

ENEWS: A Monthly Forum for Sharing and Interchange

October, 2005 (vol. 10 #1)

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**

>Schools and Communities Working Together: Is the Dominant Focus Too Limited?

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

>Enabling School Adjustment: A concern for all students and especially those affected by the hurricane aftermath

>Reminder about Accessing Resources for Responding to the Hurricane Aftermath

****Recent Publications relevant to**

>Children's Mental and Physical Health

>Family, School & Community

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

****Upcoming Initiatives, Conferences & Workshops**

****Calls for Grant Proposals, Presentations & Papers**

****Updates for the two National Centers focusing on Mental Health in Schools**

****Other Helpful Resources**

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

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

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

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l>

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

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****EMERGING ISSUE**

>>Schools and Communities Working Together: Is the Dominant Focus Too Limited?

In "Communities and Schools: A New View of Urban Education Reform" (Harvard Educational Review, Summer 2005) Mark Warren asks "What sense does it make to try to reform urban

schools while the communities around them stagnate or collapse?" He offers a typology identifying three dominant approaches to school-community collaboration and draws a contrast between school collaboration with local community service agencies and an organizing approach that forges collaborations between a broad-based of stakeholders in communities and schools to maximize social capital. He argues the organizing approach can improve the social context of education and reduce the disconnection of most urban schools from their surrounding neighborhoods so that children come to school better able to learn. What's your view on this matter? What changes are needed to enable schools and communities to work together more effectively to ensure equity of opportunity for all students at school and for their families? Let us know what you think about this.

Send your comments to ltaylor@ucla.edu and we will integrate and share them in next month's ENEWS.

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"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly."

Martin Luther King, Jr.

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****NEWS FROM AROUND THE COUNTRY**

***TRAUMATIZED STUDENTS CHALLENGE FOR TEACHERS**

"School buildings demolished by Hurricane Katrina can be reconstructed and missed days made up, but the real challenge Mississippi teachers face is recouping lost learning time with traumatized children." 9/19/05 The Clarion-Ledger

***LOUISIANA STATE BOARD SHELVES TESTING FOR PROMOTION**

"Louisiana's state school board temporarily shelved the rule that fourth- and eighth-grade public school students have to pass a key test to move to the next grade. The new rules for the test known as LEAP were part of a series of far-reaching policy changes to cope with massive school problems caused by Hurricanes Katrina and Rita. The state Board of Elementary and Secondary Education also voted to: allow shorter school years in affected parishes; permit more crowded classrooms because of the surge of displaced students; and let high school seniors who left the state for other schools qualify for a Louisiana diploma." Baton Rouge Advocate

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

"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. As a first step, the groups are pushing Congress to pass legislation, sponsored by Rep. Ron Paul, R-Tex., and supported by House Majority Leader Tom DeLay, R-Tex., to prohibit any federal funding for mental health screening of students without written consent of their parents." 9/18/05 Pittsburgh Post-Gazette

***CLASS ACTION LAWSUIT FOCUSES ON ACHIEVEMENT GAP**

"More than 20,000 black students in Florida can stand together against the school system in a lawsuit that alleges they are not being properly educated, a three-judge appeals panel ruled. The decision granting class-action status to the lawsuit sets the stage for an extraordinary legal battle over some of the biggest questions facing American educators today: How should school districts address the low achievement of black students and disproportionately high number of disciplinary actions against those students? Can school systems alone be held accountable for the problem? The case is thought to be a one-of-a-kind attempt to get the courts to resolve a complex issue that educators historically have tried to work out in the classroom." St. Petersburg Times

***REPORT INDICATES EIGHT PERCENT OF U.S. KIDS DIAGNOSED ADHD**

“Just under 8 percent (4.4 million) of U.S. children aged 4 to 17 had ever been diagnosed with attention-deficit hyperactivity disorder in 2003, and more than half of them are being treated with drugs, the U. S. Centers of Disease Control and Prevention reported. The highest rates of medication treatment for ADHD by sex and age were reported among males ages 12 years (9.3 percent). 9/1/05 Reuters

