



ENEWS

A Monthly Forum for Sharing and Interchange



August, 2010 (Vol. 14 #11)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see <http://smhp.psych.ucla.edu>



We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.

Contact smhp@ucla.edu



WHAT'S HERE THIS MONTH

****Emerging Concern:**

>Are Evaluation Research Data Being Misused?

****News from around the country**

****Recent publications relevant to**

>Child and adolescent mental and physical health

>School, family, & community

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

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

>August – Now is the Time to Develop Ways to Avoid Burnout

****Other helpful Internet resources**

****Links to**

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, and online professional development

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****UCLA Center Update**

****Comments, requests, information, questions from the field**



EMERGING CONCERN:

>Are Evaluation Research Data Being Misused?

As we have moved into the age where policy makers want everything to be science-based, concerns are being raised about the possible impact of premature use and unintended and intended misuse of evaluative data. The issue is gaining volume as a result of the Brookings Institute report on the work of the Harlem Children's Zone (report online at http://www.brookings.edu/~media/Files/rc/reports/2010/0720_hcz_whitehurst/0720_hcz_whitehurst.pdf). Based on the administration's earlier reading of the efficacy of the Harlem Children's Zone work, President Obama instituted the *Promise Neighborhoods* Initiative. The program received a \$10 million appropriation from Congress in 2010; 339 communities applied for planning grants. The administration requested \$210 million for the 2011 budget year to move from planning to implementation. After the Brookings Institute report, citing evaluation findings, raised questions about the Harlem Children's Zone, Congress cut the request by about 90%.

In response, Geoffrey Canada, President and CEO of the Harlem Children's Zone has cried foul-response online at

<http://www.hcz.org/images/stories/pdfs/Brookings%20Institute%20study%20response.pdf>

Canada states that the report misrepresents the nature of the Harlem Children's Zone and misinterprets the evaluative data related to its effectiveness.

Given the profound policy impact of the controversy, greater discussion is imperative with respect to the uses and misuses of evaluative data.

Are you are seeing evaluation data misused? Let us hear from you so we can help shed some light on whether this is a growing problem. Send your comments to ltaylor@ucla.edu



NEWS FROM AROUND THE COUNTRY

School Clinics Await Funds From Health-Care Reform

School-based health centers, which provide comprehensive medical care, are awaiting a big boost from the federal government under the law overhauling the nation's health-care system. The legislation provides for \$200 million over four years to help centers pay for capital improvements and it authorizes the government to distribute additional money for operating costs. The measure is important because it created a federal authorization that is specific to school-based health clinics, which were once a controversial innovation. (Education Week, <http://www.edweek.org>, 08/03/10)

One-third of Teens with ADHD Delay High School Degree or Drop Out

Teens with attention-deficit/hyperactivity disorder (ADHD) are more likely to drop out of high school or delay completing high school than other kids, a new study has found. The rate is twice that of students with no psychiatric disorder. Developing methods to help students with ADHD graduate high school could have significant long-term societal benefits, according to author. The researchers also found high drop-out rates among students with other mental health disorders. The study was published in the July online edition of the *Journal of Psychiatric Research*. (USA Today, 07/31/10) - http://www.usatoday.com/news/education/2010-07-31-adhd-students_N.htm

Student Mobility -- Concern Over Students Switching Schools

New Massachusetts data appear to show a strong correlation between schools with weak academic performance and those with large influxes and exoduses of students. Some 400 schools - most of them in poor areas and considered underachieving - have high turnover rates, with at least 20% of their student populations registering or departing during the year. By contrast, about half the state's nearly 1,900 schools had enrollment changes of less than 10% and tended to have stronger records of academic performance. The numbers show that performance is closely tied to a factor well beyond school walls. (Boston Globe, 08/02/10)

http://www.boston.com/news/education/k_12/articles/2010/08/02/concern_over_students_switching_schools/

Colorado Governor Challenges Schools To Reduce Child Hunger

Colorado Governor Bill Ritter issued a School Breakfast Challenge, a new initiative to increase the number of students who participate in a free and reduced-price breakfast program in schools. Ritter told school executives that he wants to increase participation by 15,000 students statewide this fall in the program. The program will provide staff and educators to schools to help them overcome any barriers to the program. The three schools with the highest percentage increase in participation will receive cash prizes. (Greeley Tribune, 07/29/10)

