ENEWS: A Monthly Forum for Sharing and Interchange

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

September, 2002 (Vol. 6 #12)

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 students learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.
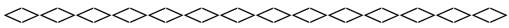
◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇
Feel Free to Forward This to Anyone
◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇
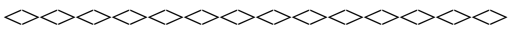
WHAT'S HERE THIS MONTH
**Emerging Issue
      >>On the One Hand, On the Other Hand

**Special MH in School Resources
      >>On Learning Problems and Learning Disabilities
         A Major MH Concern
      >>For September 11th Anniversary

**News from Around the Country

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

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals/Papers

**Other Helpful Resources

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

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

**News from the two National Centers focusing on MH in Schools

****
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
****

**EMERGING ISSUE

>>>On the One Hand, On the Other Hand
It may be apocryphal but the story is told that after taking testimony from a learned scientist, a distinguished Senator responded: "You tell us that on the one hand data suggests this and on the other hand data suggests that. I think what we need in this country is more one-handed scientists."

Concern about the problem of conflicting research findings (and the dearth of sound research on many topics) is emerging as one of the most pressing and divisive issues confronting all who work in schools. As Ronald Wolk suggests in a recent article, the No Child Left Behind Act is likely to create a great deal of havoc by requiring states and districts to use "scientifically based research" as a basis for any practice supported by federal funds that is implemented in schools. Wolk stresses "Most 'scientifically based research' findings in education contradict one another. Does money matter? Do vouchers improve student test scores? Do kids learn better in small classes? Should failing students be held back? Yes or no, depending on which study you read."

We wonder how schools are handling this dilemma.

PLEASE SHARE ANY COMMENTS AND EXPERIENCE. Post your response directly on our website's Net Exchange page for others to read and respond. Go to http://smhp.psych.ucla.edu
 Or you can send your response by email to: smhp@ucla.edu
 Phone: 310/825-3634
 Write: Center for Mental Health in Schools
 Department of Psychology, UCLA, Los Angeles, CA 90095-1563

+++SPECIAL MH IN SCHOOL RESOURCES

*LEARNING DISABILITIES AND LEARNING PROBLEMS
 A MAJOR MH CONCERN.
As the new school year gets underway and with the discussions related to reauthorization of IDEA, the topic of learning disabilities is of increasing interest and controversy. Learning problems are associated with many mental health and psychosocial problems. The topic and the controversies surrounding it are the focus of the lead article in the Center's Summer newsletter entitled: "Revisiting Learning Problems and Learning Disabilities." If you have not received a copy, the newsletter can be freely downloaded at http://smhp.psych.ucla.edu

The Center also has revised and updated its introductory resource packet on "Learning problems and learning disabilities," which also can be downloaded from the website.

*SPECIAL RESOURCES FOR THE SEPTEMBER 11 ANNIVERSARY (Links are available to all the following resources and more from our Center's website click on the home page and go to special section to access links)

>9/11 As History Initiative, 16 web-based lesson plans (Pre k - 12), tips for educators and parents, activities for social and civic action. The Forum for Youth Investment (http://www.911AsHistory.org/)

>National School Public Relations Association information on activities and issues for observances (http://www.nspra.org/Alert-Sept11Anniversary.pdf)

>Children Exposed to Violence. Guidelines for parents, teachers, and administrators as well as listings of resources and lesson plans. Center for Social and Emotional Education (http://www.csee.net/SEL_Home_school/sept11.asp)

>School Planning for the September 11th Anniversary, The National Center for Child Traumatic Stress (http://www.nctsnet.org)

>Remember September 11, National Education Association, Health Information Network, http://neahin.org

>Anniversary Edition of Helping America Cope, Department of Psychology, University of Miami (http://www.psy.miami.edu/faculty/alagreca/Helping_America_Cope.pdf)

>National Center for Children Exposed to Violence (http://www.nccev.org)

