

## **ENEWS: A Monthly Forum for Sharing and Interchange**

April, 2007 (Vol. 11 #7)

Source: UCLA School Mental Health Project/  
Center for Mental Health in Schools

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

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Feel Free to Forward this to Anyone

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### **WHAT'S HERE THIS MONTH**

#### **\*\*Emerging Issue**

>Engagement (and Re-engagement) of all stakeholders in Enhancing Student/Learning Supports

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

#### **\*\*Recent Publications relevant to**

>Children's mental and physical health  
>Family, school & community  
>Policy, systems, law, ethics, finances & statistics

#### **\*\*This month's focus for schools to address barriers to learning**

>April – Spring can be a high risk time for students

#### **\*\*Other Helpful Internet Resources**

#### **\*\*Upcoming Initiatives, Conferences & Workshops**

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

#### **\*\*UCLA Center Activities and Resources Update**

#### **\*\*Training & Job Opportunities**

#### **\*\*Comments/requests/information/questions from the field**

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To post messages to ENEWS, email them to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

To subscribe/unsubscribe to ENEWS, go to

<http://lists.ucla.edu/cti-bin/mailman/listinfo/mentalhealth-l> and follow the directions.

Alternatively, you can send an email request to [smhp@ucla.edu](mailto:smhp@ucla.edu) asking to be added to the ENEWS listserv.

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#### **\*\*EMERGING ISSUE**

>Engagement (and Re-engagement) of all stakeholders in  
Enhancing Student/Learning Supports

Few would argue about the value of focusing on engaging and re-engaging students, families, and communities in efforts to address barriers to learning and teaching. However, significant

issues do arise when strategies for accomplishing this are discussed.

One strategy works from inside the school and reaches out. An example is the “National Initiative: New Directions for Student Support.” It focuses first on helping schools to work with all stakeholders to establish policy, adopt a comprehensive and unifying intervention framework, and establish an effective infrastructure for developing a comprehensive system of student/learning supports at every school. As this work proceeds, the school is better prepared to outreach and weave its resources together with community resources in a way that strategically builds on the strengths of each and strives to fill critical gaps.

In contrast are strategies that work from the outside of school to reach in. Examples are those initiatives that focus primarily on linking community services to schools and on using community based organizations to (re)engage families in various ways with schools. This sometimes includes establishing a school-community collaborative (see the lead article in the Center’s current newsletter/journal -- <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring07.pdf>).

Some see these contrasting approaches simply as complementing each other. Others argue that the different strategies are producing a counter-productive competition in policy and practice that has a profound impact on developing cohesive and sustainable engagement among key stakeholders groups.

What’s your take on all this? Send comments to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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## **\*\*NEWS FROM AROUND THE COUNTRY**

### **PHILADELPHIA’S PROJECT U-TURN: CITYWIDE EFFORTS TO ADDRESS THE DROPOUT CRISIS**

“In response to its serious dropout problems, the City of Philadelphia has launched Project U-Turn ... [a] citywide campaign designed [that] enlists the public sector, elected officials, the business community, parents, educators, and young people themselves in reform efforts designed to keep young people in school and provide pathways for dropouts to return to school.” 3/8/07. [Http://www.aypf.org/forumbriefs/2007/fb030807.htm](http://www.aypf.org/forumbriefs/2007/fb030807.htm)

### **SAMHSA LAUNCHES SEARCHABLE DATABASE OF EVIDENCE-BASED PRACTICES IN PREVENTION AND TREATMENT**

“The new National Registry of Evidence-based Programs and Practices greatly expands efforts to help local organizations make informed decisions about evidence-based interventions... it is a searchable database with up-to -date, reliable information on the scientific basis and practicality of interventions. [Http://www.nrepp.samhsa.gov/](http://www.nrepp.samhsa.gov/) 3/1/07. SAMHSA Press Office. [Http://www.samhsa.gov/newsroom/advisories/0703013707.aspx](http://www.samhsa.gov/newsroom/advisories/0703013707.aspx).