<http://www.greeleytribune.com/article/20100729/NEWS/100729631>

Civil Rights Organizations Criticize Federal Approach to Turning Around Failing Schools

Eight civil rights organizations including the NAACP have released a letter stating that the U.S. Department of Education is promoting ineffective approaches for failing schools. They view the \$4.35 billion Race to the Top competition as leaving out many minority students. Citing federal data, the groups find just three percent of the nation's black students and less than one percent of Latino students are impacted by round one of the Race to the Top.

<http://www.otlcampaign.org/highlights/alternative-vision-public-education-%E2%80%93-ecumenical-pastoral-letter>

Special Needs Students File Complaint Against Louisiana Department of Education

Thirteen students with disabilities have filed a complaint against the Louisiana Department of Education alleging that New Orleans public schools have committed a range of violations. The post-Katrina restructuring of the New Orleans school system has benefited some students but left special needs students behind, plaintiffs contend. Most public schools in New Orleans are now independently-run charters, overseen by either the state-run Recovery School District or the Orleans Parish School Board. (New Orleans Times-Picayune, 07/28/10)

http://www.nola.com/education/index.ssf/2010/07/special_needs_students_file_co.html

Small Schools Still In Flux

For a time in the mid-2000s, small schools were booming. They were supposed to transform the large, failing American high school, to engage students and boost their achievement to ready them for college. But the results have been mixed, national and local research shows. Students at small high schools were more likely to graduate, have positive relationships with their teachers, and feel safer. Still, they did no better on standardized tests than did their peers at big schools. 7/1/10 <http://www.philly.com/inquirer/local/97558794.html?cmpid=15585797>

Some Schools Grouping Students by Skill, Not Grade Level

Instead of simply moving kids from one grade to the next as they get older, schools are grouping students by ability. Once they master a subject, they move up a level. Students, often of varying ages, work at their own pace, meeting with teachers to decide what part of the curriculum to tackle. Often students are working individually or in small groups on projects that are tailored to their skill level. Kansas City, MO school district is about to become what reform experts say is the largest district to try this approach, switching 17,000 students to the new system to turnaround trailing schools and increase test scores. 7/5/10

http://www.usatoday.com/news/education/2010-07-05-grade-held-back_N.htm

Lawsuit Seeks Changes in School Funding

Groups representing low-income families sued the state of California alleging the government is failing to adequately fund public education. The plaintiffs asked the court to declare the current school finance system unconstitutional. The lawsuit is similar to one filed by students, school districts and groups representing school boards, administrators and parent-teacher associations. 7/12/10. http://www.mercurynews.com/news/ci_15498688?nclick_check=1

Arrests Highlight Education Busing Issues

The arrest of 19 protesters at a school board meeting brings the issue of busing and diversity in education into the national spotlight. In 1999, the Raleigh Wake County School District in NC transformed race based integration policy and replaced it with a socioeconomic diversity program to balance the proportion of wealthy and poor student at county schools by moving students around with a bussing system. Parents frustrated by long drives and bus routes elected a school board that opposed the 1999 policy and imposed a new plan for neighborhood based schools. Protesters fear the county will replicate age old segregation leaving black students in underachieving schools. 7/19/10.

<http://www.cnn.com/2010/US/07/19/ncschools.resegregation.rally/index.html>

Computers at Home: Education Hope vs. Teenage Reality

Economists are trying to measure a home computer's educational impact on schoolchildren in low-income households. Taking widely varying routes, they are arriving at similar conclusions: little or no education benefit is found. Worse, computers seem to have further separated children in low-income households, whose test scores often decline after the machine arrives, from their more privileged counterparts. 7/9/10

<http://www.nytimes.com/2010/07/11/business/11digi.html>

No Visa, No School

Three decades after the Supreme Court ruled that immigration violations cannot be used as a basis to deny children equal access to a public school education, one in five school districts in New York State is routinely requiring a child's immigration papers as a prerequisite to enrollment, or asking parents to information that only lawful immigrants can provide. 7/22/10