>One Year Later: Remembering September 11, 2001. National Association of School Psychologists (http://www.nasponline.org)

**NEWS FROM AROUND THE COUNTRY

>>WHAT STUDENTS SAY ABOUT VIOLENCE

"Youth and Violence: Students Speak out for a More Civil Society" a study by Families and Work Institute and the Colorado Trust indicates that two-thirds of the students polled report being teased or gossiped about in a mean way at least once in the last month. "The findings illustrate that while public debates about violence have focused on extreme violence . . . the largest proportion of young people write about teasing that goes beyond being playful; about putdowns and gossip that are cruel; and about rejection as very real violence to them." Quote

from one student: '. . . gossiping and talking behind people's back in a negative way. That tends to start 90 percent of the violence at school." For the findings and guides on action steps, see: http://www.familiesandwork.org

>>SCHOOL-BASED MENTAL HEALTH INCREASES STUDENTS' RECEIVING CARE

"Where mental health services were available on-site, students were substantially more likely to see a counselor in the previous year..." reports Eric Slade in Effects of School-Based Mental Health Programs on Mental Health Service Use by Adolescents at School and in the Community, (Mental Health Service Research, 3, 151-166, September, 2002). The article states that ". . . school-based and community-based service sectors operate essentially as two parallel systems." The author concludes: ". . . schools can have, and have had, a significant positive impact on the use of mental health counseling services by adolescents . . ." He also cautions, "...greater attention should be paid to how limited school financial resources devoted to mental health can best be used to complement existing mental health services in a community . . . . Experience suggests that further expansion of school mental health care without reform risks adding additional resources without adding value to the existing community mental service system." http://kluwer.m0.net/m/s.asp?HB6683450862X1487770X120850Xwsaund1%40samhsa.gov

>>CHILDREN'S USE OF MENTAL HEALTH SERVICES DOUBLES

Latest Findings in Children's Mental Health, Vol 1, No. 1 Summer 2002 reports "the first reliable detailed statistics ever of children's mental health service use." The report indicates that more than 1.3 million children under 18 received mental health services in the US during 1997, almost double the estimate of children who received treatment in 1986. Http://www.ihhcpar.rutgers.edu

>>HIGH SCHOOL EXIT EXAMS' IMPACT ON STUDENTS

The Boston Globe (7/18/2002) reported that 572 students who failed the math section of the Massachusetts Comprehensive Assessment System did not take the retest. Of those, 168 dropped out of school. Of the 379 student who failed the English part of the test and did not take the retest, 107 dropped out of school. The Center on Education Policy, concerned about negative side effects of exit exams has published "State High School Exit Exams: A Baseline Report." They encourage state and national policy leaders to "understand the effects of these tests, including any negative or unexpected consequences, so they can address problems or adjust state policies." Http://www.ctredpol.org

>>SCHOOLS RAPIDLY RESEGREGATING

An August 8th report of The Civil Rights Project at Harvard University disaggregates school racial composition in order to explore the patterns of segregation as they affect youth. Two trends are reported: rising segregation and increasing diversity. See "Race in American Public Schools: Rapidly

Resegregating Schools Districts"
http://www.law.harvard.edu/civilrights/publications/reseg_districts02/synopsis.html

>>CAMPAIGN TO PROMOTE HEALTHY DEVELOPMENT OF "TWEENS"

U.S. Department of Health and Human Services launched a national multicultural media campaign to promote physical and pro-social activity and decrease situations of risk among 9 to 13 year olds. The focus is on encouraging "tweens" (with the support of adults around them) to make regular physical activity and community involvement lifetime pursuits. Http://www.verbnow.com

