ENEWS A Monthly Forum for Sharing and Interchange

October, 2003 (Vol. 8 #1)

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

WHAT IS ENEWS? (For those who don't know) This is another link for those
concerned with enhancing policies, programs, and practices related to addressing
barriers to student learning and to promoting mental health in schools. It
augments the other ways our Center shares information and facilitates
interchange/networking.
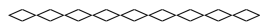
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 Feel Free to Forward This to Anyone
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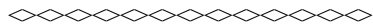
WHAT'S HERE THIS MONTH

**Emerging Issue
   >Concerned about Children's Mental Health? The State of Schools Is the Big Story

**News from Around the Country

**This Month's Focus for Schools to Address Barriers to Learning
   >October - Ensuring students have made a good adjustment to school

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

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals, Presentations, and Papers

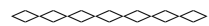**News from the two National Centers focusing on Mental Health in Schools

**Other Helpful Resources

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

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

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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.
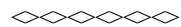
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**Emerging Issue

>>>Concerned about Children's Mental Health?

The State of Schools is the Big Story

New York *40% of City Schools Do Not Meet Standards*

Oklahoma City *Dozens of schools reel from the financial crisis that forced the closing of seven schools and the dismissal of 600 teachers*

Seattle *Hundreds of schools won't meet federal goals*

News media across the country are reporting on the storm that is engulfing many of the nation's schools. Some observers are concerned about what's not being reported. In particular, they point to how little attention is given to the implications for the mental health of students and staff alike. And, because of the lack of attention, they point out that policy planners are not facing up to their responsibilities for the social and emotional well-being of those already suffering, and hardly any efforts are being made to minimize the inevitable burgeoning of mental health problems.

As an example of the problem, they note that discussions about the reauthorization of the Individuals with Disabilities Education Act have criticized the act as fostering a "waiting for failure" mentality in assisting students in need. However, the proposed remedies do not account for much more than increased attention to direct instructional strategies. From a mental health perspective, critics warn that such a limited focus in IDEA reauthorization and the approaches dominating the No Child Left Behind Act and current state and local policies for closing the achievement gap are ignoring the devastating impact on the social and emotional well-being of students and staff. They say that while it is sound policy to argue for higher standards for academics, in doing so there is an obligation to address the unintended (but not unanticipated) consequences of labeling large numbers of students and staff as failures. In this age of evidence-based practice, critics suggest the evidence is mounting that too many are being hurt, and too little is being done about it.

Do you see this as an emerging issue and do you have anything you want to share about it??? We look forward to your comments.

Send your response by email tosmhp@ucla.edu and we will post it on our website's Net Exchange http://smhp.psych.ucla.edu for others to read and respond.
Or you can respond by phone (310/825-3634) or by fax (310/206-5895)
WriteCenter for Mental Health in Schools
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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**NEWS FROM AROUND THE COUNTRY

In keeping with the emerging issue outlined above, below are a sample of stories with implications for mental health in schools.

*HALF OF HIGH SCHOOLS STUDENTS FAIL EXIT EXAMS IN MARYLAND

"Half of the high school students who took the new Maryland end-of-course examinations failed under standards approved...by the State Board of Education a result so dismal that the board is further delaying making the tests a requirement of graduation.... A third of white students and almost three-quarters of African-American students, for example, failed the algebra test. Ninety-one percent of students with disabilities failed the English test, while 70 percent of students from low-income families failed in biology.... Aware that denying diplomas to

thousands of Maryland teens would carry severe political and racial implications, the board extended by a year, to the freshman class of 2005, the date the exams will count toward graduation..." (The Baltimore Sun, 8/27/03).

*NEW POLICY REPORT ON RELATIONSHIP OF POVERTY TO SCHOOL PROBLEMS

"...From very early in their educational experiences, students appear to exhibit large variations in achievement that are systematically linked to poverty.... The most economically disadvantaged students exhibit lower scholastic achievement from the outset of their schooling and never catch up....the daunting achievement gaps between students do not appear to be created primarily by the schools as they now exist. These gaps related to income and socio-economic status more generally   emerge by the time young children reach school age...."
(Public Policy Institute of California, August, 2003 -- http://www.ppic.org)

Relevant to the above report, a New York Times' article (9/8/03) discusses what it calls "the 12 Percent Problem." The article states"One of the saddest statistics in the still eerily jobless recovery is that 1.3 million more American fell into poverty last year   almost half of them children. Whatever else is on the national agenda, there should be no higher priority than directing already available help to these least among us. But the growth in the poverty roll to almost 35 million   more than 12 percent of the population   has been accompanied by an equally disturbing drop in those impoverished families who are eligible for limited welfare actually managing to obtain the aid..."

