

ENEWS: A Monthly Forum for Sharing and Interchange

November, 2005 (vol. 10 #2)

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**

>Are Your Concerns Included in School Improvement Planning?

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

>November – Responding to Referrals in Ways that Can “Stem the Tide”

****Disaster Aftermath Information & Sharing**

****Recent Publications relevant to**

- >Children's Mental and Physical Health
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****Upcoming Initiatives, Conferences & Workshops**

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****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/cgi-bin/mailman/listinfo/mentalhealth-1>

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

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****EMERGING ISSUE**

>Are Your Concerns Included in School Improvement Planning?

School improvement plans are increasingly shaping strategic changes at schools and districts. As the *National Initiative: New Directions for Student Support* has progressed, we have heard growing concern about the limited nature and scope of school improvement planning.

Current plans usually address core academic subjects and the strategies used to teach them, professional development, technical assistance, parent involvement, and measurable goals. They tend not to include much on the topic of addressing barriers to learning and teaching.

Those who are satisfied with current school improvement planning guides argue that they already cover the key facets of efforts “to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and math.”

Those who argue for expanding school improvement guides indicate that, especially in schools designated as in need of improvement, schools must plan on how to develop comprehensive systems of learning supports if all students are to have equal opportunity to succeed at school. Those concerned about new directions for student support argue that school improvement planning should rethink use of all staff who can provide necessary supports for students. They want school improvement plans to clarify that such staff are expected to lead the way in enhancing how classroom and school-wide programs address barriers to learning and teaching – including the development of systems for prevention and responding as early after problem onset as is feasible.

What’s your position on this? Send your comments to ltaylor@ucla.edu and we will integrate and share them in next month’s ENEWS.

For more on this issue, see the following Center Policy Reports

>*School Improvement Planning: what’s Missing?*

<http://smhp.psych.ucla.edu/whatsmissing.htm>

>*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*

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

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“The one million students who drop out of high school each year cost our nation more than \$260 billion in lost wages, lost taxes, lost productivity over their lifetime... So I would suggest, for this and a host of other reasons, how well our students are doing is not just an education issue; it’s an economic issue, a civic issue, a national security issue, and it’s everybody’s issue.”

Margaret Spellings

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****NEWS FROM AROUND THE COUNTRY**

***BROOKLYN HIGH SCHOOL ACCUSED OF FORCING STUDENTS OUT**

“The suite charges many struggling students are essentially warehoused in the school auditorium, where they fill out worksheets for three hours a day and attend no classes. As a result, they fail to earn course credits needed for promotion, and then are told they can no longer attend the school. By pushing out students who are failing and unlikely to graduate, as well as truants and students with behavior problems, school can raise their test-score averages and graduation rates while reducing suspensions and dropout rates....the former principal complained that large schools were being forced to take all of the city’s special education students and students with behavior problems while the small schools were not admitting these students.”
10/12/05 *The New York Times*

***MENTAL HEALTH TRANSFORMATION STATE INCENTIVE GRANTS**

The Substance Abuse and Mental Health Services Administration announced award to seven states over five years for Mental Health Transformation State Incentive Grants. The states that receive the awards will serve as platforms for learning about what strategies and activities do and do not work in transforming the states’ mental health and related systems. 9/28/05. *SAMHSA News Release*

***HAVING A TEACHER WHO CARES REDUCES PROBLEMS**

Having a teacher who students perceive cares is associated with lower rates of drug and sexual risk behaviors among high risk youth, according to a new study headed by a University of Chicago researcher. "Adolescents who reported low teacher connectedness were two times more likely to use marijuana and amphetamines, and two times more likely to be sexually active, have sex while high on alcohol or drugs, have a partner who was high on alcohol or other drugs during sex, and have multiple sexual partners," says Dexter Voisin, Assistant Professor in the University's School of Social Service Administration. Although other studies have found that behavior improves when schools show concern for students, the new report is the first to show a significant association between teacher connectedness and anti-social behavior among delinquent teens. The findings were reported in an article "Teacher Connectedness and Health-Related Outcomes among Detained Adolescents," in the current issue of the *Journal of Adolescent Health*. <http://www-news.uchicago.edu/releases/05/051018.voisin.shtml>

