

ENEWS: A Monthly Forum for Sharing and Interchange

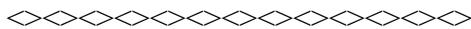
September, 2003 (Vol. 7 #12)

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.



Feel Free to Forward This to Anyone



#### WHAT'S HERE THIS MONTH

##### \*\*Emerging Issue

>>>Children and Depression The Popular Press Accelerates Discussion of Concerns

##### \*\*Special Announcement

>>>Nominations for award from SAMHSA for school-based mental health program

##### \*\*News from Around the Country

\*\*This Month's Focus for Schools to Address Barriers to Learning  
>September Welcoming Strategies for Students and their Families

\*\*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

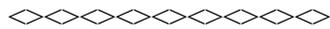
**\*\*Training & Job Opportunities**  
(Including fellowships and scholarships)



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**\*\*EMERGING ISSUE**

>>>Children and Depression The Popular Press Accelerates Discussion of Concerns

Recently, several national magazines, TV, and trade books have increased public attention related to child/adolescent affect/mood disorders (depression, bipolar). Not surprisingly, this has elevated the concern of many families about whether their youngster fits the diagnostic criteria. Among clinicians, the discussion has focused on concerns about the validity of instruments for making such diagnoses and the appropriateness of certain treatments for young people. Some social critics see all this as another tendency to overpathologize facets of youth behavior that should be seen as within the normal limits. Practically, the increased attention means that schools will be expected to be more in tune with the issues surrounding affect and mood problems, and, indeed, everyone who works with youngsters will need to think the issues through in ways that reflect the best interests of children and adolescents.

Those who need to learn more about the topic may want to go to our website's Quick Find Search and click on Depression for easy access to some Center-produced resources and to link with other resources on the internet.

Do you have anything you want to share with respect to all this??? We look forward to your comments.

Send your response by email to: [smhp@ucla.edu](mailto:smhp@ucla.edu) and we will post it on our website's Net Exchange (<http://smhp.psych.ucla.edu>) page for others to read and respond.

Or you can respond by phone (310/825-3634) or by fax (310/206-5895)

Write: Center for Mental Health in Schools

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

@#@#@#@

>>>NOMINATIONS FOR AWARD FROM SAMHSA

>>Outstanding school-based mental health program

This annual award acknowledges the work of an outstanding-school based program that advances mental health in schools and the healthy social-emotional development of children The 2003 award will be given to a school-based mental health program that has demonstrated through formal evaluation excellence in prevention and/or addressing problems early after their onset.

The awardee will receive a free conference registration and stipend (\$250) at the 8th annual National Conference in Portland, OR. Nominations for this award should be external (i.e., no self-nominations) and should include a one page (single-spaced) description of the nominee's contributions. Please include a cover letter with contact information for the person or persons nominating the award candidate.

Nominations should be sent to:

Michelle Edwards at the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services, Room 17C-05, 5600 Fishers Lane, Rockville, MD 20857 by September 9, 2003. Please use the designated response format.

A 3 person panel will review the nominations and notification should be no later than the week of Sept. 23.

The award will be presented by a representative of SAMHSA at the 8th Annual Conference on Advancing School-Based Mental Health Programs in Portland, OR in October, 2003.

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Designated Response Format

SAMHSA School-Based Mental Health Award - 2003

Name of nominee \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Name of Program \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_  
Address \_\_\_\_\_  
Nominated by \_\_\_\_\_ Phone \_\_\_\_\_

Please address the following: how the program has contributed through formal evaluation, excellence in prevention and/or addressing problems early after their onset through mental health services (50 points), policy (25 points), and school climate (25 points). Please limit the nomination to one, single-spaced page.

