

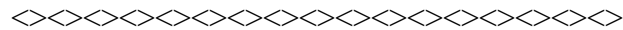
ENEWS: A Monthly Forum for Sharing and Interchange

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

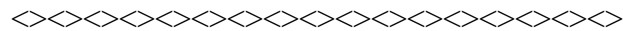
August, 2001 (Vol. 5 # 11)

WHAT IS ENEWS? (For those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.



Feel Free to Forward This to Anyone



WHAT'S HERE THIS MONTH

****Emerging Issue**

>Teacher Turnover: Dropout or Pushout?
Are there mental health implications?

****News from around the Country**

****Recent Publications Relevant to**

>Children's Mental & Physical Health
>Delinquency, Violence & Substance Abuse Prevention
>Family, Community & Schools
>Policy & Statistics

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

****Calls for Grant Proposals/Papers**

****Other Helpful Resources**

****Training & Job Opportunities**

(Including fellowships and scholarships)

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

****News From the Two National Centers Focusing on MH in Schools**

To post messages to ENEWS, E-mail them to: smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list at no charge by
sending an E-mail request to: Listserv@listserv.ucla.edu
leave the subject line blank, and in the body of the message type:
Subscribe mentalhealth-L

To remove your name from the mailing list type:
Unsubscribe mentalhealth-L

****EMERGING ISSUE****

Teacher Turnover: Dropout or Pushout?
Are there mental health implications?

No one doubts there is a problem recruiting good teachers. It is becoming evident that retaining teachers is an even bigger problem. Researchers suggest that poor working conditions and lack of significant on-the-job training and support are causing many new teachers to leave within five years. Included in descriptions of poor working conditions are factors that, in motivational terms, can be seen as threatening feelings of competence, self-determination, and relatedness. From this perspective, some argue that teacher dropout is really another instance of a pushout phenomenon and parallels what is happening to large numbers of students in some schools. (Hypothesis: Teachers who feel bad about themselves probably teach in ways that result in their students feeling bad about themselves.) The turnover of teachers, the conditions that cause them to leave, and the low levels of teaching competence of many who replace them have been identified as significant barriers to student learning and, thus, as related in important ways to student problems including dropout/pushout. If this perspective is correct, teacher turnover is emerging as a major mental health concern for teachers and students.

Do you see this as an emerging concern of relevance to mental health in schools?
If so, do you have some thoughts on what schools should do to counter the damage to teachers and students?
Post your response directly on our website's Net Exchange page for others to read and respond to, go to <http://smhp.psych.ucla.edu>

Or you can send it to:
E-mail: smhp@ucla.edu Phone: (310) 825-3634

Write: Center for Mental Health in Schools
Department of Psychology, UCLA
Los Angeles, CA 90095-1563

"We believe in a brighter future for the children of this planet. We also know that we must accelerate equality, justice, compassion, beauty, grace and excellence, kindness and gentleness in the here and now. It is possible to fulfill a promise to the children of today: 100 percent graduation and zero-percent victims."

Carlos Santana

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****NEWS FROM AROUND THE COUNTRY****

>>Initiative to Increase Mentors<<

Five service organizations (Kiwanis International, Optimist International, Lions Clubs International, and Rotary International) are working with Big Brothers/Big Sisters of American on an initiative to recruit one million mentors over the next five years. (<http://www.jointogether.org>)

>>Campaign to Market Model Substance Abuse Prevention Programs<<

Center for Substance Abuse Prevention's Division of Knowledge Development and Evaluation is establishing a National Registry of Effective Prevention Programs to market through websites, materials, alliances with partner organizations, and regional centers. (<http://www.samhsa.gov/csap/modelprograms/hmcontent.htm>)

>>City Leaders Partner in Improving K-12 Education<<

Teams of city officials in 14 locales will participate in the Municipal Leadership in Education initiative and the Municipal Leadership for Expanded Learning Opportunities initiative offered by the National League of Cities' Institute for Youth, Education, and Families. (<http://www.nlc.org>).