***OPPOSITION TO MENTAL HEALTH SCREENING IN SCHOOLS**

"Back in 2003, a federal commission created by President Bush recommended improving and expanding mental health programs in schools to provide help as early as possible to students with learning problems or those who might turn violent or disruptive. The commission highlighted one means of early diagnosis, the Columbia University "TeenScreen" program, that allows students -- with parental permission -- to get a mental health "check-up" via a computer-based questionnaire before graduating from high school. The commission's 86-page report included this suggestion among a long list of recommendations to improve the U.S. mental health system. ... over the past two years, a cottage industry of fiery opposition has grown up around the proposal to expand mental health programs in the schools and has become a popular rallying cry for conservatives who see it as unwarranted government intervention in family life. The debate over school screenings is just part of a larger discussion over the role schools should play in ensuring children's mental health. Many educators point to a clear connection between mental health and academic achievement. ..." 9/18/05 *Pittsburgh Post-Gazette*

***FIRST WHITE HOUSE CONFERENCE ON HELPING AMERICA'S YOUTH**

On October 27, 2005, Mrs. Bush convened, "Making a Difference for America's Youth," the first-ever White House Conference on Helping America's Youth. The focus was on promoting public awareness of the various problems facing at-risk youth. It brought together policymakers, research experts, foundations, faith-based and volunteer organizations, educators, coaches, and parents to share examples of what is "already working to make a difference in the lives of young Americans, and to generate new ideas that can be used across the country."

<http://www.whitehouse.gov/firstlady/helping-youth.html>

***OVERHEAD EATS UP FEDERAL TUTOR FUNDS**

Private tutoring firms are spending only 56 cents of every taxpayer dollar, on average, to tutor children...The rest of the money pays for everything from executive and consulting staff, leases and maintenance to distributions to shareholders, according to new data--the first disclosure nationwide of how private companies are spending tax dollars for federally mandated tutoring." 9/26/05. *Chicago Tribune*

***FEDERAL EDUCATION LAW SHOWS MIXED RESULTS IN FIRST TEST**

"The first nationwide test to permit an appraisal of President Bush's signature education law rendered mixed results, with even some supporters of the law expressing disappointment. Math scores were up slightly but eighth-grade reading showed a decline, and there was only modest progress toward closing the achievement gap between white and minority students, which is one of the Bush administration's primary goals. In many categories, reports Sam Dillon, the gap remains as wide as it was in the early 1990's. By some measures, students were making greater gains before the law was put into effect. "The rate of improvement was faster before the law," Jack Jennings said. "There's a question as to whether No Child is slowing down our progress nationwide." Gage Kingsbury, of the Northwest Educational Evaluation Association, a nonprofit that carries out testing in 1,500 school districts, said the results raised new concerns about the feasibility of reaching the law's goal of full proficiency for all students by 2014." 10/20 *The New York Times*

***STATE GAINS NOT ECHOED IN FEDERAL TESTING**

In Maryland and Virginia public schools, statewide exams are a cause for perpetual celebration. Scores go up almost every year in virtually every grade level and subject tested. On the Maryland School Assessment this year, scores rose in all 24 school systems. But according to the National Assessment of Educational Progress, Maryland students have improved their proficiency since 2003 in just one area -- 4th-grade math. Virginia scores are up, but not by much, and 8th-grade reading performance has stalled. To critics of the statewide exams, this sharp contrast is further evidence -- along with comparatively flat SAT scores, graduation rates and other measures -- that public education is not improving in an era of high-stakes testing.
Washington Post

***NATIONAL STEREOTYPES COMMON, MISTAKEN, STUDY REPORTS**

“Simplified stereotypes of “typical” Americans, Brazilians, Chinese, and other group are common but highly mistaken, according to a National Institute on Aging study that examined the accuracy of national character stereotypes in 49 cultures worldwide. The finding has important implications regarding beliefs that characterize groups of people...” 10/6/05 *NIH News Release*

***RESEARCHERS SAY FULL-DAY KINDERGARTEN PRODUCES LEARNING GAINS**

“A new national study provides some of the strongest evidence to date to support what many educators and parents of young children already believe: Children learn more in full-day kindergarten programs than they do in half-day programs. The findings, scheduled to be published in the February issue of the American Journal of Education, show that, on average, the learning gains that pupils make in full-day programs translate to about a month of additional schooling over the course of a school year. Nationwide, half of all kindergartners now attend full-day programs, either public or private. But such programs tend to be more common in certain parts of the country, such as the South and the Midwest, and in private schools.”
Education Week

***FIGHTING GANGS: WHAT DOESN'T WORK**

“After spending \$13.3 million and 10 years on demonstration projects in five cities, OJJDP found that almost nothing had a significant impact on gangs. But there were plenty of lessons, some of which are being applied to new gang efforts. The evaluations gave OJJDP insight into at least three key components for success: the efficacy of lead agencies, the use of outreach youth workers and the importance of alternative opportunities for gang members.”
<http://www.youthtoday.org/youthtoday/oct05/researchspot.html>

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“When you are 21 years old and you step into a classroom, nothing else is really scary after that.”

