

The “65 percent solution” is an initiative which is being promoted around the country by an advocacy group called “First Class Education.” The intent is to have schools spend almost two-thirds of their operating budgets on classroom expenses such as teacher salaries and student supplies. Of note: The initiative is being advocated by the Governor in Missouri and a legislative proposal in Florida. As noted in the *Orlando Sentinel*, “On its face, it sounds simple: Spend more

money on teachers, schoolbooks and supplies, and students will get a better education. But maybe it's not so simple -- especially if the extra money has to come from libraries, buses and lunches and with no guarantee that the schools will improve. Advocates say it's a way to boost spending on students without raising taxes. But critics call the measure, which could go before voters next fall [in Florida], a simplistic gimmick that could lead to cuts in other critical school services." The definition of classroom expenses comes from the federal government. Among the concerns raised are that the definition of student instruction expenses leaves out supportive services such as transportation, utilities, librarians, student support staff, and more. The Education Commissioner in Missouri is quoted in the *Jefferson City News Tribune* as saying "We need to make sure they get the right things defined. There's a lot more that goes into education than a teacher in the classroom." (In Missouri, using the federal definition, schools currently spend an average of 61 percent of taxpayer funding on instruction, which is about the national average.)

Where do you stand on enacting the 65% solution? Send your comments to ltaylor@ucla.edu and we will integrate and share them in next month's ENEWS.

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"Improving children's academic outcomes should be the No. 1 public health agenda in the U. S. There is virtually no other single variable that we can find that has more impact on the rest of your life, both from physical health and mental health, than school success."

Cecil Reynolds

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****NEWS FROM AROUND THE COUNTRY**

***SAMHSA RELEASES FIRST NATIONAL SURVEY OF SCHOOL MH SERVICES**

"One-fifth of students receive some type of school-supported mental health services during the school year.... Elementary, middle, and high schools all cite social, interpersonal or family problems as the most frequent mental health problems for students." 11/22/05 SAMHSA News Release. Report available at

<http://www.mentalhealth.samhsa.gov/media/ken/pdf/SMA05-4068/SMA05-4068.pdf>

***JJDP VIDEOCONFERENCE FOCUSES ON YOUTH GANGS**

On January 11, 2006, at 11 a.m. ET, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) will air the 2-hour videoconference "Communities Respond to Youth Gangs in America." The videoconference program, which may be viewed via satellite downlink or on the Internet, will feature community programs and strategies that effectively address the problem of youth gangs. It will explore strategies to leverage resources, provide examples of partnerships across disciplines, highlight innovative strategies, and share information on faith-based responses and neighborhood efforts. The broadcast is designed for anyone interested in addressing youth gangs, including school personnel, school resource officers/G.R.E.A.T officers, law enforcement professionals, local Boys & Girls Club staff, youth development professionals, probation and corrections officers, prosecutors and court personnel, researchers, elected officials, and youth leaders. To access further information and register online, go to

<http://www.trc.eku.edu/jj>

***SUICIDE ATTEMPTS INCREASE IN KATRINA'S AFTERMATH**

"The aftermath of Hurricane Katrina has taken a heavy emotional toll on people throughout the Gulf Coast region. In Jefferson Parish, just outside New Orleans, an apparent increase in the number of suicide attempts is one sign of the psychological strain." 11/15/05 National Public Radio <http://www.npr.org/>

***GRADE SCHOOL BULLYING INVOLVES 22% OF STUDENTS**

"There are a lot of bullies in elementary school, and for every bully there is at least one victim...In all, about 22% of school children are involved. The victims of bullying appear to do worse in

school, but all the children involved in bullying – from either side – say they’re usually sad and don’t feel they belong at school.” 11/7/05

<http://www.medpagetoday.com/Pediatrics/GeneralPediatrics/tb/2085>

***HOUSE PASSES BILL TO PREVENT SCHOOLS FROM REQUIRING MEDICATION**

Recently, the U.S. House of Representatives passed a bill (H.R. 1790) that would forbid schools that receive federal funds from “requiring a child to obtain a prescription for a controlled substance or a psychotropic drug as a condition for attending school or receiving services.” The reference is to drugs used in the diagnosis, treatment, or prevention of a disease and those that alter perception, emotion, or behavior. The bill now goes to the Senate. (The legislation can be read and tracked at <http://thomas.loc.gov> .)