<http://www.nytimes.com/2010/07/23/nyregion/23immig.html>

Fewer Low-Income Students Going to College

Enrollment in four-year colleges was 40% in 2004 for low-income students, down from 54% in 1992, according to a report recently submitted to Congress by the Advisory Committee on Student Financial Assistance. College expenses and financial aid have become increasingly larger considerations for parents and students, driving more qualified student away from enrolling in four-year colleges. Low-income student at four-year colleges were more than three times more likely than those at two-year colleges to earn a bachelor's degree. 7/7/10.

<http://blogs.wsj.com/economics/2010/07/07/fewer-low-income-students-going-to-college/>

Note: Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through links at <http://smhp.psych.ucla.edu/whatnew/linstolatest.htm>

Among the sources used in gathering the above items are:

>the ECS e-clip – <http://www.ecs.org/e-clips>

>The Public Education Network (PEN) Newsblast –

<http://www.publiceducation.org/newsblast.current.asp>

>The Weekly Update from the American Orthopsychiatric Association –

<http://www.oaotoday.com/news/php>

@#@#@#@#

“I don’t deserve this award, but then I have arthritis and I don’t deserve that either.”
Jack Benny

@#@#@#

RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

Child, Adolescent, Young Adult Mental and Physical Health

Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation (2010) C. Cook, et al., *School Psychology Quarterly*, 25(2), 65-83.

<http://www.apa.org/pubs/journals/spq>

Cascading peer dynamics underlying the progression from problem behavior to violence in early to late adolescence (2010) T. Dishion, et al., *Development and Psychopathology*, 22(3), 603-619.
<http://journals.cambridge.org/action/displayJournal?jid=DPP>

Predictors of persistent ADHD: An 11-year follow-up study (2010). J. Biedermana, et al., *Journal of Psychiatric Research*, online.
http://www.elsevier.com/wps/find/journaldescription.cws_home/241/description#description

Treating depression and oppositional behavior in adolescents (2010) R. Jacobs, et al., *Journal of Clinical Child and Adolescent Psychology*, 39(4), 559-567.

Does a brief suicide prevention gatekeeper training program enhance observed skills? (2010) W. Cross, et al., *Crisis*, 31(3), 149-159. <http://www.ncbi.nlm.nih.gov/pubmed/20573609>

Comparing children and adolescent engaged in cyberbullying to matched peers (2010) K. Twyman, et al., *Cyberpsychology, Behavior, and Social Networking*, 13(2), 195-199.
<http://www.liebertonline.com/loi/cyber>

Why do adolescents drink? Motivational patterns related to alcohol consumption and alcohol-related problems. (2010) E. Comasco, et al., *Substance Use and Misuse*, 45(10), 1589-1604.
<http://taylorandfrancis.metapress.com>

Alcohol and drug use among gang members: Experiences of adolescents who attend school. (2010) M. Swahn, et al., *Journal of School Health*, 80(7), 353-360.
<http://www.interscience.wiley.com>

School, Family & Community

Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation (2010) A. Langley, et al., *School Mental Health*, 2(3), 105-113.
<http://springerlink.com>

Developing and improving after-school programs to enhance youth’s personal growth and adjustment (2010) J. Durlak, et al., *American Journal of Community Psychology*, 45(3-4), 285-293. <http://springerlink.com>

Economically disadvantaged children’s transitions into elementary school: Linking family processes, school contexts, and educational policy. (2010) R. Crosnoe & C. Cooper. *American Educational Research Journal*, 47, 258-291. <http://aer.sagepub.com>

A longitudinal study of student–teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence (2010). K. Rudasill, et al., *Journal of School Psychology, online*.
http://www.elsevier.com/wps/find/journaldescription.cws_home/699/description#description

Community organizing goes to college: A practice-based model to implement environmental strategies to reduce high-risk drinking on college campuses (2010) K. Wagoner, et al., *Health Promotion and Practice*, ePub. <http://hnp.sagepub.com/>

