefits, children and adolescents identified as a risk to self and others are not getting the treatment they need. The desire to cut costs in health care is directly impacting the lives of the mentally ill and those who are in their environment. We are well aware in Colorado that the students involved in the Columbine shootings were known to mental health but were not receiving regular care. Similarly, the Virginia Tech student had been known to mental health providers. I have personally witnessed how children who do not receive the appropriate mental health treatment turn to violence. Many children who I saw prematurely discharged from mental health facilities, due to pressures from Insurance Companies, later committed violent crimes. They finally get the treatment they need in correctional facilities. These crimes could be prevented. We will not make any dent in assisting our schools with recovery from these crimes unless we contribute to their prevention."

"Perhaps you could ask what colleagues are doing in schools of an EDUCATIONAL nature to help students develop and use healthy and safe coping skills to deal with their anger, stress, sadness and sense of powerlessness when they experience everyday emotionally wounding events. There are education programs around the world addressing these issues. Neither schools, the media or mental health professionals seem to take the lead in rallying public opinion to consider "primary prevention" opportunities today that work in the classroom. This is particularly critical when a national tragedy of mass murder occurs on a school or college campus. Public response becomes preoccupied with searching to place blame rather than train and mobilize emotional health educators to introduce in classrooms proven, proactive student coping skills education programs."

"I hesitate to comment in such a terrible time lest I seem unsympathetic, but it seems us ''outsiders' from England that a key issue in all this is the US gun laws. Over here when a young person as disturbed as that goes on the rampage they knife one person- it happens repeatedly and is terrible but relatively contained. Over with you one person can shoot scores. The underlying problem of disturbed individuals is the same, and will always be with us probably, but the means of destruction at your disposal amplify the problem in a hideous way —— but gun law feels like an issue your society is not seriously confronting."

(2) Regarding last months Emerging Issue: Engagement (and Re-engagement of all stakeholders in Enhancing Student/Learning Supports

"... From my perspective I think we must focus our efforts on building the capacity of the school district to develop and manage comprehensive systems of learning supports. I believe that the focus of this work must remain on schools. A focus on schools and their intrinsic motivation, developing schools capacity to lead reforms seems central. I find that student support staff, special education and counseling staff are so mired in compliance and crisis that staff simply lack the knowledge needed to conceive of and implement best practices in the area of school based mental health. Generally, this is why there are so many agencies trying to help from the outside in, and also why these efforts falter. I see no problems with school leaders deciding to use a collaborative structure to accomplish their objectives, but to be full partners in such efforts, school leaders need help."

(3) We were asked to share the following:

"Readergirlz (www.readergirlz.com) is a new online book community celebrating gutsy girls in life and literature. Their mission is to get teen girls to read, reflect deeply, and reach out——and be tomorrow''s history. Not only will the four readergirlz founders——young adult novelists Dia Calhoun, Lorie Ann Grover, Janet Lee Carey, and Justina Chen Headley, feature a different young adult novel each month, they will also feature a community service project related to that novel. For the months of April and May, readergirlz will be focusing on books surrounding mental health and body health issues.

In April, readergirlz will showcase Lorie Ann Grover's young adult novel *On Pointe* (Simon and Shuster 2004——A Bank Street College Best Children's Book of the Year). As a ballerina, Lorie

Ann was exposed to the harsh realities of dance, including eating disorders among the students. Her novel in verse shares the broad difficulties and pressures that teens often face——including how in some cases anorexia can even be ignored or encouraged by parents. This novel is sure to raise pertinent discussions. *On Pointe* is a wonderful tool for eating disorder bibliotherapy.

In May, for National Mental Health Month, readergirlz will feature Dia Calhoun's young adult novel *The Phoenix Dance* (Farrar Straus & Giroux 2005——A New York Public Library Book for the Teen Age), which is a retelling of the Twelve Dancing Princesses fairy tale. Her main character is bipolar and comes to terms with her condition and treatment. Dia writes from her own experience as a woman who lives with bipolar illness. For the community service project related to the book, readergirlz will highlight NAMI's Take Action page where teen girls can get involved with StigmaBusters.

Girls can dialogue with both Dia and Lorie Ann by dropping by http://groups.myspace.com/readergirlz or by writing to them at divas@readergirlz.com. Or for a group session, send e-mail to divas@readergirlz.com to schedule a forum meeting. Full Issues centering around each novel, can be found at www.readergirlz.com under Current Issue or Archive.

Thank you so much for helping us to reach more girls about these important issues."


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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, the national Center for Mental Health in Schools was established 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

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