ENEWS: A Monthly Forum for Sharing and Interchange

September, 2005 (vol. 9 #12)

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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First – In the wake of Katrina:

The time ahead for kids, their families, their schools and neighborhoods will be more challenging than anyone should have to face. At this point, we are trying to determine ways a Center such as ours can be of any meaningful help in the coming weeks.

As we always do when a crisis strikes, we have added some relevant info to the section of our website that provides resources for "Responding to a Crisis" (accessed from our homepage). We have included 12 internet resources related to responding to and coping specifically with hurricane related events (access directly http://smhp.psych.ucla.edu/hurricane.htm). If you know of other resources we should include, please let us know.

In the coming weeks, there will be growing concern about how to provide schooling for those whose schools are closed or gone, and there will be a need to accommodate many new students and staff in existing schools. These, along with many students and staff in operational schools, will be experiencing an array of mental health concerns.

The question our Center has at this time is what other ways should we be considering to help those who are responsible for schools in affected states to prepare to address these mental health concerns. If you have thoughts about what else we might do, please let us know.

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WHAT'S HERE THIS MONTH

**Emerging Issue
       >What level of Schooling Warrants the Highest Policy Priority?

**News from Around the Country

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

**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-1
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

   >What Level of Schooling Warrants the Highest Policy Priority?

Competing advocacy for improvements in one level or another of schooling has been long-standing. For example:

   >preschool (including zero to three) — e.g., "Child Development is Economic
      Development" by Art Rolnick – http://www.developingchild.net/rolnick.pdf

   >K-3 — e.g., "School Reform Proposals: The Research Evidence: Class-Size Reduction in
      Grades K-3" by Jeremy D. Finn,
        http://www.asu.edu/educ/epsl/EPRU/documents/ EPRU%202002-101/epru-2002-101.htm

   >middle schools — "Making Middle Grades a National Priority" from the National Forum to
      Accelerate Middle-Grades Reform"
        http://www.middleweb.com/mw/resources/NFflier05.pdf

   >high schools — "High School: There is another way" from Educators for Social
 Responsibility   http://www.esrnational.org/hs/hs.htm

Obviously, there is a need to do something at each level, and certainly there is a need to address
the integration of everything done to ensure healthy beginnings, ongoing well-being, and high
school graduates who are prepared for their and society's future.

However, the hard choice for policy makers at this time is:

What warrants priority attention.

Given that we are not going to get it all, what's your policy position in this debate, and what is
your reasoning?

Send your responses to ltaylor@ucla.edu
@#@#@#@

"It is not enough to just do your best or work hard.
You must know what to work on."

W. Edwards Deming
@#@#@#@#

**NEWS FROM AROUND THE COUNTRY

*PARENTS REPORT ESTIMATED 2.7 MILLION CHILDREN WITH EMOTIONAL AND BEHAVIORAL PROBLEMS
"A special feature in the report, America's Children: Key National Indicators of Well-Being 2005 shows that nearly 5 percent – or an estimated 2.7 million children – are reported by their parents to suffer from definite or severe emotional or behavior difficulties, problems that may interfere with their family life, their ability to learn, and their formation of friendships.... This indicator reports that 65% of parents of children with definite or severe difficulties had contacted a mental health professional or general doctor, or that their child had received special education services, for emotional or behavioral problems..." 7/20/05. Federal Interagency Forum on Child and Family Statistics. Http://www.nichd.nih.gov/

*NUMBER OF STUDENTS ATTENDING HIGH AND MIDDLE SCHOOLS WHERE DRUGS ARE USED, KEPT, SOLD RISES SHARPLY
"Since 2002, the number of students who attend schools where drugs are used, kept or sold has jumped 41 percent for high school students and 47 percent for middle school students, according to the *National Survey of American Attitudes on Substance Abuse X: Teens and Parents*. This tenth annual back-to-school survey conducted by The National Center on Addiction and Substance Abuse (CASA) at Columbia University finds that 62 percent of high school students and 28 percent of middle school students attend drug infected schools, up from 44 percent of high school students and 19 percent of middle school students in 2002." 8/18/05. Http://www.casacolumbia.org

*ACHIEVEMENT GAPS ON HIGH SCHOOL EXIT EXAMS LARGELY UNCHANGED
"Half of all states now use or plan to soon implement exit exams, tests that students must pass in order to graduate from high school... Pass rates for all students taking the exams for the first time raged in most states from 70% to 90%, but achievement gaps between white students and black and Latino students remain very large, averaging 20 to 30 percentage points in most states. Gaps are often greater for students from low-income families and students with disabilities, and in particular for English Language Learners..." 8/16/06, Center on Education Policy
http://www.cep-dc.org/