Attributing activity space as risky and safe: The social dimension to the meaning of place for urban adolescents. (2010) M. Mason. *Health & Place*, ePub. <http://sciencedirect.com/>

Responding to rule violations or rule following: A comparison of two versions of the Good Behavior Game with kindergarten students? (2010). G.Tanol, et al., *Journal of School Psychology*, online.
http://www.elsevier.com/wps/find/journaldescription.cws_home/699/description#description

Policy, Systems, Law, Ethics, Finances & Statistics

American Academy of Pediatrics Task Force on Mental Health: Special Supplement (2010) *Pediatrics*, 125, S69-139. <http://pediatrics.aappublications.org/>

Fiscal Model Training Module: Tools for Integrating Education Funds. Louisiana Department of Education. http://www.louisianaschools.net/lde/comm/fiscal_model_training.html

Disasters, victimization, and children's mental health (2010) K. Becker-Blease, et al. *Child Development*, 81(4), 1040-1052. <http://www.interscience.wiley.com>

School-based screening for suicide risk: Balancing costs and benefits (2010) M. Scott, et al., *American Journal of Public Health*, ePub. <http://www.ajph.org>

Adolescents and driving: A position paper of the Society for Adolescent Health and Medicine (2010) L. D'Angelo, et al. *Journal of Adolescent Health*, 47(2), 212-214.
<http://www.sciencedirect.com/>

Tragedy and the meaning of school shootings (2010) B. Warnick, et al., *Educational Theory*, 60(3), 371-390. <http://www.interscience.wiley.com>

Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2007-08. National Center for Education Statistics.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010349>

Status and Trends in the Education of Racial and Ethnic Groups. National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010015>

Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: An instrumental variables approach (2010) M. Gottfried. *American Educational Research Journal*, 47, 434-465. <http://aer.sagepub.com>

FYI: SafetyLit is a useful resource for abstracts related to injury prevention policy and practice <http://www.safetylit.org>

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 130 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

@#@#@##

“Home computers are being called upon to perform many new functions, including the consumption of homework formerly eaten by the dog.”

Doug Larson

@#@#@#

THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

August – Now is the Time to Develop Ways to Avoid Burnout

A new school year and hopefully students and school personnel are rested and ready. But some are also a bit anxious about getting the year off to a good start. How can folks keep up their optimism and hope throughout the school year?

One way is to tune into the renewed focus on creating a *positive school climate*. *Staff burnout* is a major indicator that too little attention has been paid to school climate. If the adults are “burning out,” it is unlikely the students, their families, and others are experiencing the school as a positive place.

A place to start is by scanning the Center for Social and Emotional Education’s standards for school climate (<http://www.schoolclimate.org/climate/standards.php>). That Center defines school climate as follows:

“School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. School climate sets the tone for all the learning and teaching done in the school environment and, as research proves, it is predictive of students’ ability to learn and develop in health ways.”

Our Center stresses that school climate is an emergent quality that stems from the daily experiences at school of students, their families, school staff, and others involved with the school. Critical are whether classroom and schoolwide practices are experienced as supportive, caring, and nurturing and whether staff roles and functions are delineated in ways that enhance their professional and personal well-being. The intent for everyone is to (a) maximize feelings of competence, self-determination, and connectedness with significant others and (b) minimize threats to such feelings.

Other recent efforts to address the burnout problem and enhance school climate have stressed the importance of “Developing Effective School Communities.” A document by that name (online at <http://school-staff-issues.suite101.com>) stresses that the success of school communities rests on three important aspects: (1) learning, (2) support, and (3) collaboration.

(1) *The School as a Learning Community* – “A learning community is one that actively fosters continual inquiry that involves students, instructors, administrators, and support staff...Learning communities reflect respect among its members and function as healthy growing organizations.”

(2) *The School as a Supportive Community* – “Some members of the community may require more support than others. This might include new teachers, other additions or replacements to staffing needs.”

(3) *The Schools as a Collaborative Community* – “Support breeds collaboration. In any school community, free collaboration enhances all academic, social, and psychological outcomes.”