### **MOST DOCTORS OPPOSE DRUG TESTING**

“Recent U.S. Supreme Court decisions have resulted in recommendations for adolescent drug testing in schools, and products made available for parents to test their children at home. An addendum to the 1996 American Academy of Pediatrics Policy Statement, ‘Testing for Drugs of Abuse in Children and Adolescents,’ opposes involuntary drug testing of adolescents at school or at home and believes more research is needed on both the safety and effectiveness before testing programs are implemented.” 3/5/07. [Http://http://pediatrics.aappublications.org/cgi/content/full/119/3/627](http://http://pediatrics.aappublications.org/cgi/content/full/119/3/627)

### **EARLY CHILD CARE CORRELATED WITH SMALL INCREASES IN VOCABULARY AND PROBLEM BEHAVIORS IN FIFTH AND SIXTH GRADES**

“The most recent analysis of a long-term NIH-funded study found that children who received higher quality child care before entering kindergarten had better vocabulary scores in the fifth grade than did children who received lower quality care. The study authors also found that the

more time children spent in center-based care before kindergarten, the more likely their sixth grade teachers were to report problem behaviors. However, the researchers cautioned that the increase in vocabulary and problem behaviors was small, and that parenting quality was a much more important predictor of child development than was type, quantity, or quality, of child care.” 3/26/07. [Http://www.nichd.nih.gov](http://www.nichd.nih.gov)

#### MORE MAYORS MOVE TO TAKE OVER SCHOOLS

“The push for mayoral control reflects rising frustration and desperation over poor student achievement, crumbling buildings, bureaucratic wrangling among school officials, and revolving door superintendents.... But education specialists continue to debate whether kids really get a better education under such arrangements...” 3/20/07 USA Today. [Http://www.usatoday.com](http://www.usatoday.com)

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“The relationship between the mayors and the schools has changed fundamentally. It’s not whether the mayors will be involved in city schools, but how. These mayors fancy themselves as better-trained public administrators. They have the hubris, or the guts, to take this on.”

Michael Kirst

“Considerable controversy surrounds discussion of a mayor’s role in public education. From a policy perspective, however, it is essential that every mayor help improve schools.”

From: Open Letter to the Mayor,

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter07.pdf>

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Each week the Center highlights a newsworthy story online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to mental health in schools through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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

##### **\*Children’s Mental and Physical Health**

>Early identification of mental health problems in schools: The status of instrumentation (2007) J. Levitt, et al, Journal of School Psychology, 45(2) 163-191

>Characteristics and functions of non-suicidal self-injury in a community sample of adolescents (2007) E. Lloyd-Richardson, et al, Psychology and Medicine, ePub <http://www.journals.cambridge.org/download.php?file=%2FPSM%2FS003329170700027Xa.pdf&code=8f10a2a954d5585b13924f0d065b8fde>

>Health outcomes in adolescence: Associations with family, friends and school engagement (2007), M. Carter, et al. Journal of Adolescence, 30(1) 51-62. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Teens and prescription drugs: An analysis of recent trends on the emerging drug threat. (2007). The Office of National Drug Control Policy. <http://www.medicampaign.org/teens/brochure.pdf>

>Forgone health care among U. S. adolescents: Association between risk characteristics and confidentiality concern. (2007) J. Lehrer, et al, Journal of Adolescent Health, 40(3) 218-226. <http://www.jahonline.org/article/PIIS1054139X06003752/abstract>

##### **\*Family, School & Community**

>A multi-year evaluation of the effects of a Response to Intervention (RTI) model on identification of children for special education (2007) A. VanDerHeyden, et al., Journal of

School Psychology, 45(2) 225-256. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Learner-centered teacher-student relationships are effective: A meta-analysis (2007) J. Cornelius-White, Review of Educational Research, 77(1) 113-143

>Interest: A unique motivational variable (2007) S. Hidi, Educational Research Review, 1(2) 69-82. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Bullying, violence, and student aggression increasingly are on the school, family, and community agenda – here are a few recent journal articles on these matters:

>>Understanding the relationship between resiliency and bullying in adolescence: An assessment of youth resiliency from five urban junior high schools (2007) T. Donnon & W. Hammond, Child and Adolescent Psychiatry Clinics of North American, 16(2) 449-471. [Http://childpsych.theclinics.com](http://childpsych.theclinics.com)

>>The effectiveness of the Olweus Bullying Prevention Program in public middle schools: A controlled trial. (2007) N. Bauer, et al., Journal of Adolescent Health, 40(3) 266-274..