**For a weekly news story relevant to MH in Schools, check the "What's New" page on our website (http://smhp.psych.ucla.edu) On the same page, you will find links to other news sources relevant to mental health in schools.

~~~~~~~~~~~~~~~~~~~~~

"Ev erhav eo neof thosed ayswh ennot hinggo esr ight?"

        ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**RECENT PUBLICATIONS (in print and on the web)

>>>> CHILDREN'S MENTAL AND PHYSICAL HEALTH

>School-Based Health Centers and Managed Care Arrangements: A Review of State Models and Implementation Issues. (Http://www.gwu.edu/~chsrp/)

>"Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence" (2002) Child Trends Research Brief. A review of 360 research studies related to social competence. Reports on intervention strategies found to be effective. Http://www.childtrends.org

>"A Review of the Research on Interventions for Attention Deficit Hyperactivity Disorder: What Works Best" (2002) Review of Educational Research, 72(1) 61-99. A meta-analysis of 74 studies looking at effects on behavior and on "flow-over effects" on enhanced educational outcomes.

>"A Program to Educate School Nurses about Mental Health Interventions" (2002) The Journal of School Nursing, 18(4) 191-195. Practice improvement projects developed for early intervention for attention, attendance, social withdrawal, and depression problems. Http://www.nasn.org

>"Modern-Day Youth Gangs" (2002) Office of Juvenile Justice and Delinquency Prevention. Reviews the proliferation of gangs into smaller cities, towns, suburbs and rural communities and how they differ from inner-city gangs.

Http://ojjdp.ncjrs.org/pubs/gang.html#191524

>"Limiting Confidentiality of Adolescent Health Services   What Are the Risks?"
And "Effect of Mandatory Parental Notification on Adolescent Girls' Use of
Sexual Health Care Services." Both articles are in the Journal of the American
Medical Association, August 14, 2002. Http://www.hcet.org/pdf/jed20040.pdf

>"Adolescent Risks and Vulnerability" a supplement to the July 2002 issue of the
Journal of Adolescent Health 31(1s): 1-79. Includes four papers addressing
adolescents' competence in decision making, vulnerability to undesirable
outcomes, behavior patterns that affect lifetime well-being, and concerns about
their future.

>"Will the 'Principles of Effectiveness' improve prevention practice? Early
findings from a diffusion study" (2002) Health Education Research 17(4) 461-
470. Evaluates adoption of research-based curricula; finds quality of
implementation is low. Http://her.oupjournals.org/cgi/content/full/17/4/461

>National Institute on Drug Abuse launched a new publication "Science &
Practice Perspectives" to promote a "practical, creative dialogue between
researchers and treatment providers." First issue includes "Using Behavioral
Reinforcement to Improve Treatment Participation." Http://www.drugabuse.gov.

>"Mental Health Screening Instruments for Use in Juvenile Justice" (2002) Data
Trends #55, Research and Training Center on Family Support and Children's
Mental Health, Portland, OR. Http://www.rtc.pdx.edu.

>"The health of Latino children: Urgent priorities, unanswered questions, and a
research agenda" (2002). Journal of the American Medical Association, 288 (1):
82-90.

>>>>FAMILY, COMMUNITY & SCHOOLS

>"Bullying in Schools" (2002) Office of Community Oriented Policing Services.
Http://www.usdoj.gov/cops/pdf/cp_resources/guidebooks/e12011405.PDF

>"Creating Seamless Educational Transitions for Urban African American and
Hispanic Students" (2002). Http://www.ecs.org/html/newsMedia/e-Connection.asp#gr

>"Training for Racial Equity and Inclusion: A Guide to Selected Programs"
(2002). The Aspen Institute. Phone (410) 820-5338.

