ENEWS -- A Monthly Forum for Sharing and Interchange

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

November, 1999 -- (Vol 4, # 2)

WHAT IS ENEWS? (for those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

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FEEL FREE TO FORWARD THIS TO ANYONE.

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

If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to:
listserv@listserv.ucla.edu
leave the subject line blank, and in the body of the message type:
subscribe mentalhealth-L
To remove your name from the mailing list type:
unsubscribe mentalhealth-L

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EMERGING ISSUE

>>>Role of Schools in Addressing Social Issues:
A New Vision or Continued Marginalization?

A new study group report from the National Association of State Boards of Education (NASBE) is entitled "The Future is Now: Addressing Social Issues in Schools of the 21st Century." This well-meaning report covers some of the recent efforts to connect community resources to schools -- with a primary focus on agency services. On the school side, it stresses the need to establish standards for creating positive school environments, notes the value of enhancing healthy development, and underscores the importance of collaboration and combining resources. When the report is viewed through the lens of such massive problems as trying to end the problem of social promotion, the recommendations can be seen as barely touching upon the fundamental need for elevating the status of how barriers to learning (and promotion of healthy development) are addressed in school policy and at school sites.

Thus, the well-meaning but limited "new vision" cited in this report underscores a critical emerging issue for the year 2000. Boards of education are likely to continue to operate without a clear understanding of the key role comprehensive efforts to address barriers to learning must play if there are to be significant gains in achievement test scores. Without such an understanding, it is likely little attention will continue to be paid to reforming and restructuring the many programs and services schools own and operate, and all these resources will continue to be marginalized to the point of almost being invisible in most school improvement plans. And, as long as this is the case, initiatives to link community services and youth development programs to schools are likely to continue as an impressive set of projects at a relatively few sites instead of having relevance for all schools and all

youngsters.

Do you have some thoughts to share about any of this?
You can post your response directly on our website for others to read and respond to or you can send it to:

E-mail: smhp@ucla.edu
Phone: (310) 825-3634
Write: Center for Mental Health in Schools,
Department of Psychology, UCLA
Los Angeles, CA 90095-1563

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. . . when I think about how our century may be remembered, I believe it will be for the gap between rhetoric and reality -- for calling children "our future" and "most precious resource," but caring for them more in slogans than in actions.

Philip Coltoff

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NEWS FROM AROUND THE COUNTRY

>>Violence Prevention Center Established<<

The National Association of School Psychologists (NASP), in partnership with the National Mental Health Association, announced in early October plans to establish a Violence Prevention Coordinating Center. NASP Assistant Executive Director Larry Sullivan, Ph.D. is the Center's first director. For more information contact NASP: Ph: (301)657-0270; Fax:(301)657-0270; Email: NASP8455@AOL.COM

>>An article in the November 1999 American School Board Journal reporting on effectiveness of school vouchers is entitled: "Voucher Students Show No Achievement Increase" Online: www.asbj.com/current/coverstory.html

>>CAAP Program Reports Major Reductions in Suspensions<<

The Community Accountability and Prevention (CAAP) program (a community collaborative in North St. Paul, Maplewood, and Oakdale, Minnesota) reports a major impact in reducing middle school suspension. In the program, suspended students work on academics, do community service with senior citizens and children,

engage in physical activities, and learn anger management. The program reports an approximately 200% decrease in in-school and out-of-school suspensions over three years (1996-99). For more information, call: (651)748-7620.

>>Latest Youth Risk Data for Alternative High Schools<<
The October, 1999 edition of the Morbidity and Mortality Weekly Report (MMWR) describes the prevalence of health-risk behaviors among students attending alternative high schools nationwide (based on the 1998 National Alternative High School Youth Risk Behavior Survey). See website: http://www.cdc.gov/epo/mmwr/

>>Statistics on Decreases in Teen Pregnancy <<
According to the National Center for Health Statistics, births to teens fell for a seventh straight year in 1998 and are down 18% since 1991. Births among teens from all ethnic groups have dropped, and births among teens ages 15-17 are now at their lowest rate in four decades. Reasons reported include higher rates of abstinence and more reliable birth control. To encourage ongoing support of school-based teen pregnancy prevention, the Council of Chief State School Officers (CCSSO) has published "Teen Pregnancy: State Education Agencies and Prevention" -- available free at: http://publications.ccsso.org

>>National Campaign to Prevent Pregnancy<<
In conjunction with the US Department of Health and Human Services and Johnson & Johnson Family of Companies, the National Campaign to Prevent Teen Pregnancy recently announced publication of "Get Organized: A Guide to Preventing Teen Pregnancy." Contact: Bill Albert, Director, Ph: (202)261-5591; Fax: (202)331-7735.

