

ENEWS: A Monthly Forum for Sharing and Interchange

November, 2006 (Vol. 11 #2)

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 school. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

◇◇◇◇◇◇◇◇◇◇

Feel Free to Forward this to Anyone

◇◇◇◇◇◇◇◇◇◇

WHAT'S HERE THIS MONTH

****Emerging Issue**

>Rationing education in an era of accountability

****News from around the country**

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

>Responding to referrals in ways that can "stem the tide"

****Recent publications relevant to**

>Children's mental and physical health

>Family, school & community

>Policy, systems, law, ethics, finances & statistics

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

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

****UCLA Center Resource Update**

****Other Helpful Internet Resources**

****Training & Job Opportunities**

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

◇◇◇◇◇◇◇◇◇◇

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.

◇◇◇◇◇◇◇◇◇◇

****EMERGING ISSUE**

>**Rationing Education in an Era of Accountability**

The push for accountability was originally cast as a way to ensure that schools would leave no child behind. Ironically, as Jennifer Booher-Jennings points out, the NCLB system of requiring

schools to demonstrate adequate yearly progress through test scores has created incentives to neglect the very students who need help the most. In order to increase passing rates, teachers divided students into safe cases, cases suitable for treatment, and hopeless cases and rationed resources to those students most likely to improve the school's passing rate. The idea of triage, a practice usually restricted to the direst of circumstances, like the battlefield or the emergency room, poignantly captures the dynamics of many schools' responses to NCLB. In the name of improving schools' scores, some students must inevitably be sacrificed. And the stakes are high – for schools, which face serious sanctions for failing to meet adequate yearly progress targets; for students, who increasingly face retention if they do not pass state tests; and for teachers, who are judged by the number of students they "save." Her work is based upon extensive field work in an urban Texas district, but has relevance for many schools and districts. Moreover, this is a matter for consideration in reauthorization discussions of the Elementary and Secondary Education Act (currently named the No Child Left Behind Act).

http://www.pdkintl.org/kappan/k_v87/k0606boo.htm

What's your experience with this? What recommendations are you aware of for the NCLB reauthorization to address this concern? Ltaylor@ucla.edu

@##@##@##

“Despite the stated intent of NCLB to improve outcomes for all students, particularly those who have been historically neglected, educators and others may adopt a series of "gaming" practices in order to artificially inflate schools' passing rates.”

Jennifer Booher-Jennings

@##@##@##

****NEWS FROM AROUND THE COUNTRY**

NEW LAW ESTABLISHES THE FEDERAL YOUTH DEVELOPMENT COUNCIL

On October 17, the president signed the Older Americans Act into law. Ironically, the Tom Osborne Federal Youth Coordination Act is Title VIII of that Act. It establishes a Federal Youth Development Council to improve the administration and coordination of Federal programs serving youth. Members include 9 Federal Agency Secretaries, the Attorney General, the Director of the National Drug Control Policy and the CEO of the Corporation for National and Community service. The President will appoint additional representatives from communities, nonprofits, state and local government, and youth. The Chair is the Secretary of Health and Human Services. To see the duties of the Council go to

http://www.forumfyi.org/Files//Summary_of_FYCA_for_web.pdf

STUDENTS ARE BREAKING THE “CODE OF SILENCE” ABOUT IMPENDING VIOLENT ACTS

“When it comes to preventing violence at school, kids who know something about a plot are often the first line of defense. Anonymous hot lines and e-mail systems are gaining momentum in the push to encourage students to tell an adult.” 10/19/06 The Christian Science Monitor

<http://www.csmonitor.com>

MORE ATTENTION TO THE DROPOUT CRISIS

“Only about half of the ninth graders in Philadelphia’s public schools graduate in four years, and for some minority male students, the rate is even lower. Researchers from Johns Hopkins University ... say the social and financial consequences are grave not only for the 30,000 young people who dropped out between 2000 and 2005, but also for the economic health of the region.” 10/19/06 Philadelphia Inquirer. <http://www.philly.com>

