

Phone: (310) 825-3634
Write: Center for Mental Health in Schools,
Department of Psychology, UCLA
Los Angeles, CA 90095-1563

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Life's a comedy to those who simply observe,
a tragedy to those who observe and empathize,
a challenge to those who observe, empathize, and problem-solve.

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NEWS FROM AROUND THE COUNTRY

>>Surgeon General Planning National Conference on
Children's Mental Health<<

A conference is planned for September 18-19, 2000. It is being organized by a Federal interdepartment coordinating committee and will represent a broad range of children's mental health issues. The purpose "will be to engage families, professionals, and scientists in a meaningful dialogue about issues involved in identifying, recognizing, and referring children with mental health problems for appropriate, evidence-based treatments or services." Because of space limitations, the conference will be by invitation. A website has been set up to gather input from interested parties: see www.surgeongeneral.gov/cmh

>>Youth Risk Behavior Surveillance<<

Division of Adolescent and School Health provides analyses of trends in risk behaviors between 1991 and 1999. Available online:
www.cdc.gov/epo/mmwr/preview/mmwrhtml/ss4905a1.htm

>>Teen Risk Taking: A Statistical Portrait<<

The Urban Institute's new report provides a statistical portrait of teen participation in 10 of the most prevalent risk behaviors: alcohol use, tobacco, drugs, weapons, suicide attempts and ideation, marijuana, fighting, and risky sexual activity. Available online:
<http://www.urban.org/family/TeenRiskTaking.html>

>>State of Hispanic Education<<

On March 15, Secretary Riley delivered his first-ever State of Hispanic Education address: "Excelencia Para Todos -Excellence for All." He focused on the importance of education in the growing U.S. Hispanic community, and outlined 5 challenges: (1) treating language skills as an asset; (2) achieving a diverse teaching force; (3) lowering the dropout rate

and raising achievement; (4) community involvement; (5) acquiring modern buildings and technology.

*Also see State of Hispanic Girls www.cossmho.org
Executive summary on resiliency and risk factors, and recommendations for programs.

>>Overlaps Among Title I, Limited English Proficient and Special Education Students<<

According to the Gaining Ground Newsletter (May 2000) of the CCSSO Resource Center on Education Equity, the U.S. Dept. of Education found that Title I students in targeted assistance and school-wide programs represent 24% of the school-age population, students with disabilities represent 11%, and students with limited English proficiency represent 8%. Considerable overlap, however, exists among students served by more than one of these categorical programs. It is likely that 100,000 or more students demonstrate a trinity of educational challenges: the need for compensatory education, special education, and English second language services. An effective strategy to better serve all students is inclusive educational approaches where general and special education teachers co-teach Title I and special education students in the same classroom. For more information on inclusive educational approaches, visit the website for Urban Improvement: www.edc.org/urban

>>Education Secretary Opposes Profiling Software<<

Secretary Riley said he is against schools using software programs to identify potentially violent students, the Youth Crime Alert reported in its June issue. See:
www.jointogether.org/gv/wire/news/reader.jtml?Object_ID=263402

>>New Website Launched to Help Parents Access Resources for Infants/Preschoolers with Disabilities<<

The U.S. Dept. of Education announced a new Web site to showcase the government's efforts to help America's infants and preschoolers with disabilities and their families. www.fed-icc.org

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"People change from either inspiration or desperation."
Jesse Jackson
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^^^RECENT PUBLICATIONS^^^

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

SPECIAL ISSUE ON MENTAL HEALTH IN SCHOOLS

The May issue of the Journal of School Health is devoted to a series of articles specifically focused on mental health in schools. The issue was guest-edited by Linda Taylor and contains articles on "Promoting Mental Health in Schools in the Midst of School Reform," "Social and Emotional Learning: A Framework for Promoting Mental Health and Reducing Risk Behavior in Children and Youth," "Primary Prevention: Educational Approaches to Enhance Social and Emotional Learning," "Effective School-Based Mental Health Interventions," "Expanded School Mental Health Programs," "Overcoming Challenges in Outcome Evaluations of School Mental Health Programs," and more. Contact: American School Health Association. Ph: 330/678-1601 or email asha@ashaweb.org

"Should We Screen For Depression? Caveats and Potential Pitfalls" by J.C. Coyne, R. Thompson, S.C. Palmer, A. Kagee, & E. Maunsell (2000), *Applied & Preventive Psychology*, Vol. 9. Suggests that routine screening should be undertaken only when the resources and interventions are available for interpreting and coping with positive scores and that much more needs to be done to counter potential negative effects of screening.