>"Healing Shattered Lives: Assessment of Selected Domestic Violence Programs
in Primary Health Care Settings (2002). Health Resources and Services
Administration, U. S. Department of Health & Human Services. Profiles 9
programs including clinical protocols and detailed program information that can
be used as templates." Http://www.bphc.hrsa.gov/omwh.

>"Time is Running Out on Urban Schools" (2002) in Blueprint Magazine. Examines the "host of opposing forces" that hold urban schools back, such as budget cuts, revolving door leadership, and concentrated poverty. Http://www.ndol.org/ndol_ci.cfm?kaid=110&subid=181&contentid=250686

>"Multiple Choices After School: Findings from the Extended Service Schools Initiative," (June 2002). This Youth Development report relates research on benefits of after-school programs, with the aim of putting policymakers and program operators on firmer ground in making decisions about state administered federal funding to address the after-school needs of school-aged children. Http://www.ppv.org/indexfiles/yd-index.html

>Reports from the Forum for Youth Investment: (2002)
in Summer 2002 Newsletter online (http://www.forumforyouthinvestment.org)
    "Greater Resources for After-School Programing"
    "Moving an Out-of-School Agenda"
    "Out-of-School Opportunities: City level responses"

>"Implementation in a Longitudinal Sample of New American Schools: Four Years into Scale-Up" (2002) Teachers' College Record http://www.tcrecord.org

>"We Interrupt this Program: A Citizen's Guide to Using the Media for Social Change" (2002) Center for Organizational and Community Development. Phone: (413) 545-0465

>>> POLICY, LAW, FINANCES, & STATISTICS

>Reports from the National Center for Educational Statistics (2002)
http://nces.ed.gov
     "Characteristics of the 100 Largest Public Elements and Secondary School
    Districts in the United States: 2000-01." Almost one in every four public
    school students is served by one of these large districts.

     "Projections of Education Statistics to 2012." Data on enrollment and
    graduates for the past 14 years and projections describing models and
    assumptions used.

     "Vocational Education Offerings in Rural High Schools." Rural schools
    offer fewer programs than urban or suburban schools for occupations that
    were projected to be fast-growing.

>"State Youth Policy: Helping All Youth to Group Up Fully Prepared and Fully Engaged" (2002) Forum for Youth Investment.
 Http://www.forumforyouthinvestment.org/issues/policyresources.htm

>"One Department Servicing Rural American" (2002) Department of Health and Human Services Rural Task Force Report to the Secretary. Examined programs,

policies, barriers, and strategies to improve services.
Ftp://ftp.hrsa.gov/ruralhealth/PublicReportJune2002.pdf

>"Medicaid and Child Development: Understanding Medicaid's Role for Youth Children" (2002) Alliance for Health Reform looks at eligibility and coverage; the comprehensive range of Early and Periodic Screening, Diagnostic, and Treatment services. Http://www.allhealth.org/event_071202.html

>"Handbook for State Policy Leaders" (2002) Community Schools.
Http://www.communityschools.org

>"HHS Patient Privacy Protections" (2002) To take effect April, 2003, see http://www.hhs.gov/ocr/hipaa/

>"Revised Resource Manual on Immigrant Access to Health Benefits" (2002) National Health Law Program and The Access Project. Phone (310) 204-6010.

NOTE: The QUICK FIND topics on our website are updated regularly with new reports and publications such as those above. We have over 100 topics with Center materials, online resources, and other centers specializing in the topic linked. (Http://smhp.psych.ucla.edu)