***TO FINISH HIGH SCHOOL, TEENS START COLLEGE**

“A school reform now catching on enrolls disadvantaged students in college courses while still in high school. The fact that fewer than 50% of African-American, Latino, and native American students who begin ninth grade make it to graduation was the impetus behind the early college high schools.” 9/14/05 Christian Science Monitor

***PROTEST OVER BRONX SCHOOL’S METAL DETECTORS**

“For the first time in recent memory, 1,500 New York City high school students skipped classes, marched for two miles and got what they wanted: a sit-down meeting with school administrators. The students asked that the metal detectors and security cameras be removed, that they be allowed to have lunch outside the school, and that an earlier ban on cell phones be lifted. Guidance counselors are to select a team of student representatives who will present the student demands and negotiate with the administration.” 9/21/05 New York Times

***MAINE TURNS DOWN SEX-ED FUNDS**

“Maine has stopped accepting federal funds for an abstinence-based sex-education programs, in part because federal guidelines do not allow any of the money to be used to teach so-called “safe sex” practices. The decision makes Maine only the third state (with California and Pennsylvania) in the country to turn down the federal money.” 9/20/05 Portland Press Health

***REPORT ON YOUTH DRUG USE**

“Health and Human Services Secretary Mike Leavitt announced a 9 percent decline in illicit drug use among American youth between the ages of 12 and 17 from 2002 to 2004. An area of concern is the increasing non-medical use of prescription medications among young adults. In 2004, about 10.8 million underage persons ages 12-20 (28.7 percent) reported drinking alcohol in the past month. Nearly 7.4 million were binge drinkers and 2.4 million were heavy drinkers.” 9/8/05. SAMHSA Press Office

***LILLY ADDS SUICIDE RISK TO STRATTERA**

“Eli Lilly and Co. on Thursday said it will add strong warnings to its label for Strattera, used to treat attention-deficit/hyperactivity disorder, including the risk of suicidal thoughts among children and adolescents. Strattera will now carry a ‘black box’ warning, the strongest required by U.S. regulators.” Reuters

***ANTI-BULLY BILL**

“A proposed state measure would require schools in Massachusetts to formalize policies for detecting bullying and call for schools to designate one staff member to implement the plan.” 9/16/05. [Http://www.boston.com](http://www.boston.com)

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“Bullying is a public health problem tied to the larger issue of youth violence in this country We are really just at the recognition phase. We have defined the problem and are recognizing the problem and trying to adapt.”

Joseph Wright

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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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“The challenge remains that, despite the best efforts of everyone involved in educating our children, some high schools continue to under-perform. No major urban school system in American has yet developed the blueprint that fully addresses this challenge. One dropout is one too many – and 10,000 per year is an economic and social crisis that will cost us billions of dollars each year . . . This is the best investment we can make.”

Chicago Mayor Richard M. Daley

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

>>October: Enabling School Adjustment – A concern for all students and especially those affected by the hurricane aftermath

This is the time of the school year for ensuring that students have made a good adjustment to school. And, if they haven't, it is time to address any problems in the earliest stages. And, for those displaced by the recent disasters, the adjustments to be made are even greater and more may be having problems. If initial adjust problems are not addressed, student motivation for school dwindles, and behavior problems increase.

For schools with relocated students and staff:

>See “About Planning and Action for the Mental Health Needs of Students and School Staff in the Aftermath of Hurricane Katrina” online at –
<http://smhp.psych.ucla.edu/pdfdocs/planningneeds.pdf>

This set of guidance notes addresses:

- >Transitions concerns form a mental health and individual engagement perspective
- >Ensuring special assistance for new students who needed it prior to the disaster
- >Ensuring special assistance for new teachers who needed it prior to the disaster
- >Identifying and providing special assistance for those who have been so traumatized that they require psychological aid.