"The Next Wave of Change for Psychology and Mental Health Services in the Health Care Revolution" by C.A. Kiesler (2000), *American Psychologist*, Vol. 55, No. 5. Argues that system integration (carve-ins) related to mental health will begin soon and will have a major impact on training, service delivery, and research.

"School-Based Mental Health Services: The Baltimore Models." Flaherty, L.T., & Weist, M.D. (1999). *Psychology in the Schools*, 36, 379-389. This paper shares experiences associated with the growth of expanded school mental health programs in Baltimore and activities and initiatives of the Center for School Mental Health Assistance.

"The Teening of Childhood" by K.S. Hymowitz (2000), *American Educator*. Discusses the media's efforts to encourage children to identify with the independent and impulsive teen in order to turn children into teen consumers.

*DELINQUENCY, VIOLENCE, & SUBSTANCE ABUSE PREVENTION<=<=<=<

"Here's Proof Prevention Works" a kit by SAMSHA's Center for Substance Abuse Prevention (CSAP) (2000). The kit contains a monograph, "Understanding Substance Abuse Prevention-Toward the 21st Century: A Primer on Effective Programs", and executive summary,

and a set of brochures describing the program's framework and model programs.

Go to: www.samhsa.gov, click on Clearinghouses, and then NCADI.

"Guide for Preventing and Responding to School Violence" by International Association of Chiefs of Police (IACP) (2000). Presents strategies for school communities to consider when creating safer learning environments. Download: www.theiacp.org

In the Office of Juvenile Justice and Delinquency Prevention's

>Juvenile Justice Bulletin, April 2000:

- *"Family Skills Training for Parents and Children" by K.L. Kumpfer & C.M. Tait.
- *"Brief Strategic Family Therapy" by M.S. Robbins & J. Szapocznik.
- *"Effective Intervention for Serious Juvenile Offenders" by M.W. Lipsey, D.B. Wilson, & L. Cothorn.
- *"Predictors of Youth Violence" by J.D. Hawkins, T.I. Herrenkohl, D. Brewer, R.F. Catalano, T.W. Harachi, & L. Cothorn.
- *"Does Your Youth Program Work?" by National Youth Network.

>Delinquency Prevention Journal (Vol. 7, No. 1)

- *"Youth with Mental Health Disorders: Issues and Emerging Responses" by J.J. Cocozza & K. Skowrya.
- *"Wraparound Milwaukee Program" by B. Kamradt.
- *"Suicide Prevention in Juvenile Facilities" by L. M. Hayes.

For copies, contact: Juvenile Justice Clearinghouse û 800/638-8736 or email askncjrs@ncjrs.org

*FAMILY & COMMUNITY<=<=<=<

"Community Schools: Partnerships for Excellence" (2000) by the Coalition for Community Schools. This booklet presents the Coalition's vision for a community school and describes nine schools moving toward that vision. Available free: 202/822-8405, ext. 45 or email ccs@iel.org or download from www.communityschools.org

"First Day Holiday Do-It-Yourself Planning Kit" by First Day Foundation (2000). Teaches how to plan, prepare and present first-day-of-school programs for parents, custom tailored to specific schools and communities. www.firstday.org

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Due to cost constraints, the light at the end of the tunnel has been temporarily disconnected.

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^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^

>>Psychology in Schools Institute, August 3, 2000 in Washington, DC.
Theme is Increased Federal Support for Children and Youth: New
Funding Opportunities for Research and Practice. Contact: 202/336-5878
email: achuukwu@apa.org

>>Regional Conferences on Improving America's Schools September
18-20, 2000; Sacramento, CA October 2-4, 2000; Louisville, KY
December 13-15, 2000; Washington, DC. Theme: Making It Happen For
All Children. Contact: www.ncbe.gwu.edu/iasconferences

>>Parents as Teachers Ninth Annual International Conference July 11-13,
2000; St. Louis, MO. Theme: Born to Learn. Contact: 314/432-4330.