Sarah Fain

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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>

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

>>November: Responding to Referrals in Ways that Can “Stem the Tide”

In the first months of the school year, supportive schools have taken steps to welcome and provide social supports to ensure that students have made a good adjustment to school and to address initial adjustment problems as they arise. Now come the referrals for students who are manifesting behavior, learning and emotional problems. These referrals can prompt school support staff to work with teachers to enhance what takes place in the classroom and throughout

the school and address problems as soon as they arise.

By only improving the referral process schools often create the “field of dreams effect” – Build it and they will come! A key for the school team that processes referrals is not only to determine the best course of action for helping the students, but to analyze common problems and promote changes in order to minimize the need for similar referrals in the future.

In many instances an analysis will show that what looks like a student’s problem is really a system problem. One place to start is with staff development to improve understanding of the motivational bases for many behavior, learning and emotional problems and what to do about them. It helps to work with the fundamental concepts of intrinsic motivation: Enhancing feelings of self-determination, competency, and connectedness to others.

For more information on addressing motivational concerns, go to the Quick Find online clearinghouse topic

>>“Motivation” at <http://smhp.psych.ucla.edu/qf/motiv.htm> – There you will see links to a range of online materials including the Center’s Quick Training Aid on Re-engaging Students in Learning. This is designed as a staff development tool including handouts and overheads.

For more on improving referrals and case management, see the Quick Find on

>>Case/Care Management at <http://smhp.psych.ucla.edu/qf/casemanagment.htm> – There you will link to resources such as the Center’s

>Case Management in the School Context

>School-based client consultation, referral, and management of care

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Teachers Lament: “Referring students for help is no problem at our school. We refer...and refer...and refer...by November is unlikely that there are any available services left and the referral list is so long the team is unlikely to get to them all by the end of the school year.”

In anticipating and planning for the rhythm of the school year, see “Ideas for enhancing support at school this month” on the Center website homepage at <http://smhp.psych.ucla.edu>

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

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****DISASTER AFTERMATH INFORMATION & SHARING**

>>>FROM FORMAL NEWS SOURCES

*Hurricane Victims with Disabilities Receive Assistance Through Department of Education
President Bush signed into law on September 30 the Assistance for Individuals with Disabilities Affected by Hurricanes Katrina and Rita Act of 2005, granting the U. S. Education Department to fund Gulf Coast states for vocational rehabilitation services without matching state funds. The services may include education, training, assistive technology or various supports necessary for employment of individuals with disabilities affected by the hurricanes. 10/3/05. U. S. Department of Ed Press Releases

*Thousands of Displaced Students Not Attending School

“At least 20,000 public school student uprooted by Hurricane Katrina are not attending any school, state Superintendent of Education Cecil Picard said. ...He said the effect of students leaving school because of hurricane-related problems is devastating. 186,565 public school students were displaced.” 10/14/05 Baton Rouge Advocate

http://2theadvocate.com/stories/101405/new_students001.shtml

***Separate but Equal? Schooling of Evacuees Provokes Debate**

“At the center of the dispute is whether the McKinney-Vento Act, a landmark federal law banning educational segregation of homeless children, should apply to the evacuees. In Addition, because many of the stranded students are black, holding classes for them at military bases, convention centers or other emergency housing sites could run afoul of racial

***Charter School Proposal as a Disaster Response Halted**

“An Orleans Parish Civil Court judge has ordered the School Board to stop its plans to charter public schools...The judge said “It is in this time of crisis, when the citizens of Orleans Parish are concerns about the very future of their communities, that the role of public input is crucial. The people of New Orleans are entitled to participate in the process that will potentially change the landscape of their public education system.” 10/16/05. The Times-Picayune
desegregation plans still operating in some school districts.” 9/14/05 The Wall Street Journal

***Student Vouchers**

“Legislation that would provide vouchers for students displaced by Hurricane Katrina was introduced by House Republicans. The vouchers, proposed by President Bush, could cover up to \$6,700 per child for one year in a public or private school. Reg Weaver, president of the National Education Association, said it may be appropriate to provide some assistance to private schools with displaced students, but it should be through a much more modest existing federal program that lets public school districts get federal aid to assist private school students with transportation, books, uniforms and even some teacher costs. But Republicans say it is only fair to reimburse both public schools and private schools that are taking in students who otherwise might not be able to attend school for the entire 2005-06 school year.” *New Orleans Times-Picayune*

>>>TALK ABOUT RESILIENCE!