***DRUGS ARE UP AND TALK IS DOWN FOR DEPRESSED TEENS**

“The number of adolescents taking antidepressants is up while, at the same time fewer depressed teens are being treated with psychotherapy or mental-health counseling...The number of clinician visits by children and adolescents being seen for depression more than doubled. However, mental-health counseling including psychotherapy dropped from 83-68%...42-52% of all adolescent patient visits involving medication did not include counseling.” 11/16/05.

<http://www.medpagetoday.com/Psychiatry/Depression/tb/2164> <http://www.nytimes.com>

***PARENTS CARRY BURDEN OF PROOF IN SCHOOL CASES, COURT RULES**

“The Supreme Court rules in a closely watched education case that parents who disagree with a school system’s special education plan for their child have the legal burden of proving that the plan will not provide the “appropriate” education to which federal law entitles all children with disabilities...Chief Justice John G. Roberts Jr. did not take part in the case because his former law firm represented the school district...The Bush administration had originally entered the case on behalf of the parents...But when the case reached the Supreme Court, the administration switched sides.” 11/15/05 The New York Times <http://www.nytimes.com>

***SOME STATES TO GET WIDER LATITUDE IN MEASURING STUDENTS’ GAINS**

“In an experiment, up to 10 states will be allowed to measure not just how students are performing, but also how that performance is changing over time. Schools are now judged based only on how today’s students compare to last year’s students in math and reading—like fourth graders in 2005 versus fourth graders in 2004. Education officials in many states argue that such a system does not recognize changes in the population or growth by individual students.”

11/19/05 New York Times

***VETERAN TEACHERS HARDER TO FIND**

“New data from the Illinois State Board of Education from the 2004-05 school year shows that average teacher experience is the lowest in nearly 20 years...Educators attribute the drop to early retirement incentives, budget troubles that make younger and cheaper teachers more attractive to hire, and even less academic freedom as federal reforms pressure schools to teach for tests.”

10/24/05 Chicago Tribune

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“We owe it to our young people to build a system that will ensure every single one of our students feels connected to and engaged in their learning and gets the support they need to reach full success in high school and graduates. That is, quite simply, our responsibility as educators.”

David P. Driscoll, Massachusetts Education Commissioner

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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>

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***Monthly Focus for Schools to Address Barriers to Learning**

>>December: Re-engaging Students: Use a student's time off in ways that pay off!

For school staff and students the winter break is a welcome time for rest and relaxation. It is also a valuable opportunity for appreciating what has been accomplished in the first part of the school year, facing the fact that there are some problems that need to be addressed, and anticipating a fresh start in the new year.

By December, school staff and students know that for some students "it isn't working." Since giving up is no option, the focus must be on re-engagement. Some of the common school-related reasons that students disengage from classroom learning are that they are

- >not experiencing sufficient success in learning, so they give up
- >not having a good relationship with the teacher, so they react/resist
- >not having connected with a supportive group of friends, so they feel isolated/alienated.

(A few student may be experiencing a lack of success related to all three.)

For ideas on how to use the time before, during, and after winter break to address these problems, go to "Ideas for enhancing support at school this month" on the Center website homepage at <http://smhp.psych.ucla.edu> and scroll down to December. You will see suggestions and strategies for strengthening connections to disengaged students and for students to re-connect with school.

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"Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each."

Plato

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****RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

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

> "Self esteem/self concept scales for children and adolescents: A review" (2005) R. Butler & S. Gasson, Child and Adolescent Mental Health, 10 (4) 190. <http://www.blackwell-synergy.com/>

> "The stigmatization of mental illness in children and families." Summarized at Data Trends at <http://www.rtc.pdx.edu/pgDataTrends.shtml>

> "Seven Reasons for Investing in Social Emotional Learning" (2005) in CASEL Connection. <http://www.casel.org/listservs/enewsletters/e-news-oct05.htm>

> "Suicide prevention strategies: A systematic review" (2005) J. Mann, et al, Journal of the American Medical Association, 294(16) 2064-2074.