>>Save lives this New Year's Eve<<
The National Organizations for Youth Safety aims to save lives on New Year's Eve by sponsoring 2000 parties nationwide that offer America's youth a model alcohol, drug, and tobacco free celebration environment. See: www.NOYS.com

>>What Makes Children Violent?<<
The October 1999 issue of "School Health" features an article titled "What Makes Children Violent? Research Turns up Three Clues." It cites the work of Dr. Mark Singer, professor of social work at Case Western Reserve as finding that exposure to violence, lack of parental monitoring, and television-viewing habits account for 45% of students' violent behaviors. For the article, contact School Health at (800)421-2795.

>>Health Advocates' Guide to the Internet<<
The National Health Law Program has created a new easy-to-read guide providing an introduction to the Internet, with detailed explanations of search engines and group e-mail lists, as well as net-based resources for health advocates. Available free online: www.healthlaw.org; or order by phone ($10): (310) 204-6010.

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For every action there is an equal and opposite criticism.

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^^^^^^^RECENT PUBLICATIONS^^^^^^

*CHILDREN'S MENTAL & PHYSICAL HEALTH<=<=<=<

>>"Promoting Positive and Healthy Behaviors in Children," proceedings of the Rosalynn Carter Symposium on Mental Health Policy, 1998. Topics include: youth depression, programs promoting positive outcomes, and developmental strategies for lifelong benefit. Contact: The Carter Center, Ph: (404) 420-5165.

>>"Curriculum Update," published by the Association for Supervision and Curriculum Development (ASCD), Fall, 1999. Titles of articles include: "The Social Side of Schooling," "Protecting Students from Harassment," "Creating a Sense of Belonging," "Schools and Social Services," "Schools as Communities," and "The Counselor's Role." Contact: ASCD's Service Center: (800) 933-2723.

>>"Meeting the challenges in the delivery of child and adolescent mental health services in the next millennium: The continuous quality improvement approach" by L. Bickman & K. Noser (1999). In Applied & Preventive Psychology, 8, 247-255. From the abstract: Managed care and concerns about the effectiveness of services are major pressures on MH services. An approach to dealing with the challenges of providing high-quality, cost-effective services is continuous quality improvement of CQI. This article describes four major themes that motivate the CQI approach. ...

>>"Healthy Teens, Facing the Challenges of Young Lives," by Alice R. McCarthy (1999). Designed as a guide for health professionals and caregivers focused on understanding teens and advocating for teen health education. Contact Bridge Communications: Ph:(248) 646-1020; Email: bridgecomm@aol.com

*VIOLENCE & SUBSTANCE ABUSE PREVENTION<=<=<=<

>>A 1999 study by Susan C. Hill and Judy C. Drolet reports that males, students in lower grades, and minorities (Hispanics and Blacks) participate in and are victims of violence more often than otherstudents. ("School-related Violence Among High School Students in the United States, 1993-1995," Journal of School Health, 69, 264-272.

>> An article entitled "Use Words, Not Fists," in the Fall/Winter, 1999 "Healthy Beginnings" newsletter describes two recent studies reporting that up to one-half of all young people who admitted to bullying also had been victims of bullying. Bullies were also more likely to feel depressed and experience headaches and trouble sleeping. Contact: Bullying Prevention Program, Ph: (303) 492-1032.

>>School safety and adolescent violence risk reduction are the focus of "School Safety Incident Reporting," and "Approaches to School Safety in America's Largest Cities" by the Vera Institute of Justice, August, 1999. Both reports discuss where government has placed responsibility for school safety and which strategies are in use in various jurisdictions. Contact: VIJ, Ph: (212) 334-1300; Fax: (212) 941-9407; www.vera.org

>>Girls Inc. has Fact Sheets and Resource Lists available on such topics as: "Girls and Violence," "Girls and Dating Violence," and "Girls and Gangs." Available free. Contact: distribution@girls-inc.org or Ph: (317) 634-7546, x33.