Making all this happen requires more than adding it to the Principal’s agenda. There are roles to play by all stakeholders. In particular, we think a school student and learning support staff can be invaluable resources, especially if the school has a Learning Supports Resource Team (see <http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>; http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf).

Whatever group works on this, they need to “take the pulse” of the school on a regular basis. This involves looking not only at how the students are doing, but how well staff are supported in their work with students and each other. The focus is on promoting healthy development for all; preventing common problems through proactive interventions; and intervening as soon as problems are noted so that both staff and students can be successful.

For more on preventing burnout, see the our Center's online clearinghouse Quick Finds:

- >Burnout prevention – <http://smhp.psych.ucla.edu/qf/burnout.htm>
- >Collaboration – <http://smhp.psych.ucla.edu/qf/interagcollab.htm>
- >Environments that support learning – <http://smh.psych.ucla.edu/qf/environments.htm>
- >Social and emotional development – [http://smhp.psych.ucla.edu/qf/p2102\)05.htm](http://smhp.psych.ucla.edu/qf/p2102)05.htm)

To keep burnout from being inevitable, what do you suggest? Let us know. Ltaylor@ucla.edu

Note: Anticipating major concerns that arise with regularity over the course of the school year is imperative. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, *see Ideas for Enhancing Support at Your School this Month* on the home page at <http://smhp.psych.ucla.edu>

@#@#@#

“Stress is when you wake up screaming and you realize you haven’t fallen asleep yet.”
Anon.

@#@#@#

OTHER HELPFUL INTERNET RESOURCES

>Healing invisible wounds: Why investing in trauma-informed care for children makes sense
<http://www.justicepolicy.org/>

>America's Children in Brief: Key National Indicators of Well-being 2010
<http://www.childstats.gov/americaschildren/index.asp>

>Significant multiple risk behaviors among U.S. High school students
<http://www.thenationalalliance.org/>

>Student victimization in U. S. Schools
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010319>

>Student health and academic achievement
http://www.cdc.gov/healthyyouth/health_and_academics/index.htm

>Special education resources for general educators
<http://serge.ccsso.org/>

>Paving the Way: Meeting transition needs of young people with developmental disabilities and serious mental health conditions
<http://www.rtc.pdx.edu/PDF/pbPavingTheWayMonograph.pdf>

>Framework for providing all students with an opportunity to learn through reauthorization of the Elementary and Secondary Education Act
<http://www.otlcampaign.org>

>2010 Kids Count Data Book
<http://datacenter.kidscount.org/>

>Impacts of comprehensive teacher induction
<http://ies.ed.gov/ncee/pubs/20104027/>

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

@#@#@#

“Teamwork means never having to take all the blame yourself.”
Anon.

@#@#@#

LINKS TO

- >Upcoming initiatives, conferences & workshops – <http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals, presentations, and papers – <http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>
- >Upcoming/archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>

Note: Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send to ltaylor@ucla.edu

@#@

UCLA CENTER UPDATE

New Quick Find

>Attendance: <http://smhp.psych.ucla.edu/qf/attendance.html>

With the growing interest in the importance of school attendance as an early indicator of risk, and with awareness that intervention programs to promote attendance can mitigate the risk, we have added this topic to our Quick Find online clearinghouse. As with all our Quick Finds, you will find resources from our Center, other online resources, and other centers that focus on this concern.

If you have other resources we should add, please send the information to ltaylor@ucla.edu.

A New brief in the Youth Culture subgroup series:

- >**Youth and Socially Interactive Technologies**
 - Use of Socially Interactive Technologies
 - Some Data on Youth Use of Technology to Connect
 - What's Good About Using Technology to Facilitate Social Networking?
 - What are the Concerns?
 - How Do Current Policies and Practices Address
 - Implications of Socially Interactive Technologies for Schools
 - <http://smhp.psych.ucla.edu/pdfdocs/youth/socint.pdf>

Our First Face Book Venture: This Month's Featured Center Resource

Like many of you we are learning about multiple ways to outreach to colleagues and youth. Our work on socially interactive technologies has prompted us to learn more about the opportunities of mechanisms such as Face Book to reach a broader audience. We would like your feedback on how to make our Face Book page more useful and inviting. Please go to our website at <http://smhp.psych.ucla.edu> and scroll to the bottom of the left column to see what we have. Send your suggestions to ltaylor@ucla.edu