>>Walking the talk in bullying prevention: Teacher implementation variables related to initial impact of the “Steps to Respect” program (2007). M. Hirschstein et al., School Psychology Review, 36, 3-21.

>>Elementary school nurses’ perceptions of student bullying (2007) B. Helmer. Journal of School Nursing, 23(1) 55.

>>Adolescent perceptions of violence: Formative research findings from a social marketing campaign to reduce violence among middle school youth (2007) G. Quinn, et al., Public Health, ePub.

>>Parents’ aggressive influences and children’s aggressive problem solutions with peers (2007) S. Duman & G. Margolin. Journal of Clinical Child and Adolescent Psychology, 36(1) 42-55

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

>Evaluating character education programs and missing the target: A critique of existing research (2007) A. Christopher, et al, Educational Research Review, 1(2) 148-156. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Urban Schools, Public Will: Making Education Work for All Our Children (2006) by Norm Fruchter. Teachers College Press.

>An education strategy to promote opportunity, prosperity, and growth (2007) J. Bendor, et al, <http://www.brookings.edu/views/papers/200702education.htm>

>Giving everyone the health of the educated: An examination of whether social change would save more lives than medical advances. (2007) S. Woolf, et al, American Journal of Public Health. <http://www.ajph.org/cgi/content/abstract/97/4/679>

>National Survey on Drug Use and Health Report: Patterns and trends in inhalant use by adolescent males and females, 2002-2005. [Http://oas.samhsa.gov/2k7/inhalants/inhalants.cfm](http://oas.samhsa.gov/2k7/inhalants/inhalants.cfm)

>Adderall abuse in Texas, 1998-2004. (2007) M. Forrester, Journal of Toxicology and Environmental Health, 70(7) 658-664. [Http://www.tandf.co.uk](http://www.tandf.co.uk).

>"The Evaluation Exchange" from the Harvard Family Research Project. Spring 2007

Issue Topic: Advocacy and Policy Change  
<http://www.gse.harvard.edu/hfrp/eval/issue34/>

>See info on a recent report from the Finance Project cited in the last section of this ENEWS.

Note: The Quick Find online clearinghouse 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](mailto:Ltaylor@ucla.edu)

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“We can lick gravity, but sometimes the paperwork is overwhelming.”

Wernher van Braun

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## **\*\*MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>April Theme – Spring Can Be a High Risk Time for Students

With the end of a traditional school year in sight, some experience the satisfaction of a successful year, some give up hope. Time is running out for catching up; decisions are made about who passes and who fails; and parties and proms to celebrate the end of the year can have some negative side effects. And, as has been stressed for years, “Programs designed to prevent suicide and suicidal behavior among students should recognize that the spring semester is the period of highest risk.”

This month it is critical to anticipate and begin work on concerns that arise as the school year draws to a close – see <http://smhp.psych.ucla.edu/atyourschool/april03.htm> (Also see the May theme which focuses on helping students and families plan successful transitions to a new grade or a new school. <http://smhp.psych.ucla.edu/atyourschool/may03.htm> )

In addition, see specific Center Online Clearinghouse Quick Find topic pages. For example, see  
>Classroom climate >Environments that support learning >Mentoring >Motivation  
>Peer relationships >Resilience/protective factors >Transitions >Youth Development

Note: For more on anticipating natural opportunities for addressing barriers to learning and teaching and promoting healthy development over the course of the school year, see “Ideas for enhancing support at school this month” at <http://smhp.psych.ucla.edu>

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“Common sense is the collection of prejudices acquired by age 18.”