Also see"Why is Poverty Unhealthy? Social and Physical Mediators" (2003) D. Cohen et al, Social Science & Medicine, 57(9) 1631-1641.

*NAACP FILES COMPLAINT AGAINST ASSESSMENT TESTS IN FLORIDA

"The NAACP filed a federal complaint against Florida's education department to stop use of statewide assessment tests until the achievement gap between minority and white students is eliminated. The complaint to the federal Office for Civil Rights...also seeks to achieve racial balance in schools among students and teachers and alleges that Florida has intentionally discriminated against black students.... This year 73 percent of white fourth-graders taking the FCAT scored at or above their grade level in reading compared to 41 percent of black students and 51 percent of Hispanics.... Because of the new state policy basing promotion largely on the FCAT, 33,000 Florida youngsters must repeat third grade this year, five times more than last year..." (The Atlanta Journal-Constitution 8/29/03)

*TOO LITTLE SPACE FOR TRANSFERS FROM FAILING SCHOOLS

"...Chicago authorities said 365 of the city's 600 schools were labeled as need improvement, obligating the city to offer transfers, and demonstrating the challenges awaiting cities with large numbers of failing schools. Superintendent Arne Duncan said there was limited alternative space, but the city still sent out letters to 240,000 parents offering a change to compete for about 1,000 seats at higher-performing schools..." (The New York Times, 8/31/03)

*HOTLINE FOCUSES ON SCHOOL VIOLENCE

"Kansas students will soon receive a reminder that there is a hotline they can use to anonymously report concerns about potential acts of school violence... .Gov. Kathleen Sebelius and others...unveiled a new television commercial and restyled posters that will be distributed to Kansas schools.... Since its creation (in 1999) the hotline has received more than 2,000 calls. Of those, 500 were considered legitimate threats and were passed on to local authorities...."
(Topeka Capital-Journal)

*FREE BREAKFAST OFFERED TO ALL IN NEW YORK CITY SCHOOLS

"New York City schools have begun to offer a free breakfast to every child, rich or poor, in the hope that a good meal first thing in the morning will help students concentrate and learn...About 75 percent of the city's 1.1 million schoolchildren are already eligible for free or reduced-cost lunches and breakfasts.... But only about 14 percent of the city's school children took advantage of the breakfasts last year..." (New York Times 9/13/03)

*22 MILLION IN U.S. SUFFER FROM SUBSTANCE DEPENDENCE OR ABUSE

SAMHSA report on the latest results of the Household Survey (9/5/03 Press Release)"...Current illicit drug use is highest among young adults 18 to 25 years old, with over 20 percent using drugs. Youth ages 12-17 also are significant users, with 11.6 percent currently using illicit drugs..."   http//www.hhs.gov/news

*DISTRICT REQUESTS $40 PER ABSENCE

"Los Alamitos Unified is asking parents to voluntarily reimburse it for state funds lost when a child misses school.... The request was contained in a letter to parents discussing the value, both academic and financial of coming to school all day, every day. It noted that 80% of the district's revenue comes from state contributions based on daily students attendance...The district lost $1.1 million last year because of absences.... San Marino Unified School District has undertaken similar efforts for more than a decade, and has recouped an estimated 50% of lost state aid with voluntary parent reimbursements...."
(Los Angeles Times, 8/28/03)

(Notesee our website What's New, for a current news item posted each week.)

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Inner City Youth Worker"In this community there is a lack of jobs, a lack of education, a lack of follow up from the schools   we got a lot of lack here!"
    @@@@@

MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

Schools have a yearly rhythm changing with the cycle and demands of the school calendar. School staff can anticipate and plan for these predictable challenges and in doing so strengthen promotion of mental health, as well as prevention and early intervention of problems. All 12 monthly themes are online http://smhp.psych.ucla.edu and also have been compiled into a document that can be downloaded at no cost.