***Mississippi – Statement sent to the schools by State Superintendent Hank Bounds”** “It has been six weeks since Hurricane Katrina devastated our state and we have spent that time working tirelessly to reopen the schoolhouse doors for all students. I am so pleased to announce that, with two districts opening this week, we have only one remaining district left. The Bay St. Louis-Waveland School District is slated to open November 1. This signals that we are now entering Phase II of the rebuilding process. During this phase, we will concentrate on providing students the services, particularly counseling, that they need to cope with everything that has happened to them and continue to have a sense of optimism and hope for the future. ... One issue that must be addressed now that schools have resumed operation is how to make up the instructional time that was lost due to the storm. State law requires that schools provide 180 days of instruction for their students. However, when natural disasters occur, they can petition the Mississippi Board of Education for forgiveness of days missed. Due to the unprecedented widespread nature of the closures, the State Board felt it would be in the best interest of the schools and students to establish guidelines for districts to use in developing their individual plans for making up the days missed due to the storm. Understanding the difficulty of their circumstances and the financial hardship making up all the missed days would create, the State Board passed a measure to require all districts to provide 130 hours of instructional time for the completion of a Carnegie unit and 65 hours to complete half-units. Kindergarten through eighth grade will meet a minimum of 5.5 hours of instructional time per day, will meet the same number of instructional days as the high school and will ensure mastery of content. The State Board used the Southern Association of Colleges and Schools guidelines of 130 hours of instruction per Carnegie unit to arrive at this number. While Mississippi usually requires 140 hours, many of our surrounding states require less than 130. Using these guidelines, districts will develop a plan that fits their particular circumstances and submit it to the Mississippi Department of Education by November 15. The State Board will use a school district's plan on making up instructional time for missed days as a factor to consider when determining whether to hold a district harmless on accountability standards.”

***Louisiana – Letter from New Orleans Acting Superintendent, Dr. Ora Watson to Parents, Employees and Residents of New Orleans –** “We are making significant progress in our mission

to reopen schools. Last week, the School Board approved the reopening of up to eight schools on the West Bank. These schools, to be reopened in November, will serve the entire city and accommodate students from any community. We're currently working on transportation plans and will have more to report on that at a later date. I believe that anyone who visits these schools will find the experience uplifting. National Guardsmen and volunteers from around the country are cutting grass, cleaning floors, painting walls and making the buildings shine. Of course, there was damage to roofs, windows and other parts of these buildings, but we are confident that through our ongoing efforts, these schools will be in great shape for the November opening. ... We will open schools depending on the number of students who say they're coming back. So far, nearly 3,000 parents have contacted us to let us know their children intend to return to school in November. We have ample capacity beyond that Our goal is to get these schools open so that all those people who want to come back to New Orleans can know that there will be schools for their children."

*Parishes across the state are opening their schools. Some of the reopening issues reported are:

- >United States Department of Public Health must inspect every room in every school before it can reopen
- >Cafeterias must be certified by USDPH before they can receive food
- >Diesel fuel needed for buses (And, one parish had to issue the following plea: "Due to the evacuation of Plaquemines residents during Hurricane Katrina, many Plaquemines Parish school buses have been displaced throughout the state. If anyone sees a Plaquemines Parish school bus outside Plaquemines Parish, please call the Transportation Dept.")
- >Mold problems continue across school district
- >Nationally certified mold/mildew inspectors hired to test all facilities
- >Rescheduling of sports' events (and because sports are so important to students and the communities, the problems with the facilities of great concern, e.g., football stadiums that can't be used until structural engineers have certified them to be safe).

A November special session of the legislature has been proposed to address specific concerns related to the schools.

>>>From a Colleague Working in School Health Care Centers in Baton Rouge

Our major issues have been:

1. As there was no previously set up collaborative working group in children's mental health in schools, though all collaborators are aware of each other, we needed to do that.
2. The school system was stressed before the hurricanes and has no new resources yet - though some are promised. Also, the school health systems were stressed as an organization and personally as providers, many of whom were and are housing people in their homes.
3. There was also no infrastructure for sending volunteer professionals into the schools - and many people requesting to do that - so that process was needed.
4. Although there are wonderful curricula out there for small groups, all of the above needed to be done before these were put in place.
5. The ideal, reliable, easily administered assessment tool does not appear to exist. So we have been using a modified version of one from the Dallas ISD and also modifying one from the NCTS network.