<http://jama.ama-assn.org/cgi/content/abstract/294/16/2064?etoc>

> "Treatment studies involving adolescents with drug and alcohol disorders" (2005) J. Cornelius, Addictive Behaviors, 30 (9) 1627-1629. <http://www.sciencedirect.com/>

> "An intensive mental health unit for adolescents in the correctional setting" (2005) J. Niedermier & G. Thomas, Psychiatric Services, 56:1459.

<http://ps.psychiatryonline.org/cgi/content/full/56/11/1459?etoc>

> "Emergent suicidality in a clinical psychotherapy trial for adolescent depression" (2005) J. Bridge, et al, American Journal of Psychiatry, 162:2173-2175.

<http://ajp.psychiatryonline.org/cgi/content/abstract/162/11/2173?etoc>

> “Parents’ and clinicians’ perception of severity of referral problems” (2005) S. Maguire & J. Guishard-Pine, *Child and Adolescent Mental Health*, 10 (4) 183.

<http://www.blackwell-synergy.com/>

***Family, School & Community**

> “Facilitating youth self-change through school-based intervention” (2005) S. Brown, et al, *Addictive Behaviors*, 20 (9) 1797-1810. <http://www.sciencedirect.com/>

>>”State of the Art Research in Academic and Behavioral Assessment and Intervention” (2005) Special Topic Issue, *School Psychology Review*, Vol. 34, #1

<http://www.nasponline.org/publications/spr341index.html>

> “The effectiveness of school-based anger interventions and programs: A meta-analysis” (2005) K. Gansle, *Journal of School Psychology*, 43 (4) 321-341. <http://www.sciencedirect.com/>

> “Why it is so difficult to form effective community coalitions” (2005) *City & Community*, 4 (3) 255-275.

> “Educational Leadership” (2005) A review of the research prepared for The Laboratory for Student Success by K. Leithwood

<http://www.temple.edu/lss/pdf/Leithwood.pdf>

> “The perils of high school exit exams” (2005) D. Perkins-Gough, *Educational Leadership*, 63 (3) 90-91. <http://www.ascd.org>

> “Factors associated with adoption of evidence-based substance use prevention curricula in US school districts” (2005) L. Rohrbach, et al., *Health Education Research*, 20 (5) 514-526.

<http://her.oxfordjournals.org/cgi/content/abstract/20/5/514>

> “The classroom of popular culture: What video games can teach us about making students want to learn” (2005) J. Gee, *Harvard Education Letter*, Nov/Dec.

<http://www.edletter.org/current/gee.shtml>

> “The Effectiveness of Whole-School Antibullying Programs: A Synthesis of Evaluation Research” (2005) J. David Smith, B.H. Schneider, P.K. Smith, & K. Ananiadou, *School Psychology Review*, Vol. 33, #4, 547-560.

<http://www.nasponline.org/publications/spr334index.html>

> “Bullying, psychosocial adjustment, and academic performance in elementary school” (2005) G. Glew, et al, *Archives of Pediatrics and Adolescent Medicine*, 159 (11) 1026-1031.

<http://archpedi.ama-assn.org/cgi/content/abstract/159/11/1026?etoc>

> “The influence of sociocultural factors on body image: A meta-analysis” (2005) G. Cafri, et al, *Clinical Psychology: Science and Practice* 12(4) 421-433.

<http://clipsy.oxfordjournals.org/cgi/content/abstract/12/4/421?etoc>

> “Teacher connectedness and health-related outcomes among detained adolescents” (2005) D. Voisin, et al., *Journal of Adolescent Health*, 37 (4) 337.

<http://www.jahonline.org/article/PIIS1054139X05001436/abstract>

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

> “School Mental Health Services in the United States, 2002—2003.” (2005). S. Foster, M. Rollefson, T. Doksum, D. Noonan, G. Robinson, & J. Teich, DHHS Pub. No. (SMA) 05-4068.

Rockville, MD: Center for Mental Health Services, SAMHSA.

<http://www.mentalhealth.samhsa.gov/media/ken/pdf/SMA05-4068/SMA05-4068.pdf>

> “Who’s Left Behind? Immigrant children in high and low LEP schools” (2005) C. Consentino de Cohen, et al, The Urban Institute.