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## \*\*NEWS FROM AROUND THE COUNTRY

### \*OHIO SURVEY CITES 6 - 8 % OF STUDENTS HAVE EMOTIONAL OR BEHAVIORAL PROBLEMS

A mental health survey of 21,915 students in grades 5 - 12 in four Ohio counties found 6-8 % (higher than the national rate of 3-5%) report high scores on several questions. The figures mostly exclude youth already diagnosed. 11% say they feel depressed most or all of the time; 37% said they thought or talked about death at least once in the past 30 days; 20% said they intentionally hurt themselves in the past month; 6% said their future looks bad or very bad; 16% felt that teachers rarely if ever cared about them. "The mental health survey results will be used to redesign services and to seek more funding to expand services...study sponsors say every school should be getting regular service from a trained mental health therapist or counselor..." (Cincinnati Enquirer, 8/3/03)

### \*STATE BILL TO SUSPEND DRIVING PRIVILEGES OF TEENS USING DRUGS

The Oregon House and Senate will work on reconciling the bill each passes that would suspend the driving privileges of high school teens who have been suspended twice for using illegal drugs on school property or at a school activity. In 2001-02, 886 students were expelled for alcohol and other drug violations. A 15 year old student's reaction: "Students already go to school like that knowing they can be suspended. Why would losing their license be any different? They'll just be driving without a license now." (Join Together, 7/28/03)

### \*STATES IDENTIFY SCHOOLS IN NEED OF IMPROVEMENT

>"Nearly 90% of Florida' public schools failed to meeting reading and math standards this year under the new federal No Child Left Behind Law" (Miami Health, 8/8/03)

>"57% of Delaware'S public schools failed to make adequate yearly progress in math and reading...25 of the state's 28 high school are rated an under academic review...3 of the state's 33 middle schools making adequate yearly progress." (Delawareonline.com, 8/12/03)

>"Three hundred and sixty-five Oregon schools, including more than two-thirds of the state's high schools were tagged as educationally inadequate." (Oregonlive.com)

>"About half of all public schools in Pennsylvania aren't meeting minimum standards in math, reading or other areas." (Post-gazette, 8/13/03)

## \*NO CHILD LEFT BEHIND LEGISLATION REQUIRES SCHOOL OVERHAULING

Only one of the school's 23 teachers taught at Vine Elementary last year. Every staff member had to reapply in the overhaul of this low-performing school. "Most of the Vine Elementary students walk to school along one of the roughest streets in Cincinnati. Many come from the same impoverished neighborhood where drug dealers hang out on corners next to boarded-up buildings and crime statistics are among the highest in the city. A quarter of the students have learning disabilities. Most live at or below poverty level and live with just one parent or a grandparent." District officials auditing the school's progress last year wrote: "The Vine staff is working very hard. They certainly can't work any harder." After four years of not showing improvement on state tests and in graduation and attendance rates, NCLB legislation requires schools replace all or most of the staff, turn the school over to the state, employ a consultant to advise school management, reopen as a public charter schools, or take other steps to reorganize. (Cincinnati Enquirer, 8/22/03)

## \*HOW SOME SCHOOLS MAKE DANGEROUS LIST WHEN OTHERS DON'T

Doris Miller Junior High Schools is on a federal list of "persistently dangerous" schools. It is one of six schools in Texas and perhaps fewer than 100 nationwide. The junior high reported 15 incidents between 1999 - 2002 that state officials deemed "expellable" felonies. Schools must submit a corrective plan within 30 days. "People here may not have much money, but like parents everywhere, they want their schools safe. Many are looking for private schools or voucher programs at the last minute as a result of the new designation. At least 18 students have transferred out of Doris Miller so far....While the U. S. Department of Education has not tallied the total number of schools reported an dangerous, at least nine states have listed no schools at all. New Jersey has designated the most with seven." (Christian Science Monitor, 8/20/03)

## \*DAYTIME CURFEW PROPOSED FOR YOUTH UNDER 18

Springfield Township, Ohio, will vote on an ordinance that would prohibit youths under age 18 from being in a public place on school days between 8 a.m. and 3 p.m. After a first warning parents would be fined. "If a youth is hanging out on the street after being kicked out of school, the daytime curfew ordinance is the only way police officers can sweep the kids off the street." The legal director for the Cleveland ACLU said "This seems to create a presumption of criminality against kids just because they're kids." (Cincinnati Enquirer, 8/20/03)

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

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"In the constantly shifting, highly verbal world of public education, parents are at a distinct disadvantage. As soon as your child enters kindergarten, you recognize that the people in the school buildings speak a different language. By your first teacher's conference, while you recognize that they're talking about your child, between the abbreviations (CAT tests) and the technical terms (decoding skills), you begin to doubt your...well, your decoding skills."

