

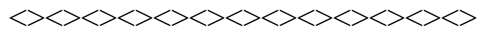
ENEWS: A Monthly Forum for Sharing and Interchange

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

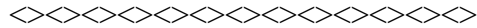
July, 2002 (Vol. 6 #10)

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

This 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

>>>>Backlash to Misuse of ADHD and LD Labeling

\*\*News from Around the Country

\*\*Recent Publications Relevant to

>Children's Mental and Physical Health

>Family, Community & Schools

>Policy, Law, Finances, & Statistics

\*\*Upcoming Initiatives, Conferences, Workshops

\*\*Calls for Grant Proposals/Papers

\*\*Other Helpful Resources

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

\*\*Training & Job Opportunities

(Including fellowships and scholarships)

\*\*News from the two National Centers focusing on MH in Schools

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To post message to ENEWS, E-mail them to [smhp@ucla.edu](mailto: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  
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**\*\*EMERGING ISSUE**

**>>>Backlash to Misuse of ADHD and LD Labeling**

The issue about widespread misuse of the terms ADHD and LD continues to heat up. Concern has been raised about the nonprofessional applications of these labels, and the number of misdiagnoses related to each. Over 50% of those currently assigned a special education diagnosis are identified as learning disabilities. This has contributed to the backlash to LD seen in the current process to reauthorize IDEA. With respect to ADHD, reports appear rather regularly that suggest a growing backlash. In Virginia, research by a professor at Eastern Virginia Medical School suggested significant overdiagnosis and related concerns. Reports of the findings led to hearings and community forums and a bill by the legislature prohibiting school personnel from recommending psychotropic medications for students. Given the backlash, some feel the time is overdue to ask: What direct investigation has there been of (a) the prevalence of misdiagnoses and (b) the degree to which a random sample of those who diagnose ADHD and LD can do so validly? Without such research, policy by backlash may become the trend.

**WHAT'S YOUR VIEW ABOUT ALL THIS?**

Post your response directly on our website's Net Exchange page for others to read and respond. Go to <http://smhp.psych.ucla.edu>  
Or you can send your response by email to: [smhp@ucla.edu](mailto:smhp@ucla.edu)  
Phone: 310/825-3634  
Write: Center for Mental Health in Schools  
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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"If we had a proper understanding why society has been so spectacularly successful in making things psychologically worse for children and young people, we might have a better idea as to how we can make things better in the future."

Michael Rutter

#####

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

**>>>OUT OF SCHOOL TIME DISCONNECT BETWEEN NEEDS AND**

## RESOURCES

With the summer upon us, the Urban Institute indicates that more than 10 percent of elementary school age children spend time alone when their parents are at work (<http://www.urban.org>)

At the same time, the Christian Science Monitor (5/22/02) reports the reduction and elimination of summer programs."As districts nationwide are being hit with budget constraints caused by a drop in tax revenues during the past year of economic slowdown, the axe is falling on anything perceived as an "extra."  
<http://www.csmonitor.com>.

### >>ADHD BACKLASH IN VIRGINIA

A series of articles in the Sacramento Bee discuss growing concerns with how children are diagnosed as ADHD and prescribed medication. Research by Gretchen LeFever, a professor at Eastern Virginia Medical School, is cited as suggesting significant overdiagnosis and related concerns. In Virginia, reports of the findings led to hearings and community forums and a bill by the legislature prohibiting school personnel from recommending psychotropic medications for students. See the series of stories in the Sacramento Bee at:

<http://www.sacbee.com/content/news/story/3313232p-4344561c.html>

<http://www.sacbee.com/content/news/story/3313233p-4344565c.html>

<http://www.sacbee.com/content/news/story/3313235p-4344558c.html>

<http://www.sacbee.com/content/news/story/3313237p-4344555c.html>

<http://www.sacbee.com/content/news/projects/medication/story/3328394p-4356008c.html>

### >>SEAL OF APPROVAL AWARDED SUBSTANCE PREVENTION PROGRAMS

Twenty-five substance abuse prevention programs that have demonstrated consistently positive results have been listed as exemplary by the Substance Abuse and Mental Health Services Administration (SAMHSA).