>>>The Center is continuing to gather and share information and resources relevant to the aftermath of the disasters. If you would like to review what has already been circulated, go to <http://smhp.psych.ucla.edu> and click on Crisis/Hurricane. If you have something to share, please email ltaylor@ucla.edu

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

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

>Proposed Medicaid Cuts Further Damage the Health of Children in Foster Care (2005). D. Rubin, N. Halfon, R. Raghavan, & S. Rosenbaum. The report and fact sheet, *Medicaid Facts*, are

available at: <http://www.healthychild.ucla.edu/CaseyReport.asp>

>Relationships between peer harassment and adolescent problem behaviors (2005) J. Rusby, et al, Journal of Early Adolescence, 25(4) 453-477.

[Http://jea.sagepub.com/cgi/content/abstract/25/4/453?etoc](http://jea.sagepub.com/cgi/content/abstract/25/4/453?etoc)

>Emergency treatment of young people following deliberate self-harm (2005) M. Olfson, et al, Archives of General Psychiatry, 62:1122-1128.

[Http://archpsyc.ama-assn.org/cgi/content/abstract/62/10/1122?etoc](http://archpsyc.ama-assn.org/cgi/content/abstract/62/10/1122?etoc)

>Katrina's impact on mental health likely to last years (2005) R. Voelker, Journal of the American Medical Association, 294:1599-1600.

[Http://jama.ama-assn.org/cgi/content/extract/294/13/1599?etoc](http://jama.ama-assn.org/cgi/content/extract/294/13/1599?etoc)

>American Psychologist, September, 2005, Vol 60, Number 6:

>>Children's mental health as a primary care and concern: a system for comprehensive support and service, P. Tolan & K. Dodge (601-614)

>>Transforming mental health care for children and their families, L. Huang, et al (615-627)
Summarized at http://datatrends.fmhi.usf.edu/summary_120.pdf

>>Promoting and protecting youth mental health through evidence-based prevention and treatment, J. Weisz, et al, (628-648)

>Adolescent girls with high body satisfactions: who are they and what can they teach us? (2005) A. Kelly, et al, Journal of Adolescent Health, 37 (5) 391-396. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Posttraumatic Stress Disorders in Children and Adolescents: Handbook (2004). By R. Silva (Ed.) London: W. W. Norton.

>Impulsivity in depressed children and adolescents: A comparison between behavioral and neuropsychological data (2005) M. Cataldo, et al, Psychiatry Research, 136 (2-3) 123-133.

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

>Case Formulation in psychotherapy: Revitalizing its usefulness as a clinical tool (2005) K. Sim, et al. Academic Psychiatry, 29:289-292.

[Http://ap.psychiatryonline.org/cgi/content/abstract/29/3/289?etoc](http://ap.psychiatryonline.org/cgi/content/abstract/29/3/289?etoc)

>Challenges and opportunities of group therapy for adolescent substance abuse: A critical review (2005) Y. Kaminer, Addictive Behaviors, 30 (9) 1765-1774.

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

>Clinical predictors of treatment in a population of adolescents with alcohol use disorders (2005) O. Bukstein, et al, Addictive Behaviors, 30(9) 1663-1673. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Self Esteem/Self Concept Scales for Children and Adolescents: A Review. By R. Butler, S. Gasson (2005) in Child and Adolescent Mental Health; Volume 10, Issue 4, Page 190

<http://www.blackwell-synergy.com/doi/abs/10.1111/j.1475-3588.2005.00368.x>

***Family, School & Community**

>Mental health in schools: An opportunity to influence change in a period of transition. In our Center's Fall 2005 newsletter. <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall05.pdf>

>"Community Guide to Helping America's Youth: An Assessment Tool for Youth Outreach" introduced at the White House Conference on Helping America's Youth. "The guide is designed to help communities identify the challenges they face and give them specific steps to improve the lives of boys and girls in their communities."

<http://www.whitehouse.gov/firstlady/helping-youth.html>

>Work, postsecondary education, and psychosocial functioning following the transition from high school (2005) R. Aseltine & S. Gore, *Journal of Adolescent Research*, 20(6) 615-639.