Albert Einstein

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## **\*\*OTHER HELPFUL INTERNET RESOURCES**

>Tool kit for creating your own truancy reduction program  
<http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=238899>

>Guide to Community Prevention Services  
<http://www.thecommunityguide.org/>

>Helping Teens Help Themselves. [Http://tinyurl.com/36a4mr](http://tinyurl.com/36a4mr)

>Family Strengthening Policy Center  
<http://www.nassembly.org/fspc/practice/documents/brief1.pdf>

>Reducing health disparities among children: Strategies and programs for health plans  
<http://www.nihcm.org>

>Thinking broadly: Financing strategies for youth programs  
[http://financeproject.org/publications/thinkingbroadly\\_PM.pdf](http://financeproject.org/publications/thinkingbroadly_PM.pdf)

>Children's mental health: An overview and key considerations for health system stakeholders  
<http://www.nihcm.org/cmhrefport-final.pdf>

>Achievement gaps: An examination of student achievement and growth  
[http://www.nwea.org/assets/research/national/achgap\\_11.11.061.pdf](http://www.nwea.org/assets/research/national/achgap_11.11.061.pdf)

>Treating and preventing adolescent mental health disorders  
<http://www.oup.com/amhi-treatingpreventing>

>AED Center for Youth Development and Policy Research, Program in Education, Afterschool and Resiliency. <Http://www.pearweb.org/research/rural.html>

>Understanding Equity and Excellence Web site – <http://www.annenberginstitute.org/Equity/>

>E-Newsletter from the Annenberg Institute for School Reform – subscribe at  
[AISR\\_info@brown.edu](mailto:AISR_info@brown.edu)

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at  
[http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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### **\*\*A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

Below is just a small sample. For additional and ongoing information about conferences, refer to our website at <http://smhp.psych.ucla.edu/upconf.htm>

>Promoting Children's Interests: Preparation, Practice & Policy Reform, 4/13-15, Cambridge, MA. <Http://www.abanet.org/child>

>National Institute for School Resource Officers, 4/23-25, Austin, TX  
<http://www.streetlaw.org/srotraining.asp>

>Integrated services conference, 4/26, San Jose, CA  
<http://www.cimh.org>

>International conference on Self-determination Theory, 5/24-27, Toronto, Canada  
<http://www.psych.rochester.edu/SDT/conference/index.html>

>Family Research Consortium - 4<sup>th</sup> Annual Summer Institute, 6/21-23, Durham, NC  
<http://www.semel.ucla.edu/frc4/>

>National Assembly on School-based Health Care, 6/27-30, Washington, DC  
<http://www.nasbhc.org>

>Best Practices in Bullying Prevention, 11/5-8, Ft. Lauderdale, FL  
<http://www.stopbullyingworld.com>

Note: If you want to list your conference, please email information to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)



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“It’s hard to make a comeback when you haven’t been anywhere.”

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

Below is just a sample. 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. You will find links to funding sources and to Quick Training Aid on Financing Strategies to Address Barriers to Learning.

For updated info on federal grants, see the electronic storefront at <http://www.grants.gov>  
There you can double check due dates and access applications

A Few Examples of Current Grant Opportunities

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

>>Grants for the Integration of Schools and Mental Health Systems  
(CFDA 84.215M) Deadline May 15,2007

>>Center on Response to Intervention (CFDA 84.326E) Deadline May 4, 2007

>>Technical Assistance Center for Evidence-based Practices to Improve the Social-  
Emotional Development of Young Children with or at-risk of disabilities (CFDA  
84.326B) Deadline May 7,2007

>>Technical Assistance and Dissemination to Improve Services and Results for Children  
with Disabilities Program (CFDA 84.326B) Deadline May 7, 2007

>National Institute of Mental Health with the Center for Mental Health Services, SAMHSA.  
(Due 6/5, 10/5)

>>Early Identification and Treatment of Mental Disorders in Children and Adolescents.  
<http://grants.nih.gov/grants/guide/pa-files/PA-07-158.html>

>>Effectiveness, Practice, And Implementation In CMHS' Comprehensive Community  
Mental Health Services Program for Children and their Families Service Sites.  
<http://grants.nih.gov/grants/guide/pa-files/PA-07-091.html>

>>Reducing Mental Illness Stigma And Discrimination.  
<http://grants.nih.gov/grants/guide/pa-files/PAR-07-156.html>

>>Refining and Testing Mental Health Interventions and Services for Youth with Mental  
Illness who are Transitioning to Adulthood

<http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-050.html>

<http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-051.html>

>>Research On The Reduction And Prevention Of Suicidality  
<http://grants.nih.gov/grants/guide/pa-files/PA-07-079.html>

>>Research on Rural Mental Health and Drug Abuse Disorders  
<http://grants.nih.gov/grants/guide/pa-files/PA-07-103.html>

>Substance Abuse Mental Health Services Administration

>>Drug Free Communities Support Program (SP-07-001) Deadline April 17

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“Money isn’t everything, but it sure keeps kids in touch.”