There also are links to a number of online documents for indepth resources related to these concerns.

For all students:

>See “Ideas for enhancing Support at School This Month” on the Center website –
<http://smhp.psych.ucla.edu> and review ways to anticipate and plan for adjustment problems.

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

***Reminder about Accessing Resources for Responding to the Hurricane Aftermath**

In addition to what we have online already at <http://smhp.psych.ucla.edu/crisisresp.htm> (which includes links to other resource compilations), we are using this regular monthly ENEWS to do some updating of resources and information related to responding to the aftermath. As we noted in our last Special ENEWS, special e-mailings will continue to be used to distribute materials, additional guidance notes, and other information and sharing on a regular, but not daily basis in the coming months. We encourage you to keep sending us information to share with others, indications of what is needed and what is helpful. Your input is essential and is greatly appreciated by others across the country.

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“...good things need not be extraordinary. It is in the power of every researcher and educator to do something to improve the lives of people.”

Karl Hostetler

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

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

>The role of public health in mental health promotion (2005) MMWR Weekly, September 2, 2005, 54(34) 841-842. <http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5434a1.htm>

>Psychosocial implications of disaster or terrorism on children: A guide for the pediatrician. (2005) J. Hagan and the Committee on Psychosocial Aspects of Child and Family Health and the Task Force on Terrorism. Pediatrics vol 116(3) 787-795.
<http://pediatrics.aappublications.org/cgi/content/abstract/116/3/787>

>Assessing the effectiveness of mental health treatment interventions for children and adolescents. (2005) B. Vitiello, Chief, Child & Adolescent Treatment & Preventive Intervention Research Branch, NIMH. In NAMI Beginnings, Summer 2005, Issue Six, p. 3-5.

>Use of mental health care among youths in 1997 and 2002. (2005) R. Sturm and Andreyeva. Psychiatric Services, 56(7) 793.
[http://www.urban.org/Content/Research/New](http://www.urban.org/Content/Research/New%20Federalism/NSAF/Overview/NaSFOverview.htm) Federalism/NSAF/Overview/NaSFOverview.htm

>Obesity, shame, and depression in school-aged children: A population-based study (2005) R. Sjoberg, et al, Pediatrics 116(3) 389-392.
<http://pediatrics.aappublications.org/cgi/content/abstract/116/3/e389?etoc>

>Predictors of treatment response for suicidal youth referred for emergency psychiatric hospitalization (2005) S. Huey, et al Clinical Child and Adolescent Psychology, 34(3) 582-589.
<http://www.ncbi.nlm.nih.gov>

>The treatment of adolescent anorexia nervosa: A qualitative study of the views of parents (2005) S. Tierney, Eating Disorders, 13(4) 369-379. <http://journalonline.tandf.co.uk>

>The relationship of fall school opening and emergency department asthma visits in a large metropolitan area (2005) R. Silverman, et al, Archives of Pediatrics and Adolescent Medicine 159(9) 818-823. <http://archpedi.ama-assn.org/cgi/content/abstract/159/9/818?etoc>

***Family, School & Community**

>Parents dealing with anorexia nervosa: Actions and meanings (2005) A. Honey and C. Halse, Eating Disorders, 13(4) 353-367. <http://journalonline.tandf.co.uk/>

>Perceived academic performance and alcohol, tobacco and marijuana use: Longitudinal relationships in young community adolescents (2005) H. Bergan, et al., Addictive Behaviors, 30(8) 1563-1573. <http://www.sciencedirect.com>

>Behavioral predictors of changes in social relatedness and liking school in elementary school (2005) S. Gest, et al, Journal of School Psychology 43(4) 281-301.
<http://www.sciencedirect.com>

>The effectiveness of school-based anger interventions and programs: A meta-analysis (2005) K. Gansle, Journal of School Psychology, 43(4) 321-341. <http://www.sciencedirect.com>