<http://jar.sagepub.com/cgi/content/abstract/20/6/615?etoc>

>Parents' perceptions of changes in mother-child and father-child relationships during adolescence (2005) C. Shearer, et al, *Journal of Adolescent Research*, 20(6) 662-684

<http://jar.sagepub.com/cgi/content/abstract/20/6/662?etoc>

>Collaboration strategies for reforming systems of care: A toolkit for community-based action (2005) L. Donaldson, *Journal of Mental Health*, 34 (1) 90-102. <http://www.metapress.com>

>Risk factors for community violence exposure in adolescence (2005) S. Lambert, et al, *American Journal of Community Psychology*, 36 (1) 29-48.

>School climate predictors of school disorder: results from a national study of delinquency prevention in schools (2005) G. Gottfredson et al, *Journal of Research in Crime and Delinquency*

<http://jrc.sagepub.com/cgi/content/abstract/42/4/412?etoc>

>Fragmented care for inner-city minority children with attention-deficit/hyperactivity disorder (2005) J. Guevara, et al, *Pediatrics*, 116 (4) e512-517

<http://pediatrics.aappublications.org/cgi/content/abstract/116/4/e512?etoc>

>Validation of the risk and resiliency assessment tool for juveniles in the Los Angeles County probation system (2005) S. Turner, et al, *Rand*. <http://www.rand.org/publications/TR/TR291/>

>Rethinking parent conferences (2005) S. Black, *American School Board Journal*, October, 2005

<http://www.asbj.com/current/research.html>

>Facilitating youth self-change through school-based intervention (2005) S. Brown, et al, *Addictive Behaviors*, 30(9) 1797-1810. <http://www.sciencedirect.com>

>Reviewed online by Data Trends:

>>The stigmatization of mental illness in children and parents: Developmental issues, family concerns and research needs. *Journal of Child Psychology & Psychiatry*, 46(7), 714-734. By S.P. Hinshaw, (2005). <http://www.rtc.pdx.edu/pgDataTrends.shtml>

>> "Uncharted Waters": The experience of parents of young people with mental health problems. *Qualitative Health Research*, 15(2), 207-223. By J. Harden (2005).

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

>Cities, counties, kids, and families: The essential role of local government (2005). By Sidney Gardner. (University Press of America).

>Using NCLB funds to support extended learning time (2005). The Finance Project and CCSSO. <http://www.financeproject.org/publications/usingnclbfunds.pdf>

>European Commission Green paper, "Promoting the Mental Health of the Population. Towards a Strategy on Mental health for the European Union" (2005).

http://europa.eu.int/comm/health/ph_determinants/life_style/mental/green_paper/consultation_en.htm

>Intellectual, academic, and behavioral functioning of students with high-incidence disabilities: a cross-categorical meta-analysis (2005) E. Sabornie, et al, *Exceptional Children*, 72(1) 47-63

>Effects of kindergarten retention policy on children's cognitive growth in reading and mathematics (2005) G. Hong & S. Raudenbush, *Educational Evaluation and Policy Analysis*, 27(3) 205-224.

>A profile of the American high school senior in 2004 (2005) National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006348>

>Mental health needs and services for youth in the foster care and juvenile justice systems (2005) A. Dienst & L. Foster, <http://www.library.ca.gov/crb/05/notes/v12n1.pdf>

>Freeze Frame: A Snapshot of America's Teens (2005) National Campaign to Prevention Teen Pregnancy in conjunction with Child Trends.

<http://www.teenpregnancy.org/works/pdf/FreezeFrame.pdf>

>Who's left behind? Immigrant children in high and low LEP schools (2005) C. Consentino de Cohen, et al, Urban Institute. <http://www.urban.org/url.cfm?ID=411231>

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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"All generalizations are false!"

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

>Alliance for Children and Families, Building Community Voices, December 9, New York, NY. <http://www.alliance1.org>

>Parent-child Interaction Therapy Conference, January 26-28, Gainesville, FL. <http://www.pcit.org>

>Social Skills Interventions for Children and Adolescents with Autism Spectrum Disorders, Mood Disorders, ADHD, and Learning Disabilities, February 10, Tyngsboro, MA.

<http://www.communityprograminnovations.com>

>National AfterSchool Association, February 23-25, Louisville, KY <http://www.naaconference.org>

>Child Welfare League of America, February 27-March 1, Washington, DC <http://www.cwla.org/conferences>

>Working with Children and Adolescents: Nurturing Resilience and Managing Resistance. March 16, Tyngsboro, MA. <http://www.communityprograminnovations.com>

>National Youth Leadership Council, March 23-25, Philadelphia, PA. <http://www.nylc.org>

>Family Support American, Chicago, IL, March 26-29. <http://www.familysupportamerica.org>

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

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

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

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“Thanks to television, for the first time the young are seeing history made before it is censored by their elders.”

