

ENEWS: A Monthly Forum for Sharing and Interchange

December, 2006 (Vol. 11 #3)

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 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**

>Reauthorizing the No Child Left Behind Act and Addressing Barriers to Learning

****News from around the country**

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

>Re-engaging Students: Using a student's time off in ways that pay off!

****Recent publications relevant to**

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

****Other helpful internet resources**

****Upcoming initiatives, conferences & workshops**

****Calls for grant proposals, presentations & papers**

****UCLA Center Resource 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

To subscribe/unsubscribe to ENEWS, go to <http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-1> and follow the directions. 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**

>Reauthorizing the No Child Left Behind Act and Addressing Barriers to Learning

As Congress approaches the reauthorization of the Elementary and Secondary Education Act (currently called the No Child Left Behind Act), there is considerable evidence that there will be too little discussion on how best to address barriers to learning and teaching.

The failure to deal with this arena is seen in virtually every discussion anticipating the reauthorization. See our analysis of this matter ("Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning" -- <http://smhp.psych.ucla.edu/pdfdocs/nclbra.pdf>)

As it stands, many groups are mobilizing to deal with the widespread concerns related to assessment/testing. But, unless something significant is done soon, the essential matter of directly and comprehensively addressing barriers to teaching and learning will again get short shrift (and many students will continue to be left behind). In this respect, the issues before us are what is the best strategy to pursue in terms of content and process.

With respect to content, some of us think there is a need for major new sections in the law to promote development of a comprehensive system of learning supports at every school. Others are advocating mainly for some specific changes in current language or for an enhanced focus on a specific type of barrier.

As to process, no one seems to be offering strategic ideas about how to ensure this fundamental equity matter is included as a major agenda item during the Congressional hearings.

Where do you stand on these matters? (What strategies do you see as most effective? What are the organizations to which you belong planning to do to influence the reauthorization?) Let us hear from you. Ltaylor@ucla.edu

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“Will work for school supplies – Enlisting families as fund-raisers may have been a fresh idea for supplementing school budgets last century, but Rather than directing our energy toward lobbying local and federal governments to cure the growing and chronic problem of inadequate school budgets, we’re busy applying Band-Aids in the form of selling magazines and junk food.”

Karen Karbo

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****NEWS FROM AROUND THE COUNTRY**

SCHOOLS SLOW IN CLOSING GAPS BETWEEN RACES

“Now, as Congress prepares to consider reauthorizing NCLB next year, researchers and a half-dozen recent studies are reporting little progress toward reducing the achievement gap. The reports and their authors portrayed an educational landscape in which test-score gaps between black or Hispanic students and whites appear in kindergarten and worsen through 12 years of public education.” The New York Times, 11/20/06. [Http://www.nytimes.com](http://www.nytimes.com)

LEADERS AIM TO CURB CHEATING ON TESTS

“Five years after high-stakes testing swept the nation, some key lawmakers now say they want to make sure results remain credible.... Examples of suspicious scores and outright cheating have emerged nationally including teachers who gave answers to students and excluded by testing others who were low-performing. House and Senate leaders on No Child Left Behind said cheating has emerged on the radar, with some calling for changes in the law to require states to monitor for it.” 10/26/06. Philadelphia Inquirer. [Http://www.philly.com](http://www.philly.com)

NEW STRATEGIES URGED FOR ‘LEARNING DISABLED’

“More than 30,000 Colorado students are considered learning disabled – the largest handicap category among the state’s 83,000 special education students. Numbers are similar in other states. But educators now believe most of those students aren’t handicapped at all. They were just allowed to fall so far behind that they look like they’re handicapped, said Ed Steinberg, a psychologist who heads the Colorado Department of Education’s special education unit.