>Relationship influences on teachers' perceptions of academic competence in academically at-risk minority and majority first grade students (2005) J. Hughes, et al, Journal of School Psychology, 43(4) 303-320. <http://www.sciencedirect.com>

- >Communities and schools: A new view of urban education reform (2005) M. Warren, Harvard Educational Review, 75(2). [Http://gseweb.harvard.edu/~hepg/warren.html](http://gseweb.harvard.edu/~hepg/warren.html)
- >The impact of family income on child development (2005) Institute for Research on Poverty. [Http://www.irp.wisc.edu/publications/dps/pdfs/dp130505.pdf](http://www.irp.wisc.edu/publications/dps/pdfs/dp130505.pdf)
- >Rethinking the high school experiences: What's after-school got to do with it? (2005) AED Center for Youth Development and Policy Research. [Http://www.forumfyi.org/files/ostpc10.pdf](http://www.forumfyi.org/files/ostpc10.pdf)
- >The whole child (issue theme) Education Leadership, September, 2005, 63(1). Includes:
 - What does it mean to educate the whole child?
 - Healthy and Ready to Learn
 - Learning throughout the day
 - Culturally Responsive schools
- >School vandalism and break-ins (2005) Office of Community Oriented Policing Services. [Http://www.cops.usdoj.gov/mime/open.pdf?Item=1560](http://www.cops.usdoj.gov/mime/open.pdf?Item=1560)
- >High-stakes testing and student achievement: Problems for the No Child Left Behind Act (2005) S. Nichols, et al, Education Policy Studies Laboratory, Arizona State University. [Http://edpolicylab.org](http://edpolicylab.org)
- >Do you know... The latest good news about American education? (2005) Center on Education Policy. [Http://www.cep-dc.org](http://www.cep-dc.org)
- >Easing the transition for PreK to Kindergarten: What schools can do to address child readiness (2005) National Center for Family and Community Connections with Schools <http://www.sedl.org/connections/research-briefs.html>

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

- >Youth Program Quality Assessment and Improvement: Celebrating progress and surfacing challenges (2005) <http://www.forumfyi.org/>
- >Social adversity in childhood and the risk of developing psychosis: A national cohort study (2005) S. Wicks, et al, American Journal of Psychiatry, 162: 1652-1657. [Http://ajp.psychiatryonline.org/cgi/content/abstract/162/9/1652?etoc](http://ajp.psychiatryonline.org/cgi/content/abstract/162/9/1652?etoc)
- >Racial and cultural disparities in health and mental health: Toward theory and research at community levels. (2005) L. Snowden. American Journal of Community Psychology, 35, 1-8. Summarized at http://datatrends.fmhi.usf.edu/summary_118.pdf
- >Projections of education statistics to 2014. (2005) National Center for Education Statistics. <http://nces.ed.gov/pubs2005/2005074.pdf>
- >How society failed school desegregation policy: Looking past the schools to understand them (2005) A. Wells, et al, Review of Research in Education, 28, 47-99.
- >Losing ground in early childhood education (2005) S. Herzenberg, et al, Economic Policy Institute, <http://www.epi.org/content.cfm/ece>
- >Family-based treatment research: a 10 year update (2005) G. Diamond & A. Josephson, Journal of the American Academy of Child and Adolescent Psychiatry, 44(9) 872-887. [Http://www.jaacap.com/](http://www.jaacap.com/)

>Center for the Study and Prevention of Violence, March 13-15, Denver, CO.
<http://www.blueprintsconference.com>

>Center for Summer Learning, March 22-24, Baltimore, MD. <http://www.summerlearning.org>

>First International Conference on Community Psychology: Share Agendas in Diversity, June 8-10, San Juan, PR <http://www.cipcad2006.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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“We think of the fact that learning is something you do in school, but what happens in a family enables you to learn in school. Not because your parents are teaching you arithmetic, although that won’t do any harm; it’s because you learn from them how to relate to very complicated things.”