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## **\*\*UCLA CENTER ACTIVITIES AND RESOURCES UPDATE**

### **\*New, Recent, and Revamped Resources**

>Hard copy newsletter/journal – Spring issue is in the mail (and online)

For an advanced look, see it online at —

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring07.pdf>

This issue focuses on:

- >>Engaging the Strengths of Families, Youth, and Communities in Rebuilding Learning Supports
- >>Ideas into Practice: Where's It Happening? Berkeley, CA
- >>About the Research-base for a System of Learning Supports

>Revamped Tool Kit for Rebuilding a Comprehensive System of Learning Supports

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

Building a system of supports for learning requires blueprint guides, materials, tools and other resources for strategic planning, implementation, and capacity building. Such resources also help to deepen learning about the substance and processes of the work to be done. With this in mind, this online, evolving toolkit provides a wide range of detailed resource materials (e.g., exemplars, guides, aids, tools). The kit is divided into three sections.

- >>Section A offers *exemplars and guides* related to moving forward with a comprehensive system of learning supports.
- >>Section B includes a variety of brief guidance and blueprint notes, tools, and training materials developed by the Center at UCLA to aid capacity building (particularly staff and stakeholder development).
- >>Section C provides the menu of over 130 specific Quick Finds available in the online clearinghouse accessed through the Center at UCLA. Each *Quick Find* is a gateway to a host of resources.

>Recently developed Online Clearinghouse Quick Find topics:

- >>*Foster Care* – <http://smhp.psych.ucla.edu/qf/fostercare.htm>
- >>*Disciplinary Practices* – <http://smhp.psych.ucla.edu/qf/discpractices.htm>

>Recently developed Guidance and Policy Notes:

- >> *Integrating Learning Supports into the Infrastructure of a Small School* – [http://smhp.psych.ucla.edu/pdfdocs/infrasmall school notes.pdf](http://smhp.psych.ucla.edu/pdfdocs/infrasmall%20school%20notes.pdf)
- >> *An Open Letter to Congress: Reauthorizing the Elementary and Secondary Education Act to Better Address Barriers to Learning & Teaching* <http://smhp.psych.ucla.edu/pdfdocs/congress%20letter.pdf>

>Recently developed Information Resource:

- >>*What's the Research-base for Moving toward a Comprehensive System of Learning Supports?* – <http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf>

>New Outreach Document:

- >>*School Improvement? . . . fully addressing barriers to learning and teaching is the next step!* – <http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf>

### **\*Activities for Moving Forward**

>National Initiative for New Directions for Student Support

- >>Leadership Institute in VT April 30
- >>California legislation (SB288) to the state Senate Education Committee on April 25

>Assistance Available for Planing to Address Barriers to Learning as part of the next school year's school improvement efforts

- >>Now is the opportunity to be at state department and district decision making tables to help plan for enhancing the capacity of staff to move in New Directions for Student Support. The Center Tool Kit can provide resources to bring to the table. And, if you think it would help if the Center hosted a local Center Leadership Institute (bringing



together superintendents, principals, school board members, etc.), let us know.  
[Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

Note: For more information on the UCLA Center for Mental Health in Schools, 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) 846-4843; Fax (310) 206-8716  
Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

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Check out our sister center, Center for School Mental Health Analysis and Action, at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email [csmh@umpsy.umaryland.edu](mailto:csmh@umpsy.umaryland.edu)

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“Clairvoyants meeting canceled due to unforeseen events.”

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

Note: For info 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.

Below are a few opportunities that have been brought directly to our attention this month:

<Associate Director>

Prevention Research Center for Family and Child Health at the University of Colorado at Denver looking for an Associate Director to oversee a program of practice-based research focused on improving the Nurse-Family Partnership. Contact [olds.david@tchden.org](mailto:olds.david@tchden.org)

<Director>

National Technical Assistance (TA) Center for Children’s Mental Health at the Georgetown University Center for Child and Human Development. Submit CV and salary requirements by April 16<sup>th</sup> to [gucdc@georgetown.edu](mailto:gucdc@georgetown.edu).