>>Third Annual Social Norms Conference, July 26-29, 2000 in Denver,
CO. Focus is on Social Norms as a successful, research-based prevention
program for reducing high risk drinking. For more info, see
www.bacchusgamma.org/socialnorms.asp

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR
WEBSITE AT: <http://smhp.psych.ucla.edu>

(Go to "Contents" then click on "Upcoming Events of Interest".)

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Sometimes I think I understand everything,
then I regain consciousness.

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^^^CALLS FOR GRANT PROPOSALS/PAPERS

**Grants

>>U.S. Dept. of Health & Human Services, HRSA, MCHB
*Application for a Center for School-Based Health Care. Center is to
provide a means for developing and disseminating up-to-date info on
approaches for improving school-based health care. For more details,
www.mchb.hrsa.gov or contact: Isadora Hare email Ihare@hrsa.gov
Ph: 301/443-6392. Letter of intent by July 31,2000; application deadline:
August 25, 2000.

>>U.S. Department of Education Funding: www.ed.gov/funding.html

*Smaller Learning Communities Grant Program (CFDA#: 84.215L). Supports the development of small, safe, and successful learning environments in large high schools. Deadline: July 17, 2000

*Migrant Education Even Start Program (CFDA#: 84.214A). Designed to help break the cycle of poverty and improve literacy among migrant families by integrating early childhood education, adult literacy, and parenting education into a unified family literacy program. Deadline: July 14, 2000.

*Arts in Education Competitive Grant Program (CFDA#: 84.926B). Provides assistance to local educational agencies (LEAs) to support media literacy projects-aimed at understanding and interpreting the artistic content of images, including violent messages. Deadline: July 21, 2000.

**Presentations/papers

>>Call for programs from the American School Counselor Association
The 2001 conference will be held June 24-27 in Portland, Oregon.. The theme is "Proud Past, Bright Future." There are four strands and suggested topic areas (see www.schoolcounselor.org/). Proposals are due by September 1, 2000. For more info, contact: Kelly Frey, 800/306-4722, ext. 107.

>>Journal of Community Practice: Special Issue.
The journal seeks case studies and papers for issue focusing on some of the best practices being developed by staff and client groups in their efforts to work collaboratively between public and private agencies. Contact: Professor Michael J. Austin, University of California School of Social Welfare; Email: mjaustin@uclink4.berkeley.edu Deadline: January 1, 2001.

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Threat assessments should focus on environments
that alienate youth as much as on youth themselves.

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

Teenagers and Mental Health

"Practice Parameters for the Assessment and Treatment of Children and Adolescents with Depressive Disorders"
www.guideline.gov/VIEWS/summary.asp?guideline=000757

"Methods of Adolescent Suicide Prevention"
www.psychiatrist.com/supplenet/v60s02/60s0214.htm

Discusses teen suicide risk factors, prevention screening, and research.

"Adolescent Assault Victim Needs: A Review of Issues and a Model Protocol" www.aap.org/policy/00991.html
Summarizes epidemiology, and physical and emotional consequences.

"Losing Generations: Adolescents in High-Risk Settings"
www.nap.edu/books/0309052343/html/index.html
Describes risks of failing to achieve productive adult lives.

"Solution Focused Strategic Parenting of Challenging Teens: A Class for Parents"
<http://ncfr.allenpress.com/>
At this page click on current issues and select Family Relations, ISSN 0197-6664.
Click on [View This Issue] and scroll down to this article. One may view the abstract and/or a printable version.

"Successful Parenting in High Risk Neighborhoods"
www.futureofchildren.org/wso/wso_04.pdf
Parenting strategies helping high-risk kids overcome obstacles.

****Children and Mental Health****

Sleep Problems in Children www.aap.org/family/sleep.htm
American Academy of Pediatrics resource describing symptoms and treatments.

Saving Kids from Suicide www.nea.org/neaoday/0004/health.html
National Education Association's "NEAToday Online" focuses on suicide in kids ages 10 to 14, and how schools can make a difference.

****Safe and Drug Free Schools****

"Take A Stand" www.takeastand.com
A conflict resolution program that helps teens see alternatives to violence.