New Policy and Practice Analysis:

Transforming Schools or Tinkering? An Analysis of CCSSO's Model Core Teaching Standards

Our Center has just completed a critical analysis of the July 2010 draft of CCSSO's Model Core Teaching Standards which is being circulated for public comment. See the CCSSO document online at: http://www.ccsso.org/Documents/2010/Model_Core_Teaching_Standards_DRAFT_FOR_PUBLIC_COMMENT_2010.pdf.

This is another in our series focused on analyzing proposals and blueprints for transforming schools from the perspective of how well they delineate ways to enable equity of opportunity for *all* students to succeed at school. The report analyzes the proposed teaching standards and proposes major changes.

Last week we sent a prepublication copy out to some colleagues. We are now preparing to put it online and will be circulating it widely. Watch for it and let us know what you think.

Setting the Center's agenda for moving forward

Thanks to all who responded. We are organizing the responses into "a needs assessment related to the field" and are using the input to inform our strategic focus in moving forward.

If you haven't responded and want to let us know what you think, send Linda (ltaylor@ucla.edu) your responses to the following:

"Based on your experiences and the work you do related to schools, we are interested in additional ways our efforts can help you and ideas about new ways to move things forward.
(1) Topic focus -- Are there specific topics that need greater attention?
(2) Advancing the field -- What more should we be doing to advance efforts for schools to develop a comprehensive system of learning supports with mental health matters fully integrated into this work?"

For more information on the UCLA Center for Mental Health in Schools and its many resources, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. Phone (310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-8716. Email: smhp@ucla.edu

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

Check out our sister center, the Center for School Mental Health at <http://csmh.umaryland.edu> University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888) 706-0980. Email: csmh@psych.umaryland.edu
Nancy Lever and Sharon Stephan, Co-directors

The 15th Annual Conference on Advancing School Mental Health October 7-9, 2010. Hyatt Regency Albuquerque, Albuquerque, New Mexico. The conference is conducted by the Center for School Mental Health (CSMH) University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry in partnership with The IDEA partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education (NASDSE).

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

COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

Requests from others to share information with you:

(1) "I am developing a guide for educators about adolescent substance abuse which will be available online and through the U.S. Department of Education. This guide will cover topics such as current drug trends, risk and protective factors, the relationship between alcohol and other drugs and school climate issues (bullying, violence, safety), signs of use/abuse, what to do if a student is using, etc.

I know what the research tells me but I need to speak with real world practitioners -- Teachers, Guidance Counselors, School Social Workers, School Psychologists, School Nurses, Principals, and School Administrators.

If you fit into any of categories above and could spare 30 minutes for a call I would really appreciate it. If you know anyone that fits the above categories please pass this e-mail on to them.

We're looking to talk with people from a broad range of experiences:

- >Public schools (including charters), private schools, alternative schools, boarding schools
- >General education, special education
- >High/low resource schools
- >Urban, suburban, rural
- >Elementary, middle and high school

Thanks for your help in spreading the word.

Gina Hijjawi

(212) 973 - 3538

ginahijjawi@hotmail.com or gina_hijjawi@drugfree.org

(2) "I have recently become familiar with your website and noticed that on your page listing Publishers and Distributors you have requested that you be sent other links. Our publishing company provides materials that are compatible with what you are promoting, and we hope you will find value in including it on you site. Here is a description of Innerchoice Publishing that is similar to those of the other publishers listed: Innerchoice Publishing offers engaging K-12 materials promoting social and emotional learning. You'll find a wide selection of easy-to-use books providing meaningful experiences and lessons for individual, group, and classroom use. Topics cover a wide range of life skills such as: self-control and anger management. character education and empathy, conflict resolution, social skills, and emotional intelligence. Contact: 15079 Oak Chase Court, Wellington, FL 33414, Ph: (877)799-5350, Fax: (561)753-8620, <http://www.InnerchoicePublishing.com>.



THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at <http://smhp.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