<Http://www.samhsa.gov>

### >>POSITIVE RESULTS FROM EARLY HEAD START PROGRAM

Results of a seven-year national evaluation shows that 3 year old children completing the program performed better in cognitive and language development than those not participating. Children developed behaviors for success in school, and parents showed more positive parenting.

[Http://www.acf.dhhs.gov/news/press/2002/release\\_603.html](Http://www.acf.dhhs.gov/news/press/2002/release_603.html)

### >>ANALYSIS OF SIX DECADES OF RESEARCH INDICATES SPANKING

## LEADS TO AGGRESSION

In a "Psychological Bulletin" article, Elizabeth Gershoff reports a meta-analysis linking spanking and 10 negative behaviors or experiences, including aggression, anti-social behavior and mental health problems. The one positive result of spanking that she identified was quick compliance with parental demands. She warns that parents who spank their children risk causing long-term harm that outweighs the short-term benefit of instant obedience. The journal carries a critique from three other psychologists. See: "Corporal Punishment by Parents and Associated Child Behaviors and Experiences: A Meta-Analytic and Theoretical Review by E.T. Gershoff. Psychological Bulletin, 2002, Vol. 128, No. 4, 539-579,  
[http://www.apa.org/journals/bul/press\\_releases/july\\_2002/](http://www.apa.org/journals/bul/press_releases/july_2002/)

## >>NATIONAL BULLYING PREVENTION CAMPAIGN

As part of the Center of Disease Control and Prevention's National Youth Media Campaign, the Maternal and Child Health Bureau (MCHB) is launching a campaign to prevent bullying among "tweens" (kids from 9 to 13). To learn more about the campaign, contact Stephanie Bryn ([sbryn@hrsa.gov](mailto:sbryn@hrsa.gov)).

## >>AMA ADOPTS ANTI-BULLYING MEASURE

American Medical Association is circulating a list of symptoms that doctors and parents should watch for and urging physicians to be more vigilant in identifying at risk patients. [Http://www.ama-assn.org](http://www.ama-assn.org)

\*\*For a weekly news story relevant to MH in schools, check the "What's New" page on our website (<http://smhp.psych.ucla.edu>)

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One teenager responding to the President's fitness campaign:  
"I am in shape . . . round is a shape!"  
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\*\*RECENT PUBLICATIONS (in print and on the web)

## >>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>"Our Crisis in Children's Mental Health: Frameworks for Understanding and Action." R.W. Burke, R.W. & B.K. Myers (Eds.) (2002). Special theme issue of Childhood Education, 78. [www.acei.org](http://www.acei.org)

>"Preventing Violence in Relationships: Interventions Across the Life Span."  
Paul A. Schewe (Ed.).(2002) Washington DC: APA Books. For information see  
<http://www.uic.edu/~schewepa/>

>"Culture competence and the primary care provider." A.M. Dunn, (2002). Journal of Pediatric Health Care, 16(3):105-111.

>Data Trends (2002). "Mental Health Referral in Juvenile Justice;" also "Clinical Profiles of Youth in a System of Care."  
<http://www.rtc.pdx.edu/pgDataTrends.shtml>

>"Child Neglect: Outcomes in High-Risk Urban Preschoolers." H. Dubowitz, M.A. Papas, M.M. Black, & R.H. Starr (2002). Pediatrics, 109(6) 1100-1107.  
<Http://www.pediatrics.org>

>"Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization. H. Adelman and L. Taylor(2002). Paper commissioned by NASP and ERIC/CASS. <http://ericcass.uncg.edu/naspERIC.pdf>

>"Eating Disorders During Adolescence and the Risk for Physical and Mental Disorders During Early Adulthood" J.G. Johnson, P. Cohen, S. Kasen, & J.S. Brook (2002). Archives of General Psychiatry, 59, 545-552.  
<http://archpsyc.ama-assn.org/issues/current/rpdf/yoa10087.pdf>