TACKLING HURRICANE EVACUEES' LOW TEST SCORES

“The Houston Independent School District plans to spend a \$3.9 million grant on tutoring programs and social services aimed at boosting the test scores of students displaced by Hurricane Katrina. That help includes giving extra assistance in school, plus offering tutoring and after school and on the weekends...The district plans to contract with the Houston-based nonprofit Communities in Schools, which will place full-time social workers on the needy campuses.”
10/11/06 Houston Chronicle <http://www.chron.com>

MEAN AGE OF PRESCHOOLERS INCREASES AS PARENTS SEEK AN EDGE

“Children who turn 5 even in June or earlier are sometimes considered not ready for kindergarten these days, as parents harbor an almost Darwinian desire to ensure that their own child is not the runt of the class.... Fueled by the increasingly rigorous nature of kindergarten and a generation of parents intent on giving their children every edge, the practice is flourishing in New York City private schools and suburban public schools.” 10/19/06 New York Times.
<Http://www.nytimes.com>

RESEARCH SUGGESTS THAT FAMILY CHARACTERISTICS HAVE MORE INFLUENCE ON CHILD DEVELOPMENT THAN DOES EXPERIENCE IN CHILD CARE

“A compendium of findings from a study funded by the National Institutes of Health reveals that a child’s family life has more influence on a child’s development through age four and a half than does a child’s experience in child care.... Parent and family features were two to three times more strongly links to child development than was child care during the preschool years. The findings are available at <http://www.nichd.nih.gov/childcare>
10/3/06 National Institutes of Health

@##@##

“Currently, there are federal funding streams designed to meet varying needs of youth – afterschool programs, job training, mental health, etc. – but they are administered in silos, independent of one another. Youth’s needs, however, are complex and interdependent.”
National Collaboration for Youth

@##@##@##@##

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>

#####

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

>>>**November Theme – Responding to Referrals in Ways that Can “Stem the Tide”**

In September and October, supportive schools have provided welcoming activities and social supports to ensure that students have made a good adjustment to school and to address initial adjustment problems (See the ideas for September and October monthly focus)

Now come the referrals for students who are continuing to manifest behavior, learning and emotional problems. To keep the referrals from becoming names on a every-growing waiting

list, the reauthorization on Individuals with Disabilities Education Act suggests moving into the classroom with early intervening and response to intervention strategies.

Our Center's Fall, 2006, newsletter features "Response to Intervention" in addressing barriers to learning. Here is a brief excerpt "The concept of *Response to Intervention* is finding its way into schools with a significant push from the federal government and with a particular emphasis on reducing inappropriate diagnoses for special education.... Properly conceived and implemented, RTI is expected to improve the learning opportunities for many students and reduce the number who are diagnosed with learning disabilities and behavioral disorders. The intent is to use "well-designed and well-implemented early intervention" in the regular classroom as a way to deal with a student's problems. The aim also is to improve assessment for determining whether more intensive and perhaps specialized assistance and diagnosis are required...."

For more, you can access the newsletter online at <http://smhp.psych.ucla.edu>

And, for more information related to referrals, see the November section of "Ideas for Enhancing Support at Your School this Month" <http://smhp.psych.ucla.edu> In particular, see:

>Staff Development Focus #1: Improving the Referral System as a transition intervention to ensure necessary services are appropriately accessed.

>Staff Development Focus #2: Increasing staff understanding about the motivational bases for many problems and about classroom and school changes that can minimize problems arising from low or negative motivation.

@###@##@

"The person who says it can't be done should not interrupt the person doing it."

@###@##@

RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

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

>Promising Practices Network:

>>Coping with Stress Course.

[Http://www.promisingpractices.net/program.asp?programid=151](http://www.promisingpractices.net/program.asp?programid=151)

>>Adolescent Coping with Depression

<http://www.promisingpractices.net/program.asp?programid=152>

>Evidence-based youth psychotherapies versus usual clinical care: A meta-analysis of direct comparisons (2006) J. Weisz, et al, *American Psychologist*, 61(7) 671-689.

>School-based prevention of depression and anxiety symptoms in early adolescence: A pilot of a parent intervention component (2006) J. Gillham, et al., *School Psychology Quarterly*, 21(3) 323-348.

>Clinical features of depressed children and adolescents with various forms of suicidality. (2006) X. Liu, et al., *Journal of Clinical Psychiatry*, 67(9) 1442-1450.