Daniel Wolf  
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## THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

Schools have a yearly rhythm changing with the cycle and demands of the school calendar. To strengthen prevention and early intervention, school staff can anticipate and plan for these predictable challenges. You can view all 12 monthly themes online. They are also compiled into a document that can be downloaded, at no cost.

September Welcoming Strategies for Students and their Families  
Starting a new school can be scary. Those concerned with mental health in schools can play important prevention and therapeutic roles by helping a school establish a welcoming program and ways to provide ongoing social support. For examples of such programs (with tools and guidelines) see Ideas for Enhancing Support at your School this Month at (<http://smhp.psych.ucla.edu>).

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"Parents and teachers are in the same difficult situation together, besieged by outside experts pointing out what we are supposedly doing wrong."

Dorothy Rich  
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## \*\*RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

### >>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"American Psychologist: Special issue Prevention that works for children and youth" (2003) Edited by R. Weissberg and K. Kumpfer. June/July, Volume 58(6/7)

"Juveniles and drugs" (2003) Office of National Drug Control Policy (<http://www.whitehousedrugpolicy.gov/publications/factsht/juvenile/196879.pdf>)

"Barriers to detection, help-seeking, and service use for children with ADHD symptoms. (2003) R. Bussing, et al. Journal of Behavioral Health Services & Research 30(2) 176-189. Summarized at (<http://www.rtc.pdx.edu/pgDataTrends.shtml>)

"Ethnic and sex differences in children's depressive symptoms: Mediating effects of perceived and actual competence" (2003) J. Kistner, et al. *Journal of Clinical Child and Adolescent Psychology*, 32(3) 341-350.

"Violence and risk of PTSD, major depression, substance abuse/dependence, and comorbidity: Results from a national survey of adolescents" (2003) D. Kilpatrick, et al. *Journal of Consulting and Clinical Psychology*, 71(4) 692-700.

"Deliberate self-harm in a nonclinical population: Prevalence and psychological correlates" (2003) E. D. Klonsky, et al. *American Journal of Psychiatry*, 160:1501-1508.

"A family-based approach to the prevention of depressive symptoms in children at risk: Evidence of parental and child change" (2003) W. Beardslee, et al. *Pediatrics*, 112(2) 119-131.

"Consensus on treatments for aggression in youth" (2003) *Psychiatric Times*, 20(7)

"Taking offense: Effects of personality and teasing history on behavioral and emotional reactions to teasing" (2003) J. Bollmer, et al. *Journal of Personality*, 71(4)

"Associations of weight-based teasing and emotional well-being among adolescents" (2003) M. Eisenberg, et al. *Archives of Pediatric Adolescent Medicine*, 157; 733-738.

"How academic achievement, attitudes, and behaviors related to the course of substance use during adolescence: A 6-year, multiwave national longitudinal study" (2003) L. Allison, et al. *Journal of Research on Adolescence*, 13(3) 361-397.

"A two-stage model of peer influence in adolescent substance use: Individual and relationship-specific differences in susceptibility to influence" (2003) K. Urberg, et al. *Addictive Behaviors*, 28(7) 1243-1256.

"Youth with anxiety disorders in research and service clinics: Examining client differences and similarities" (2003) M. Southam-Gerow. *Journal of Clinical Child and Adolescent Psychology*, 32(3) 375-385.

"Differential effects of support providers on adolescents' mental health" (2003) L. Colarossi & J. Eccles. *Social Work Research*, 27(1) 19-30. Summarized at (<http://www.rtc.pdx.edu/pgDataTrends.shtml>)

"Discriminative validity and clinical utility of an abuse-neglect interview for adolescents with conduct and substance use problems" (2003) T. Crowley, et al. *The American Journal of Psychiatry*, 160:1461-1469.