~~~~~~~~~~~~~~~~~~~~
"There are really only three types of people: those who make things happen, those who watch things happen, and those who say 'What happened?'"
          Ann Landers
          ~~~~~~~~~~~~~~~~~~~~~~~~

**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>>Building the Bridge: Integration of Mental Health and Substance Abuse Services, September 17-19, Las Vegas, NV (http://www.dualdiagnosis.org)

>>Advancing School Mental Health Programs, September 18-21, Philadelphia, PA (http://csmha.umaryland.edu)

>>Latino Behavioral Health Institute, September 24-26, Los Angeles, CA (http://www.lbhi.org)

>>American School Health Association, October 2-5, Charlotte, NC (http://www.ashaweb.org)

>>American Academy of Child and Adolescent Psychiatry, October 2-6, San Francisco. CA (http://www.aacap.org)

>>National Dropout Prevention Network Conference, October 9-13, San Diego,

CA (http://www.dropoutprevention.org/)

>>Alliance for Children and Families, October 15-18, Philadelphia, PA
(http://www.alliance1.org)

>>Asian American Mental Health Training Conference, October 24, Long Beach,
CA Phone: (310) 222-4266

>>Risk and Resilience   Protective Mechanisms and School-based Prevention
Programs. October 25-27, Cambridge, MA (http://www.riskandresilience.org)

>>National Association of Pupil Services Administrators, October 27-30,
Charleston, SC (http://www.napsa.com)

>>Communities in Schools Conference, November 7 - 10, Washington, DC
(http://www.cisnet.org)

>>Public Education Network Conference, November 10-12, Washington, DC
(http://www.publiceducation.org/)

>>Aggressive, Resistant, and Delinquent Youth, November 14-16, Boston, MA
(http://www.cme.hms.harvard.edu)

>>Collaborating to Prevent Violence and Promote Peace, December 12-14,
Washington, DC (http://www.peacebeyondviolence.org)

>>Beyond School Hours: Building a Brighter Future, January 26-29, Lake Buena
Vista, FL (Phone: 800-248-9990)

>>National Youth-At-Risk Conference, February 23-26, Savannah, GA
(http://www2.gasou.edu/contedu/yar2003.html)

>>American Counseling Association, March 21-25, Anaheim, CA
(http://www.counseling.org)

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

If you want your conference listed, send the information to smhp@ucla.edu

~~~~~~~~~~~~~~~
Larson's Bureaucratic Principle:
"Accomplishing the impossible means only that the boss will add it to your
regular duties."
        ~~~~~~~~~~~~~~~~~~~~~

^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS

>>From the Substance Abuse & Mental Health Services Administration:
(http://www.samhsa.gov)
    >Strengthening Communities - Youth (GFA No. TI 03-002) Due September 10
    >Recovery Community Services Program (GFA No. TI 03-005) Due September 10
    >Targeted Capacity Expansion Program to Address Unmet Needs for
     Alcohol and Drug Treatment Services (PA 03-001) Due September 10
    >Conference Grant Program (PA 98-090) Due September 10
    >Prevention/Early Intervention Services (SM 03-004) Due October 22

>>From the National Institute of Mental Health (http://www.nimh.nih.gov)
    >Development of Tools for the Assessment of Depression NH-03-002.
     Letter of Intent due September 15

>>Call for Nominations for the William T. Grant Foundation Youth Development
$100,000 cash prize. To recognize high-quality evidence-based collaborative
efforts that generate significant advances in knowledge while increasing
opportunities for young people to move successfully through adolescence with
ample support and care. Due October 1 (http://www.bocyf.org/wtgrantprize.html)

>>Grants to support research on the impact of government spending on nonprofits
and the people they serve; doctoral dissertation research. Due October 1
(http://www.nonprofitresearch.org)

>>National Endowment for the Humanities grant for two year collaborative work
throughout an entire school. Due October 2
(http://www.neh.gov/grants/guidelines/milschools.html)

>>Urban Challenge grants ($100,000 worth of 3Com technology). "Schools can
use the grant to tailor a networking solution that meets their community's needs.
Due November 1
(Http://www.3com.com/solutions/en_US/scenario.jsp?solutiontype=1000004&gro
upid=11060&solutionid=5960)

Note: IF YOU WANT TO SURF THE INTERNET FOR FUNDS, GO TO
http://smhp.psych.ucla.edu. Click on Quick Find, scroll down Center Responses
to FINANCING AND FUNDING. Provides links to funding sources and our new
Quick Training Aid on Financing Strategies to Address Barriers to Learning.