[Http://www.urban.org/uploadedPDF/411231_whos_left_behind.pdf](http://www.urban.org/uploadedPDF/411231_whos_left_behind.pdf)

> “Cost-effectiveness of an intervention to prevent depression in at-risk teens” (2005) F. Lynch, et al, Archives of General Psychiatry, 62 (11) 1241-1248.

[Http://archpsyc.ama-assn.org/cgi/content/abstract/62/11/1241?etoc](http://archpsyc.ama-assn.org/cgi/content/abstract/62/11/1241?etoc)

> “Children with complex mental health problems: Needs, costs and predictors over one year” (2005) A. Clark, et al Child and Adolescent Mental Health, 10 (4) 170

<http://www.blackwell-synergy.com/>

> “Indicators of School Crime and Safety: 2005.” National Center for Education Statistics and the Bureau of Justice Statistics. [Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006001](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006001)

> “The averaged freshman graduation rate for public high schools from the common core of data: school years 2001-2002 and 2002-03.” (2005) National Center for Education Statistics.

[Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006601](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006601)

> “Social and economic determinants of disparities in professional help-seeking for child mental health problems: Evidence from a national sample” (2005) F. Zimmerman, Health Services Research, 40, 1514.

[Http://www.blackwell-synergy.com/](http://www.blackwell-synergy.com/)

> “Treatment integrity and therapeutic change: Issues and research recommendations” (2005) F. Perepletchikova & A. Kazdin, Clinical Psychology: Science and Practice, 12 (4) 365-383.

[Http://clipsy.oxfordjournals.org/cgi/content/abstract/12/4/365?etoc](http://clipsy.oxfordjournals.org/cgi/content/abstract/12/4/365?etoc)

> ‘Developmental and behavioral needs and service use for young children in child welfare’ (2005) A. Stahmer, et al., Pediatrics, 116 (4) 891-900.

[Http://pediatrics.aappublications.org/cgi/content/abstract/116/4/891](http://pediatrics.aappublications.org/cgi/content/abstract/116/4/891)

> “Nation’s report card” (2005) National Assessment of Educational Progress, National Center for Education Statistics. <http://nces.ed.gov/nationsreportcard/>

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

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“I have never let my schooling interfere with my education.”

Mark Twain

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

>National Community Education Conference
December 7-10, St. Louis, MO

<http://guest.cvent.com/i.aspx?1Q,P1,DC84C5C0-C6D5-4B34-85F8-1AA4300208C1>

>National Conference on Disability Inclusion and National Service
December 8-10, Alexandria, VA
<http://www.regonline.com/27105>

>Alliance for Children and Families, Building Community Voices
December 9, New York, NY
<http://www.alliance1.org/Conferences/CommunityVoices/>

>Bringing Theory to Practice, January 27-28, Washington, DC.
<Http://www.bringingtheorytopractice.org>

>A System of Care for Children's Mental Health: Expanding the Research Base, February 22-25,
Tampa, FL <http://rtckids.fmhi.usf.edu>

>Center for the Study and Prevention of Violence, March 13-15, Denver, CO
<http://www.blueprintsconference.com>

>National Symposium on Child Abuse, March 14-17, Huntsville, AL.
<Http://www.nationalcac.org/professionals/trainings/symposium.html>

>National Youth Crime Prevention, March 20-23, Ogden, UT.
<Http://www.ycwa.org/youthcon/index.html>

>Joint Meeting on Adolescent Treatment Effectiveness, March 27-29, Baltimore, MD.
<Http://www.mayatech.com/cti/jmate/index.htm>

>National Association of School Psychologists, March 28 - April 1, Anaheim, CA
<http://www.naspoline.org/conventions/2006Anaheim.html>

>School Social Work Conference, March 29 - April 1, Boston, MA
<http://www.sswaa.org/sswaacnf.html>

>Association for Supervision and Curriculum Development, April 1-3, Chicago, IL.
<Http://www.ascd.org>

>System Transformation at the Interface of the Criminal Justice and Mental Health Systems,
April 5-7, Boston, MA. <Http://www.gainscenter.samhsa.gov>