>Bullying and peer victimization among children with special health care needs. (2006) J. Van Cleave & N. Davis, *Pediatrics*, 118(4) e1212-9

>School absenteeism and school refusal behavior: A review and suggestions for school-based

health professionals (2006) C. Keamey & A. Bensaheb, *Journal of School Health*, 76(1) 3-7

>The functions of deliberate self-injury: a review of the evidence. (2006) E. Klonsky, *Clinical Psychology Review*, (in press -- watch for it).

>The prevention of depressive symptoms in children and adolescents: A meta-analytic review (2006) J. Horowitz & J. Garber, *Journal of Consulting and Clinical Psychology*, 74(3) 401-415.

***Family, School & Community**

>School based programs for prevention of violence: Do they work? (2006) R. Ivers, *Injury Prevention*, 12, 351. [Http://ip.bmjournals.com](http://ip.bmjournals.com)

>National Education Association's Plan for Reducing School Dropouts
<http://www.nea.org/presscenter/actionplan1.html>

>An exploration into the internal dynamics of a school-based mental health collaboration (2006) K. Kury & G. Kury, *Journal of School Health*, 76(5) 164-168.

>Applying a theory of change approach to interagency planning in child mental health. (2006) M Hernandez & S. Hodges, *American Journal of Community Psychology*, 38(3/4).

>What makes a high school a good high school for students with disabilities (2006) N Brigham, et al., *Learning Disabilities Research & Practice*, 21(3) 184-190.

>The significance of neighbourhood context to child and adolescent health and well-being: A systematic review of multilevel studies (2006) E. Sellstrom & S. Bremberg. *Scandinavian Journal of Public Health*, 34(5) 544-554.

>Schools, parents, and youth violence: A multilevel, ecological analysis (2006) K. Brookmeyer, et al, *Journal of Clinical Child and Adolescent Psychology*, 35(4) 504-514.

>Dismantling a Community. "The selling-off of New Orleans Schools in the wake of Hurricane Katrina" (2006) <http://www.communitychange.org/issues/education/publications>

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

>The new poor: Regional Trends in Child Poverty since 2000 (2006) National Center for Children in Poverty http://nccp.org/rel_14.html

>Race, class, and disproportionality: Reevaluating the relationship between poverty and special education placement (2006) C. O'Connor & S. Fernandez, *Educational Researcher*, 35(6) 6-11.

>Prevention: A report of progress and momentum into the future (2006) M. Barrera & I. Sandler, *Clinical Psychology: Science and Practice*, 13(3) 221-226.

>How well are American students learning? With special sections on the nation's achievement, the happiness factor in learning, and honesty in state test scores (2006) T. Loveless, Brown Center Report. [Http://www.brookings.edu/gs/brown/bc_report/2006/2006report.htm](http://www.brookings.edu/gs/brown/bc_report/2006/2006report.htm)

>Pre-K: Shaping the system that shapes children (2006) S. Goldsmith & R. Meyer, *Civic Bulletin*, 42. [Http://www.manhattan-institute.org/html/cb_42.htm](http://www.manhattan-institute.org/html/cb_42.htm)

>The changing landscape of American Public education: New students, new schools (2006) R. Fry, <http://pewhispanic.org/reports/report.php?reportid=72>

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

@###@##@#

“We no longer trust our children, and then wonder why they grow up untrustworthy.”

Michael Dibdin

@###@##@#

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

>Public Education Network, 11/12-14, Washington, DC. <Http://www.publiceducation.org>

>Managing School-based Crises, 11/17, Long Island, NY <http://www.crisisinfo.org>

>Beyond School Hours, 2/7-10, Greensboro, NC, <http://foundationsinc.org>

>National Youth at risk Conference, 3/4-7, Savannah, GA
<http://ceps.georgiasouthern.edu/conted/yar2007.html>

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

>American School Counselor Association, 6/23-26, Denver, CO.
<http://www.schoolcounselor.org>

>National Association of School Nurses, 6/28-7/1, Nashville, TN
<http://www.nasn.org>

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

@###@##@##@#

“I always wanted to be somebody. I realize now I should have been more specific.”