The theme for October is
     "Ensuring students have made a good adjustment to school"

One aspect of this is ensuring teachers are prepared to support students who are having difficulty, and support staff are equipped to support teachers who have concerns about students. Rather than waiting for students to be referred for individual services, support staff can provide an important role by working in classrooms with teachers to promote in-class supports and "prereferral interventions." (These are matters that are receiving renewed attention because of the pending reauthorization of the Individuals with Disabilities Education Act).

For more indepth ideas on enhancing the support for at risk students in classrooms, see the following resources at http//smhp.psych.ucla.edu
        >"Enhancing Classroom Approaches for Addressing Barriers to Learning" (Cont. Ed)
        >"Re-Engaging Students in Learning" (Quick Training Aid)

>"Attention Problems in School" (Quick Training Aid)

This topic also is an important focus for discussion on the Center's Mental Health in Schools Practitioner listserv. Each week specific examples of strategies are explored with input from those working in and with schools. To join, email smhp@ucla.edu and ask to be added to the Practitioner listserv.

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"Everything else you grow out of, but you never recover from childhood."
     Beryl Bainbridge
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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

   >>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"The Treatment for Adolescents with Depression Study Team" (2003) Journal of the American Academy of Child and Adolescent Psychiatry, 42(5), 531-542. Summarized at http//rtckids.fmhi.usf.edu/rtcpubs/datatrends/datatrendshp.htm

"Expert Opinion on Child Sexual AbuseSeparating Myths from Reality" (2003) De. Wolfe and B. Legate, Clinical Psychology 10(3) 344-348.

"Neighborhood Residence Tied to Mental Health" (2003) A. Levin, Health Behavior News Service, http//www.ajph.org.

"Moving to Opportunityan Experimental Study of Neighborhood Effects on Mental Health" (2003) T. Leventhal and J. Brooks-Gunn, American Journal of Public Health, 93(9) 1576-1582.

"Racial/ethnic differences in parental endorsement of barriers to mental health services for youth." (2003) M. Yeh, et al, Mental Health Services Research, 5(2) 65-77. Summarized at
http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/datatrendshp.htm

"Teaming UpUsing the IDEA and Medicaid to Secure Comprehensive Mental Health Services for Children and Youth" (2003) Bazelon Center for Mental Health Law, http://www.bazelon.org

"Accessing Medicaid's Child Mental Health ServicesThe Experience of Parents in Two States" (2003) R. Semansky & C. Koyanagi, Psychiatric Services 54(4) 475-476. Summarized at
http//rtckids.fmhi.usf.edu/rtcpubs/datatrends/datatrendshp.htm

"Wrap Around Care for Preschool Children" (2003) The New Jersey School-Age Care Coalition http://www.njsacc.org

"A Randomized Study of Family-Focused Psychoeducation and Pharmacotherapy in the Outpatient Management of Bipolar Disorder" (2003) D. Miklowitz, et al, Archives of General Psychiatry, 60(9) 904-912.

"The effect of a severe disaster on the mental health of adolescentsa controlled study" (2003) S. Reijneveld, et al, The Lancet, 362(9385) 691-696.

"Social CapitalA Strategy for Enhancing Health?" (2003) R. Edmondson, Social Science & Medicine, 57(9) 1723-1733.

   >>>FAMILIES, COMMUNITY & SCHOOL

"Growing Up as Risky Business? Risks Surveillance and the Institutionalized Mistrust of Youth" (2003) P. Kelly, Journal of Youth Studies, 6(2) 165-180.

"Dropping out of High SchoolThe Role of School Organization and Structure" (2003). V.E.Lee & D.T. Bukam. American Educational Research Journal, 40, 353-394.

"Portraits of Four SchoolsMeeting the Needs of Immigrant Children and Their Families" (2003) The Center for Child Development and Social Policy http://www.yale.edu/21c

"Persistently Dangerous School Criteria" (2003) G. Zradicka, Education Commission of the States http//www.ecs.org

"Identifying and Addressing the Needs of Children in Grandparent Care" (2003) C. Scarcela, et al, Urban Institute http//www.urban.org/

"Guidelines for the Administration of Medication in School" (2003) American Academy of Pediatrics, Pediatrics, 112(3) 697-699.