>>State Plan to Aid Mentally Ill Children<<

To avoid a class action law suit, Massachusetts officials have proposed a program built around "care coordinators" who will assess and develop individualized programs of treatment including therapy, modifications, afterschool programs, and support for families. Medicaid funding for these services is being explored. (<http://www.boston.com>)

>>National Guidelines for "Health, Mental Health and Safety in Schools"<<

A set of national guidelines are available for public review and feedback from August 15,

through September 20, 2001. The work is a product of a project funded by HRSA and coordinated by the American Academy of Pediatrics and the National Association of School Nurses. (<http://www.nationalguidelines.org>)

>>Education Partnership with Labor<<

The US Department of Education and Dept. of Labor have initiated a joint effort to improve adult and young adult education opportunities. The initiative includes giving at-risk youth access to a high school diploma through partnerships between the Labor Department's Job Corps centers and public schools; technical assistance includes teacher training. (<http://www.ed.gov>)

>>Critique of the Research Agenda of the National Institute of Child Health and Human Development.<<

In "An Open Letter to Reid Lyon," Steven Strauss, M.D., Ph.D., raises serious concerns about NICHD's biases related to research on reading. See article in the "Educational Researcher" (June/July, 2001). Published by the American Educational Research Association.

>>Surgeon General's Call to Action<<

Science-based strategies to promote sexual health and responsible sexual behavior have been recommended for training health care professionals and ensuring comprehensive programs. (<http://www.surgeongeneral.gov/library/sexualhealth>).

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"...The time for 'education reform' as we know it has ended. It is no longer enough to just tackle pieces of the problem while the greatest issues remain unaddressed...Our education problems are broad and complex and will require solutions that address the expansive nature of the problem..."

Rod Paige, U. S. Secretary of Education

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****RECENT PUBLICATIONS****

***CHILDREN'S MENTAL & PHYSICAL HEALTH**

"Practice parameter for the assessment and treatment of children and adolescents with suicidal behavior" (2001). Journal of the American Academy of Child and Adolescent Psychiatry 40(7) 24S-51S.

"Mental Disorders in Primary Care" (2001). A World Health Organization Educational Package.
(<http://www.who.int/msa/mnh/ems/primacare/edukit/index.htm>).

"America's Children: Key National Indicators of Well-Being" Released 7/15/01.
(<http://www.childstats.gov>).

"Mental Health & School Success: Hearing Summary and Resource Guide" (2001) Ohio Department of Mental Health & Ohio State University Center for Learning Excellence. (<http://cle.osu.edu>)

"Food Insufficiency and American School-Aged Children's Cognitive, Academic, and Psychosocial Development" (2001). Pediatrics, 108 (1) 44-53.

"Assessing Positive Aspects of Adolescence" (2001). Journal of Adolescent Research, 16 (4) 324-401.

"Recovering Your Mental Health, A Self-Help Guide" (2001). Substance Abuse Mental Health Service Administration's Center for Mental Health Services.
(<http://www.samhsa.gov>).

"Studies on Predictor Variables by Developmental Stages" (2001). Funded by the Substance Abuse Mental Health Service Administration's Center for Substance Abuse Prevention. (<http://www.pitt.edu/~csaprc>).

"Loneliness in Children with Disabilities: How Teachers Can Help" (2001) Teaching Exceptional Children, 33(6) 52-58.

"Campus Mental Health Issues: Best Practices/A Guide for Colleges" (2001). By M. Muckenhaupt. Newton, MA: Health and Human Development Program, Education Development Center. Email contact: jepstein@edc.org

*DELINQUENCY, VIOLENCE & SUBSTANCE ABUSE PREVENTION

"Underage Drinking Prevention Action Guide and Planner" (2001). Substance Abuse and Mental Health Services Administrations's Center for Substance Abuse Prevention. (<http://www.samhsa.gov>.)

"Options for Restructuring the Safe and Drug-Free Schools and Communities Act" (2001). RAND Drug Policy Research Center (<http://www.rand.org>).

"Talk to Someone Who Can Help" now available in Spanish (2001). American

Psychological Association. Call 1-877-274-8787, ext. 135.