## >>FAMILIES, COMMUNITY & SCHOOL

"Advancing the Healthy People 2010 Objectives through community-based education: A curriculum planning guide" (2003) Community-Campus Partnerships for Health (<http://www.ccph.info>)

"The developmental context of school satisfaction: Schools as psychologically healthy environments." (2003). J. Baker, et al. *School Psychology Quarterly*, 18(2) 206-221.

"National Association of School Psychologists: Culturally competent practices" <Http://www.nasponline.org/culturalcompetence/index.html>

"On Sustainability of Project Innovations as Systemic Change" (2003). H. Adelman & L. Taylor. *Journal of Educational and Psychological Consultation*, 14(1) 1-25.

"Schools and Terrorism: A supplement to the National Advisory Committee on Children and Terrorism Recommendations to the Secretary" (2003) (<http://www.bt.cdc.gov/children/PDF/working/school.pdf>)

"Vulnerable youth: Identifying their need for alternative educational settings" (2003) J. Zweig (<http://www.urban.org/url.cfm?ID=410828>)

"Towards a typology of alternative education programs: A compilation of elements from the literature" (2003) L. Aron (<http://www.urban.org/url.cfm?ID=410829>)

"Portraits of four schools: meeting the needs of immigrant students and their families" (2003) Center in Child Development and Social Policy, Yale University (<http://www.yale.edu/21c>)

"High School Guidance Counseling" (2003) National Center for Educational Statistics (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003015>)

"Partnerships for change: Community-union collaboration in public education" (2003) *Education Organizing* (<http://www.communitychange.org/education/pdffiles/CCCEdOrg0701FINAL.pdf>)

"After-school for all? Exploring access and equity in after-school programs" (2003) *The Forum for Youth Investment* (<http://www.forumforyouthinvestment.org>)

"Relationship between multiple forms of childhood maltreatment and adult mental health in community respondents: Results from the adverse childhood experiences study" (2003) V. Edwards, et al. *American Journal of Psychiatry*, 160:1453-1460.

"Children's classroom peer relationships and subsequent educational outcomes"

(2003) S. Risi, et al, Journal of Clinical Child and Adolescent Psychology, 32(3) 351-361.

"Violence in the lives of children" (2003) B Brown and S.Bzostek, Child Trends, <http://www.childtrendsdatabank.org>

"Developing a school functioning index for middle schools" (2003) A. Birnbaum, et al. Journal of School Health, 73(6) 232-238.

"The stressful life events schedule for children and adolescents: Development and validation" (2003) D. Williamson, et al. Psychiatry Research, 119(3) 225-241.

"Life event dimensions of loss, humiliation, entrapment, and danger in the prediction of onsets of major depression and generalized anxiety" (2003) K. Kendler, et al, Archives of General Psychiatry, 60: 789-796.

"Cultural diversity research on learning and development: Conceptual, methodological, and strategic considerations" (2003) M. Orellana & P. Bowman, Educational Researcher, 32(5) 26-32.

"A developmental framework for collaboration in child-serving agencies." (2003) S. Hodges, et al. Journal of Child and Family Studies, 12(3) 291-305. Summarized at ([http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary\\_85.pdf](http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_85.pdf))

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

"Why don't we see more translation of health promotion research to practice? Rethinking the efficacy-to-effectiveness transition" (2003) R. Glasgow, et al. American Journal of Public Health, 93(8) 1261-1267.

"Guidelines on multicultural education, training, research, practice, and organizational change for psychologists" (2003) American Psychological Association, American Psychologist, 58(5) 377-402.