"Classroom Assessment and Student Motivation" (2003) Research Brief Translating Education Research in Action, 1(17), Association for Supervision and Curriculum Development http://www.ascd.org

"A Review of Activity Implementation in Out-of-School Time Programs" (2003) Harvard Family Research Project http://www.gse.harvard.edu

"Comprehensive School Reform and AchievementA Meta-Analysis" (2003) G.D. Borman et al., Review of Educational Research, 73, 125-230.

"Personalizing Schools" (2003) D. Hoffman and B. Levak, Educational Leadership, 61(1) 30-34.

   >>>POLICY, LAW, ETHICS, FINANCES & STATISTICS

"Prevalence of School Policies, Programs, and Facilities that Promote a Healthy Physical School Environment" (2003) S. Everett Jones, et al, American Journal of Public Health, 93(91) 1570-1575.

"School Size, Violence, Cost, and Achievement" (2003) A report to the NJ Commission on Business Efficiency of the Public Schools (http//www.njleg.state.nj.us/legislativepub/reports/buseff_report.pdf)

"Racial and Ethnic Disparities in Health Care for Adolescents" (2003) A. Elster, et al, Archives of Pediatrics & Adolescent Medicine, 157867-874.

"Policy Challenges in Improving Mental Health ServicesSome Lessons From the Past" (2003) D. Mechanic, Psychiatric Services 541227-1232.

"Utilization of Medical and Health-Related Services Among School-Age Children and Adolescent with Special Health Care Needs" (2003) W. Weller, et al, Pediatrics, 112(3) 593-603.

"Engaging Youth in Positive and Productive RolesRecommendations for State Policy" (2003) Center for the Study of Social Policy http//www.cssp.org

"A Child's Day2000 (Selected Indicators of Child Well-Being)" (2003) U. S. Census Bureau http://www.census.gov/population/www/socdemo/00p70-89.html

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

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"There are innumerable person-environment interactions impacting upon a given
youth, and those from impoverished communities straddle specific hurdles and
challenges that may contribute to the mental health problem and also serve to
hinder the effectiveness of treatment. Researchers must do more than
acknowledge these variables; they must develop models of intervention that
confront these barriers directly."
        Marc Atkins
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Treating the Disruptive Child   Bipolar, ADHD, and Other Diagnoses
Challenging the Status Quo, October 4 - 5, Rosemont, IL
http://www.icspp.org/currentconference.htm

>Translating Research into AdvocacyYouth Development, October 7 - 9,
Washington, DC http//www.forumforyouthinvestment.org

>White House Initiative on Educational Excellence for Hispanic Americans,
October 18, San Diego, CA http://www.yesican.gov

>8th National Conference on Advancing School Based Mental Health Programs,
October 23-25, Portland, OR. Center for School Mental Health Assistance.
http//csmha.umaryland.edu/

>Behavior, Clinical Neuroscience, Substance Abuse, and Culture, October 23-24,
Los Angeles, CA http://www.neuropsyconsultants.com

>Family and Youth Services Second National Youth Summit, November 6-8,
Washington, DC http://www.ncfy.com/Summit2003/

>System of Care for Children's Mental HealthExpanding the Research Base,
February 29-March 3, Tampa, FL
(http://rtckids.fmhi.usf.edu/rtcconference/rtcconf.htm)

>National Conference on Child Health Psychology, April 15-17, Charleston, SC
(http://www.apa.org/divisions/div54)

>Brown V. Board of Education 50th Anniversary, May 13-14, Lawrence, KS.
Contact Glenn Adams at adamsg@ku.edu.

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

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"Never mistake knowledge for wisdom. One helps you make a livingthe other
helps you make a life."
        Sandra Carey
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**CALLS FOR GRANT PROPOSALS, PRESENTATIONS, AND PAPERS

GRANTS

>>U.S. Department of Education http//www.ed.gov
   >Graduate Assistance in Areas of National Need Program (CFDA
   #84.200A) Due November 7.