>American Psychological Society, May 25-28, NY, NY.
<Http://www.psychologicalscience.org/convention>

>National Mental Health Association, June 8-10, Washington, DC. <Http://www.nmha.org>

>National School-Based Health Care Convention, June 15-17, Portland, OR.
<Http://www.nasbhc.org>

>American School Counselor Association, June 24-27, Chicago, IL
<http://www.schoolcounselor.org/content.asp?pl=325&sl=129&contentid=182>

*For more conference announcements, refer to our website conference section at

<http://smhpl.psych.ucla.edu/upconf.htm>

If you want to list your conference please email ltaylor@ucla.edu

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“Every great advance in science has issued from a new audacity of imagination.”

John Dewey

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****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>)

>>>Training & Information for Parents of Children with Disabilities –
Community Parent Resource Centers (CFDA# 84.328C) Due 1/3/06
Parent Training & Information Centers (CFDA # 84.328M) Due 1/12/06

>>National Institute of Justice

>>>Violence Prevention Programs (SL000732) Due 2/24/06
<http://www.ncjrs.org/pdffiles1/nij/sl000732.pdf>

>>Center for Disease Control and Prevention

>>>National Programs to Build the Capacity for Societal Institutions that
Influence Youth Behavior (CDC-RFA-DP06-601) Due 1/9/06

>>Substance Abuse and Mental Health Services Administration

(<http://www.samhsa.gov>)

>>>Knowledge Dissemination Conference Grants (PA-06-001) Due 1/31 and
10/31

>For information on the Corporation for National and Community Service 2006 Learn and Service America grant competition technical assistance, call 202-606-7510. Application instructions are at http://nslp.convio.net/site/R?i=9q8BawY0N-nRW6Qh_NgcVA
Deadlines for school-based competitive and community-based competitive is March 7.

>CALL FOR PAPERS

Child and Adolescent Mental Health conference in Mumbai, India, Oct 5-7. Deadline for papers February 28. [Http://www.iccamh.elsevier.com/](http://www.iccamh.elsevier.com/)

Implementation Science Journal accepting submissions. See

<http://www.implementationscience.com/>

American Psychological Society conference in NY, NY, May 25-28. Submissions due January 31. [Http://www.psychologicalscience.org/convention](http://www.psychologicalscience.org/convention)

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“If at first the idea is not absurd, then there is no hope for it.”

Albert Einstein

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

^^^ Updates from our Center at UCLA

>National Initiative for New Directions for Student Support

Updates on the initiative, including the report, a list of core advisors, and plans for next steps from the most recent statewide summit held in Harrisburg, Pennsylvania , are online at <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

>>**Statewide Summits** – A statewide Summit was held in Harrisburg, PA, November 14. The interest in the initiative was reflected in the fact that the Summit was oversubscribed. The next statewide summit is set for New Jersey (in Princeton) on January 30, 2006. Again the interest is extensive and the Summit is certain to be oversubscribed. (The report, a list of core advisors, and plans for next steps from the most recent statewide summit held in Harrisburg, Pennsylvania are online at <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>)

>>**Leadership Institutes** – The input we have received makes it clear that the next phase in states that have held statewide summits is to expand leadership capacity building and networking. Therefore, in August, we began conducting Leadership Institutes for New Directions for Student Support. The first was in Minneapolis/St. Paul, Minnesota; the second was in September in Dallas, Texas. While the original intent was to work specifically with teams from schools and education agencies in each state, we have agreed to open the Leadership Institutes to individuals and teams from other states who are ready to move in New Directions for Student Support. We are now determining future interest. Let us know your thoughts about this. Remember, there is no cost for attendance (other than personal travel costs).