'They're instructionally disabled, not learning disabled,' Steinberg said. Steinberg believes that more than 50 percent of learning disabled students are misclassified." Rocky Mountain News, 11/20/06. <http://www.rockymountainnews.com>

PROOF IS SCANT ON PSYCHIATRIC DRUG MIX FOR YOUNG

"A growing number of children and teenagers in the United States are taking not just a single drug for discrete psychiatric difficulties but combinations of powerful and even life-threatening medications to treat a dizzying array of problems. Last year in the United States, about 1.6 million children and teenagers – 280,000 of them under age 10 – were given at least two psychiatric drugs in combination, according to an analysis performed by Medco Health Solutions at the request of The New York Times. More than 500,000 were prescribed at least three psychiatric drugs. More than 160,000 got a least four medication together, the analysis found.... 'There are not any good scientific data to support the widespread use of these medicines in children, particularly in young children where the scientific data are even more scarce,' said Dr. Thomas R. Insel, director of the National Institute for Mental Health." 11/23/06 The New York Times. <http://www.nytimes.com>.

WHAT'S WRONG WITH A CHILD? PSYCHIATRISTS OFTEN DISAGREE

"At a time when increasing numbers of children are being treated for psychiatric problems, naming those problems remains more an art than a science. Doctors often disagree about what is wrong. A child's problems are now routinely given two or more diagnoses at the same time, like attention deficit and bipolar disorders. And parents of disruptive children in particular – those who once might have been called delinquents, or simply 'problem children' – say they hear an alphabet soup of labels that seem to change as often as a child's shoe size." 11/11/06 The New York Times. <http://www.nytimes.com>

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"Psychiatry has made great strides in helping kids manage mental illness, particularly moderate conditions, but the system of diagnosis is still 200 to 300 years behind other branches of medicine. On an individual level ... the experience can be a disaster."

Jane Costello

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

>>December Theme – Re-engaging Students: Using a student's time off in ways that pay off! For school staff and students the winter break is a welcome time for rest and relaxation. But, it is also a critical time for face problems that need to be addressed with a view to a fresh start in the new year. By December, it is patently evident that for some students "it isn't working." The need is to focus on re-engagement. In doing so, we encourage staff to take pains to understand why this is the case (e.g., is the problem that such students are not experiencing sufficient success in learning, so they give up, not having a good relationship with the teacher, so they react/resist, not having connected with a supportive group of friends, so they feel isolated/alienate).

For specific ideas and resources, see December's "Ideas for Enhancing Support at Your School" at <http://smhp.psych.ucla.edu/schoolsupport.htm> – Also see online clearinghouse Quick Find topics as:

>Motivation – <http://smhp.psych.ucla.edu/qf/motiv.htm>

>Environments that support learning – <http://smhp.psych.ucla.edu/qf/environments.htm>

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A teacher's perspective:

“A teacher's day is one-half bureaucracy, one-half crisis, one-half monotony, and one-eightieth epiphany. Never mind the arithmetic.”

Susan Ohanian

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

***Children's Mental and Physical Health**

>System Change and Empirically-Supported Practices: The Implementation Problem (2006).
Center for Mental Health in Schools at UCLA.

<http://smhp.psych.ucla.edu/pdfdocs/systemic/implementation%20problem.pdf>

>Developmental assessment of competence from early childhood to middle adolescents (2006) J. Obradovic, et al, Journal of Adolescence, 29(6) 857-889.

>Promotion of evidence-based practices for child traumatic stress in rural populations: identification of barriers and promising solutions (2006) L. Paul, et al, Trauma Violence, and Abuse, 7(4) 260-73.

>Rapport-building with resistant children: Reconceptualizing relational dynamics (2006) J. Gold, Journal of School Counseling, 4(3) <http://www.jsc.montana.edu/articles/v4n3.pdf>

>Definitions and terms relating to co-occurring disorders
<http://www.coce.samhsa.gov>

>The development of risk-taking: A multi-perspective review. (2006). T. Boyer, Development Review, 26(3) 291-345.

> Making the case for selective and directed cultural adaptations of evidence-based treatments: Examples from parent training. (2006). A.S. Lau, Clinical Psychology: Science and Practice, 13, 295-310.

>Ethnic differences in adolescents' mental distress, social stress, and resources (2006) H. Choi, et al., Adolescence, 41, 263-83.

***Family, School & Community**

>The school dropout crisis
<http://www.pew-partnership.org/whatsnew.html>

>School performance and social-emotional behavior of primary school children before and after a disaster (2006) D. Smilde-van den Doel, et al, Pediatrics, 118, e1311-e1320.
<http://pediatrics.aapublications.org/cgi/content/abstract/118/5/e1311>

>Classwide interventions for students with ADHD: A summary of teacher options beneficial for the whole class (2006) J. Harlacher, et al, Teaching Exceptional Children, 39(2) 6-12.