>"Adolescence and Body Image." N. Weinschenker (2002). School Nurse News, 19(3) 13-16

>"Mental health care quality under managed care in the United States." Report from the American Journal of Psychiatry (2002).  
[Http://www.cccinternational.com/2002\\_05\\_12\\_pulseblogarchive.html#85095744](Http://www.cccinternational.com/2002_05_12_pulseblogarchive.html#85095744)

>"Socioeconomic Status, Depressive Symptoms, and Adolescent Substance Use." E. Goodman & B. Huang (2002).  
<http://archpedi.ama-assn.org/issues/v156n5/abs/poa10312.html>

>"Working with Medicaid Plans to Improve Preventive Care Services for Children." Center for Health Care Strategies Best Clinical and Administrative Practices initiative. (2002).  
<Http://www.chcs.org/publications/pdf/mcbps/preventivecarebrief.pdf>

#### >>>>FAMILY, COMMUNITY & SCHOOLS

>"What Schools Do to Prevent Problem Behavior and Promote Safe Environments." G.D. Gottfreson & D.C. Gottfredson(2001). Journal of Educational and Psychological Consultation, 12(4) 313-344.

>"Economic Well-Being and Children's Social Adjustment: The Role of Family Process in an Ethnically Diverse Low-Income Sample." R.S. Mistry, E.A. Vandewater, A.C. Huston, & V.C. McLoyd (2002) Child Development, 73(3) 935-951.

>"Enhancing their likelihood for a positive future: The perspective of inner-city youth." (2002) *Pediatrics*, 109(6): 1136-1143. [Http://www.pediatrics.org](http://www.pediatrics.org)

>"When It's Your Own Child: A Report on Special Education from the Families Who Use It." *Public Agenda Online* (2002).  
<http://www.publicagenda.org/specials/specialed/specialed.htm>

>"A Community Approach to the Prevention of Violence by Youth." *Best Practice Briefs* (2002). From Outreach Partnerships.  
<http://www.outreach.msu.edu/bpbriefs/issues/brief24.pdf>

>"A Review of Literature on Hispanic/Latino Parent Involvement in K-12 Education." B. Tinkler (2002).  
<http://www.buildassets.org/products/latinoparentreport/latinoparentrept.htm>

>"A School's Culture: Positive or negative?" K. D. Peterson (2002) *Journal of Staff Development* Summer 2002 (Vol. 23, No. 3).  
<Http://www.nsd.org/library/jsd/peterson233.html>

>"Do smaller learning communities enhance equity and accountability?"(2002)  
<http://www.nwrel.org/scpd/re-engineering/forums/proceedings2002.pdf>

>"School Boards at the Dawn of the 21st Century." Report prepared for the National School Boards Assn. by F.M. Hess (2002).  
<http://www.nsba.org/bookreports/SBDawn21stCent.pdf>

> "Group Mentoring: A Study of Mentoring Groups in Three Programs." C. Herrera, Z. Vang, & L.Y. Gale (2002).  
[http://www.movingideas.org/cgi-bin/rd/epn\\_letter.pl?id=2110](http://www.movingideas.org/cgi-bin/rd/epn_letter.pl?id=2110)

>"Patriotism, Pedagogy, and Freedom: On the Educational Meanings of September 11." M. Apple (2002). *Teachers College Record*.  
<Http://www.tcrecord.org/Content.asp?ContentID=10939>

>"Authorizing Students' Perspectives: Toward Trust, Dialogue, and Change in Education." A.Cook-Sather (2002). *Educational Researcher*, 31(4) 3-14.