>>"Alcohol and Other Drug Prevention Policies and Education in the United States," by W. Modzeleski, M.L. Small, and L. Kann (1999), Journal of Health Education, 30, 42-49. Examines data on prevalence of state, district, and school policies to prevent alcohol and other drug (AOD) use and looks at the relationship between school size and AOD possession incidents.

*ADVOCACY, POLICY, & FINANCING<=<=<=<

>>Technical assistance guides for advocates -- published by the National Mental Health Consumers' Self-Help Clearinghouse. Titles include: "Systems Advocacy," "The History of the Consumer Self-Help and Advocacy Movement," and "Advocacy and Recovery Using the Internet." Contact: www.mhselfhelp.org; Ph:(800) 553-4539 x256; Email: info@mhselfhelp.org.

>>"The Future is Now: Addressing Social Issues in Schools of the 21st Century," a report released by the National Association of State Boards of Education (NASBE), 1999. Outlines areas in which schools can do more to address the educational, health, social, and developmental needs of students.
Also from NASBE: "Building Business Support for School Health Programs: An Action Guide." Developed to help state and local coalitions communicate effectively to the public about coordinated school health programs. Contact: (800) 220-5183. For more info, see: www.nasbe.org

>>"Creating Dedicated Local Revenue Sources for Out-of-School Time Initiative," Strategy Brief, (September, 1999), published by The Finance Project. Provides technical assistance on financing and sustainability to out-of-school time and community programs. Contact: The Finance Project; Ph: (202) 628-4200.
Web -- http://www.financeproject.org

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Change is inevitable except from vending machines.
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^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^

>>National Association for Family-Based Services Conference- December 1-4, 1999; Baltimore, MD. Theme: "13th Annual Empowering Families Conference: Safe Harbors -- Moving Family-Based Services into the 21st Century." Contact: (800) 551-9029; Website: www.nasbs.org.

>>National Community Education Association 34th Annual National Conference -- December 1-4, 1999; Orlando, FL. Theme: "The Spirit of Education-Building Learning Communities." Contact: Website: www.ncea.com; Email: ncea@ncea@com.

>>Regional Conferences on Improving America's Schools -- Chicago, December 15-17, 1999. Provides an opportunity to learn about new programs and address the issues and challenges facing education in your region. Contact: 1-800-203-5494; Website: www.ncbe.gwu; Email IAS_conference@ed.gov

>>Healthy People Consortium and Partnerships for Networked Consumer Health Information Conference- January 24-28, 2000;

Washington, D.C. Theme: "Partnerships for Health in the New Millennium." Launches Healthy People 2010, the prevention agenda for the nation. Contact: Infinity Conference Group; Ph: (703) 925-9455; Email: icg@infinityconferences.com.

>>America's At-Risk Youth National Forum -- February 6-9, 2000; San Diego, California. Topics include: border health, environmental health, mental health, women's health and chronic diseases, and managed cared. Website: www.ncsl.org/programs/health/agenda.htm.

>>Foundations Serving Children, Families and Communities Conference -- February 6-9, 2000; Houston, TX. Theme: "Beyond School Hours III: From Resiliency to Reality." Contact: 1-888-977-KIDS (5437); Website: www.foundations-inc.org

>>National Coalition of Education Activists Conference -- July 13-16, 2000; Los Angeles, CA. Theme: "Breaking Barriers: Working Together for Justice in Schools." For information, send your postal address to: rfbs@aol.com

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT http://smhp.psych.ucla.edu (Go to "Contents" then click on "Upcoming Events of Interest".)

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"Money won't buy happiness,
but it will pay the salaries of
a large research staff to study the problem."
-Bill Vaughan

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^^^^^^CALL FOR PROPOSALS AND PAPERS^^^^^^^

>>Evelyn Frankford, the new editor of the School Health Program News published by the Education Development Center, indicates the deadline for articles for the upcoming January 2000 issue is Nov. 24. Contact Evelyn at 617/618-2421 Email: Efrankford@edc.org

>>Eastern Evaluation Research Society (EERS) 23rd Annual Conference -- March 27-28, 2000; Atlantic City, NJ. Theme: "Special Populations, Special Problems." Seeks papers evaluating programs or projects which focus on special populations or methods for handling evaluation problems associated with these populations. Contact: Carl W. Nelson; Ph: (302) 892-4554; Email: Cnelson@state.de.us. Deadline: December 6, 1999.