Lily Tomlin

@###@##@#

****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>)

>>Education Research Grants (84.305)

>>>Research on High School Reform (due 11/16/06)

- >>Special Education Research Grants (84.324)
 - >>>Response to Intervention (due (11/16/06)
 - >>>Secondary and Transition Services (due 11/16/06)
 - >>>Individualized Education Programs (due 11/16/06)
- >>Upward Bound Program (84.947A and M) Due 11/6/06
- >>Parent Training and Information Centers (84.328M) Due 11/13/06

- >Health Resources Services Administration (<http://grants.hrsa.gov>)
 - >>Bright Futures Pediatric Implementation (93.110) Due 11/1/06

- >Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)
 - >>Knowledge dissemination conference grants (PA-06-001) Due 10/31 and 1/31

- >American Foundation for Suicide Prevention (<http://www.afsp.org>)
 - >>Research Grants (due 12/15/06)

- >Center for Disease Control and Prevention (<http://www.cdc.gov>)
 - >>Research for preventing violence and violence-related injury (letter of intent due 11/15/06)

- >National Institutes of Health (<http://www.nih.gov>)
 - >>Alcohol Education Project Grants (due 12.21/06)

- >Department of Justice (<http://www.usdoj.gov>)
 - >>Gang Resistance Education and Training Program (due 12/4/06)

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

>>Internat'l Conference on School Reform, December 12-13, 2006 Marriott Hotel, Vancouver Canada, Call for Proposals Deadline: 11/8/2006 www.schoolreformconf.org

>>American School Health Association, Health Literacy: Opportunities for School Health Proposals due 11/17. http://www.ashaweb.org/81annual_sessionapp_form.jsp

>>American Psychological Association annual conference. Proposals due 12/1/06 <http://apacustomout.apa.org/convcall/>

>>How sport participation influences youth development, special section of Developmental Psychology. Due 4/1/07.

@#@@##@

“No one can make you inferior without your consent.”

Eleanor Roosevelt

@#@@##@#

**UCLA CENTER RESOURCE UPDATE

- >>New: Online Series of Information Resources on Enabling Systemic Change
 - >Systemic Change for School Improvement
 - <http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicchange.pdf>

- >Policy Implications for Advancing Systemic Change for School Improvement
<http://smhp.psych.ucla.edu/pdfdocs/systemic/policy%20implications.pdf>
- >Change Agent Mechanisms for School Improvement: Infrastructure not Individuals
<http://smhp.psych.ucla.edu/pdfdocs/systemic/change%20agents.pdf>
- >Some Key Terms Related to Enabling System Change
<http://smhp.psych.ucla.edu/pdfdocs/systemic/glossary%20revised.pdf>
- >Some Key References Related to Enabling System Change
<http://smhp.psych.ucla.edu/pdfdocs/systemic/annotated%20list.pdf>
- >Brief Overview of Major Concepts from E.M. Rogers; Work on Diffusion of Innovations
<http://smhp.psych.ucla.edu/pdfdocs/systemic/Rogers%20Diffusion%20.pdf>

>>New Quick Find: School Improvement Planning – Analyses from the UCLA Center
<http://smhp.psych.ucla/qa/improvement.htm>

>>Now Online: Center Policy and Practice Analysis Brief
“School Attendance Problems: Are Current Policies & Practices Going in the Right Direction?”
<http://smhp.psych.ucla.edu/pdfdocs/briefs/school%20attendance%20problems.pdf>

>>Fall Newsletter is in the mail and online (<http://smhp.psych.ucla.edu>)

- >Featured Article – Response to Intervention
- >Analysis – Teacher Support is Student Support
- >Ideas into Practice – Enabling School Adjustment

>>Revised: “Organization Facilitators: A Key Change Agent for Systemic School and Community Changes” <http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf>

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
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895
Email: smhp@ucla.edu

#####

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

@#@#@#

“If you have to be rotten at something, don’t be rotten at teaching.
The kids will make your life miserable.”