"Addressing the Problem of Juvenile Bullying" (2001). Office of Juvenile Justice and Delinquency Prevention (<http://www.ncjrs.org/txtfiles1/ojjdp/fs200127.txt>)

"School Violence"; "Creating Safe Schools"; Conflict Resolution Education" (2001). Juvenile Justice Journal, 8(1).
<http://ojjdp.ncjrs.org/pubs/general.html#jjjournal>)

"Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs" (2001). Juvenile Mentor Program (<http://www.itincorporated.com>).

*FAMILY, COMMUNITY, & SCHOOLS

"Building Their Futures: How Early Head Start Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income Families" (2001). Mathematica (<http://www.mathematica-mpr.com/PDFs/redirect.asp?strSite=buildingvol1.pdf>).

"Citizen Power for Stronger Families" (2001). Edna McConnell Clark Foundation. (<http://www.emcf.org>).

"Lives on the Line: American Families and the Struggle to Make Ends Meet" (2001). Westview Press. (<http://cpmcnet.columbia.edu/dept/nccp>)

"Making Low-Performing Schools a Priority" (2001). National Education Association (<http://www.nea.org/issues/lowperf/priorityschools/>)

"Enhancing the Transition to Kindergarten: Linking Children, Families, & Schools" (2000). National Center for Early Development & Learning Kindergarten Transition Studies. (<http://www.ncedl.org>)

"What Can Schools Do to Reduce the Achievement Gap?" (2001). Educational Research Service (<http://www.ers.org/otsp/otsp3.htm>)

*POLICY & STATISTICS

"Priorities for Prevention Research at NIMH", article on the report and 10 commentaries (2001) Prevention and Treatment (<http://journals.apa.org/prevention>)

"Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education" (2001). Commissioned by the Civil Rights Project at Harvard University. (<http://www.epn.org>)

"The Role of Local Government in Community Safety" (2001). U. S. Department of Justice, Bureau of Justice Assistance, Crime Prevention Series. (<http://www.ojp.usdoj.gov/BJA>)

"Educational Achievement and Black-White Inequality" (2001). National Center for Educational Statistics. (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid+2001061>)

"The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Cross Fire" (1999). C.J. Ovando & P. McLaren (Eds.). Boston: McGraw-Hill.

"Guidance on New Patient Privacy Protections" (2001). U.S. Department of Health and Human Services. (<http://www.hhs.gov/ocr/hipaa>)

"Statistics in Brief: Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1998-99" (2001). National Center for Educational Statistics. (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001321>).

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"Behind every successful teacher is at least one student who knows how to operate the class computer and program the VCR."

Paul McClure

^ ^

****UPCOMING INITIATIVE, CONFERENCES, WORKSHOPS**

National Conference on Drug Abuse Prevention Research. August 9 - 10. Washington, DC. National Institute on Drug Abuse. (<http://www.drugabuse.gov>)

Annual Institute for Psychology in Schools. August 23. San Francisco, CA. (<http://www.apa.org/convention>)

Teen Leadership Development Conference. National Resource Center for Youth Services. August 24-26. Glorieta, NM. (<http://www.nrcys.ou.edu>).

California Conference on Childhood Injury Prevention. California Center for Childhood Injury Prevention. September 5-7. San Diego, CA
(<http://www.ccip.org/conf01.htm>)

Alliance for Children and Families. September 5-8. Denver, CO
(<http://www.alliance1.org>)

National Conference on Advancing School-Based Programs. September 20-22. Portland, OR (<http://csmha.umaryland.edu>)

National Dropout Prevention Network Conference. October 28-31. Orlando, FL
(<http://www.dropoutprevention.org>)

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT : <http://smhp.psych.ucla.edu>. (Go to "contents" then click on "Upcoming Events of Interest"). If you want your conference listed, send the information to smhp@ucla.edu.

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Eng's Principle: The easier it is to do, the harder it is to change.
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^^^ ^CALLS FOR GRANT PROPOSALS/PAPERS ^^^ ^

Research & Innovation to Improve Services & Results for Children with Disabilities Program (CFDA #s 84.324X & Y) Deadline 8/3/01
(<http://www.ed.gov/legislation/FedRegister/announcements>)

Cooperative Agreement for a Technical Assistance Center for Statewide Family Network. (GFA SM 01-005). SAMHSA Center for Mental Health Services. Deadline 8/10/01. (<http://www.samhsa.gov/grants/content/2001/sm01-005r.html>)

Violence Prevention Among High-Risk Adolescent Youth. NICHD. Deadline 8/30/01.
(<http://www.eps.gov/spg/HHS/NIH/NICHD/Reference-Number-NICHD-DESPR-SS-2001-02/SynopsisR.html>)

American Indians Into Psychology Program. DHHS, Indian Health Service. (CFDA# 93.970). Deadline 8/31/2001. Contact Dr. Marlene EchoHawk, Office of Public Health, Division of Clinical and Preventive Services, 12300 Twinbrook Parkway, Suite 605, Rockville, Maryland 20852, (301) 443-2038.