~~~~~~~~~~~~~~
"...30 percent of our students still do not attend school regularly. They are absent
a month a year. . . . When parents ensure that their children attend every day,
schools are much more effective. As it turns out, this lesson comes from Woody
Allen: Eighty percent of success is showing up."
      Harold O. Levy
       ~~~~~~~~~~~~~~~~~~~~~~~~~~

+ + + + OTHER HELPFUL RESOURCES + + + +

>>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

*Special Ed & Medicaid Knowledge Base, Region VII Comprehensive Center (http://www.helpforschools.com/medicaid/index.shtml)

*Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning Programs. Center for Academic, Social and Emotional Learning (http://www.casel.org/progreview.htm)

*Bright Futures Publications available in English and Spanish (including Bright Futures in Practice: Mental Health). (http://www.brightfutures.org)

*Bilingual Booklet (English and Spanish) for parents on the State Children's Health Insurance Program (http://www.dhhs.gov)

*Resolving Conflict Creatively Program. Rand Promising Practices Network (http://www.promisingpractices.net)

>>>>PARENTS, SCHOOLS & COMMUNITIES

*Reaching Out: Successful Efforts to Provide Children and Families with Health Care (http://www.communityvoices.org)

*National Resource Training Center, Girls and Boys Town (http://www.girlsandboystown.org/nrtc)

*Children & the Media. Children Now (http://www.childrennow.org)

*Hispanic Outreach Initiative and Online Spanish-Language Resources, National PTA (http://www.pta.org/parentinvolvement/spanish/index.asp)

*Community-Campus Partnerships for Health (http://www.ccph.info)

*Expanding Afterschool Opportunities" and "Improving Public Schools" Institute for Youth, Education, and Families; National League of Cities. (Http://www.nlc.org/)

*Public High School Dropouts and Completers. National Center for Education Statistics (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002382)

*Fundsnet Online Services   includes foundation and federal funding opportunities (http://www.fundsnetservices.com/)

*National Coalition for Parent Involvement in Education   a coalition of

education, community, service, and advocacy organizations.
(Http://www.ncpie.org/DevelopingPartnerships/)

*"Strong Neighborhoods, Strong Schools: Indicators Project Findings" Cross City
Campign for Urban School Reform.
(Http://www.crosscity.org/programs/indicators/findings.htm)

*Ten Positive Ways a Mayor Can Help Improve Public Education, by the Mayor
of San Jose CA
(http://www.sjmayor.org/education/smartstarttopten.html)

*2000 Census School District Mapping Application available at
(http://nces.ed.gov/surveys/sdds/c2000m.asp)

*Community based Social Marketing   changing attitudes and behaviors
(http://www.manchester.edu/academic/programs/departments/peace_studies/files/
CBSM.pdf)

*National Institute for Urban School Improvement building capacity for
successful urban education (http://www.edc.org/urban/aboutus.htm)