*HIGHER BAR TRIPPING SCHOOLS [AND STUDENTS AND STAFF]
"More U. S. schools than ever are expected to be labeled as inadequate performers this year under the federal No Child Left Behind law...not because their performance got worse, but because the bar has been raised in most states. The number of failing schools more than doubled in Louisiana, New Mexico, Wyoming and tripled in Texas. . ." 8/12/05, http://www.stateline.org

*CONNECTICUT SUES THE U.S. OVER SCHOOL TESTING
"Connecticut sued the federal government, accusing the Bush administration of being 'rigid, arbitrary and capricious' in the enforcement of its signature education law and seeking relief from a requirements that it scrap its own testing program in favor of one the state says will not help children but will cost millions..." 8/23/05 New York Times

*TEACHER ATTRITION: A COSTLY LOSS TO THE NATION AND TO THE STATES
"The exit of teachers from the profession and the movement of teachers to better schools are costly phenomena, both for the students, who lose the value of being taught by an experienced teacher, and to the school and district, which must recruit and train their replacements...In an analysis of teacher turnover, teachers reported retirement as a reason for leaving less often than because of job dissatisfaction or to pursue another job..." 8/05. Alliance for Excellent Education
http://www.all4ed.org/publications/TeacherAttrition.pdf

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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"Everyone has inside of him [or her] a piece of good news.
The good news is that you don't know how great you can be!
How much you can love! What you can accomplish!
And what your potential is!"
<div align="center">Anne Frank</div>
<div align="center">*@#@#@#*</div>

*Monthly Focus for Schools to Address Barriers to Learning

>>WELCOMING STRATEGIES FOR STUDENTS & THEIR FAMILIES

Starting a new school year can be scary – for students and for families. 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.

Welcoming begins at the front door and in the front office. At many schools the "Welcome to our School" sign has been replaced by a sign than reads "No weapons, no drugs, no trespassers..."

From the school's perspective, welcoming and providing supports for students, families, and school staff as a new school year begins is part and parcel of creating and maintaining a caring school climate.

>>See "Ideas for Enhancing Support at School This Month" on the Center website – http://smhp.psych.ucla.edu for practices ranging from training for office staff (so they can create a welcoming and supportive atmosphere for everyone who enters the school) to workshops and follow-up assistance for teachers to help them establish and maintain a safe, supportive, and caring environment. Included are materials for general welcoming, establishing peer buddy systems for students, family members, and new staff, welcoming conferences for families, and a list of prevention-oriented welcoming and support strategies for minimizing negative experiences and ensuring positive outreach.

>>Other links to ideas/resources for starting a new school year and dealing with other transitions can be found through the Center's Online Clearinghouse Quick Find topic on "Transition Programs" — http://smhp.psych.ucla.edu/qf/p2101_01.htm – Link, for example, to such Center resources as:
>*Easing the Impact of Student Mobility: Welcoming and Social Support*
(Newsletter article)
>*What Schools Can Do to Welcome and Meet the Needs of All Students and Families*
(Guidebook)
>*Welcoming and Involving New Students and Families* (Technical Aid Packet)

And link to other internet accessible articles providing a range of specific practices that can be adapted for families (e.g., "Tips for Parents") and staff (e.g., "Tips for Teachers").

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<div align="center">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</div>
<div align="center">*@#@#@#*</div>

Teacher: "Welcome to our school;
we're glad you and your son are here!"

Parent: "I sure hope you still feel this way when
            I come back for the parent-teacher conference."
                                    @#@#@#

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

*Children's Mental and Physical Health

>Student reports of bullying: Results from the 2001 school crime supplement to the National Crime Victimization Survey (2005) National Center for Education Statistics.
Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005310

>How adolescents perceive the stigma of mental illness and alcohol abuse (2005) P. Corrigan, et al, Psychiatric Services 56(5) 544-550. Summarized at
http://datatrends.fmhi.usf.edu/summary_117.pdf

>Need for and actual use of mental health service by adolescents in the child welfare system (2005) S. Shin, Children and Youth Services Review, 27(10) 1071-1083.
Http://www.sciencedirect.com

>Relationship between entry into child welfare and mental health service use (2005) L. Leslie, et al, Psychiatric Services, 56, 981-987.
Http://ps.psychiatryonline.org/cgi/content/abstract/56/8/981?etoc

>Developing guidelines for the evidence-based assessment of child and adolescent disorders, special section of the Journal of Clinical Child and Adolescent Psychology, September, 2005. Section Editors: E. Mash and J. Hunsley.