>How cultural heritage organizations serve communities (2006) C. Rosenstein, Urban Institute
<http://www.urban.org/url.cfm?id=311376>

>What works (and what does not) in youth violence prevention: Rethinking the questions and finding new answers (2006) N. Guerra, et al., New Directions in Evaluation, 110, 59-71.

>>How schools can help students recover from traumatic experiences: A tool kit for supporting long-term recovery http://www.rand.org/pubs/working_papers/WR377

>“Watching from the stairs”: Towards an evidence-based practice in work with child witnesses of domestic violence. (2006) M. Rivett, et al, *Clinical Child Psychology and Psychiatry*, 11(1) 103-25.

>Come on back: Enhancing youth development through school/community collaboration (2006) E. Mastro, *Journal of Public Health Management and Practice*, 12 (Suppl6): S60-S64.

>Family stability as a protective factor against psychopathology for urban children receiving psychological services (2006) M. Ivanova & A. Israel, *Journal of Clinical Child and Adolescent Psychology*, 35(4) 564-570.

>Relations between neighborhood factors, parenting behavior, peer deviance, and delinquency among serious juvenile offenders (2006) H. Chung & L. Steinberg, *Developmental Psychology*, 42(2) 319-331.

>It takes a parent: Transforming education in the wake of the No Child Left Behind Act. (2006) <http://www.appleseeds.net/servlet/GetArticleFile?articleFileId=253>

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

>Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning” (2006). Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/nclbra.pdf> report.

>Children’s Mental Health: Facts for Policy Makers (2006) Rachel Cooper, National Center for Children in Poverty. [Http://nccp.org](http://nccp.org)

>The side effects of NCLB (2006) Gordon Casweli, *Educational Leadership*, 64(3)48-52.

>Innovations in mental health services implementation: A report on state-level data from the U. S. Evidence-Based Practices Project. (2006) J. Magnabosco, *Implementation Science*, 1:13 <http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1562440&blobtype=pdf>

>Overview of Public Elementary and Secondary students, staff, schools, school districts, revenues, and expenditures: School Year 2004-2005 and Fiscal Year 2004. (2006) National Center for Educational Statistics <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007309>

>The national cost of teen childbearing <http://www.teenpregnancy.org/costs/default.asp>

>Many kids still left behind – states show weak gains for needy students (2006) Thomas B. Fordham Foundation. [Http://www.edexcellence.net](http://www.edexcellence.net)

>Synopsis of crime in schools and colleges: A study of National Incident-based Reporting System data (2006) Federal Bureau of Investigation. [Http://www.fbi.gov/ucr/schoolviolence.pdf](http://www.fbi.gov/ucr/schoolviolence.pdf)

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

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“Successful teamwork is not about mastering subtle, sophisticated theories, but rather about embracing common sense with uncommon levels of discipline and persistence.”

Patrick Lencioni

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****OTHER HELPFUL INTERNET RESOURCES**

>What Works Clearinghouse review of programs for Character Education and for Dropout Prevention <http://www.whatworks.ed.gov>

>Lessons Learned from Safe Kids/Safe Streets
<http://ojjdp.ndjrs.gov/publications/PubAbstract.asp?pubi=235184>

>Community & Family Engagement: Principals Share What Works
<http://www.communityschools.org>

>Helping Children at home and school – II: Handouts for Families and Educators
<http://www.nasponline.org>

>Parent-child connectedness: New interventions for teen pregnancy prevention
<http://www.etr.org/recapp/>

>School violence prevention and management
<http://www.nasn.org/default.aspx?tabid=353>

>THRIVE: Tool for health and resilience in vulnerable environments
<http://www.preventioninstitute.org>

>Lessons for life: How smart schools boost academic, social and emotional intelligence
<http://www.hopefoundation.org>

>Social programs that work
<http://www.evidencebasedprograms.org/>

>Best evidence encyclopedia
<http://www.bestevidence.org/>

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

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

>National Youth Development Symposium. December 4-7, Chicago, IL.
<http://www.nawdp.org/youthsymposium.htm>

