

OPINIONS, COMMENTS AND REQUESTS FROM ENEWS SUBSCRIBERS:

RE: Parent and Community Involvement in Reducing Barriers
to Learning in Schools

Harvey Lee from Hawaii wants to update his references of work that addresses parent and community involvement in reducing barriers to learning in schools. We sent him a few we have found useful (see below). Do you have a few good ones to add? If so, send the references along to us, and we'll forward them.

>>>School Programs and Teacher Practices of Parent Involvement in Inner City Elementary and Middle Schools. J.L. Epstein & S.L. Dauber (1991). *The Elementary School Journal*, 91(3), 289-305. [This article is a detailed report discussing the relationship between parents and teachers in the education of inner city youth.]

>>>School/Family/Community Partnerships: Caring for the Children We Share. J.L. Epstein (1995). *Phi Delta Kappan*, 701-712. [The author shares her framework on how to use caring to create a positive relationship between students and their teachers, their family and their community. The framework suggests that caring can be fostered by parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.]

>>>Parent and Home Involvement in Schools. School Mental Health Project, UCLA (1996). [This introductory packet offers basic references, internet resources, model programs, a few names from our Consultation Cadre, and other resources related to the topic. It also provides an overview of how home involvement is conceptualized and outlines current models. Issues of special interest to under-served families are highlighted.]

>>>Intervening to Enhance Home Involvement in Schooling. H.S. Adelman (1994). *Intervention in School and Clinic*, 29(5), 276-287. [This paper details types of home involvement in schooling and ways to implement this involvement effectively for populations that need systematic outreach and ongoing encouragement.]

>>>Parent Involvement and School Responsiveness: Facilitating the Home-school Connection in School of Choice. P.A. Bauch & E.B. Goldring (1995). *Educational Evaluation & Policy Analysis*, 17, 1-21.

>>>Home and School: The Unresolved Relationship. B.T. Bowman (1994). In

Putting Families First: America's Family Support Movement and the Challenge of Change. San Francisco, CA. Jossey-Bass Inc., pp. 51-72.

>>>Parents and School Partnerships. J.L. Epstein (1995). In: Handbook of Parenting. Mahway, NJ: Lawrence Erlbaum Associates, Inc., pp. 437-458.

>>>Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships. J.L. Epstein (1996). In A. Bouth & J.F. Dunn (Eds.). Family-School Links: How Do They Select Educational Outcomes? Mahway, NJ: Lawrence Erlbaum Associates.

Teacher: " Today I want to tell you about the finding of gold in California."

Student: "When did that happen?"

Teacher: "Over 100 years ago."

Student: "100 years ago! And you're just getting around to telling us?"

(with thanks to Ronda Talley)

Commenting on student absenteeism, Barbara Olson (from Arizona) is concerned that schools usually do not have proactive programs to address problems that can arise for students with frequent/lengthy absences. Such absences, of course, can contribute to increasingly negative attitudes toward school, grade retention, dropouts, and other problems.

Do you know of sound programs (hopefully that aren't too costly) for dealing with the problems that arise in relation to absenteeism?

We look forward to passing on your information on this barrier to learning.

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Let Us Hear From You:
E-mail: smhp@ucla.edu
Phone : (310) 825-3634 / Fax: (310) 206-8716

Education Reinvention; Beyond an Inclusive Model of the Full Service School; A Rationale for an Integrated Services Model: Connecting Children and Families with Comprehensive Services; Preventing Violence in Secondary Schools; and Inclusive Approaches to Parent Participation.

The Australian Centre for Equity through Education (ACEE) is an initiative of the Australian Youth Foundation (AYF) and was established in 1994 through a consortium of organizations. Since its establishment, the ACEE has addressed the relationship between schools and other social institutions and the ways in which action within and between schools and community services can improve educational outcomes. For a copy of the publication, contact:

Australian Centre for Equity through Education
4 Yurong Street, Level 3
Darlinghurst NSW 2010
(02) 9332 3548 (phone) (02) 9332 3541 (fax)
devm@ozemail.com.au (email)
<http://www.ozemail.com.au/~devm>

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Children's Mental Health: Creating Systems of Care in a Changing Society.
B.A. Stroul (Ed.). Baltimore: Paul H. Brookes Publishing Co.