>Rethinking evidence-based practice for children's mental health (2005) C. Waddell & R. Godderis, Evidence-Based Mental Health, 8, 60-62.
Http://ebmh.bmjjournals.com/cgi/content/full/8/3/60?etoc

>Datapoints: Antipsychotic prescribing trends among youth, 1997-2002 (2005) R. Aprasu, et al. Psychiatric Services, 56, 904-907. Http://ps.psychiatryonline.org/cgi/content/full/56/8/904?etoc

>Instability of the DSM-IV subtypes of ADHD from preschool through elementary school (2005) B. Lahey, et al, Archives of General Psychiatry, 62(8) 896-902. Http://archpsyc.ama-assn.org/cgi/content/abstract/62/8/896?etoc

>Adolescents' implicit theories of maturity (2005) E. Barker, Journal of Adolescent Research, 20(5) 557-576. Http://jar.sagepub.com/cgi/content/abstract/20/5/557?etoc

>High self-esteem among adolescents: Longitudinal trends, sex differences, and protective factors (2005) S. Birndorf, et al, Journal of Adolescent Health, 37(3) 194-201.
Http://www.sciencedirect.com/

>Clinical interventions to enhance infant mental health: A selective review (2005) P. Zeanah, et al, National Center for Infant and Early Childhood Health Policy.
Http://www.healthychild.ucla.edu/publications/IMH%20evidence%20review%20final.pdf

*Family, School & Community

>How do parents learn about adolescents experiences? Implications for parental knowledge and adolescent risky behavior. (2005) A. Crouter, et al, Child Development, 76(4) 869-883.
Http://www.blackwell-synergy.com/toc/cdev/76/4

>The engaged classroom (2005) S. Intrator, Educational Leadership, 62, 20-25.

Http://www.ascd.org

>Overview of the Children and Domestic Violence Services study (2005) K. Smith, et al, Children and Youth Services Review, 27(11) 1243-1258. Http://www.sciencedirect.com

>Promoting school completion of urban secondary youth with emotional or behavioral disabilities (2005) M. Sinclair, et al, Exceptional Children, 71(4) 465-482.

>Choice making: A strategy for students with severe disabilities (2005) A. Stafford, Teaching Exceptional Children,37(6)13-17.

>Building bridges: Strategies to help paraprofessional promote peer interaction (2005) J. Causton-Theoharis & K. Malmgren, Teaching Exceptional Children, 37(6) 18-24.

>Understanding and addressing oppositional and defiant classroom behaviors (2005) S. Salend & S. Sylvestre, Teaching Exceptional Children, 37(6) 32-39.

>What's a youngster to do? The education and labor market plight of youth in high-poverty communities (2005) L. Harris. Http://www.clasp.org/publications/market_plight_of_youth.pdf

>Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade (2005) National Institute of Child Health and Human Development Early Child Care Research Network, Child Development, 76 (4) 795-810. Http://www.blackwell-synergy.com/toc/cdev/76/4

>An ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children (2005) J. Mahoney, et al. Child Development, 76(4)811-825. Http://www.blackwell-synergy.com/toc/cdev/76/4

>Getting smarter, becoming fairer: Renewing our schools, securing our future (2005) National Task Force on Public Education. Http://www.americanprogress.org

>Youth participation in public policy at the municipal level. (2005) B. Checkoway, et al, Children and Youth Services Review, 27(10) 1149-1162. Http://www.sciencedirect.com

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

<Our impoverished view of educational reform (2005) D. Berliner, Teachers College Record. Http://www.tcrecord.org/PrintContent.asp?ContentID=12106

>Getting the mix right: Family, community and social policy interventions to improve outcomes for young people at risk of substance misuse (2005) G. Vimpani, Drug and Alcohol Review, 24, 2, 111-125. http://taylorandfrancis.metapress.com/app/home/contribution.asp?wasp=78e132442fee46fc8df68 1deda6f3238&referrer=parent&backto=issue,3,12;journal,3,28;linkingpublicationresults,1:10220 7,1

>Protecting and disclosing student health information: How to develop school district policies and procedures. (2005) American School Health Association. Http://www.ashaweb.org

>Mental Health and Juvenile Justice: Moving toward more effective systems of care. (2005) J. Koppelman, National Health Policy Forum, Issue Brief, No. 805. Http://www.nhpf.org/pdfs_ib/IB805_JuvJustice_07-22-05.pdf

>Indicators of school crime and safety: 2004. (2005) http://nces.ed.gov/pubs2005/2005002.pdf

>Youth Indicators, 2005: Trends in the Well-being of American Youth (2005) http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005050.