Madeline Hunter

@#@#@##

****OTHER HELPFUL INTERNET RESOURCES**

>Research-to-results Briefs:

- >>Defining the term “at risk” <http://www.childtrends.org/files/definingatrisk.pdf>
- >>Cumulative risks among American children
<http://www.childtrends.org/files/cumulativerisksRTRRB.pdf>

>Giving Back: Introducing Community Service Learning http://www.crf-usa.org/YouthCourt/Giving_Back_2006.pdf

>Public Policy Analysis and Education Center for Middle Childhood, Adolescent and Youth Adult Health: Resource Project. A 12 unit curriculum with syllabus, reading, data, assignments, cases, presentations, and links. <http://policy.ucsf.edu/resources>

>State Afterschool Profiles. <Http://www.nccic.org/afterschool/statep.html>

>How to Develop a Statewide System to Link Families with Community Resources http://www.cmwf.org/general/general_show.htm?doc_id=381829

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

#####

****TRAINING AND JOB OPPORTUNITIES**

<Manager>

Oregon School-based Health Center Program. Portland, OR. Contact Anne Johnston-Silverberg at anne.k.johnston@state.or.us

<Research>

WESTAT, Health Studies Research Staff, Houston, TX.

Http://www.westat.com/westat/career_opportunities/research.cfm

<School Psychologist>

Jordan School District, Sandy, UT. Contact Fulvia Franco at fulvia.franco@jordan.k12.ut.us

<Faculty>

>School Psychology Program, Rutgers University, Piscataway, NJ. Contact Susan Forman, Chair, Dept. of Applied Psychology, Rutgers University, Piscataway, NJ, 08854.

>Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, IN. Contact Paul Spengler at pspengle@bsu.edu

>School Psychology Program, University of Connecticut, Storrs, CT. Contact Thomas Kehle.

>Human Development and Family Studies, University of Connecticut, Storrs, CT. See <http://familystudies.uconn.edu/>

>Organizational Psychology, Rutgers University, Piscataway, NJ. The Organizational program is closely linked to the Community Psychology concentration as well as the School and Clinical Psychology programs. Contact Cary Cherniss.

>Psychology in Education, Arizona State University, Tempe, AZ. See <http://www.coe.asu.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.

@#@@#@##@

“I used to be indecisive. Now I’m not so sure.”

@#@@#@#

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

>We were asked to let you know about:

>>“Crying along with my child.” Parenting a school age child diagnosed with Bipolar Disorder (2006) J. Wade, Issues in Mental Health Nursing, 27(8) 885-903. You can contact the author at jwade8@utk.edu

>A few of the responses to last month’s emerging issue:

Cheating in schools: Why the increase? What to do about it

(1) “We already have leaders on both sides of the fence with ‘shaky ethical foundations’, certainly precautions can be taken to guard against the obvious, picture phones and texting come on, all these tests have proctors, get them out and moving among the test takers, and what do we expect when we end up having districts cheat to look good in the eyes of the public, happened down in the birth place of NCLB, and yet we develop a whole national initiative around it.”

(2) “I think schools need to look at both the reason and the consequence. They need to handle each case individually but have an across the board consequence. Students need to be made aware of the consequences. A little story: I was taught the 10 commandments and how to live by them. I was taught that if I disobeyed the 10 commandments I would have to go to confession and confess the sins I committed against the 10 commandments. This was a great fear for me. I realize that most students nowadays do not grow up with this strict teaching but it served me well. I was afraid to go against these commandments because I knew what the consequence was and this kept me from cheating, amongst other things.”

(3) From the Los Angeles Times 10/14/06 Editorial (referring to a recent poll of high school students) – “Teens Like Us

...Three-fifths said they cheated on a test within the last year; a third used the Internet to plagiarize an assignment; 62% lied to a teacher. ...A little more than a fourth said they stole, and 57% said they’d lied to their parents....

Yet many adults are equally self-deluding. We cluck at the public wrongdoing of others while we try to convince the IRS that our Salvation Army donation of used underwear was worth \$150...We can bemoan the misdeeds of teens, and indeed they’re troubling. But before we disdain adolescents too fast, we should remember that, luckily for us, (there isn’t) a similar survey of adults.”

#####

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.

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:

UCLA School Mental Health Project/Center for Mental Health in Schools

Box 951563, Los Angeles, CA 90095-1563

Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895

email: smhp@ucla.edu