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE
OUR GATEWAYS TO A WORLD OF RESOURCES

~~~~~~

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

>>Request   "We have a number of new teachers in our District and I want to
give them some ideas on how to use the first month of school to get to know their
students and build relationships that will make their first year of teaching more
successful. Do you know of any short list of ideas I could work with?"

WE RESPONDED AS FOLLOWS AND INVITE OTHERS TO DO SO:
   >Every school needs to develope and institutionalize welcoming and social
  support programs, not only for the beginning of the year, but for newcomers
  who enter throughout the year and for transition articulation from grade to
  grade and school to school. Such programs are documented in several
  resources on our website (http://smhp.psych.ucla.edu). For a short list, see:
  "Easing the Impact of Student Mobility: Welcoming and Social Support"
  (Newsletter, Fall 97).
   >For a bit more of an overview, see:"Welcoming and Involving New
  Students and Families."
   >For a more comprehensive guidebook, See: "What School Can do to
  Welcome and Meet the Needs of All Students and Families."
  > Each resource contains concrete ideas and suggestions that can involve
  teachers, office staff, support staff and community partners. For additional

resources, see the Quick Find topic "Transitions." This will link you with other online documents and centers.

IT WOULD BE A GREAT HELP IF PRACTITIONERS WOULD SHARE WHAT THEIR SCHOOLS DO ALONG THESE LINES.

>>Request "We are looking into developing a short handbook on mental health issues for teachers and counselors in the public schools. The book would contain a brief discussion of common mental disorders as they present in adolescence (Anxiety, Depression, ADHD, Eating Disorders, etc), a discussion of various treatment modalities and medications, tips for managing students with these disorders in the classroom, and local resources. Do you publish anything like this? Do you know if any publications of this type are already in existence, and if so, where we would find them? We would appreciate any information you might be able to give us."

WE RESPONDED AS FOLLOWS AND INVITE OTHERS TO DO SO: .
> The Center Guidebook entitled "Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspective for Prevention and Treatment" is our attempt to provide the type of generic overview that could provide a foundation for such a handbook. We also have done more indepth packets on the specific problems covered in the overview (e.g., Anxiety; Attention Problems; Affect and Mood Problems, Conduct and Behavior Problems). As with most of our resources, these are on our website at http://smhp.psych.ucla.edu and can be downloaded at no cost.

IF ANYONE HAS KNOWS ABOUT ANY SHORT HANDBOOK OF THE TYPE REQUESTED, PLEASE SHARE.

COMMENT FROM OUR ONLINE "NET EXCHANGE"
      >>I recently read a newswire announcing a new program to "train school psychologists." . . . "The first program in the nation to train school psychologists in a relatively new field that studies how the brain affects behavior." . . . "Neuropsychology offers us exciting new tools to find out what is going on in the brain to cause a learning disability or behavior problem," says coordinator of psychological and counseling services. "With this information, school psychologists can work with teachers, parents and medical teams to develop more focused interventions for students with certain disabilities that offer them the greatest chance for school success." I imagine the coordinator is a fine person and all that. But, in this era of stretched resources is this what we should be investing in? I'm big on training and competency based education, (and have great respect for the not-so-new field of neuropsychology) but with the burgeoning number of kids with an identified "LD" is there not some danger here? Just being a fussbudget??

 Response from a reader:

I agree 100%, not only because we do not need more specialization
(actually, we need more integration, e.g., see Sternberg & Grigorenko,
American psychologist, 2001, 56{12}), but also because developmental
neuropsychology involves a very high level of inference and turns out to
be impractical.

IF YOU WOULD LIKE TO WEIGH IN ON THIS, GO TO OUR WEBSITE AT
http://smhp.psych.ucla.edu, and click on "Net Exchange"

YOU CAN ALSO USE "NET EXCHANGE" FOR REQUESTS, OTHER
COMMENTS, AND FOR RESPONDING TO REQUESTS AND COMMENTS.

OR SEND THEM TO US by Phone, Fax, Email, or snail mail.

^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES ^ ^ ^ ^

<School-Based Therapist>
LCSW for 10 month school year. Cummins Mental Health Center, Indianapolis,
IN. Http://www.cumminsmhc.com

<School Mental Health Positions>
To provide individual, group, and family therapy, case coordination and
consultation with school staff. Sioux Trails Mental Health Center, New Ulm MN
Email: stmhchr@siouxtrails.org

<Counselor>
To work with students, teachers, and families. Full or part-time. Mirman School
for gifted and talented students, Los Angeles, CA. (Http://www.mirman.org)