Margaret Mead

“Until lions have their historians, all tales of hunting will glorify the hunter.

African Proverb

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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>)

>>>Research on High School Reform (84.305R) Due 11/10/05

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

>>>Knowledge Dissemination Conference Grants (PA-06-001) Due 1/31 and 10/31

>>National Institute on Alcohol Abuse and Alcoholism

>>>Underage Drinking: Building Health Care System Responses. Due 12/19/05

<http://grants.nih.gov/grants/guide/rfa-files/RFA-AA-06-003.html>

>>National Institute of Mental Health

>>>Interdisciplinary Behavioral Science Centers for Mental Health. Letter of intent due 1/18/05. [Http://grants.nih.gov/grants/guide/pa-files/PAR-04-004.html](http://grants.nih.gov/grants/guide/pa-files/PAR-04-004.html)

>Call for Papers

The California Center for Community-School Partnerships will be conducting an on-line Research & Evaluation Symposium between now and May 9, 2003. They are requesting proposals to offer papers for an on-line Compendium of Research and Evaluation Resources on School-Linked Services, Community Schools and Learning Supports in public schools.

The Compendium will be available on-line through the CCC-SP web site at the University of California, Davis in Fall, 2003. The National Call for Papers is available now on our web site:

<http://ccc-sp.ucdavis.edu/papers/proposal/>

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“Words ought to be a little wild, for they are the assaults of thoughts on the unthinking.”

John Maynard Keynes

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

^ ^ ^ Updates from our Center at UCLA

In the mail:

Quarterly hardcopy newsletter: Feature policy article is: “Mental health in schools: An opportunity to influence change in a period of transition.” Focus on practice includes “About Positive Psychology” and “Addressing School Adjustment Problems.” Already online at: <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall05.pdf>

>>>New Online:

>>Center Policy Report: An Initial Look at Texas Policy Related to Mental Health in Schools <http://smhp.psych.ucla.edu/pdfdocs/policymakers/initiallook.pdf>

>>Report from the Texas Leadership Institute for Mental Health in Schools
<http://smhp.psych.ucla.edu/pdfdocs/policymakers/texaspolicy.pdf>

>>Guidance Notes:

>About Planning and Action for the Mental Health of Students and School Staff in the Aftermath of a Natural Disaster <http://smhp.psych.ucla.edu/pdfdocs/planningneeds.pdf>

>Schools Helping Students Deal with Loss <http://smhp.psych.ucla.edu/pdfdocs/loss.pdf>

>School Adjustment Problems
<http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>

>Dropout Prevention <http://smhp.psych.ucla.edu/pdfdocs/dropoutprevention.pdf>

>>Center Policy Issues Analysis Briefs:

>Suicide prevention in Schools
<http://smhp.psych.ucla.edu/pdfdocs/policyissues/suicide.pdf>

>>>National Initiative: New Directions for Student Support

>>Statewide summits:

>November 14 in Harrisburg, PA

>Plans for NJ Statewide Summit in January

For more information on this initiative, see:

<http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

>>>We continue to gather information from schools about the adjustment of students relocated due to the hurricanes. If you would like to tell us about your work with these students, please email ltaylor@ucla.edu

>>>If you would like to read about what others are experiencing in their work with these students, go to our website at <http://smhp.psych.ucla.edu> and click on Crisis/Hurricane and read the update from 10/12/05.

For more information on the Center, 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

^ ^ ^ From the Center for School Mental Health Analysis and Action

>>For information from our sister center, see <http://csmha.umaryland.edu> Or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St., 4th Floor, Baltimore, MD, 21201. Toll Free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“It is better to know some of the questions than all of the answers.”

James Thurber

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****OTHER HELPFUL RESOURCES**

>Resources on Mental Health Needs and Juvenile Justice Youth – Almost four pages of links

and organizations with information and resources on mental health and juvenile justice issues.
<http://www.connectforkids.org/node/2979>

>The Research and Training Center on Family Support and Children's Mental Health in Portland, Oregon offers its rtcUpdates as email messages containing information about the RTC's recent research, publications, and other activities, as well as information about developments in the field of Children's Mental Health. To subscribe, go to the RTC home page at <http://www.rtc.pdx.edu/> and click on the "Join our List!" link.