>>The Community Psychologist, Winter 1999 issue: The journal will feature a special section on applications of community research to social policy, edited by Brian Smedley, Chair of the SCRA Social Policy Committee. Submissions encouraged from individuals/groups involved in community research policy studies, community building, and social advocacy and activism. Contact: Brian Smedley, Ph.D., Institute of Medicine, FO-3014, 2101 Constitution Ave., N.W., Washington, D.C. 20418; Ph: (202) 334-2383; Fax: (202) 334-1385; Email: bsmedley@nas.edu. Deadline: December 15, 1999.

>>Center for Cross-cultural Pediatric Behavioral Health Conference- June 2-3, 2000; Denton, TX. Theme: "Violence and Substance Use Prevention and Intervention: Bridging Schools, Community and the Latino Family." Call for papers related to conference theme. Contact: U. of North Texas, Psychology Dept., PO Box 311280, Denton, TX 76203; Ph: (940) 565-2671; Fax: (940) 565-4682; Email: ramos@unt.edu; Website: www.unt.edu/pediatric Deadline: January 7, 2000.

>>Health, Mental Health, and Safety in Schools: Expert panels have been established to examine existing school health guidelines, and to draft recommendations. The process of reviewing the drafts will begin mid-2000. They are currently seeking reviewers. Contact: Lydia Bologna, Project Specialist; Ph: (874) 981-4980; Email: hmhss@aap.org

>>Rachel Grier, Senior Co-Chair for the Mental Health Section of the National Assembly on School-Based Health Care encourages proposals related to mental health in schools for the next NASBHC conference in June in Michigan. For more information, contact: Deirdre Hayes-Taylor, Email: dtaylor@NASBHC.org

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"Even if you're on the right track,
you'll get run over if you just sit there."
-Will Rogers

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^^^^^^HELPFUL RESOURCES^^^^^^

>>Adolescence Directory On-line<<
http://education.indiana.edu/cas/adol/adol.html
A service of the Center for Adolescent Studies at Indiana U., offers an electronic guide to resources on topics such as conflict and violence, mental health and risk issues.

>>American Association of Suicidology<< http://www.suicidology.org
Contains a national directory of certified crisis centers.

>>The Trevor Hotline<< http://www.trevorproject.com/project.html
A hotline for gay, lesbian, bisexual, transgender, and questioning youth who are feeling suicidal.

>>Pdaccess<< http://www.pdaccess.net.au
New site where you can find, undertake, and manage your own, and your school's, Professional Development needs.

>>Policymaker Partnership<< http://www.ideapolicy.org
The organization's new website featuring their mission, objectives, and partners.

>>Nexus 2000<< http://www.nexuseq.com
New website describes upcoming International Summit on Infusing the Future with Emotional Intelligence, May 5-7, 2000; San Francisco, CA. Aims to share perspectives, tools, and momentum for transforming and inspiring communities to build emotional intelligence.

>>Welfare Information Network Update Recommendations<<
*"New Guide to Help Local Communities Establish Teen Pregnancy Prevention Programs": www.cdc.gov/nchs
*"Poverty, Welfare and Children: A Summary of the Data," Research Brief by Child Trends: http://www.childtrends.org/PDF/povwelf.pdf

>>ERIC Digest new document summaries on "Safe, Disciplined, Drug-Free Schools<<
*"Prevention Strategies that Work" describes practices that K-8 administrators have found to be effective in accelerating school performance, increasing readiness for learning, and reducing problem behaviors: http://www.air.org/cecp/preventionstrategies/
*"The Anti-Drug" tells how parents can help prevent drug use among children: http://www.theantidrug.com/
*"Growing Up Drug-Free: A Parent's Guide to Prevention" is a popular guide book that suggests how to talk with children effectively and what to do if you think your child may be using drugs: http://www.ed.gov./offices/OESE/SDFS/parents_guide/
*"The SchoolZone, Freevibe Teachers' Guide" offers lesson plans, online reference desks, and guides designed to help reduce drug use: http://www.theschoolzone.org/guide/

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YOU CAN LINK TO OTHER RELEVANT SITES FROM OUR
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WEBSITE

http://smhp.psych.ucla.edu
(From our home page, click on "Links to Other Sites")
(Haven't visited our site lately? Click on "What's New" --
we add new materials every week.)