Comprehensive Community Treatment Program for the Development of New and Useful Knowledge. (GFA No. PA 99-050). SAMHSA, Center for Substance Abuse Treatment. Deadline 9/10/01.

(<http://www.samhsa.gov/grants/content/2001/pa99050mc2.html>)

Youth Offender Initiative to support re-entry and transition back to the community and address employment, residence, substance abuse, and mental health.

Departments of Justice, Labor, and Health and Human Services. (CFDA # 16.202) Deadline 10/1/01. (<http://www.ojp.usdoj.gov>)

Micro-grants to support the goals of Healthy People 2010. U. S. Department of Health and Human Services. (<http://www.health.gov/healthypeople>)

School Based Program Funding Information

(<http://www.cdc.gov/nccdphp/dash/funding.htm>)

Note: If you want to surf the internet for funds, go to:
<http://smhp.psych.ucla.edu> and click on What's New: scroll to "New Materials" click on "Surfin' for Funds". You can also go to Quick Find and scroll down Center Responses to Financing and Funding for direct links.

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Teacher: This note from your father looks a lot like your handwriting.

Student: Well, yes, he borrowed my pen!

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^ ^ ^ ^ ^ ^ OTHER HELPFUL RESOURCES ^ ^ ^ ^ ^ ^

>>>>Mental Health/Substance Abuse/Health

*Systems of Care: Promising Practices in Children's Mental Health Mini-Web. 2001 series of monographs now on online.

(<http://cecp.air.org/promisingpractices/default.htm>)

*State Health Facts Online, Kaiser Family Foundation internet resource.

(<http://www.statehealthfacts.kff.org>)

*National Center for Services Integration

(<http://eric-web.tc.columbia.edu/families/TWC/ncsi.html>)

*National Youth Violence Prevention Resource Center established by the Federal Working Group on Youth Violence and the Centers for Disease Control and

Prevention. Fact Sheets, Best practices, and research. (<http://www.safeyouth.org>)

>>>>Parents, Schools, and Community

*Parents of Children with Challenging Behaviors
(<http://www.neosoft.com/~parent/chain.html>)

*Motivating Students to Achieve. Public Education Network.
(<http://www.publiceducation.org/resources/chase2.htm>)

*U.S. Department of Education grants awarded to states. Spans array from pre-kindergarten through adult education and teacher training.
(<http://www.ed.gov/PressReleases/07-2001/07132001.html>)

*Ten model Internet-based School Report Cards.
(<http://www.ecs.org/html/newsMedia/e-Connection.asp#ow>)

*Mapping Template to link collaborative ventures and build coalitions.
(<http://www.demos-sa.org/mapping.htm>)

^ ^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES ^ ^ ^ ^ ^
(Including fellowships and scholarships)

<Program Development Specialist>
Social Decision Making/Problem Solving Program, at the Behavioral Training and Research Institute, University of Medicine and Dentistry of New Jersey. See <http://www.umdnj.edu/hrweb/>.

<Director Positions>
In Research and Evaluation and in Education and Training at the Rosalynn Carter Institute for Human Development. See <http://rci.gsw.edu>.

FELLOWSHIPS

<Pediatric Psychology, Division of Psychology and Behavioral Pediatrics, University of Texas Medical Branch at Galveston. To provide mental health services via telemedicine to children and families in rural areas. Contact: Dru Copeland (Fax: 409/747-2388).

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

Examples of comments responding to last month's emerging issue on Random Searches of Students at School:

"...searching all students sends the message that you can't be trusted. Many businesses send this message on a daily basis with limits of the number of youth in a store at a time. I've even seen signs that inform youth they need to leave their backpacks outside..."