>American Academy of Pediatrics Mental Health Web
<http://www.aap.org/healthtopics/behavmenthlth.cfm>

>Cost-Effective Delinquency Prevention Programs
<http://oja.state.wi.us/jj/section.asp?linkid=622&locid=80>

>Model Local School Wellness Policies on Physical Activity and Nutrition to assist local school districts meet the requirements of the Child Nutrition and WIC Reauthorization Act of 2004.
<Http://www.schoolwellnesspolicies.org>

>Promoting Young Children's Mental Health, National Academy for State Health Policy,
<http://www.nashp.org>

>United Nations World Youth Report 2005
<http://www.un.org/esa/socdev/unyin/wyr05.htm>

>Child Development pamphlets for teachers and parents, Responsive Classroom.
<Http://www.responsiveclassroom.org>

>Heads Up, materials for middle and high school students from NIDA and Scholastic
<http://www.scholastic.com/headsup>

>Does Segregation Still Matter: The impact of student composition on academic achievement in high school, R. Rumberger and G. Palardy, Teachers College Record, September, 2005.
<Http://www.tcrecord.org>

>Knowledge path: Racial and Ethnic Disparities in Health, Maternal and Child Health Library.
Http://www.mchlibrary.info/knowledgepaths/kp_race.html

>Community Engaged Scholarship. <Http://depts.washington.edu/ccph/toolkit.html>

>Making a difference: motivating gifted students who are not achieving (2005) D. Siegle and D. McCoach, Teaching Exceptional Children, 38(1) 22-27.

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

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****TRAINING AND JOB OPPORTUNITIES**

<Director of Programs>
Indiana Youth Institute, nonprofit statewide organization promoting healthy youth development.
Indianapolis, IN, <http://www.iyi.org/>

<Deputy Director>
Department of Youth Rehabilitation Services, Government of the District of Columbia,
Washington, DC. <Http://www.dyrs.dc.gov>

<Faculty>

School Psychology, University of Wisconsin, LaCrosse, WI. Deadline 11/18. Contact Emily Johnson, Chair, Department of Psychology.

<Predoctoral Internships>

Illinois School Psychology Internship Consortium at <http://www.psychology.ilstu.edu/ispic>
Positions available in a variety of settings cross Central and Northern Illinois.

<School Nurse>

Mt. Mansfield Union High School, Jericho, VT. Contact Debra Beretta. 802-899-2008

<School Social Worker>

District U46, Kane County Regional Office of Education. IL. <Http://www.teachinkane.org>

<School Counselor>

Houston ISD, TX. See <http://www.houstonisd.org>

<Director>

Wellesley Centers for Women, Robert S. and Grace W. Stone Primary Prevention Initiatives – Empowering Children for Life. Wellesley, MA. Contact kscott@wellesley.edu

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 HSRA, SAMHSA, and other relevant job sites.

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“Luck is a dividend of sweat. The more you sweat, the luckier you get.”

Ray Kroc

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

(1) Governor Bob Wise, president of the Alliance for Excellent Education as reported online – “Reading is the heart of learning, and the nation is in the literacy emergency room showing a flat line on the education EKG. The results, nationally and for each state, clearly demonstrate that we still are not doing what is needed to help our older students build the reading skills they will need to deal with increasingly complex high school courses. Twenty-nine percent of the country’s 8th grade students are reading significantly below grade level and there are the kids who are most likely to drop out of high school or graduate without the skills needed to succeed in college or the workplace. Only 29 percent of students are actually reading at grade level or above. For the most part, we stop teaching our children how to read when they leave third grade, and expect that they’ll continue to expand vocabulary and comprehension skills on their own. That’s like a builder laying the foundation of a house and leaving the buyer to put up the walls and roof without help. The investments made in early grades to teach our kids to read are critical, but we must continue to intervene throughout their school years to assure that they are maintaining and expanding the literacy skills that are so necessary for success in life.”

(2) Michael Greene, Director, YCS Center for the Prevention of Violence, East Orange, NJ:

“Thought you might be interested in the attached article:

Reducing Violence and Aggression in Schools, Trauma, Violence & Abuse, Vol. 6, No. 3, July 2005, 236-253.

Excerpt from Abstract: This article offers a framework for understanding and responding to school-based aggression and violence...multi-level evaluations of integrated arrays of school-based violence prevention strategies need to be undertaken...”

(3) Cheryl Steckley, Louisiana Department of Education:

See “Rebuilding Louisiana through Education: Creating & Maintaining Healthful Psychosocial Environments in the Aftermath of Disasters.” <Http://www.louisianaschools.net>

Look for the Hurricane Info and under it click on Healing Environment.

Do you have resources or information you would like to share with others? Please let us know.
Ltaylor@ucla.edu

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>

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