If you have favorite sites you think others would find useful, let us know.

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^^^^^^^JOB ANNOUNCEMENTS^^^^^^^

>>>>Project Director and Program Coordinator<<<<

Downstate New York Healthy Start (DNYHS) is a federally funded, multi-site, community-based collaboration focused on improving access to health and social services for low-income women and children. They are seeking a Project Director and a Program Coordinator. Project Director oversees administrative and fiscal aspects; Program Coordinator monitors performance of contracted service agencies. Required: B.A. in Public Health or Health Care Administration. Contact: Donna Vallone, Mailman School of Public Health of Columbia University, 600 W. 168th St., 5th Fl., New York, NY 10032; Email: dmv2@columbia.edu

>>>>Child and Family Services Director<<<<

The Bert Nash Center, a comprehensive community mental health center in Lawrence, Kansas, seeks full-time Ph.D., LSCSW, or ARNP with substantial clinical, research, and supervisory experience in child development/psychology and family systems interventions. Must be licensed or license-eligible in Kansas. Contact: HR Manager, Bert Nash Center, 200 Maine, Ste. A., Lawrence, KS 66044. Open until filled.

>>>>Project Directors<<<<

Institute for Juvenile Research, Department of Psychiatry, University of Illinois at Chicago seeks two directors for violence prevention studies targeting urban children and their families. Masters encouraged. Contact: Deborah Gorman-Smith; Email: debgs@uic.edu.

>>>>Community Liaisons and Consultant Brokers<<<<

National Mental Health Association seeks four Community Liaisons to manage and implement the practices and resources clearinghouse of a federally funded national school violence prevention coordinating center. Also needed are nine Consultant/Brokers to provide customized technical assistance to 94 federal grantees working to implement comprehensive interagency partnerships and school violence prevention programs in communities across the nation. Contact: Sandy
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McElhaney; Ph: 703-838-7506.

>>>>Pediatric Psychologist: Alfred I. duPont Hospital for Children<<<<
Seeking full-time psychologist with at least 2 years postdoc experience and expertise working with children, adolescents, and families. Contact: Davis Sheslow, Ph.D., Division of Behavioral Health, Department of Pediatrics, Alfred I. duPont Hospital for Children, P.O. Box 269, Wilmington, DE 19899; Fax: (302) 651-4543.

>>>>Director of Family Services Program<<<<
The Department of Psychiatry at University of Illinois at Chicago seeks individual to direct the Family Systems Program for the Institute of Juvenile Research. Responsibilities include grant submission, teaching/training, and faculty recruitment, and research/publishing. Contact: Ena Casas, Dept. of Psychiatry, UIC, 912 Wood, M/C 913, Chicago, IL 60612; Fax: (312) 413-1228.

>>>>Assistant Professor<<<<
Two tenure-track Assistant Professor positions available in the Department of Individual and Family Studies, beginning September 1, 2000. First position requires doctorate in early childhood education or child development and experience teaching; Second position requires doctorate in family studies, sociology, psychology, or social work and research in human services. Contact: Donald G. Unger, Ph.D., Chair of Search Committee, Department of Individual and Family Studies, College of Human Resources, University of Delaware, Newark, DE 19716; Website: www.udel.edu/chep. Deadline: January 14, 2000.

>>>>Assistant Professor<<<<
Tenure-track position available in the School Psychology/Counseling Services Programs in the Department of Graduate Education and Human Services, Rider University. Must be certified School Psychologist. Contact: Jesse B. DeEsch, Ph.D., Assistant Dean; Ph: (609) 895-5487; Email: deesch@rider.edu; Deadline: Review begins immediately and will continue until position is filled.

>>>>Associate Professor<<<<
The Department of Psychiatry at the University of Illinois at Chicago seeks a child mental health services researcher with experience evaluating complex service delivery systems for research. Contact: Kathleen Kim, M.D., Dept. of Psychiatry, UIC, 912 Wood, M/C 913, Chicago, IL 60612.