"I do believe locker searches are in order with due cause. The key to a safe school is having your students feel connected and for staff to be able to show an interest in students as individuals..."

Response to a request on the Net Exchange regarding children of alcoholics:

"I don't know if schools have a specific way of identifying children who come from alcoholic homes...What I am familiar with is strictly from personal experience...As a young adult, I acknowledged that something was quite 'amiss' and sought help. I am 100% convinced that without the direction of effective counseling and the therapy I sought and received I would not have accomplished what I have today..."

Request from the field:

"We are attempting to develop a promotional video for coordinated school health programs and are interested in learning about such efforts around the country. If you have created a video about school health programs or know of any good contacts or resources please let us know"

You can respond to this request through our Center; email smhp@ucla.edu.

****NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MH IN SCHOOLS****

Note: Both Centers are in the process of evaluating the impact of our work. If you want to share an example of how either Center's efforts has had a impact, let us know at (310) 825-3634 or email smhp@ucla.edu.

^ ^ ^ ^ Updates from our Center at UCLA:

>>>>Campaign related to the document: "Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations"<<<<<<

The Center is encouraging widespread use of this document. One recipient provided us with the following example of how it can be used: "We plan to use the document within our state and local structure for Coordinating School Health Programs...We will make our state Mental Health Oversight Committee aware by providing each committee member with a copy. We have a strong School Based Health Center Network in our state and we will place it on our state website..."

If you haven't seen this field-defining document, browse or download it and its Executive Summary at <http://smhp.psych.ucla.edu/policy.htm>. And, let us know your ideas for using the document to help advance the field.

>>>>QUICK FINDS<<<<<<

This do-it-yourself technical assistance tool puts in one place Center materials, online reports, and specialized resource centers organized by topic area. New Quick Find topics added this month include:

- > Anxiety
- > Environments that Support Learning
- > School Avoidance
- >Policy Related to Addressing Barriers to Learning
- >Peer Counseling.

>>>>New Continuing Education modules: "Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling." The work was piloted in a summer university teacher education course. If you are anticipating working with teachers in the upcoming school year, you may want to browse or download the document for inservice/training ideas. Among the ideas generated by the summer class are:

- >Create an internet study and discussion group for teachers and school staff to share experiences related to enabling learning by addressing barriers
- >Use the modules as a basis for discussion by groups of staff and administrators at a school to plan changes to better enable student learning
- >Use several teachers' meetings to discuss designing a classroom for engaging and reengaging students in classroom learning
- >Develop video clips as a stimulus to accompany the written modules

If there are materials you need in your efforts to improve outcomes for children, let us know. If we haven't addressed the topic, we will undertake to do so. 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

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

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**Update from our Sister Center, Center for School Mental Health Assistance (CSMHA), University of Maryland at Baltimore, Mark Weist, Director

CSMHA's Spring, 2001, Newsletter "On The Move with School-Based Mental Health" -- features an article entitled: "Vermont's Unique Approach Toward Funding School Mental Health Services" by Garry Schaedel of the Vermont Department of Health. There are also articles on school mental health programs for homeless youth.

For information on the upcoming 6th Annual Conference on Advancing School-Based Mental Health Programs, September 20-22 in Portland, OR go to the CSMHA website at <http://csmha.umaryland.edu>.

For more information on CSMHA, contact: Mark Weist, Director
Center for School Mental Health Assistance
University of Maryland at Baltimore, Department of Psychiatry
680 West Lexington St., 10th fl., Baltimore, MD 21201
Phone 888/706-0980 Email: csmha@umpsy.umaryland.edu.
[Http://csmha.umaryland.edu](http://csmha.umaryland.edu).

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THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center at UCLA

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WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of

Psychology at UCLA we established a Center for Mental Health in Schools in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

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

UCLA School Mental Health Project/
Center for Mental Health in Schools
Phone: 310/825-3634; Fax: 310/206-5895
E-mail: smhp@ucla.edu
Web Site: <http://smhp.psych.ucla.edu>
Write: UCLA School Mental Health Project/
Center for Mental Health in Schools
Box 951563
Los Angeles, CA 90095-1563

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