   >>National Institute of Mental Health, National Institute on Drug Abuse, National
   Institute on Alcohol Abuse and Alcoholism
   >Developing Research Centers on Interventions for the Prevention of
   Suicide (RFA-MH-04-003) Letter of intent due October 17
   http//www.nimh.nih.gov

>>Substance Abuse and Mental Health Services Administration
        http//www.samhsa.gov
   >Comprehensive Community Child Mental Health Initiative (SM-03-009)
    Due October 15.
   >See "Developing Competitive SAMHSA Grant ApplicationsParticipant
   Manual" (online)

>>Health Resources and Services Administration http//www.hrsa.gov
   >See FY 2004 Funding Opportunities Preview (online)
   >Healthy Tomorrows Partnership for Children Program (HRSA-04-062)
    Due October 29
   >School Based Health Centers (HRSA-04-033) Due December 1 and May 3
   >Adolescent Health Resource (HRSA-04-057) Due January 5
   >National Center on School-Based Health Care (HRSA-04-058) Due January 5
   >Integrated Health and Behavioral Health Care for Children, Adolescents
    and their Families (HRSA-04-059) Due February 2

CALLS FOR ABSTRACTS FOR CONFERENCES

>Call for Abstracts for the National Assembly on School-Based Health Care
Conference. http//www.nasbhc.org Deadline October 10. Conference is in New
Orleans, LA June 17-19.

>The Research and Training Center for Children's Mental Health is now
accepting applications to present at the 17th annual conference on children's
mental health service system research. Deadline for submissions is October 31.
Http//rtckids.fmhi.usf.edu The conference is Feb 29 - March 3 in Tampa, FL.

>Call for Proposals for the National Conference on Child Health Psychology.
Http//www.apa.org/divisions/div54 Deadline November 15. Conference is April
15-17 in Charleston, SC.

>Brown v Board of Education 50th Anniversary, School Psychology program and
the University of Kansas is inviting proposals for paper presentations. Deadline
for submission is December 1. Contact Glenn Adams at adamsg@ku.edu. The
conference in May 13-14, Lawrence, KS.

CALL FOR PAPERS

>Mental Health of Children, Adolescents, and their Parents for the Archives of
Pediatrics and Adolescent Medicine's August 2004 issue. Papers should be
received by January 1 http//www.archpediatrics.com

(NoteIf you want to Surf the Internet for Funds, go to
http//smhp.psych.ucla.edu. Click on Quick Find, scroll down Center Responses
to FINANCING AND FUNDING. Provides links to funding sources and our
Quick Training Aid on Financing Strategies to Address Barriers to Learning)

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"Cleaning your house while your kids are still growing is like shoveling the walk before it stops snowing."
    Phyllis Diller
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>>NEWS FROM THE TWO NATIONAL CENTERS FOCUSING
   ON MENTAL HEALTH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

SUMMITS on New Directions for Student Support

The Summits Initiative continues to blossom. The Wisconsin Summit on New Directions for Student Support will convene on November 5th in Madison. There is growing interest in convening summits in California and Kansas this fall or winter. Those interested in the Summits Initiative and particularly those interested in having a summit in their state should go to http//smhp.psych.ucla.edu and click on the green button on the homepage labeled "Summits on New Directions." Note that the brief brochures, press releases, and guidelines for creating readiness can be adapted local use. The Center can facilitate establishment of a local planning group to identify strategic leaders to invite from across a state and examples of districts moving in new directions to ensure that all students and all schools have an equal opportunity to succeed. To date, the initiative has 23 co-sponsors. Latest additions are the Association for Supervision and Curriculum Development (ASCD), National Association of Secondary School Principals, National Association of Middle Schools, and the Wisconsin Dept. of Public Instruction. We have just had inquiries from 4 more organizations, and others are being encouraged to inquire about co-sponsorship.

GUIDELINES FOR A STUDENT SUPPORT COMPONENT

In the July ENEWS, the first ever Guidelines for a Student Support Component at a school were introduced. This school year is the time to use these Guidelines to define the goals and standards of learning supports and integrate them into school improvement plans, district's strategic planning, and accountability data system development.