>No Child Left Behind Act: Most students with disabilities participated in statewide assessments, but inclusion options could be improved (2005) GAO Report (GAO-05-618) http://www.gao.gov/new.itmes/d05618.pdf

>How the federal government can strengthen Title I to help high-poverty schools. (2005) M. Roza, et al, Center on Reinventing Public Education, Policy Brief. Http://www.crpe.org/workingpapers/pdf/TitleI_Brief.pdf

>Toward a comprehensive strategy for effective practitioner-scientist partnerships and larger-scale community health and well-being. (2005) R. Spoth & M. Greenberg, American Journal of Community Psychology, 34(3/4) 107-126.

>Faith-based organizations delivering local services (2005) F. Kramer, et al, Urban Institute. Http://www.urban.org/url.cfm?ID=311197

>Balancing district policies & classroom practice (2005) Cross City Campaign for Urban School Reform. Http://snipurl.com/DelicateBalance

>A profile of low-income working immigrant families (2005) R. Capps, et al. Urban Institute. Http://www.urban.org/url.cfm?ID=311206

Note: The Quick Find Clearinghouse on our website at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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"Although the power of schools and educators to influence individual students
is never to be underestimated, the out-of-school factors associated with poverty
play both a powerful and limiting role in what can actually be achieved."
<div align="center">David Berliner</div>
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>>Our Center is holding Leadership Institutes in Dallas, TX
>>Related to the National Initiative: New Directions for Student Support on Sept. 19
>>Related to Policy Leadership for MH in schools on Sept. 20
http://smhp.psych.ucla.edu/summit2002/upcomingevents.htm#leadership

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The Center for School Mental Health Analysis and Action's annual conference on Advancing School-Based Mental Health, October 27-29, Cleveland, OH. Http://csmha.umaryland.edu
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>Persistently Safe Schools, Philadelphia, PA Sept. 11-14,
http://www.hamfish.org/conference/2005/index.html

>Removing Barriers from Student Learning, Student Support Services Conference, Columbia, SC, Sept. 12. For information call 803-231-0754

>National Coordinating Committee on School Health and Safety Washington, DC, Sept. 20, http://www.healthy-students.org

>Latino Behavioral Health Institute, Los Angeles, CA, Sept. 20-22
http://www.lbhi.org

>European Congress "From Parents to Children: The impact of parental mental illness on their children," Athens, Greece, Sept 23-25, http://www.parentsonchildren.gr/

>2005 National Summit on Your City's Families, San Antonio, TX, Sept 25-28
http://www.nlc.org/iyef/your_city_s_families_conference/862.cfm

>Grantmakers for Children, Youth and Families, Denver, CO, Sept.26-28
http://www.dgimeetings.com/GCYF/

>Evidence Based Programs: Successful Implementation and Lessons Learned, Williamsburg, Sept. 29-Oct. 1. Http://www.juvjustice.org/conferences/index_conference.html

>National Network of Partnership Schools, Baltimore, MD, Oct.18-19
http://www.csos.jhu.edu/p2000/JUMP_PAGE_PDF.htm

>Alliance for Children and Families, Orlando, FL, Oct. 19-21
http://www.alliance1.org/Conferences/National2005/reg2005.htm

*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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"It's not the plan that is important, it's the planning."
                    Graeme Edwards
                         @#@##

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

*Grants
See the electronic storefront for federal grants at http://www.grants.gov
You can do it to double check due dates and access applications

If you need help in "Surfin' the Internet for Funds," go to the Quick Find Online Clearinghouse topic page "Financing and Funding" at http://smhp.psych.ucla.edu/qf/p1404_02.htm

Current examples:
>U. S. Department of Education (http://www.ed.gov)
     >>Research on High School Reform (84.305R) Due 11/10/05

>Health Resources and Services Administration (http://grants.hrsa.gov)
     >>Rural Health Outreach and Rural Network Development Program (93.912) Due 9/23/05
     >>Healthy Tomorrow's Partnership for Children Program (93.110) Due 9/12/05