"Supporting early childhood initiatives: Legislative strategies for everyday people" (2003) The Finance Project (<http://www.financeprojectinfo.org/Publications/LegislativeStrategies.pdf>)

"High school exit exams: Put to the test" (2003) Center on Education Policy (<http://www.ctredpol.org/highschool/1/exitexam4.htm>)

"Accountability and Quality Assurance in Managed Care Systems" (2003) M. Armstrong. Health Care Reform Training Project: Promising Approaches for Behavioral Health Services to Children and Adolescents and their Families in Managed Care Systems. (<Http://www.fmhi.usf.edu/institute/pubs/bysubject.html>)

"Making the right choices: reforming medicaid to improve outcomes for people who need mental health care" (2003) Bazelon Center Issue Brief

(<http://www.bazelon.org>)

"Snapshots of America's Families 3: Tracking change 1997-2002 (2003) Urban Institute (<http://www.urbaninstitute.org>)

"Prevalence and development of psychiatric disorders in childhood and adolescence" (2003) E. J. Costello, et al, Archives of General Psychiatry, 60: 837-844.

"Examining the effects of prevention programs on the incidence of new cases of mental disorders: The lack of statistical power" (2003) P. Cuijpers, American Journal of Psychiatry, 160: 1385-1391.

"Youth-led research and evaluation: Tools for youth, organizational, and community development" (2003) J. London, et al, New Directions for Evaluation, 98.

(Note: The 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](http://smhp.psych.ucla.edu))

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"Of course we need standards and resources to make our schools work well in solving the myriad tasks they face. But resources and standards alone will not work. We need a surer sense of what to teach to whom and how to go about teaching it in such a way that it will make those taught more effective, less alienated, and better human beings."

Jerome Bruner

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## **\*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>Balanced and Restorative Justice, Office of Juvenile Justice and Delinquency Prevention, September 16-18, Miami, FL  
(<http://www.ojjdp.ncjrs.org/jaibg/tta.html>)

>First International Child Health Services Research Conference, September 20, Washington, DC (<http://www.ahrq.gov/child/>)

>International Conference on the Scientific Basis of Health Services: Global Evidence for Local Decisions, September 20-23, Washington, DC  
(<http://www.icsbhs.org/>)

>Promoting Effective Behavioral Health Care for Latinos, September 23-25, Los Angeles, CA (<http://www.lbhi.org>)

>The New England Conference on Implementing No Child Left Behind,

Education Commission of the States, September 29, Marlborough, MA  
(<http://www.ecs.org>)

>Unleashing the Power of Youth and Community Potential, October 12 - 14,  
Allentown, PA (<http://www.justcommunity.com>)

>American School Health Association, October 15-18, El Paso, TX  
(<http://www.ashaweb.org>)

>National Association of State Boards of Education, October 16-18, Baltimore,  
MD (<http://www.nasbe.org>)

>Powerful Collaborations: Building a Movement for Social Change, October 16-  
19, Sandstone, MN (<http://www.loka.org>)

>Eight National Conference on Advancing School-Based Mental Health  
Programs, October 23-25, Portland, OR (<http://csmha.umaryland.edu>)

>Fifteenth Annual National Dropout Prevention Network Conference, October  
26-29, Kansas City, MO (<http://www.dropoutprevention.org>)

>The Bridge from School to Afterschool and Back: Supporting Children's  
Learning Across the Hours, October 27-28, Vancouver, WA  
(<http://www.schoolsoutwashington.org>)

>Office of Safe and Drug Free Schools National Conference, October 27-29,  
Washington, DC, (<http://www.osdfsnationalconference.org/>)

>National Middle School Conference, November 6-8, San Diego, CA  
(<http://www.calsaconference.org>)

>Federation of Families for Children's Mental Health, November 20-23,  
Washington, DC (<http://www.ffcmh.org>)

>Creating Communities of Learning: No One Left Behind, National Community  
Education Association, December 3-6, New Orleans, LA (<http://www.ncea.com>)

>National Network for Youth, February 22-25, Washington, DC,  
(<http://www.nn4youth.org>)

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

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Crane's definition: Specialist learn more and more about less and less until they  
know everything about nothing.

Kyle's Reversal: Generalists learn less and less about more and more until they know nothing about everything.

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## \*\* CALLS FOR GRANT PROPOSALS, PRESENTATIONS, AND PAPERS

### GRANTS:

>>U.S.Department of Education (<http://www.ed.gov>)

>Jacob Javits Fellowship Program (CFDA# 84.170A ) Due October 3.