>Youth Service Institute, 12/5-7, New Orleans, LA. <Http://www.ysa.org/institute/>

>Youth for Justice Seminar for School Resource Officers and Community Policy, 12/11-13, Las Vegas, NV <http://www.crf-usa.org/ojjdp/sro.htm>

>International Conference on School Reform December 12-13, Vancouver, BC Canada
www.schoolreformconf.org

National Multicultural Conference and Summit. January 24-26, Seattle, WA
<http://www.multiculturalsummit.com>

>Putting the Pieces Together for Children and Families, 1/31/07-2/2/07, Anaheim, CA
http://www.cffutures.org/conference_information/

>NCCRESt Leadership for Equity and Excellence: Transforming Education. February 7-9, Washington DC
http://www.nccrest.org/events/events/national_forum_2.html

>2007 AMCHP Annual Conference. March 3-7, Arlington, VA
<http://www.amchp.org/news/2007/callforabstracts.php>

>A System of Care for Children's Mental Health: Expanding the Research Base. March 4-7, Tampa, FL
<http://rtckids.fmhi.usf.edu/rtcconference>

>National Youth at risk Conference. March 4-7, Savannah, GA
<http://ceps.georgiasouthern.edu/conted/yar2007.html>

>National Student Assistance Conference March 9-11, Orlando, FL
<http://www.prponline.net>

>Association for Supervision and Curriculum Development Annual Conference, 3/17-19, Anaheim, CA
<http://www.ascd.org>

>National Association of School Psychologists. 3/27-31, New York, NY
<http://www.nasponline.org>

>National Conference on Child Abuse and Neglect, 4/16-21, Portland, OR. Contact:
16conf@pal-tech.co

>12th Annual Conference on Advancing School-based Mental Health, 10/25-27, Champions Gate, FL.
[Http://csmha.urmaryland.edu](http://csmha.urmaryland.edu)

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

If you want to list your conference, please email information to ltaylor@ucla.edu

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Kelly's first law of aerial navigation or what you don't want to hear from your airline pilot:

“The most important info on any airplane chart is on the fold – which is always torn.”

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

>Grants

See the electronic storefront for federal grants at <http://www.grants.gov>

You can use it to double check due dates and access applications

Current Examples:

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

>>>National Institute on Disability and Rehabilitation Research – Disability and

Rehabilitation Research Project and Centers Program, Field Initiated Projects (due 1/31/07)

>>>Personnel development to improve services and results for children with disabilities – Professional Development Center; Children with Autism Spectrum Disorders (due 1/2/07)

>>Health Resources Services Administration

>>>Integrated services for children with special health care needs (due 12/4/06)

>>U. S. Department of Justice (<http://www.usdoj.gov>)

>>>Gang resistance education and training program (due 12/4/06)

>>>Justice and Mental Health Collaboration Program (due 12/12/06)

>>Center for Disease Control and Prevention

>>>Maximizing Protective Factors for Youth Violence (letter of Intent due 1/26)

>>>Understanding risk and protective factors for sexual violence perpetration and the overlap with bully behavior (letter of intent due 2/1)

>>Substance Abuse Mental Health Services Administration (<http://www.samhsa.gov>)

>>>Knowledge dissemination conference grants (due 1/31/07)

>>American Foundation for Suicide Prevention (<http://www.afsp.org>)

>>>Research Grants (due 12/15/06)

>>National Institutes of Health (<http://www.nih.gov>)

>>>Alcohol Education Project Grants (due 12/21/06)

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.

>Calls for Proposals and Papers

>>Improvisation for lasting change: Setting the stage for creative collaboration in social work practice teaching and research. The conference takes place in Orono, ME in August. The proposals are due 1/15/07. Contact Robin.arnold@umit.maine.edu

>>Assessing the competence of individuals and systems – special issue of Professional Psychology: Research and Practice. Completion of manuscripts by 4/1/07. Contact nkaslow@emory.edu

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“A teacher’s constant task is to take a roomful of live wires and see to it that they’re grounded.”