>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 of Mental Health (http://www.nimh.nih.gov)
     >>Effectiveness, Practice, and Implementation in CMHS' Children's Service Sites (93.242)
     Due October 1, February 1, and June 1 (through 9/06)
     Http://grants2.nih.gov/grants/guide/pa-files/PA-04-019.html
     >>Outreach Partners Solicitation Process. Due 9/6/05

http://www.nimh.nih.gov/outreach/partners/solicitation.cfm

>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 Health
>>Enhancing practice improvement in community-based care for prevention and treatment
of drug abuse or co-occurring drug abuse and mental disorders (RFA-DA-06-001) Letter of
intent due 11/18/05.
Http://grants.nih.gov/grants/guide/rfa-files/RFA-DA-06-001.html

>William T. Grant Foundation. Proposals to support intervention research on how to improve
youth-serving organizations, such as schools and community-based organizations, and enhance
research capacity focused on organizations that promote youth development. Letter of intent due
10/17/05. Http://www.wtgrantfoundation.org

*Calls for Papers or Presentations

>Proposals for the 5/31-6/3/06 conference "Community-Campus Partnerships for Health" in
Minneapolis, MN. Http://depts.washington.edu/ccph/conf-overview.html

@#@@#
"The solution to adult problems tomorrow depends in large measure
upon how our children grow up today."
                    Margaret Mead
                         @#@##

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

^ ^ ^   Updates from our Center at UCLA

>Leadership Institutes
(1) Related to National Initiative: New Directions for Student Support – We are extremely
pleased to report that the Leadership Institute in St. Paul, MN on August 16 related to the
was fully enrolled and well received. See the outlined follow-up work (online:
http://smhp.psych.ucla.edu/summit2002/currentstatus.htm) The next Leadership Institute in
this series is scheduled for Dallas, TX on September 19

(2) Related to Policy Leadership for Mental Health in Schools – schedule for September 20

Interested in participating in one of these?
Want to explore scheduling a Leadership Institute related to either these initiatives?
    see http://smhp.psych.ucla.edu/summit2002/upcomingevents.htm#leadership

>Toolkit
>>Rethinking Student Support to Enable Students to Learn and Schools to Teach
http://smhp.psych.ucla.edu/toolkit.htm

In response to specific requests, we have added to the following to this toolkit:

>>"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/studentsupport/toolkit/aidj.pdf

>>"Infrastructure for Learning Supports at District, Regional, and State Offices" --
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf

>Ongoing Outreach to School District Leaders:
We have just completed the third major outreach mailing to 21,000 + district
superintendents, directors of student support, of special education, of curriculum/title I. The
outreach is designed to share information about (a) addressing barriers to learning and
teaching (including mental health and psychosocial concerns) and (b) new directions for
improving student/learning support systems. Hopefully, we have reached folks you would
like to see informed about such matters. However, just to be sure, let us know the names and
contact info for any leaders you think we should have contacted. Send to Ltaylor@ucla.edu

>Center Co-Directors will be in Columbia, SC, September 12 for the Student Support Services
Conference "Removing Barriers from Student Learning." Anyone interested in attending can call
803-231-0754 for information.

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

Howard Adelman and Linda Taylor, Co-Directors
School Mental Health Project/
Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4842; Fax (310) 206-5895
Email: smhp@ucla.edu

^ ^ ^ 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, CSMHA[2]. 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

@#@#@
"Despite the cost of living,
have you noticed how it remains so popular?"
@#@#

OTHER HELPFUL RESOURCES

> "Principal's Guide to IDEA"
http://www.principals.org/s_nassp/sec.asp?CID=779&DID=51958

> "Tracking Adolescent Health Policy: An Annotated List"
http://policy.ucsf.edu/publications.html

>Cultural Competence Resource Pages, http://www.allianceonline.org/about/cc_resources.page

> "The Schools We Deserve" http://www.familiesinschools.org

> "Indicators of Positive Development" http://www.childtrends.org/positiveindicators/

> "Facilitating conversations with youth" http://www.mindohfoundation.org

>"Meeting the challenge: Getting parents involved in schools" http://www.centerforcsri.org/

>Journals Indexed in ERIC, http://www.eric.ed.gov

>Adolescent Health Working Group, http://www.ahwg.net/

>"School Safety" http://www.cops.usdoj.gov/html/cd_rom/school_safety/index.htm

>"A Framework for Supporting First and Second Language Development in Preschool Children" http://www.aed.org/ToolsandPublications/upload/Making_a_Difference.pdf