<COO/State Operations Director/Senior Research Analyst>
Fight Crime: Invest in Kids, National Office, Washington, DC
(http://www.fightcrime.org/jobs)

<Director>
Family Violence and Sexual Assault Institute, San Diego CA
(http://www.fvsai.org)

<Postdoctoral Fellowship>
University of Illinois at Chicago, Health Research and Policy Centers, to work
with multidisciplinary faculty in Public Health, Psychology, Education, Sociology,
Economics, Biostatistics. Candidates should be close to a doctoral degree in one
of these areas. Research areas include prevention of child and adolescent problem
behaviors. (Http://www.uic.edu/depts/ovcr/hrpc/centers/index.html)

<Associate for Community Research and Practice>
Need Masters or doctorate and two years of research or evaluation experience.
Association for the Study and Development of Community, Gaithersburg, MD

(http://www.capablecommunity.com)

<Assistant Professor Child Clinical Psychology>
Department of Psychology, University of Memphis, TN. Application review to
begin Dec. 1. Contact Katherine Kitzmann, Dept. of Psych, U of Memphis,
Memphis, TN 38152.

<Project Coordinator/Postdoctoral Fellows>
Multidisciplinary research center on Culture, Development and Education, New
York University.
Coordinator needs as Master's or Doctorate and experience in large scale survey
studies. Contact Catherine Tamis-LeMonda, Dept. of Applied Psych. NY Univer,
239 Greene St. 537B, NY, NY 10003.

<Dean>
School of Education and Human Services, University of Michigan-Flint.
(Http://www.flint.umich.edu/departments/sehs)

<Psychology in the Public Interest>
Doctorate in community psychology or a related field, North Carolina State
University, Raleigh, NC. Application review begins October 15
(http://www.ncsu.edu/psychology/graduate/conc/pipi/index.htm)

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.

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

^ ^ ^ ^ Updates from our Center at UCLA

All the following resources can be accessed and downloaded from
http://smhp.psych.ucla.edu

NEW Quick Find topic on GROUP COUNSELING   includes Center materials,
online documents, and links to centers specializing in the topic.

REVISED AND UPDATED:
>>>Introductory resource packet on
    LEARNING PROBLEMS AND LEARNING DISABILITIES
       Includes information on the upcoming reauthorization if the Individuals
    with Disabilities Education Act. Learning problems are often a
    contributing component to problems students experience. Be sure you
    know how they contribute and what to do about it.

>>>Technical assistance resource sampler on:
   USING TECHNOLOGY TO ADDRESS BARRIERS TO LEARNING
    Covers a wide range of resources related to using technology in schools to
enhance interventions and systems for record keeping and monitoring.

QUARTERLY HARD COPY NEWSLETTER
The summer issue is in the mail and on line. Lead article: Revisiting Learning
Problems and Learning Disabilities." Also, see: "LD: The Backlash" and "Barriers
(Risk Factors), Protective Buffers, & Promoting Full Development."

FEEDBACK PLEASE:
Like all technical assistance and training centers, we continue to evaluate our
impact and how to expand the user base. Let us know what you need to make your
work with mental health in schools more successful. New resources can be
developed and best practices identified.
 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
 Email: smhp@ucla.edu
 Website: http://smhp.psych.ucla.edu

+ + + + +
 To post messages to ENEWS, Email them to smhp@ucla.edu
 + + + + +

  **UPDATE from our Sister Center, Center for School Mental Health Assistance
at the University of Maryland at Baltimore, Mark Weist, Director
 (Http://csmha.umaryland.edu)
National Conference:
 "Advancing School Mental Health Programs" September 18-21 in Philadelphia.
    >>Special Institute: "Developing Effective School-Based Responses to
  Crisis/Trauma/Disaster" September 18
    >>Pre-conference sessions: September 19:
    >>Conference and Exhibits: September 20 - 21

  For more information contact: Center for School Mental Health Assistance,
University of Maryland at Baltimore, Department of Psychiatry, 680W. Lexington
St., 10th fl., Baltimore, MD 21201 Phone (888) 706-0980
Email: csmha@umpsy.umaryland.edu Website http://csmha.umaryland.edu

 @##@#@##@##@#@##@#@##@#@##@#@#
 THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA

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.

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. 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.

As sister Centers, the Center at UCLA and the one at the University of Maryland provide support (training and technical assistance) for mental health and psychosocial concerns in schools. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems. We 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 Centers connect with major initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. 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. Evaluations indicate the Centers have 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 Email: smhp@ucla.edu
Wesbsite: http://smhp.psych.ucla.edu