American Academy of Child & Adolescent Psychiatry
www.aacap.org/whatsnew/10point.htm
Features: "A Common Sense 10 Point Plan to Address the Problem of School Violence" by D. Fassler, MD.

Prevention Strategies That Work <http://cecp.air.org/preventionstrategies/>
Electronic guide describing prevention practices that K-8 schools have found effective in accelerating school performance and reducing problem behaviors.

****New ERIC Digests**** www.ed.gov/databases/ERIC_Digests/index/

Recently added full-text articles:

- *Positive Behavior Support and Functional Assessment (ED434437)
- *Easing the Teasing: How Parents Can Help Their Children (ED431555)
- *Helping Middle School Students Make the Transition into High School (ED432411)
- *Online Resources for Parent/Family Involvement (ED432775)
- *Collaboration: Student Affairs & Academic Affairs Working Together to Promote Student Learning (ED432940)
- *An Overview of the Individuals with Disabilities Education Act Amendments of 1997: Update 1999 (ED433668)
- *Parent-Teacher Conferences: Suggestions for Parents (ED433965)
- *School Support for Urban Schools (ED434188)
- *School Support for Foster Families (ED434189)
- *Early Transitions for Children & Families: Transitions from Infant/Toddler Services to Preschool Education (ED434436)
- *Learning Communities (ED430512)

****Health Care Policy**

Cultural Competence in Health Care www.omhrc.gov/clas/
U.S. Department of Health and Human Service's "National Standards for Culturally and Linguistically Appropriate Services in Health Care"

"More States Mandate Mental Health Benefits"

www.stateline.org/story.cfm?storyid=79265

A "stateline.org" report that shows more states are requiring health plans to cover mental as well as physical health.

"Medicaid and SCHIP: Comparisons of Outreach, Enrollment Practices, and Benefits" (2000)

www.gao.gov/new.items/he00086.pdf

www.gao.gov/daybook/000503.ht

General Accounting Office Report. Analyzes program differences in terms of outreach, application and eligibility determination, screening, and benefits.

****Community**

Community Schools Online

www.communityschools.org/newsletter7.html

Q & A section on community schools, relevant resources and events.

Public Education Network www.publiceducation.org/pubs/cc.htm
Features effective community-based organizations

Urban Quality Indicators Newsletter
<http://people.mw.mediaone.net/cyoakam/index.html#article>
Articles on quality neighborhood indicators.

^^^^^^^TRAINING & JOB OPPORTUNITIES
(including fellowships and scholarships)^^^^^^^

>>Mental Health Coordinator<<

Boston Public Health Commission (City Health Department) seeks Coordinator who will report to Division Director for Child and Adolescent Health. Responsible for staffing and orchestrating mental health workgroups, develop new mental health initiatives, collaborate with stakeholders, and participate in policy development. Fax: 617/534-2418.

>>Program Associate<<

The Public Education Network (PEN) is a national coalition of local education funds (LEFS), which are not-for-profit, independent, community-based organizations that serve one or more high-poverty school districts. The Policy and Research Division is seeking a Program Associate for School Health Programs. Contact: Richard Tagle; rtagle@publiceducation.org; Fax: 202/628-1893.

>>Clinical Supervisor<<

Streetwork Project seeks Clinical Supervisor to give clinical and program supervision and staff training on clinical issues. MA in social services required. Ph: 212/695-2220; Fax: 212/695-2317

>>Case Manager<<

Bay Area Community Resources/The Gateway Project is seeking case manager to provide comprehensive assessment for identified students and families in elementary and middle school. Fax: 510-559-5552

>>Research Staff Associate<<

Columbia School of Public Health seeks Research Staff Associate to work as the Field Director for the Community Health Advisory & Information Network (CHAN) Project. Fax: 212/305-3702

>>Nurse Practitioner<<

The New Mexico Department of Health seeks master's level nurse or

nurse practitioner to serve as the statewide consultant for school-based health centers. Ph: 505/841-9525

FELLOWSHIPS

>>American Psychological Association (APA)

www.apa.org/ppo/fellow.html, Ph: 202/336-6062 Email: ppo@apa.org

*APA Congressional and Science Policy Fellowship Program

Fellows spend one year as special legislative assistants on the staff of a Congressman. Deadline: December 15, 2000.