>Parenting Wisely, http://www.familyworksinc.com

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

<Executive Officer>
California Board of Psychology, Sacramento, CA. BS/BA required, admin background & supervisory/mgmt exp with government boards and demonstrated effectiveness working with diverse populations. Deadline 10/31/05 Contact Jeffrey_B._Sears@dca.ca.gov

<Postdoctoral Fellow>
NIH funded fellowship in prevention research, especially in school and community settings. At Oregon State University, Corvallis, OR. Contact brian.flay@oregonstate.edu

<Graduate Training>
Risk and Prevention in Education Science, interdisciplinary grade training, addressed student inequality and under performance related to variations in social, economic, disability, and cultural circumstances or schools and children. Curry School of Education, University of Virginia, Charlottesville, VA. Http://curry.edschool.virginia.edu/risk/

<Assistant Professor>
School Psychology, University of Missouri, Columbia, MO. Contact Craig Frisby.

<Faculty>
School Psychology, Temple University, Philadelphia, PA. Contact Catherine Fiorello at catherine.fiorello@temple.edu

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 HRSA, SAMHSA, and other relevant job sites.

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

>We received a large number of comments in response to last month's ENEW issue: Screening Mental Health Problems in Schools. Here's a sample:

(1) "I am concerned about a blanket large-scale screening for mental health problems. The task of administering such a tool, should it exist, is monumental and appropriate only for the highest skilled providers. Schools, in their haste to ferret out the issue, may get sloppy and assign this to an inappropriate level staff person. Inaccurate results could be disastrous for the student, his family and his peers. Just today in a meeting about some very high risk students, it was suggested by a high level administrator that a screening test to determine mental health issues would be a good idea. I disagree. ... the follow-up assessments must be outstanding, the infrastructure must be in place, and the follow-up services must be available. I believe the school has a role related to public health concerns, but we need to be cautious and appropriate."

(2) "I think this is a necessary entity in this day and age. With the many barriers for accessing

services and the stigma of asking for help, I think this is a good step in getting kids in need the assistance they need."

(3) "...I can see why parents would be reluctant to have their child screened if it required entering another system to find help. We need to put help, not just screening, into our schools-- and we need the mental health professionals to have doors open to every kid who is having a rough time. ... Kids will feel that someone cares, [and] will support them and provide mental health services. We need to get youth mental health out of clinic settings and into schools, with the funding to do it right."

(4) "I do not see where there is money allocated for this type of screening. ... I am a parent whose child suffered from depression and suicidal tendencies just this year. I certainly think having an on-campus psychologist would be beneficial to those suffering from mental illnesses, however, convincing a kid to use this person would be a hurdle within itself...."

(5) "We have been trying to implement this type of program for some time now. Our biggest obstacle is simply that we do not have the confidence that we can follow up with appropriate treatment should we identify someone with a mental disorder, suicidal ideation, depression...."

(6) "What are the legal implications of doing such screenings?

(7) "A major stumbling block appears to be the issue of: how available treatment will be for most who are identified. Some school districts will not implement a plan until they have a guarantee that an effective service provider will be in place to see identified students. It's a liability issue. So here then lies a dilemma. I have to question who's more liable: 1) the district that stands idle watching their students take their own lives when they know there are effective prevention programs available, 2) the district that identifies students knowing that they may not be seen in a timely manner due to a mental health system that is understaffed and mismanaged."

(8) "From what I hear, this large scale screening is already happening. It is obviously a very bad idea, foremost because of the tremendous harm it can do to students due to misdiagnosing & stigmatizing, but also because it would be a tremendous waste of money. The vast majority of our students fall within the parameters of healthy mental development and we already have school counselors who are trained to detect behavioral issues that may need further evaluation. ... I see the large scale screening being similar to the full-body scan that is now available. It sounds like a great idea, but it picks up little abnormalities that end up being wild goose chases when hundreds & thousands of dollars are spent for further testing that ends up being unnecessary."

(9) "If the goal is to get it early and perhaps prevent a diagnosis, then you can't call it mental health screening, because as the system currently operates, you need a diagnosis to get treatment. I've been intrigued with Duncan and Miller, www.thetalkingcure.com, and their meta analysis of the practices. One would then argue that to get a leg up on identifying individuals, we should have screening in all work places, so we can attack the adult mental health problems. I tend to feel that there is a fair portion of truth in "you find what you are looking for". on depression screening day... people are looking for depression and will "find" or diagnose it simply on the basis of a 20 minute screening, not valid or reliable in any event."

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 in1995. 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

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