This book is described as presenting a "road map" for providing affordable and comprehensive mental health services to children and youth from diverse ethnic and socioeconomic backgrounds. It incorporates the perspectives of parents, policy makers, practitioners, administrators, and researchers and discusses topics including: a new paradigm for comprehensive, individualized, family-focused, and culturally competent mental health services for young children and adolescents; system development at federal, state, and local levels; management issues; family involvement; and service delivery.

Systems of Care for Children's Mental Health.
B.A. Stroul & R.M. Friedman (Eds.). Baltimore: Paul H. Brookes Publishing Co.

This book is described as stretching the boundaries of traditional approaches to mental health delivery for children and adolescents. It provides a forum for ideas on community-based services, interagency cooperation, and greater family involvement in service programs.

January 16 - 18, 1998 -- St. Petersburg, Florida ***

Sponsored by: Association for Assessment in Counseling (AAC); ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS); National Board for Certified Counselors (NBCC); Research & Assessment Corporation for Counseling (RACC).

The planning committee for the second national conference on assessment in counseling and therapy is seeking program proposals on topics related to the conference theme: "Assessment for Change-- Changes in Assessment." They are particularly interested in programs that address issues in one or more of the following areas: (1) High Stakes Testing-- When Testing Can Have a Major Impact on an Individual's Life/Career Development; (2) Certification of Test Users and Fair Testing Practices; (3) Technology and Assessment-- Promises and Perils; (4) Research on Assessment: Assessment in Research; (5) Assessment Issues in Various Counseling and Educational Settings.

For more information, contact: ERIC/CASS, Assessment '98, 201 Ferguson Bldg., UNC-Greensboro, Greensboro, NC 27412; phone: 1-800-414-9769; fax: (910) 334-4116; email: ericcas2@dewey.ung.edu

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*** ORTHO: 75th Annual Meeting
April 17 - 19, 1998 -- Washington, D.C.

The theme for the American Orthopsychiatric Association's Annual Meeting next April is "75 Years of Ortho: Interdisciplinary Approaches to Mental Health Research, Practice & Policy." Proposals for presentations on the full range of research, policy, and practice issues in mental health-- reflecting Ortho's interdisciplinary approach to prevention and treatment of problems affecting children, adolescents and adults at all points along the life-span-- are encouraged. For more information and submission forms, contact:

American Orthopsychiatric Association
Program Dept., Box R
330 Seventh Ave./18th Floor
New York, NY 10001
(212) 564-6180 (phone)
(212) 564-5930 (fax)
amerortho@aol.com

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** International Association for Volunteer Effort (IAVE) --

<http://www.air-dc.org/cecp/cecp.html>

This month's discussion is on the article "The Current and Future Outcomes of Interpersonal Social Interactions: The Views of Students with Behavioral Disorders," written by J. Ron Nelson, Marcy Drummond, Ron Martella, and Nancy Marchand-Martella. Dr. Ron Nelson will be available online from August 20 to September 9 to respond to your questions and comments. To access the discussion, go to the Center's home page (<http://www.air-dc.org/cecp/cecp.html>). From here, you can scroll down to the section called "Interactive!" which has a link to the Author Online page.

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You can also link to other mental health related sites from our website, <http://www.lifesci.ucla.edu/psych/mh/>

(If you haven't visited our site lately, click on "What's New" -- we add new materials every couple of weeks).

If you have favorite sites you think others would find useful, let us know.