>Graduate Assistance in Areas of National Need Program (CFDA# 84.200A)  
Due November 7

>>National Institute of Mental Health, National Institute on Drug Abuse, and National Institute of Child Health and Human Development

>Behavioral, Social, Mental Health, and Substance Abuse Research with Diverse Populations, Due October 1 (<http://www.nih.gov>)

>>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>)

>Knowledge Dissemination Conference Grants (PA-03-002) Due September 10

>Comprehensive Community Child Mental Health Initiative (SM-03-009)

Due October 15

SAMHSA is soliciting comments on proposed changes in the way grants will be announced. SAMHSA is proposing to issue four standard grant announcements. These will replace the 30-40 individual announcements that have been issued each year. The four types of grants are service grants (to implement substance abuse and mental health services), infrastructure grants (to support system change), best practices planning and implementation (to identify practices to meet local needs, develop strategic plans for implementing or adapting these prior to full scale implementation), and service to science grants (to document and evaluate innovative practices not yet evaluated). To submit comments, e-mail [samhsa\\_standard\\_grants@samhsa.gov](mailto:samhsa_standard_grants@samhsa.gov).

### CALLS FOR ABSTRACTS FOR CONFERENCES:

Youth and Health: Generation on the Edge. Call for Abstracts for June 1-4 conference in Washington, DC. Deadline September 15  
([http://www.globalhealth.org/view\\_top.php3?id=223](http://www.globalhealth.org/view_top.php3?id=223))

>Justice for All: Fighting for America's Mental Health. National Mental Health Association. Call for proposals for June 9-12 conference in Washington, DC. Deadline September 30 (<http://www.nmha.org>)

(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 Quick Training Aid on Financing Strategies to Address Barriers to Learning)

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"I used to have a handle on life, but it broke..."  
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>>NEWS FROM THE TWO NATIONAL CENTERS  
FOCUSING ON MENTAL HEALTH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

\*New and Updated (Online and in hardcopy)

>>"Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit"

>>"New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going to Scale: A Center Brief"

>>"New Directions for Student Support: Some Fundamentals." (Provides indepth readings on the rationale and research related to learning support)

\*Summer Newsletter is in the mail

Lead article features "New Directions: Where's it Happening?" and provides brief overview of work on learning supports in Hawai'i; Madison, WI; St. Paul, MN; and through the Urban Learning Center Design of the Comprehensive School Reform Initiative. A Commentary stresses: "Don't Forget About the Mental Health of School Staff." Featured "Ideas into Practice" come from responses on the Mental Health in Schools Practitioner Listserv that discuss (a) responding to children whose parents have been called to active duty and (b) principles of effective family focused interventions.

\*Latest Publication:

"On Sustainability of Project Innovations as Systemic Change" Journal of Educational and Psychological Consultation, 14(1) 1-25.

\*Activities Related to Summits Initiative: New Directions for Student Support:

>Outreach Mailing Continuing to send outreach mailings to school leaders across the country to raise awareness about the importance of new directions for student/learning support. Let us know if there are folks to whom you want us to outreach. Also, feel free to download the outreach material from our website and share it. Incidentally, many of those responding are indicating interest in participating in the Summit Initiative: New Directions for Student Support, and these will be among the first invited to regional and state summits.

>Next Regional Summit With the Region VII Comprehensive Center as a Co-host, plans have been finalized for the September 9th Kansas City Regional meeting for the six states served by the Region VII Comprehensive Center (IL, IN, NE, MO, OK, KS). The Comprehensive Center will continue to follow through in working with us and each state's representatives to plan follow up state summits for these six states.

>Next State Summit A state planning group has been formed for the November 5th Wisconsin state summit. The state group will co-host and provide leadership in identifying local examples of New Directions for Student Support.

>Related Materials are online and in hardcopy (on the Center website homepage click on green button "Summits for New Directions")

>Press Release:

Education writers and editors of journals and newsletters concerned about learning support have been sent a press release describing the importance of New Directions for Learning Support. The intent is to further strengthen awareness of the resources available in schools and communities to strengthen student success.

If you would like to use and/or forward the info, the press release is on our website (after clicking "Summits for New Directions," click on "Why New Directions are an Imperative" and open the News Release).