Urie Bronfenbrenner

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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 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/PA-04-004.html>

Calls for Papers or Presentations

>Papers for the Society for Prevention Research meeting in San Antonio, TX, 5/31-62. Deadline for proposals is October 14. http://www.preventionresearch.org/2006meeting_call.php

>Papers for the System of Care for Children’s Mental Health conference in Tampa, FL, 2/22-25. Application deadline 10/31/05. <http://rtckids.fmhi.usf.edu>

>Papers for the First International Conference on Community Psychology in San Juan, PR, 6/8-10. Deadline for papers November 15. <http://www.cipcad2006.org>

>Papers for the National Conference on Child Health Psychology in Gainesville, FL, 4/19-22. Deadline for papers is November 15. <http://www.childhealthpsychology.com>

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“As we read the school reports on our children, we realize a sense of relief that can rise to delight that – thanks Heaven – nobody is reporting in this fashion on us. “

J. B. Priestley

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

^ ^ ^ Updates from our Center at UCLA

>New Center Policy Issues Analysis Briefs: Focused on current controversies related to mental health in schools

>>Screening Mental Health Problems in Schools

<http://smhp.psych.ucla.edu/pdfdocs/policyissues/mhscreeningissues.pdf>

>>Should Policy Specify a Formal Role for Schools Related to Mental Health

<http://smhp.psych.ucla.edu/pdfdocs/policyissues/shouldschoolsaddressmh.pdf>

>Info Sheet: About Positive Psychology

<http://www.smhp.psych.ucla.edu/pdfdocs/positivepsychology.pdf>

>Toolkit: Rethinking Student Support to Enable Students to Learn and Schools to Teach

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

>Example of a Formal Proposal for Moving in New Directions (e.g., proposal to a Superintendent, Student Support Director, Principal, Board, etc. about Integrating a Comprehensive Approach for Addressing Barriers to Learning into School Improvement Planning) – <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidj.pdf>

>Standards for an Enabling or Learning Supports Component

<http://smhp.psych.ucla.edu/summit2002/standardsforenabling.pdf>

>Standards & Quality Indicators for an Enabling or Learning Supports Component

<http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf>

>Update on National Initiative: New Directions for Student Support

>>Chicago, IL, October 4 update for the National Association of Pupil Support Administrators

>>Cedar Rapids, IA, October 17 Leadership Institute for Grant Wood Area Education Agency

>>Harrisburg, PA, November 14, Summit on New Directions for Student Support

>>On site work in Berkeley, CA – The focus is on strengthening the partnership between the school district, the city agencies, and community resources, including the university. Current efforts are directed at mapping the range of programs and resources in the schools and community that address barriers to student learning. In December, a team will present information on this work at the California Schools Boards Association meeting in San Diego. This team will include a school board member, the district superintendent and staff, the mayor, and the UCLA Center co-directors. The Berkeley Unified School District has been awarded a grant from the U. S. Department of Education for “Integrating Schools and Mental Health Systems” which will help design the infrastructure for this work. If you want more information on the work in Berkeley contact ltaylor@ucla.edu.

>Resources for Responding in the hurricane aftermath – Besides the resources already cited, you may find you need something more or may be able to share some information about how you are working with students who have been impacted by the recent hurricanes. Please let us know what you need and can share. Contact ltaylor@ucla.edu

For more information on the Center, go to the website at <http://smhp.psych.ucla.edu> or contact:

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

>>>>10th Annual Conference on Advancing School-Based Mental Health will take place October 27-29 in Cleveland, OH. – For more information on the conference and other activities of our sister center in Baltimore, see <http://csmha.umaryland.edu>. Or contact Mark Weist, Director, CSMHA2. 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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“Results! Why, man, I have gotten a lot of results.
I know several thousand things that won’t work.”