^^^POST DOCTORAL TRAINING^^^^

>>>>Alfred I. duPont Hospital for Children<<<<
One-year postdoctoral fellowship consisting of half-time pediatric psychology and half-time child-clinical psychology with research participation. Contact: Deborah Miller, Ph.D., Division of Behavioral Health, Department of Pediatrics, Alfred I. duPont Hospital for Children, P.O. Box 269, Wilmington, DE 19899; Fax: (302) 651-4543.

>>>>Department of Psychiatry, University of Pennsylvania<<<<
The Center for Mental Health Policy and Services Research (CMHPSR) invites applications for one- and two-year post-doctoral fellowships designed to enhance knowledge and training in mental health services research. Contact: Mark Salzer, Ph.D, CMHPSR, University of Penn., 3600 Market St., Rm. 715, Philadelphia, PA 19104-2648; Ph: (215) 349-8483; Fax: (215) 349-8715; Email: Salzer@cmhpsr.upenn.edu. Deadline: Applications accepted throughout the year.

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COMMENTS/REQUESTS/QUESTIONS
You can respond directly when contact info is provided. Many of these are requests that came in over our Net Exchange on our website and can be responded to there (http;//smhp.psych.ucla.edu). Or you can simply send us the information (smhp@ucla.edu) and we will forward it. If you send it direct, please also send us a copy so we can let others know the info.

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REQUESTS:

>>The Making the Grade website is interested in featuring personal perspectives and experiences with school-based health centers. Making the Grade invites personal essays (1,000 words) that demonstrate why many believe that this is the very best place to make a difference for young people and their families. For more information, contact: Julia Lear, #505, 1350 Connecticut Ave., NW, Washington, DC 20036; Email: JGL@gwu.edu.

>>A clinician wonders if anyone is aware of any statistics on programs that have tracked referrals. She is currently writing up therapist/student/parent satisfaction with referrals made by clinicians in Maryland, and would like to mention experiences in
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other parts of the country.

>>A guidance counselor is currently heading up a new mentoring program (geared toward community and faculty involvement) in her K-8 school and is looking for helpful tips and statistics on the success of such programs.

>>A graduate student in England is seeking current "models" of EBD for her Masters' thesis.

COMMENTS:

>>In response to the issue of student profiling, Dr. Stephen Brock had the following to say: "I fear that some will use these documents to label youth as "dangerous" and, rather than treat them, simply exclude them from school... By removing the protective resources of the school from the life of the student, we may increase the likelihood of violence."

>>Commenting on the issue of "sufficient approved practices," M. Scott stated that: "the pool of 'best practices' appropriate for particular communities is tiny compared to the communities' program needs... I think we have to commit to evidence-based planning and hope the evaluation data catches up with our planning needs soon."

>>We received many interesting responses to the "Emerging Issue" in last month's issues of ENEWS: "Can you prove that what you do is effective?" Here are some of the highlights:

*Floyd Robinson had the following perspective: "...In most cases the problem of ineffectiveness rests not with the practitioners, but with the present concept of school-based services... [He calls] for a more community-based social change model of mental health... [and thinks] that any conversation about effectiveness might include questioning how willing we are to change present conditions for the benefit of the disadvantaged. Because ... without supporting comprehensive psychosocial interventions, the whole system is ineffective."

*Barry Kimbel, Ph.D. had the following to say: "The question 'can you prove that what you do is effective' helps guarantee that the results-based accountability effort will prove less than satisfying." He cites three reasons: (1) "It puts the program on the defensive; (2) "...A good program will look good no matter how one chooses to evaluate it... and a poor program will look poor..." (3) "The question

is backward looking and begs the real question of 'How good can you perform in the future...?' He concludes that "if a program is working with clients over extended periods of time and recognizes, as it should, the uniqueness of each client, then what it did in the past for that client tells little about its ability to help that same client now and in the future..."

*Nic Dibble cites his recent article that outlines a planning process: "The point is to design a time- and resource-efficient outcome evaluation plan which will gather results that the local school board will value, and, consequently, will reflect well on school social work services. Outcome evaluation has traditionally been time- and resource-intensive, and this process represents a different approach that focuses on the priorities of the school district first, rather than the school social work services delivered."

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***NEWS FROM OUR CENTER AND
OUR SISTER CENTER***

(Support for the Centers comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.)