(The Guidelines cover major areas of concern related to barriers to student learning; timing and nature of problem-oriented interventions; general domains for intervention in addressing students' needs and problems; specialized student and family assistance; assuring quality of intervention; and outcome evaluation and accountability.)

Download the guidelines at http//smhp.psych.ucla.edu click on the green button on the homepage labeled "Summits on New Directions."

Website Resources

With the resumption of school, visitors to the Center website are gravitating to such resource aids as the introductory packets "Learning Problems and Learning Disabilities" and "Conduct and Behavior Problems of School Aged Youth." (These were the most frequently downloaded resources last week.) Related resources, especially useful for staff development, are the Quick Training Aids (complete with fact sheets, tools, and overheads) on such subjects as Attention Problems in Schools; Assessing & Screening; Behavior Problems at School; Bullying Prevention; Case Management in the School Context; Confidentiality;

Re-engaging Students in Learning; Suicide Prevention; and more. If you don't see
what you need, let us know   contact ltaylor@ucla.edu

Mental Health in Schools Practitioners Listserv

Every Monday morning a large group of folks involved with schools are part of a
practitioner listserv. The email deals with concerns, questions, and responses from
the field and facilitates sharing of experiences and resources. Join in   email
smhp@ucla.edu and ask to be added to the Practitioner Listserv. Send questions
to be addressed to ltaylor@ucla.edu.

Let us know what you need. New resources can be developed and best practices
identified. Also, let us know about the latest and greatest you encounter so we
can update our resources and our colleagues across the country.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone(310) 825-3634   Fax(310) 206-5895
Emailsmhp@ucla.edu
Websitehttp//smhp.psych.ucla.edu

^^^ UPDATE FROM OUR SISTER CENTER

>>October 23-25, Portland, OR, 8th National Conference on Advancing School
Based Mental Health Programs. Sponsored by the Center for School Mental
Health Assistance.

For more information on the conference and CSMHA activity see their website at
http//csmha.umaryland.edu/ or contact Mark Weist, Director, CSMHA,
University of Maryland at Baltimore, Department of Psychiatry, 680 W.
Lexington St., 10th fl., Baltimore, MD 21201. Phone (888) 706-0980.
Emailcsmh@umpsy.umaryland.edu

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"It had long since come to my attention that people of accomplishment rarely sat
back and let things happen to them. They went out and happened to things."
        Elinor Smith
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**OTHER HELPFUL RESOURCES

>>Mental Health/Substance Abuse/Health

"Peer Mentoring Network" http//www.healthyfamiliesamerica.org/

"Eating Disorders" annotated organizations list
(http//www.mchlibrary.info/databases/orgmenu.html)

"National Institute on Drug Abuse website for teens"
(http//www.backtoschool.drugabuse.gov)

"Preparing for the Psychological Consequences of TerrorismA Public Health
Strategy" (http//www.nap.edu)

"20 Tips to Help Prevent Medical Errors in Children" (http//www.ahrq.gov)

"A Family Guide to Keeping Youth Mentally Healthy & Drug Free"

(http//www.family.samhsa.gov)

"Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act" (http//www.usdoj.gov/crt/ada/childq%26a.htm)

"Evidence-based treatment for children and adolescents" (http//coy.state.va.us/Modalities/contents.htm)

"What Works Briefs" http//csefel.uiuc.edu
Examples include "Understanding the Impact of Language Differences on Classroom Behavior," "Helping Children Understand Routines and Classroom Schedules", "Helping Children Make Transitions between Activities," "Using Classroom Activities & Routines as Opportunities to Support Peer Interaction."

>>Parents, Schools & Communities

"Child Care Aware" (http//www.childcareaware.org)

"National Center on Secondary Education and Transition" (http//www.ncset.org)

"Aftercare Services" Office of Juvenile Justice and Delinquency Prevention (http//ojjdp.ncjrs.org/pubs/delinq.html#201800)

"Fight CrimeInvest in Kids" (http//www.guidestar.org/)

"Surveying Clients about Outcomes" http//www.urban.org/url.cfm?ID=310840

"The New NeighborsA User's Guide to Data on Immigrants in U. S. Communities (http//www.urban.org/url.cfm?ID=310844)