JOB ANNOUNCEMENTS

>>>Research Associate

The Child Welfare Partnership of the Graduate School of Social Work at Portland State University invites applications for two research associate positions to conduct a major research and evaluation project. The research project will evaluate the implementation of major child welfare reform efforts being undertaken by the state's child welfare agency. The positions require an MA; Ph.D. preferred. Deadline for Applications: 5:00 p.m., September 1, 1997. For application materials, contact: Anna Rockhill, Child Welfare Partnership, 520 S.W. Harrison St. Ste. 440, Portland, OR 97201 -- (503) 725-8007 (503) 725-8030 (fax) rockhia@rri.pdx.edu

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>>> Postdoctoral Fellow -- in clinical/community psychology

The Consultation Center of the Yale University School of Medicine is seeking

a Postdoctoral Fellow with a background in Clinical/Community or Community Psychology. The Fellow will join a research team that is involved with a state-wide evaluation of a mental health service system for children and will participate in many aspects of the project. The anticipated start date of this position is October 1, 1997. As of July 31st, the position has not been filled. For more information and application, contact: Joy S. Kaufman, Ph.D., Acting Director of Research and Evaluation, The Consultation Center, Yale University School of Medicine, 389 Whitney Avenue, New Haven, CT 06511 joy.kaufman@yale.edu

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>>> Tenure Track Faculty Position

The Center for Community Research (CCR) at the Bowman Gray School of Medicine, Wake Forest University, Winston-Salem, North Carolina is seeking to fill a 12-month, tenure track faculty position in the Section on Social Sciences and Health Policy, Department of Public Health Sciences. The CCR conducts national, state, and local research and evaluation projects that have a community health focus. Ph.D. required. Deadline: September 1, 1997. For application, contact: Chair, CCR Search Committee, Department of Public Health Sciences, Section on Social Sciences and Health Policy, The Bowman Gray School of Medicine, Wake Forest University, Medical Center Boulevard, Winston-Salem, NC 27157-1063 -- (910) 716-9556 (910) 716-7554 (fax) daltman@rc.phs.bgsu.edu <http://dclark.phs.bgsu.edu/>

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>>> Prevention / Education Researchers

The University of Illinois at Chicago, Psychology Department seeks two Ph.D.s with backgrounds in behavioral sciences or education, to assist with the School-Family Partnership Project and the Collaborative for the Advancement of Social and Emotional Learning (CASEL). These projects establish the best school-family and health promotion practices that enhance social and academic development. Application deadline: September 30, 1997. For application, contact: May Stern, UIC, Department of Psychology (M/C 285), 1007 West Harrison St., Chicago, IL 60607 (312) 413-1012

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>>> Research Project Coordinator

The Neighborhood Adolescent Crowd Study, a 4 year NIMH-funded research

project at the Center for AIDS Prevention Studies, has an opening for a Project Coordinator to assist in the implementation of a longitudinal study of African American adolescent crowd based cliques and in the design, implementation and process evaluation of an HIV intervention. The position is 80% time, no specific application is set, and the position will begin as soon as an appropriate candidate is identified. For application, contact: Dr. M. Margaret Dolcini, The Center for AIDS Prevention Studies, University of California, San Francisco, 74 New Montgomery Street, Suite 600, San Francisco, CA 94105

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>>> Mental Health Specialist -- Children, Youth, and Families

The Instituto Familiar de la Raza has a part-time position available for the provision of mental health case consultation at one elementary school and one child care center. Under the supervision of a licensed staff person, the mental health specialist will assist the students in the classroom to meet their educational goals. MA required; licensed or licensed eligible. Bilingual Spanish Required. No application deadline is set. Send resume to: German Walteros, MFCC, Early Intervention Team Program Coordinator, Instituto Familiar de la Raza, Inc., 2837 Mission Street, San Francisco, CA 94110 -- (415) 647-3662 (fax) (415) 647-4141 (phone)

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NEWS FROM OUR CENTER

Two newly developed resources packets are now available from the Center Clearinghouse:

(1) School-Based Mutual Support Groups (For Parents, Staff, and Older Students)

This technical aid packet focuses on steps and tasks related to establishing mutual support groups in a school setting. The sequential approach described involves (a) working within the school to get started, (b) recruiting members, (c) training them to run their own meetings, and (d) follow-up support. The specific focus is on parents; however, the procedures are readily adaptable for use with others, such as older students and staff.