## >>>POLICY, LAW, FINANCE & STATISTICS

>"National Conversation on Youth Development." Report from 4H (2002).  
[http://www.doc.n4h.org/National\\_Conversation/National\\_Conversation/nationalreport.pdf](http://www.doc.n4h.org/National_Conversation/National_Conversation/nationalreport.pdf)

>"Lessons and Reflections" Results of the Annenberg Challenge.(2002).  
<Http://www.lessonsandreflections.org/>

>"Workforce Development for Poverty Reduction: Lessons Learned.." (2002).  
[http://www.nlc.org/nlc\\_org/site/programs/workforce\\_development/index.cfm](http://www.nlc.org/nlc_org/site/programs/workforce_development/index.cfm)

- > "Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives." & "Sustaining Comprehensive Community Initiatives: Key Elements for Success." Finance Project (2002). <http://www.financeproject.org>
- >"State Children's Health Insurance Program Disenrollment and State Policies." (2002). <http://www.ahrq.gov/about/cods/chiribrf1/chiribf1.htm>
- > "Annual Report to Congress on the Individuals with Disabilities Education Act." (2002). <http://www.ed.gov/offices/OSERS/OSEP/Products?OSEP2001AnlRpt/index.htm>
- > "Schools and Staffing Survey, 1999-2000." (2002). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002313>
- >"The Condition of Education 2002," (2002). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>
- >"KidsCount Databook," (2002). <http://www.connectforkids.org>

NOTE: The Quick Finds topics on our website are updated regularly with new reports and publications such as those above (<http://smhp.psych.ucla.edu>)

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"...the provision of mental health services has everything to do with academic success of children and teenagers. But guild issues everywhere, in and around schools, prevent what is best about support services from being applicable to the largest challenges confronting us today."

Collaborative for Integrated School Services "Connections"

Newsletter

Harvard Graduate School of Education

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**\*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>>Center for Social and Emotional Education, Summer Institute, July 9-12, New York. "Educating Minds and Hearts Safe Schools, Healthy Character Development, Academic Success and Social-Emotional Education (<http://www.csee.net>)

>>National Technical Assistance Center for Children's Mental Health at Georgetown University. "Developing Local Systems of Care..." July 10-14, Washington, DC (<http://gucdc.georgetown.edu/institutes.html>)

>>Student Leadership Services, Inc. Summer Institute. "International

Collaborative Teen Conference" July 12 - 15, Detroit, MI (<http://www.sadd.org>)

>>Yale University Bush Center. "Partners for Success: Linking Communities, Families, and Schools," July 15-17, New Haven, CT (<http://www.yale.edu/21C>)

>>New England Institute for Addiction Studies. "Second Annual New England School for Prevention Studies," July 21-25, Newport, RI (<http://www.neias.org/SATPvCATdownload02.html>)

>>Lesley University's Center for Peaceable Schools "Summer Institute." July 22-26, Cambridge, MA (<http://www.lesley.edu/peace.html>)

>>National Coalition of Education Activists Conference. "Reclaiming Our Children's Education: Uniting Families, Communities, and Schools." July 25-28, Milwaukee, WI ([ncea@aol.com](mailto:ncea@aol.com))

>>Comprehensive Health Education Foundation. National Prevention Symposium. "Empowering Youth to Thrive in Uncertain Times." July 31- August 2, Seattle, WA (<http://www.chef.org>)

>American School Health Association. Summer Institute. "Healthy Kids - Healthy Schools - Healthy Communities." August 5 - 7, 2002. Columbus, Ohio. (<http://www.ashaweb.org>)

>>American Psychological Assn. 9th Annual Institute for Psychology in the Schools, August 21, Chicago, IL ([http://www.apa.org/practice/opas\\_inst.html](http://www.apa.org/practice/opas_inst.html))

>>Advancing School-Based Mental Health Programs, Center for School Mental Health Assistance. September 18-21, Philadelphia, PA (<http://csmha.umaryland.edu>)

>>American School Health Association Nat. Confernece. "Advocacy for Student Health and School Success." October 2-5, Charlotte, NC (<http://www.ashaweb.org>)

>>American Academy of Child and Adolescent Psychiatry Annual Conf. October 2-6, San Francisco, CA (<http://www.aacap.org>)

>>National Dropout Prevention Network Conference, October 9 - 13, San Diego, CA (<http://www.dropoutprevention.org/>)