E. C. McKenzie

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**UCLA Center New Resources this Month

>Policy Analysis Report:

Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning

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

>Most recent addition to Series of Information Resources on Enabling Systemic Change:

“Systemic Change and Empirically-Supported Practices: The Implementation Problem”

<http://smhp.psych.ucla.edu/pdfdocs/systemic/implementation%20problem.pdf>

>New Quick Find topic page “Traumatic Brain Injury – Implications for Schools”

<http://smhp.psych.ucla.edu/qf/tbi.htm>

For other recently developed or updated resources, see “What’s New” at

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

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
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Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
Email: 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

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“When a teacher calls a boy by his entire name it means trouble.”

Mark Twain

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****TRAINING AND JOB OPPORTUNITIES**

<Director>

The Evaluation Center, Western Michigan University, Kalamazoo, MI. Contact Nickola Nelson at nickola.nelson@wmich.edu

<Project Director>

Collaborative for Academic, Social, and Emotional Learning, University of IL, Chicago. Contact Cynthia Coleman at colemanc@uic.edu

<Faculty>

Metropolitan State University, St. Paul/Minneapolis, MN. Applications deadline 1/31/07.
[Http://www.metrostate.edu/hr/jobs/cfm](http://www.metrostate.edu/hr/jobs/cfm)

<Program Evaluator>

The Consultation Center, Yale University, New Haven, CT. Contact cindy.crusto@yale.edu

<Faculty>

Assistant Professor of School Psychology, University of Northern Colorado, Greeley, CO.
Contact rik.damato@unco.edu

<Manager>

Oregon State Public Health Division, Portland, OR. Contact loretta.gallant@state.or.us

<Program Assistant>

Coalition for Community Schools, Washington, DC. Contact ccs@iel.org

<Postdoctoral>

Wellesley Center for Women and Wellesley College, Wellesley, MA. Contact jbmti@wellesley.edu

<Postdoctoral>

Division of Prevention and Community Research, Department of Psychiatry, Yale University School of Medicine and the Department of Psychology, New Haven, CT. Deadline 2/15. Contact david.snow@yale.edu

<Internship>

Louisiana School Psychology Internship Consortium. A consortium of urban, suburban, and rural school systems in the metropolitan area of New Orleans. Contact gheber@lsuhsc.edu

Note: 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.

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“A diamond is a chunk of coal that made good under pressure.”

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****COMMENTS, REQUESTS, INFO., QUESTIONS FROM THE FIELD**

>We were asked to let you know about:

>>Deaf Children Have High Rates of Sexual Abuse and Inadequate Treatment
White Paper Seeks to Bridge Treatment Gaps (November 13, 2006)

The paper is from the National Child Traumatic Stress Network (NCTSN) and is entitled: “Addressing the Trauma Treatment Needs of Children Who Are Deaf or Hard of Hearing and the Hearing Children of Deaf Parents.” It seeks to ensure that deaf and hard of hearing children who experience traumatic stress receive treatment tailored to their individual, cultural and communicative needs. See www.NCTSN.org.

>>Sharing a little humor – (“This is the making the rounds in our school district”)

No Child Left Behind – The football version

1. All teams must make the state playoffs and all MUST win the championship. If a team does not win the championship, they will be on probation until they are the champions, and coaches will be held accountable. If after two years they have not won the championship their footballs and equipment will be taken away until they do win the championship.
2. All players will be expected to have the same football skills at the same time even if they do not have the same conditions or opportunities to practice on their own. NO exceptions will be made for lack of interest in football, a desire to perform athletically, or genetic abilities or disabilities of themselves or their parents. All players will play football at a proficient level!
3. Talented players will be asked to workout on their own, without instruction. This is because the coaches will be using all their instructional time with the athletes who aren't interest in football, have limited athletic ability or whose parents don't like football.
4. Games will be played year round but statistics will only be kept in the 4th 8th and 11th game. It will create a New Age of Sports where every school is expected to have the same level of talent and all teams will reach the same minimum goals. If no team gets ahead, then no team gets left behind. If fans do not like this new law, they are encouraged to vote for vouchers and support private teams that can screen out the non-athletes and prevent their players from having to play with bad football players.”

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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, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

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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