>>**Legislation** – California legislation has been forwarded to the appropriation committee. See – [http://smhp.psych.ucla.edu/summit2002/ab171\(1-20-05\).pdf](http://smhp.psych.ucla.edu/summit2002/ab171(1-20-05).pdf)

>>**Developing Additional Resources to Advance New Directions** – The Tool Kit of resources for the Initiative continues to expand (online and in hardcopy)
<http://smhp.psych.ucla.edu/toolkit.htm>

Recently added:

>>>“Example of a Formal Proposal for Moving in New Directions” (e.g., proposal to a Superintendent, Student Support Director, Principal, Board, etc. about Integrating a

Comprehensive Approach for Addressing Barriers to Learning into School Improvement Planning)

>>>“Infrastructure for Learning Supports at District, Regional, and State Offices”

In general, things are moving along a good clip. As always, we value input on how to maximize the initiative’s impact, including info on upcoming events where there could be an opportunity to engage decision makers in exploring New Directions.

>More Resources

>>Growing Set of Fact & Info Sheets, Guidance & Practice Notes, and Tools for Practice – Go to – <http://smhp.psych.ucla.edu/specres.htm#FACTINFO> – to see the growing list of these brief resources — some of which our Center has developed; others have direct links to the source material. All are designed to provide brief documents to share information to school staff and families on concerns related to mental health in schools. The tools can be adapted as staff devise action plans.

For example, see info sheets on:

- >>>The School's Role in Addressing Psychological Reactions to Loss
- >>>Frequently Asked Questions About Mental Health in Schools
- >>>Why Address What's Missing in School Improvement Planning?
- >>>About Positive Psychology

And just posted —

>>>Some Base Line Data on School Mental Health Services — a quick summary of findings from the just released SAMHSA survey.

All the documents can be downloaded in pdf format.

>For access to the latest resources we have developed for the field, go to:

<http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm>

<http://smhp.psych.ucla.edu/whatsnew/otherresources.htm> Brief Online Resources

or simply go to the complete list of resources by going to the homepage

(<http://smhp.psych.ucla.edu>) and clicking on Center Materials.

>School Intervention Interest Group (SCRA) hosted website

We are pleased to host on our website a mini-web for this special interest group of the Society of Community Research and Action (Division 27 of the American Psychological Association). Go to <http://smhp.psych.ucla.edu>, click on Contents, and scroll down to Center hosted sites to access information, publications, and job opportunities and to join their listserv.

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) 846-4842; Fax (310) 206-8716
Email: smhp@ucla.edu

^^^ For information about our sister center, the Center for School Mental Health Analysis and Action, see <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, 21201. Toll Free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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“You can observe a lot just by watching.”

Yogi Berra

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****OTHER HELPFUL RESOURCES**

>No turning back: promising approaches to reducing racial and ethnic disparities affecting youth of color in the justice system.

[Http://www.buildingblocksforyouth.org/noturningback/ntb_fullreport.pdf](http://www.buildingblocksforyouth.org/noturningback/ntb_fullreport.pdf)

>Using NCLB funds to support extended learning time: Opportunities for afterschool programs

<http://www.ccsso.org/content/PDFs/UsingNCLBFunds.pdf>

>Early Intervening Services. <Http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

>Disproportionality and overidentification

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

>A Health Profile of Adolescent and Young Adult Males: 2005 Brief from the National Adolescent Health Information Center (NAHIC)

http://nahic.ucsf.edu/index.php/data/article/a_health_profile_of_adolescent_and_young_adult_males_2005/

>State fact sheets for grandparents and other relatives raising children

<http://www.aarp.org/research/family/grandparenting/aresearch-import-488.html>

>Gangs: The new family

<http://ianrpubs.unl.edu/family/g1294.htm>

>Asperger's disorder homepage

<http://www.aspergers.com>

>Guide to Community Preventive Services

<http://www.thecommunityguide.org/>

>A national plan of implementation research

<http://nirn.fmhi.usf.edu/resources/publications/SAMHSAreport05/SAMHSAreport6.pdf>

>Street terms: Drugs and the drug trade

<http://www.whitehousedrugpolicy.gov/streetterms/>

>Social phobia in children and adolescents

<http://www.aboutourkids.org/aboutour/letter/janfeb00.pdf>

>Not in our Name: Reclaiming the democratic vision of small school reform

http://www.rethinkingschools.org/archive/19_04/name194.shtml

>Community guide to helping America's Youth

<http://www.helpingamericasyouth.org/>

>In harm's way: aiding children exposed to trauma

http://www.gih.org/usr_doc/GIH_IssueBrief23pdf.pdf

>Culturally competent children's mental health services: advances & challenges. Summarized at