>>Western Alliance of School Social Work Organizations. "Brains And Games: Applying Current Brain Research to Effective School Social Work Practice." October 17-19, Vancouver, WA (<http://westernalliance-schoolsocialwork.org/>)

>>University of Rhode Island's Latino Psychology Conference. "Bridging Our Diversity and Our Communities." October 18-20, Providence, RI (<http://www.uri.edu/artsci/psy/latpsy02.htm>)



>>Judge Baker Children's Center & Devereux Fdn. "Risk & Resilience: Protective Mechanisms and School-based Prevention Programs." October 25-27, Cambridge MA (<http://www.riskandresilience.org>)

>>Communities in Schools Conference. "Champions for Children: Celebrating and Inspiring Success." November 7 - 10, Washington, DC (<http://www.cisnet.org/>)

>>Public Education Network Conference. "Standards-Based Reform: A Civic Imperative." November 10 - 12, Washington, DC (<http://www.publiceducation.org/>)

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT <http://smhp.psych.ucla.edu> (Go to "Contents" then click on Upcoming Conferences.)

If you want your conference listed, send the information to [smhp@ucla.edu](mailto:smhp@ucla.edu)

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"As a society, we do a lot of finger-pointing and blaming parents blame schools, schools blame parents, we all blame the media. But, we need to remember: in an avalanche, no one snowflake is responsible."

Deborah Prothrow-Stith

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS

\*U.S.Department of Education Grants

<http://www.ed.gov/legislation/FedRegister/announcements/>

>Fund for the Improvement of Education Partnerships in Character Education. Due July 11 (CFDA# 84.215

>Early Reading First Program. To improve instruction and classroom environment of early childhood programs located in high poverty communities. Due July 15 CFDA# 84.359

>Cultural Partnerships for At Risk Child and Youth Program. Due July 22. CFDA# 84.351B

\*Substance Abuse & Mental Health Services Administration

<http://www.samhsa.gov>

>Suicide Prevention Resource Center (SM 02-012) Due July 24

>Targeted Capacity Expansion Program to address unmet needs for alcohol and drug treatment services (PA 03-001) Due September 10.

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.

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Law of Program Budgeting:

Just after you've made both ends meet, someone moves the ends...

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+ + + + OTHER HELPFUL RESOURCES + + + +

>>>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

## National Strategy for Suicide Prevention. Facts, funding, frameworks for action. [Http://www.mentalhealth.org/suicideprevention/strategy.asp](http://www.mentalhealth.org/suicideprevention/strategy.asp)

##Assessment and Evaluation Measures of Social Emotional Learning.  
[Http://www.casel.org/links.htm#eval](http://www.casel.org/links.htm#eval)

##National Center for Mental Health and Juvenile Justice.  
[Http://www.ncmhjj.com](http://www.ncmhjj.com).

##School-Age Care/Youth Development: Publications, organizations and links.  
[Http://www.nccic.org](http://www.nccic.org)

##Resources on Prevention. [Http://www.nccic.org](http://www.nccic.org)

>>>>PARENTS, SCHOOLS & COMMUNITIES

## "Samples of Successful Grant Proposals"  
[http://www.schoolgrants.org/proposal\\_samples.htm](http://www.schoolgrants.org/proposal_samples.htm)

##What Works? Integrating multiple data sources and policy research methods in assessment need and evaluating outcomes in community based child and family service systems. [Http://www.rand.org/publications/RGSD/RGSD161](http://www.rand.org/publications/RGSD/RGSD161)

##A Summer of Renewal: A Guide for Reflection, Integrating the Events of September 11th. [Http://www.esnational.org/renewal.htm](http://www.esnational.org/renewal.htm)

##Parenting Wisely: An Interactive Parent Education Program Based on Functional Family Therapy. [Http://www.familyworksinc.com/](http://www.familyworksinc.com/)

##Great IDEAs for Special Education a House Education Committee online forum for input from teachers, parents, students, and others to consider in reauthorization.  
[Http://edworkforce.house.gov/issues/107th/education/idea/ideacomment/](http://edworkforce.house.gov/issues/107th/education/idea/ideacomment/)

##Afterschool, Community Services and Volunteerism.  
[Http://www.afterschoolalliance.org](http://www.afterschoolalliance.org)

##The Provider's Guide to Quality and Culture has added resources on working with Arab, Central and South Asian, and Muslim clients. [Http://erc.msh.org](http://erc.msh.org)

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE  
OUR GATEWAYS TO A WORK OF RESOURCES  
(<http://smhp.psych.ucla.edu>)

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From Dilbert (Scott Adams):

New policy on reimbursement for travel.