Thomas Edison

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****OTHER HELPFUL RESOURCES**

>>>>>Hurricane Aftermath Resources

>Resource list to address the aftermath of recent hurricanes in the Gulf Coast.
<http://www.hhd.org/hurricane/> Topics include: Addressing mental health needs; Preparing for and recovering from natural disaster; Preventing injuries and disease; Resources for higher education; Resources for parents; Resources for schools; Resources for teachers; and Opportunities to volunteer and contribute.

>The folks at the Katrina PeopleFinder project are starting to compile web-based resources that can be deployed to assist those affected http://katrinahelp.info/wiki/index.php/Hurricane_Rita

>HEALTH TIPS for Healthy Shelter Living – written at a third grade reading level, in English and Spanish, and 2 different versions with the same text, one with pictures and one without – <http://foundation.acponline.org/shelvertips>.

>A group of psychiatrists in Atlanta is offering their expert help to evacuees of Hurricane Katrina who might need mental health services. Those include free mental health assessment and treatment for evacuees at a psychiatric care clinic in Metro Atlanta. Clinics are offered on Tuesdays and Thursdays: (Tuesdays – Midtown, Peachtree Christian Church, 1580 Peachtree Street; Thursdays – Buckhead, Sardis United Methodist Church, 3725 Powers Ferry Road) For more information, call Psychiatric Care Clinic for Katrina Victims at 404-372-1707. Anyone with transportation needs can e-mail the clinic at Katrina@ppp-pc.com.

>>>Regular Resources

- >National Center for Children Exposed to Violence. [Http://www.nceev.org/](http://www.nceev.org/)
- >Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement. <http://www.sedl.org/pubs/catalog/items/fam90.html>
- >National Registry of Evidence-based Programs and Practices. [Http://www.samhsa.gov.](http://www.samhsa.gov)
- >Supporting Student Success: A Governor's Guide to Extra Learning Opportunities <http://www.nga.org>
- >Child Poverty in States Hit by Hurricane Katrina. [Http://nccp.org/pub_cpt05a.html](http://nccp.org/pub_cpt05a.html)
- >Who are America's Poor Children? [Http://nccp.org/pub_cpt05b.html](http://nccp.org/pub_cpt05b.html)
- >Strategies for Maximizing Medicaid to Fund Children's Mental Health Services. [Http://www.umassmed.edu/cmhsr/uploads/Brief17MaximiseMed.pdf](http://www.umassmed.edu/cmhsr/uploads/Brief17MaximiseMed.pdf)
- >School Climate Surveys for Students/Staff. [Http://www.dpi.state.wi.us/sig/improvement/process.html](http://www.dpi.state.wi.us/sig/improvement/process.html)

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>

Positions of Director of Programs and Director, U. S. Coalition Network, Safe Kids Worldwide, Washington, DC. See <http://www.usa.safekids.org>

<School Psychologists>

From the National Association of Schools Psychologists (<http://www.naspcareercenter.org>)

- >Somerton, AZ. Contact hattaway@somerton.k12.az.us
- >Cartwright, AZ. Contact Mr. Sirianni at 623-691-4085
- >Miami-Dade County, FL. Contact sclifford@dadeschools.net
- >Hawaii State Department of Education. Contact supportserv_recruit@notes.k12.hi.us
- >Predoctoral Internships: Illinois School Psychology Internship Consortium. See <http://www.psychology.ilstu.edu/ispic>

<Change Agent>

Work on grant to school district for Integrating Schools and Mental Healthy Systems in Atlanta, GA, to develop an infrastructure to improve and increase student access to mental health services. Contact Pam McCollum at pmccollum@cobbcsb.com

<President and CEO>

Casey Family Programs, Seattle, WA. Email PresentandCEOsearch@casey.org

<Postdoctoral>

Prevention Research Center of Pennsylvania State University, University Park, PA. Area of community and family prevention research. See <http://www.prevention.psu.edu>

<Chief Program and Policy Officer>

Association of Maternal & Child Health Programs, Washington, DC. Email ahouk@amchp.org