<Program Assistant>

Coalition for Community Schools, Washington, DC. Contact [ccs@iel.org](mailto:ccs@iel.org)

<Research Specialist>

The Collaborative for Academic, Social and Emotional Learning, University of Illinois at Chicago. Contact [colemanc.@unic.edu](mailto:colemanc.@unic.edu)

<School Nurse>

McCarthy Middle School, Chelmsford, MA. <http://www.chelmsford.k12.ma.us/>

<School Psychologist>

>Branford, CT. <http://www.branford.k12.ct.us>

>Colorado Springs, CO. Contact [bprintz@ffc8.org](mailto:bprintz@ffc8.org) or apply online at

<http://www.ffc8.org>

>Baltimore County, MD. Contact Office of Psychological Services at 410-780-4981.

<Psychology Post-Doctoral Fellowship>

The Adolescent Medicine Psychology Post-Doctoral Fellowship is a full-time one to two-

year appointment that is 50% clinical and 50% research time. Clinical responsibilities include providing therapy (individual, family, and group) and consultation to pre-adolescents, adolescents, and young adults who range in age from 10 – 25 years. Submit a CV and three letters of recommendation to Jean S. Doak, Ph.D., 6621 Fannin Street, CC1710.00, Houston, TX 77030-2399, Fax (832) 825-3689, or email to [jsdoak@texaschildrenshospital.org](mailto:jsdoak@texaschildrenshospital.org). Deadline for submission is June 30, 2007.

<Faculty>

School Psychology Program at Michigan State University, Lansing, MI. Deadline is 4/15/07.

See <http://ed-web3.educ.msu.edu/schpsych/>

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“Why do we say something is out of whack? What is whack?”

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## **\*\*COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

>>>Ideas about Expanding the Agenda for Hearings on the Reauthorization of the No Child Left Behind Act

As you know, our Center views this is an extremely pressing arena for activity at this time. We have sent Congress various policy and practice analysis reports to encourage discussion during the reauthorization process of the need for a systematic focus on learning supports to address barriers to learning and teaching. (see “What’s New” section on our website – <http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm> -- go to “Policy and Practice Analysis & Issue Briefs and Notes.”

If you can guide us to or directly share any information you have about proposed changes specifically related to these matters, please let us know. And, send us any ideas you have about how we can help ensure the reauthorization leads to an enhanced emphasis on ways that districts can increase effectiveness in addressing many of the factors that interfere with so many students succeeding at school. Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

>>>**New Resources from The Finance Project** – [www.financeproject.org/](http://www.financeproject.org/)

“I appreciate your willingness to post our materials. Below is a sample text describing each publication with a link to our website.

The Finance Project recently produced two publications that provide relevant and up-to-date information on federal funding sources and promising strategies to finance mental health supports and services for children and adolescents exposed to traumatic life events.

*Finding Funding: A Guide to Federal Sources for Child Traumatic Stress and Other Trauma-Focused Initiatives* identifies 69 federal sources that can support a variety of supports and services for children exposed to trauma. The guide is designed to provide policy makers and Child Traumatic Stress program developers with critical information about the range of federal funding sources that are currently available and have the potential to support initiatives that develop, implement, and disseminate child trauma interventions. The guide identifies strategies that Child Traumatic Stress initiatives and other trauma-focused initiatives can implement to access a wide array of funding sources.

*Thinking Broadly: Financing Strategies for Child Traumatic Stress Initiatives* presents a conceptual framework for financing Child Traumatic Stress initiatives’ work and a set of approaches that initiative leaders can implement to provide comprehensive and coordinated trauma supports and services. It presents general principles to guide the selection of financing strategies and outlines an array of approaches to finance interventions for traumatized children and adolescents. It also provides considerations to help initiative leaders select financing strategies that closely align with their program goals, available resources, and the political and economic environments in which they work.”

>>> **Article to Share**

"I wanted to share an article with you I wrote that was recently published. The following is the citation for it":

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For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:  
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