(2) Guidebook: Mental Health and School-Based Health Centers

This is a considerably expanded version of the guidebook for the mental health facets of School-Based Health Centers (SBHCs)

that we developed a number of years ago with the support of Robert Wood Johnson Foundation. If you have an old guidebook and would like a new one, we'll send it to you at half-price.

The new guidebook consists of (a) an introductory overview focused on where the mental health facets of SBHCs fit into the work of schools, and (b) three modules, each containing a set of units and resource aids focused on day-by-day SBHC operational considerations, and (c) a coda that highlights ways to and benefits of weaving together all resources for addressing barriers to student learning into a comprehensive, integrated approach.

The modules address concerns related to

- * approaching the problem of limited resources not only as a one of fund raising, but as a major reason for integrating center activity with school and community efforts

- * specific facets of working with students who come to the center

- * approaching evaluation as a process of getting credit for all you do

>>>>More resources coming soon from the Center's Clearinghouse. We are currently developing technical aid packets related to using volunteers in schools to help in addressing barriers to learning and on the various ways schools can provide programs to support transitions.

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"Every noble work is at first impossible."

Thomas Carlyle
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NEWS FROM OUR SISTER CENTER

The Center for School Mental Health Assistance at the University of Maryland at Baltimore will be hosting the Second Annual Conference on Advancing School-Based Mental Health Services on September 12-13, 1997 in New Orleans, Louisiana.

Speaking at the opening Plenary will be Jacob Moody, immediate Past President of the National Assembly on School-Based Health Care.

The keynote address on September 13 will be delivered by Emory Cowen, a pioneer in bringing prevention programs into schools and founder of the Primary Mental Health Project.

Concurrent session topics will be of interest to those who plan and provide mental health services in schools as well as those who are interested in learning more about expanding existing services to include a school-based component. Topics include: Managed Care Connection with School-Based Mental Health (SMH); Family Involvement; Quality Assurance for SMH Practitioners; Integrating Medical and Mental Health Services in Schools; Providing Consultation to Teachers; Influencing Public Policy to Support SMH Services; Schools and Human Service Providers; Making SMH Services Cost Effective; Evaluation of SMH Programs; and many more.

Optional Pre-Conference sessions on Friday morning September 12 will provide an additional opportunity to delve into topics relevant to SMH including funding, ecology of outcomes, SMH for the 21st century, and helping children in schools deal with trauma.

To register, call CSMHA at 888-706-0980 (toll-free). Conference information and a registration form can also be obtained from the CSMHA web-site: <http://csmha.ab.umd.edu>.

For those who want to be on their mailing list, contact:

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE
University of Maryland at Baltimore, Department of Psychiatry
680 West Lexington Street, 10th flr.
Baltimore, Maryland 21201-1570
(888)706-0980/csmha@csmha.ab.umd.edu
<http://csmha.ab.umd.edu/>

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The CSMHA is directed by Mark Weist, Ph.D. and co-directed by Bernice Rosenthal, M.PH. Marcia Glass-Siegel, MSS, LCSW-C is the Program Coordinator.

Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.

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IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE?

If so or to communicate with us about other matters, contact Perry Nelson,
Judy Onghai, Howard Adelman, or Linda Taylor at
Voice:(310) 825-3634 Fax: (310) 206-5895 email: smhp@ucla.edu

And don't forget to visit our web site at:
<http://www.lifesci.ucla.edu/psych/mh/>

Write: School Mental Health Project/Center for Mental Health in Schools
Dept. of Psychology, UCLA , Box 951563,
Los Angeles, CA 90095-1563.

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THIS IS THE END OF THIS ISSUE OF ENEWS

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Below is a brief description of our Center.

WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department
of Psychology at UCLA, we have established a Center for Mental Health in
Schools. 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.