<http://www.rtc.pdx.edu/pgDataTrends.shtml>

>Knowledge Path: Autism spectrum disorders

http://www.mchlibrary.info/knowledgepaths/kp_autism.html

Note: for a wide range of relevant websites, see our Gateway to a World of Resources at

<http://smhp.psych.ucla.edu>

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****TRAINING AND JOB OPPORTUNITIES**

<Project Coordinator>

Center for Promoting Research to Practice, College of Education, Lehigh University. Contact Ed. Shapiro at ed.shapiro@lehigh.edu

<President/CEO>

National Mental Health Association, Alexandria, VA. Deadline 12/23/05. Contact Cynthia Wainscott at cwainscott@nmha.org

<Director>

Institute for Families in Society, University of South Carolina, Columbia, SC. See <http://www.ifs.sc.edu>

<Research/Evaluation>

Senior Research and Evaluation Analyst, The Children's Trust, Miami-Dade County, FL. See <http://www.thechildrenstrust.org>

<Postdoctoral Fellowships>

Center for Human Potential and Public Policy, University of Chicago. Deadline 2/1/06. Contact Post-doctoral search, CHPPP, University of Chicago, 1155 E. 60th St., Chicago, IL 60637.

<Postdoctoral Fellowship>

The Family Research Consortium. Involves 11 universities. See <http://www.semel.ucla.edu/frc4/>

<Editor-Elect>

Journal of School Psychology. Deadline 3/15/06. Contact Pat Harrison at pharriso@bamaed.ua.edu

<Faculty>

Department of Counseling Psychology, University of Wisconsin-Madison. Deadline 1/6/06. See <http://www.education.wisc.edu/cp/>

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.

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“The more you think, the more time you have.”

Henry Ford

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

(1) “We would like to inform you of the ‘Green paper: improving the mental health of the population: Towards a strategy on mental health for the European Union’” (10/14/05 adoption) http://europa.eu.int/comm/health/ph_determinants/life_style/mental/green_paper/consultation_en.htm

(2) “We just published ‘Helping Traumatized Children Learn.’ The publication is the produce of the Trauma and Learning Policy Initiative, a partnership of Massachusetts Advocates for Children and the Hale and Dorr Legal Services Center of Harvard Law School.” For information see http://www.massadvocates.org/helping_traumatized_children_learn

(3) In response to last month’s Focus for November: Referrals – Stemming the Tide

“As a school psychologist this topic hits close to home. Schools seem uninterested in working through interventions to produce changes. As a result students are pushed into the case study option without the benefit of intervention within the regular education program. We are struggling to address this issue at this time with little or no success.”

(4) Reply to last month’s emerging issue: Are your concerns included in school improvement planning?

“My experience has been that there has only been lip service to including learning support services in school improvement planning, at least in our district. Money, of course, is the major obstacle as both teaching staff and parents want all monies to go into classroom and academic areas. I would like to see more emphasis on providing teachers with skills to respond to students who are disrupting their classrooms and/or who are not performing academically. From my experience in talking with students in teacher training programs, little is done to provide them skills to deal with student behavior-related problems.

Of course, a major problem is that teachers get very little supervision. They are provided no support to address specific issues they are having with students. Monies should be provided to have school-based training in such issues as the deviant student, the disruptive student, the bored

student, the always-late student, etc. In fact, if I were a superintendent, I would require that at least all new teachers be required to attend such weekly training for which they would be paid to attend. The other components would be to have weekly visits to the classroom by the person doing the training as well as support groups where teachers could discuss the issues they are facing with students. Probably more than any other professional, teachers' personalities can determine how well they succeed in the classroom.

I would also require schools with new teachers to train the teachers in making assessments about students' behavior, e.g. what to look for, when to refer, possible personal interventions prior to referral, etc. It has been my experience that a majority of counselors are focused on paperwork related to their caseloads. School improvement plans should include steps to less paperwork and make counselors more available to respond to students' emotional and social needs which can be major barriers to learning.”

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 we established a Center for Mental Health in Schools 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.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:
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