>Do not tip more than ten percent for meals.

>If the meal costs more than six dollars bring back a fork.

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

Last month's Emerging Issue: School Boards Elected, Appointed, or Eliminated? Seems to have struck some nerves; here are a sample of responses:

"...I think the problem with school boards are that the parents serving in this role are not a representative sample of the community...they have children in the upper 10% of the class and take AP courses...School boards make very important decisions that affect many, many people and they need to represent the opinion of the majority they serve!"

"...Our school board is comprised of parents...many of the decisions are literally based on their special interests (their own children). Decisions are made without the expertise of an education...Perhaps elected offices who must state their credentials and platform may be helpful..."

"I live in a community in which over 50% of the schools are on the state's "failing" list. The school board is elected...they condone all manner of outmoded and proven ineffective discipline methods...I don't know whether the important issue is to elect or not elect or whether Board members should have proven expertise in the fields necessary to provide guidance and direction."

"Whether elected or appointed, school board members should have mandatory access to a workshop that exposes them to issues that are important to learning..."

"...I think the argument about school boards vs. no school boards is the wrong issue. The issue is private sector vs. public sector."

"...A new community collaborative of energized people who care about kids and learning is necessary for a revitalization of interest in participatory democracy..."

"...If education today is collaborative, how shall we govern the collaborative

effort? Collaborative leadership is a new, challenging issue...with education viewed as out of control spending, voters want improved cost-effectiveness...Engaging "taxpayers" in the governance...is critical...School boards currently are in some ways an antidote to the apparently less stable local government...So the issue of continuity or stability is critical also. If we're all working together to support educating kids, this is certainly a key question. We need some really key expertise to answer it!"

Feedback regarding spending cuts and their effect on mental health in schools:

"Our school based mental health program...has successfully argued for funding from school boards in our county, however our funding has been cut by 1.2 million dollars for the next school year...People here seem to recognize the need for the program but we are still likely going to have to layoff a goodly number of our program staff. This is a very bad budget year for schools and MH centers. I see this as a set back yes. I think that it is obvious that people in Washington are in favor of school mental health programs, but I fear our State does not have the same foresight."

SEND REQUESTS/RESPONSES by phone, fax, email, or on the Center's website "Net Exchange"

^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES ^ ^ ^ ^

<Associate Director>

Child and Adolescent Mental Health Research, National Institute of Mental Health. See web announcement at <http://www.nimh.nih.gov/orm/pmb/nimh020127.htm>.

<Executive Director>

Local Management Board of St Mary's County, MD. To develop a county-wide system of care. See <http://www.rewardingresults.com/lmb.htm>.

<Youth Development Advisor>

University of California, Cooperative Extension Youth Development Advisor in Riverside County, CA. Need Master's degree and two years of experience. Contact [ccsracadrecruitment@ucdavis.edu](mailto:ccsracadrecruitment@ucdavis.edu). Refer to #ACCSO-00-07R.

<Senior Analyst>

Adolescent & School Health Policy, Association of State and Territorial Health Officials, Washington, DC. Need Masters degree and experience in public health. See <http://www.astho.org>

<LVN>

Two positions at School Based Clinics Program in Houston, TX. Call Katie

Lawrence (713) 873-4894.

<Nurse Practitioner>

School Based clinic in Johnson City, TN. Contact Jennifer Schaller-Ayers, Department of Family Community Nursing, POB 70676, Johnson City, TN 37614.