<Faculty>

Department of Counseling and School Psychology at San Diego State University, College of Education, San Diego, CA. Contact gmonk@mail.sdsu.edu

<Faculty>

Community Psychology/Cultural Psychology, Interdisciplinary Arts and Sciences, University of Washington, Bothell, WA. See <http://www.uwb.edu>

<Faculty>

Department of Psychology, Bowling Green State University, Bowling Green, OH. Community-clinical or child-clinical psychology. See <http://www.bgsu.edu/departments/psych/>

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 RHSA, SAMHSA, and other relevant job sites.

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"To see people in terms of pathology or to see them in terms of competence is a matter of choice rather than of truth."

Durrant and Kowalski

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

>We received a number of responses to the issue in September's ENEWS:

“What level of schooling warrants the highest policy priority?” Here is a sample:

(1) “This has been an on-going issue for me for many years. Personally, I think the country should focus on pre-school through 3rd grade. We need to not only focus on them academically then, but also in their personal and social issues. If we concentrated services on these students and their families, it would pay off in a decrease in children and adolescents needing services in the higher grades. Whatever we do, we are ‘robbing Peter to pay Paul,’ but we have to “bite the bullet” and do it! I think the problem is that there is not enough focus on prevention and early intervention. This country needs to fund learning support services personnel to provide services in child development centers, pre-school and K-3 to identify and provide services that will help children and their families overcome whatever issues are making them unhealthy emotionally. If we did more prevention and early intervention, we would not have the serious problems that we are seeing in the schools. When is this country going to see that schools are the place to respond to the needs of the whole child? How can a child focus on learning if the rest of his or her life is unhealthy?”

(2) “As a system, we have moved our priority from elementary to high school level while trying to juggle the ball of middle school at the same time. We have met AYP in all areas except high school but I don't feel that is the main reason to give this level priority. In my opinion, high school is our last chance to reach these children and solve some of their issues. Elementary levels are the building blocks, but so many of our elementary kids are gone by the time they reach high school that we are dealing with two, almost totally different groups so it is hard to judge our efforts at the early levels.”

Here is another perspective on the issue:

“PUBLIC FEELS MORE URGENCY TO IMPROVE HIGH SCHOOLS THAN ELEMENTARY EDUCATION – The American public believes that improving the nation's high schools should be the country's number one education priority, according to a poll released by the Alliance for Excellent Education. According to the poll, 83 percent of Americans believe there is an ‘extremely urgent’ or ‘very urgent’ need to improve the nation's high schools, compared with 79 percent for middle schools and 76 percent for elementary schools. Most Americans believe that these low graduation rates are not without dangerous ramifications for the American economy. On question after question, respondents indicate that increasing the number of high school students who graduate prepared for college and good jobs is critical to

maintaining a strong society and to assuring the competitive position of the country in an increasingly global economy. African-American respondents, in particular, indicate that the need for high school reform is urgent, with 94 percent calling it very or extremely urgent; 81 percent of whites and 82 percent of Hispanics agree with this assessment.”

<http://www.all4ed.org/publications/StraightAs/Volume5No16.html#Poll>

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We also received these requests to share information:

>For use in “character education” – The Bumpy Pumpkin at <http://www.bumpypumpkin.com>. Activity pages are attached for children.

>”Good Knight Network provides free materials for families and educators. The network is dedicated to empowering children and adults to become champions, active citizens and protectors through education.” See <http://www.goodknight.org>

>”I am seeking graduate students who are interested in conducting research using my social/emotional skills curriculum (4 Volumes k-Grade 12). Connecting with others: lessons for Teaching Social and Emotional Competence (Research Press Publishers. I am a professor at Old Dominion University in Norfolk, VA.” You can view a summary of the curriculum at <http://www.researchpress.com> Rita Coombs Richardson (rcoombsrichardson@yahoo.com)

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:
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