^^^FROM the CENTER for
MENTAL HEALTH in SCHOOLS, UCLA:

>>>New Technical Assistance Sampler<<<

"A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning"

In this results-oriented era, it is essential to be able to reference programs that report positive findings. This document provides information on outcomes from a sample of almost 200 programs. Instead of simply providing a "laundry list", the programs are grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support -- including use of volunteers.

>>>Now Available for PDF downloading on our Website<<<
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*Special Reports: "Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships" (Oct., 99). This report discusses the need to restructure student support services and fully integrate them with school support. Provides a brief overview highlighting: (1) why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs/services and school-community partnerships; (2) ways to go about doing so.

*Mini-Summit Report: "Expanding Policy Leadership for Mental Health in Schools" (July, 1999). Reports on key policy concerns discussed at the June 24th mini-summit held in D.C. and outlines some preliminary plans for expanding the pool of policy leaders focusing on mental health in schools.

*New Report from the Steering Committee: "Coalition for Cohesive Policy in Addressing Barriers to Development and Learning" (Oct., 1999). Reflects our efforts to distill, analyze, and extrapolate work done at the Coalition's April and October, 1999 steering committee meetings and to integrate the consensus of what was explored with some frameworks to guide analyses of policy related to addressing barriers to development and learning.

*Technical Assistance Sampler: "School Interventions to Prevent Youth Suicide". Provides basic statistical info on the problem and gives overviews on the topics of assessing suicide risk, prevention activities, and aftermath assistance. Lists key references and major websites.

*School-Community Partnerships: A Guide. The document was developed with three objectives in mind: to enhance understanding of the concept of school-community partnerships; to convey a sense of the state of the art in a way that would underscore directions for advancing the field; to provide some tools for those interested in developing and improving the ways schools and communities work together in the best interests of young people and their families.

>>>Also on our Website:

* QUICK FIND SEARCHES
  Two quick find sections offer a growing list of (1) Center technical assistance responses to specific requests on topics of general interest and (2) Center prepared resources. These are intended to speed up access to a sampling of basic information and

resources on a range of major topics. New topics that have just been added include: Teen Pregnancy and School collaboration.

From our home page, click on "Contents" to find the Quick Find search box. From there, you can access Center responses to specific technical assistance requests we've received in the past

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As fast as we can, we are adding our materials for Internet access (in PDF file format for easy downloading). Refer to the resources section of our web site for directions on downloading.
http://smhp.psych.ucla.edu.

FOR THOSE WITHOUT INTERNET ACCESS, ALL RESOURCES ARE AVAILABLE BY CONTACTING THE CENTER.
Let Us Hear From You:
E-mail: smhp@ucla.edu Ph: 310-825-3634
Fax: 310-206-5895

Write: Center for Mental Health in Schools, Department of Psychology, UCLA Box 951563 Los Angeles, CA 90095-1563
To post messages to ENEWS, E-mail them to smhp@ucla.edu.

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^^^NEWS FROM OUR SISTER CENTER

***Request for Proposals: Conference Sponsored by the Center for School Mental Health Assistance (CSMHA). Theme: "Advancing School-Based Mental Health Programs. September 14-16, 2000- Atlanta, GA. (Note change of dates). Posters and presentations must reflect the theme and objectives: (1) developments in school mental health; (2) strategies to address them; (3) approaches to develop a range of services; (4) methods to expand/enhance school-based programs. Send to CSMHA (address below) by January 15, 2000.

***CSMHA wants to thank attendees of the 4th national conference on Advancing School-Based Mental Health Programs held recently in Denver, Co. A record of 604 participants attended, an increase of almost 200 over last year's conference.

If you wish to be on their mailing list, contact:
CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE

University of Maryland at Baltimore , Dept. of Psychiatry
680 West Lexington Street, 10th fl., Baltimore, MD 21201;
Ph: 888/706-0980; E-mail: csmha@csmha.ab.umd.edu;
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IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE?

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THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center.

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WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman, or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools
Voice: (310) 825-3634 Fax: (310) 206- 5895
E-mail: smhp@ucla.edu Web Site: http://smhp.psych.ucla.edu

Write: School Mental Health Project/
Center for Mental Health in Schools
Dept. of Psychology, UCLA , Box 951563,
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