<Nurse Practitioner>

School based clinic in Central Harlem, NY, NY. Contact Lorraine Tiezzi at [iro9001@nyp.org](mailto:iro9001@nyp.org)

<Nurses and nurse practitioners>

Baltimore City Health Department, School Based Health Centers Program. Contact Sharon Hobson at [sharon.hobson@baltimorecity.gov](mailto:sharon.hobson@baltimorecity.gov)

<Research Assistant>

Association for the Study and Development of Community, Washington, DC. See <http://www.capablecommunity.com>

<Senior Program Officer>

Enhancing Nonprofit Leadership and Governance, Haas, Jr. Fund, San Francisco, CA. Need 10 year of senior leadership experience. See <http://www.haasjr.org>

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, see <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

**\*\*NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS**

^^^Updates from our Center at UCLA

**\*\*Plans for Proposed Summit for Administrators of Student Support Programs**

From the initial feedback, there appear to be great interest in holding such a summit. To allow for greater participation and lower travel costs, we may pursue this through a series of regional meetings. The one-day session would be for district, school, and state administrators of student support and would focus on: (1) New directions to advance thinking about the nature of student support and enhance the policy and practice priority status of this component of schooling (2) Exchanges of information about policy and practice around the country (3) Strategic problem-solving related to widespread concerns about student support. Following the summit, the Center would circulate a document to key school decision makers outlining recommendations stemming from the summit.

While the Center can supply the meeting space and other costs related to organizing the summit, attendees would cover their travel related costs.

We are continuing to gather info about possible attendees. Let us know if you are or know of an administrator who should be part of such a summit. Please email us at: [smhp@ucla.edu](mailto:smhp@ucla.edu).

\*NEW

>> Quick Training Aid: "Case Management in the School Context"  
Designed for a staff development/training with overview, tools, models, and resources. This is the 10th of the series of Quick Training Aid we are developing. All are on our website for downloading (<http://smhp.psych.ucla.edu>)

NEWLY REVISED AND UPDATED:

"Understanding and Minimizing Staff Burnout"  
Helpful resource for planning next year's staff support activities.  
Online: See Center Materials at <http://smhp.psych.ucla.edu>)

DID YOU RECEIVE THE HARD COPY NEWSLETTER (Spring, 2002)

The lead article is on "School Staff Burnout." Other content includes:

- >>Resolving Conflict Among School Staff
- >>Anticipating the Anniversary of September 11th
- >>Welcoming and Social Support: An Essential School Transition Intervention
- >>What's the Evidence-Base?

Like all technical assistance and training centers, we continue to evaluate our impact and how to expand the user base. Let us know what you need to make your work with mental health in schools more successful. New resources can be developed and best practices identified.

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

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\*\*UPDATE from our Sister Center, Center for School Mental Health Assistance

at the University of Maryland at Baltimore, Mark Weist, Director  
(<http://csmha.umaryland.edu>)

^^National Conference:

"Advancing School Mental Health Programs" September 18-21 in Philadelphia.

>>Special Institute:

"Developing Effective School-Based Responses to Crisis/Trauma/Disaster"  
September 18

>>Pre-conference sessions: September 19:

>>Conference and Exhibits: September 20 - 21

For more information contact: Center for School Mental Health Assistance,  
University of Maryland at Baltimore, Department of Psychiatry, 680W. Lexington  
St., 10th fl., Baltimore, MD 21201 Phone (888) 706-0980 Email:

[csmha@umpsy.umaryland.edu](mailto:csmha@umpsy.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

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 concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. 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.

As sister Centers, the Center at UCLA and the one at the University of Maryland provide support (training and technical assistance) for mental health and psychosocial concerns in schools. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems. We stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources. The Centers connect with major

initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change. Evaluations indicate the Centers have had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

For more information about the Center or about ENEWS, contact  
Center Coordinator Perry Nelson or  
Center Co-Directors Howard Adelman and Linda Taylor at:  
UCLA, School Mental Health Project/Center for Mental Health in Schools  
Box 951563  
Los Angeles, CA 90095-1563  
Phone (310) 825-3634 Fax (310) 206-5895 Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)  
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