\*This Month's Ideas for Enhancing Support at your school "September Welcoming Strategies for Students & their Families" (see info provided earlier in this ENEWS)

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 youth colleagues across the nation.

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](mailto:smhp@ucla.edu)  
Website: <http://smhp.psych.ucla.edu>

^^^ UPDATE FROM OUR SISTER CENTER

>>>8th National Conference on Advancing School Based Mental Health Programs sponsored by CSMHA from October 23-25 in Portland, OR

For more information on the conference and CSMHA activity see their website <http://csmha.umaryland.edu/> or contact Mark Weist, Director, Center for School Mental Health Assistance, University of Maryland at Baltimore, Department of

Psychiatry, 680 W. Lexington St., 10th fl., Baltimore, MD 21201. Phone (888) 706-0980, Email: [csmha@umpsy.umaryland.edu](mailto:csmha@umpsy.umaryland.edu)

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"I have kids. They are always there when they need me..."

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## \*\*OTHER HELPFUL RESOURCES

### >>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Fiesta Educative" to inform and assist Latino families in caring for their children with special needs (<http://www.fiestaeducativa.org>)

"Violence in the Lives of Children" Child Trends DataBank (<http://www.childtrendsdatbank.org>)

"Resource Center to Address Discrimination and Stigma" (<http://www.samhsa.gov/stigma>)

"National Mental Health Awareness Campaign" (<http://www.nostigma.org>)

"American Psychological Association Resilience for Kids & Teens campaign" (<http://www.helping.apa.org>)

### >>PARENTS, SCHOOLS & COMMUNITIES

"Disability Rights Advocates" (<http://www.dralegal.org>)

"SchoolCounselor.com: A Friendly and Practical Guide to the World Wide Web" (<http://www.educationalmedia.com>)

"Community Organizing: A Tool for Building Community Schools" (<http://www.communityschools.org>)

"Theory of Change" (<http://www.theoryofchange.org>)

"Pediatric Life Coaching" (<http://www.pedsplay.com>)

(Note: for 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

Responses to last month's emerging issue "Backlash to overstating the science-base for school interventions"

"Having just spent the last year examining the nations' school-based drug prevention programs, I am in mixed agreement with Gorman's perspective regarding the questionable science of the heavily promoted science based prevention programs. He is correct in reporting the flawed quality of some school based programs. Many programs are presented as effective despite findings to the contrary. The prevention field is complex and developing meaningful interventions is difficult. Because our youth are an ever changing population, growing up in an ever changing culture and world, prevention programs must be dynamic and flexible..."

"As a school district administrator and consultant with the state department of education, I have been involved in many interventions that have appeared to be successful in helping students with persistent school behavior and attendance problems, but the key to success is not just the structure of the intervention...the key to success...often depends on the skills of the team members in implementing the...strategies...sometimes the variance has to do with what resources are available in the school or community, and sometimes the variance is due to the skill...in incorporating the strengths of the family in the plan to resolve the problem...I would hate to see school districts abandon (good) interventions while they wait for a study to prove the effectiveness..."

"In education research, numerous interrelated factors effecting learning, including legal, cultural, socio-economic, biological, interpersonal, and individual factors, create a very complex multifunctional environment in which to conduct research..."

"It appears that we need "science-based research" directed towards those claiming to have applied scientific research on various prevention programs and curriculum..."

"...given the history of flawed research and inappropriate conclusion...how many less visible programs on the list are similarly flawed? Doubtless some of them do what they claim, but there is no way to be sure when the research basis for their certification is often not available in research journals but only in reports submitted to federal agencies that feel great pressure from the Congress to find programs that "work."...There is another basic flaw in much if not all of the research on drug prevention education. No information is given about what young people who have experienced these programs actually think about them..."

Anything you would like to share? Send it to us at [smhp@ucla.edu](mailto:smhp@ucla.edu).

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"Where there's a will...I want to be in it."

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**\*\*TRAINING AND JOB OPPORTUNITIES**

<School mental health clinician>



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  
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