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REQUESTS/COMMENTS/QUESTIONS

COMMENT:

Re. the ADHD debate: "I would like to see school based mental health staff work with child and adolescent psychiatrists to develop better assessment, medication monitoring, and follow-up. It is unfortunate but true that 'diagnosis' by pediatricians is often based upon a medication response that is 'lets try him on some Ritalin and see if he gets better' rather than real assessment and evaluation. Pediatricians get very little psychotropic medication training. Before I would let any doc put my own child on psychoactive medications, I would consult with a psychiatrist who specializes in kids and adolescents."

IN RESPONSE to question posed by a visitor to our website Net Exchange: "What is the difference between "threat profiling" (negative connotation) and a risk assessment that is conducted with a health history and physical examination?" another visitor suggests "the profiling which has caused the greatest concern is not about assessing an individual threat, it is based on FBI profiling which would allow a school to develop a "most probable" list based upon certain factors. This happened after the shootings in Littleton, CO as students all over the country who were loners, wore trench coats were singled out for talks, counseling and assessment"

NEWS FROM OUR CENTER AND OUR SISTER CENTER

(Support for the two national Centers comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.)

^^^UPDATES FROM THE CENTER FOR MENTAL
HEALTH IN SCHOOLS, UCLA:

*The Executive Summary from the recent meeting on Pioneer Initiatives to Reform Education Support Programs is being mailed out now, as well as being posted to our web site.. If you would like a copy, you can download it from the web or contact the Center and we'll send you one.

*The report from the regional meetings of the Policy Leadership Cadre for Mental Health in Schools was recently mailed out as well as posted on our web site (<http://smhp.psych.ucla.edu/policy.htm>). You will also find posted there the workgroup topics and the names of all who have volunteered to work on one or more topics. If you want to join a work group, let us know.

*NEW Feature on our website News Item(s) of the Week. (Relevant to MH in schools)
Go to <http://smhp.psych.ucla.edu> and click on What's New?

*Also on the web site, NEW and updated Quick Finds
(easy access to information on a variety of topics):

- >Standards of Model Programs
- >Discipline Codes and Policies
- >Emotionally Disturbed Children
- > Student Motivation
- > Dating Violence

Go to <http://smhp.psych.ucla.edu/websrch.htm>.

*The following documents have just been made available for downloading from our website:

- >Common Psychosocial Problems in School Aged Youth:
Developmental Variations, Problems, Disorders and Perspectives
for Prevention and Treatment
- >Protective Factors (Resiliency)
- >A Sampling of Outcome Findings from Interventions Relevant
to Addressing Barriers to Learning
- >Using Technology to Address Barriers to Learning

NOTE: If you want to surf for funds on the internet, go to:
<http://smhp.psych.ucla.edu> and click on What's New and scroll
down to "New Materials from our Center" and click on Surfin' for
Funds."

FOR THOSE WITHOUT INTERNET ACCESS,
ALL RESOURCES ARE AVAILABLE BY CONTACTING THE

lunch discussion groups, 2 evening receptions and poster sessions, and youth entertainment on Saturday evening. Visit the website (<http://csmha.umaryland.edu>) or call (888-706-0980) to obtain a registration form.

*The American Psychiatric Association's State University Interdisciplinary Collaboration Project has expressed a strong interest in school mental health and will develop a regional training opportunity related to this topic for the Atlanta community. Efforts are currently underway to plan this meeting, called "Schools and Juvenile Justice: A Mental Health Connection?", around our annual conference in September. This meeting is scheduled for Sunday and Monday, September 24th and 25th. If you would like more information or are interested in the possibility of attending both meetings, contact Sylvia Huntley at 888-706-0980 (toll free).

Contact: Mark Weist, Director
Center for School Mental Health Assistance
University of Maryland at Baltimore, Dept. of Psychiatry
680 West Lexington St., 10th fl., Baltimore, MD 21201
Ph: 888/706-0980 Email: csmha@umpsy.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.
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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.

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
Voice: (310) 825-3634 Fax: (310) 206-5895
E-mail: smhp@ucla.edu Web Site: <http://smhp.psych.ucla.edu>
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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