"Approaches to Truancy Prevention (http//www.vera.org)

"2 - 1 - 1 National Designation" (http//www.airs.org)

"The Early College High School Initiative" (http//www.earlycolleges.org)

"Children's Advocates Legislation" (http//www.childadvocacy.com/legislation/)

"Community Partnerships for LearningBlurring the Lines" (http//www.forumforyouthinvestment.org)

"It's All in the FamilyPlanning High-Quality Family Literacy Events" (http//www.nwrel.org)

(Notefor access to a wide range of relevant websites, see our "Gateway to a World of Resources" at http//smhp.psych.ucla.edu)

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

Relevant to the emerging issue "Backlash to overstating the science-base for school interventions"

In the review of a randomized research study, the reviewers made this comment. What do you think about this?

"...First, in this traditional randomized design, families are provided no choice of treatment. This is inconsistent with the values expressed in the recently released

President's New Freedom Commission report, which calls for mental health care that "is consumer and family driven." Given that "choice" alone has been found to be an evidence-based process, it also removes this possible contributor to success.

    Second, although there is some flexibility in the...intervention, this is basically a study using highly standardized interventions. This is the case despite the fact that the authors report that both intervention...alone are effective for 60% of the youth served with about half of those relapsing within a year. Given this limited success rate, one would anticipate potentially incorporating a more comprehensive, individualized intervention as part of the study rather than simply combining two highly standardized interventions, each of which has been found to have limited success over a one year period...The traditional approach taken in this study is again inconsistent with the recommendations of the President's Commission, which calls for "a personalized, highly individualized health management program...Nore is there any mention of building on strengths or tailoring interventions to meet the needs of diverse racial or ethnic groups..."

What are your comments about the conflict between the current gold standard of the randomized treatment design and the participation of consumers in treatment planning and evaluation? Let us know (ltaylor@ucla.edu)

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Remember Grasshopper, if you sit at the feet of the master long enough, even they start to smell.
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**TRAINING AND JOB OPPORTUNITIES

<Training Consultant>
Channing Bete, South Deerfield, MA, seeing training consultant to deliver Communities That Care prevention science training to diverse community groups nationwide. Master's required. See http//www.channing-bete.com/.

<Advocacy Coordinator>
Illinois After-school Alliance of the Illinois Center for Violence Prevention, Chicago, IL, seeks coordinator responsible for building and strengthening statewide coalition, develop state policy agenda and strategies to promote the agenda, develop a public awareness plan and statewide network, plan events. Contact Jennifer Becker Mouhcine (jbeckermouhcine@icvp.org)

<Senior Associate>
The Association for the Study and Development of Community, Gaithersburg, MD, is looking for a senior associate to manage projects, conduct research, provide technical assistance, and develop new projects. See http//www.capablecommunity.com.

<Research>
Prevention Research Center of Michigan, University of Michigan School of Public Health, Ann Arbor, MI, seeking assistant research scientist. Conduct survey research and program evaluation, planning and implementing training and providing technical assistance to community organizations. Contact Susan Morrel-Samuels (sumosa@umich.edu).

<Postdoctoral>
University of Minnesota, National Research Service award in mental health and adjustment in the life course, sponsored by NIMH. Emphasis on childhood, adolescence and the transition to adulthood. Contact Jeylan Mortimer, Life Course Center, Department of Sociology. Review of applications will begin November 1.

<School Psychology Faculty>
(1) Queens College of the City University of New York Flushing, NY, seeks faculty for School Psychology program. Contact David Goh (718) 997-5230.
(2) Illinois Statue University, Normal/Bloomington, IL. Deadline November 15, Contact Steven Landau (selandau@ilstu.edu)
(3) Texas A & M, College Station, TX. Contact Cynthia Riccio, Department of Ed Psych. Review will begin December 15.

<Faculty>
Department of Psychology, Ohio University, Athens, OH. Faculty position in clinical child psychology. Contact Christine Gidyez (gidycz@ohio.edu) Review of applications will begin December 10.

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, SEE http//smhp.psych.ucla.edu. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA for more see our website http//smhp.psych.ucla.edu

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Who are we?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change.

Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources. The Center works to enhance

network building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments.

Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

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