

****Emerging Issue**

>>>>Critical Incidents Stress Debriefing Revisited

Two recent articles in general circulation criticize prevailing approaches to counseling right after tragedies occur. One article is in the New Yorker (by Jerome Groopman, January, 2004); it discusses what the author refers to as the **GRIEF INDUSTRY** and asks: ***How much does crisis counseling help——or hurt?*** Online at http://www.newyorker.com/fact/content/?040126fa_fact
The other article entitled: “Rethinking Trauma Talk” appears in *Youth Today* (Dec./Jan., 2004). <http://www.youthtoday.org/youthtoday/story1.html>

The gist of both is that recent research suggests that “The techniques practiced by most American grief counselors to prevent PTSD are inert” and that crisis intervention teams “do little or no good” in reducing PTSD symptoms. On the other side of the issue are those who point to the positive feedback from so many who feel they were helped. And, with specific respect to schools, the following caution is offered by William Modzeleski, the assoc. deputy undersecretary at the U.S. Dept. of Education’s Office of Safe and Drug-Free Schools. “Research tells some of the story, but it doesn’t tell all of the story. One thing we clearly know from all these disasters is: There are kids that are hurting, there are faculty who are hurting and there are parents who are hurting. Without some help, teaching and learning can’t take place.”

>>>Where do you weigh in on this? We look forward to your comments (ltaylor@ucla.edu). We will post them on our website’s Net Exchange at <http://smhp.psych.ucla.edu> for others to read and respond.

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****NEWS FROM AROUND THE COUNTRY**

>DECREASES IN CHILDREN’S WELL-BEING

Between 1999 and 2002, “behavioral and emotional problems worsened (from 6% to 7% for 6 to 11 year olds; from 7% to 8% for 12 to 17 year olds) ... school-age children became strikingly less engaged in their schoolwork (drop from 41% to 34% for 6 to 11 year olds; down from 38% to 30% for 12 to 17 year olds).” Snapshots of America’s Families, 1/9/04
(<http://www.urban.org/url.cfm?ID=310912>)

>SCHOOL RESOURCES AND STUDENT BEHAVIOR ARE RELATED

“Schools with fully functioning libraries and modern computers average better attendance. Schools with higher percentages of inexperienced teachers and schools where teachers are absent more often tend to have more suspensions. Students, regardless of race or income, tend to do better in schools with adequate resources.” John Beam, National Center for Schools and Communities at Fordham University (New York Times, 1/20/04)

>UNRULY STUDENTS FACING ARREST RATHER THAN DETENTION

“In cities and suburbs around the country, schools are increasingly sending students into the juvenile justice system for the sort of adolescent misbehavior that used to be handled by school administrators.... In Ohio, Virginia, Kentucky and Florida, juvenile court judges are complaining that their courtrooms are at risk of behavior overwhelmed by student misconduct cases that should be handled in the schools.” (New York Times, 1/4/04)

>SUPREME COURT UNANIMOUSLY UPHOLDS CONSENT DECREE DELINEATING EARLY PERIODIC SCREENING, DIAGNOSIS, AND TREATMENT SERVICES

In the case of *Frew v. Hawkins*, the United States Supreme Court unanimously upheld a consent decree agreed to by Texas state officials that spells out in detail what must be involved in Early Periodic Screening, Diagnosis, and Treatment (EPSDT) in the state. The Court ruled that the decree "should be enforced according to its terms" and sent the case back to Texas courts for further proceedings.

<http://www.supremecourtus.gov/opinions/03pdf/02-628.pdf>

>SOME SCHOOL DISTRICTS REFUSE FEDERAL FUNDS

“Three Connecticut school districts have rejected federal money rather than comply with the red tape that accompanies (NCLB) law.... This year 26,000 of the nation’s 93,000 public schools failed to make adequate yearly progress, according to a teachers union tally...” (New York Times, Jan. 2, 04)

>FOOD & DRUG ADMINISTRATION HEARING ON ANTIDEPRESSANT USE WITH CHILDREN

FDA plans to hold an advisory hearing on February 2 to review data and hold a public discussion on the occurrence of suicidal ideation and suicide attempts for various antidepressant drugs used with pediatric patients (<http://www.fda.gov/cder/drug/advisory/mdd.htm>)

(Note: See our website What’s New for a current news item posted each week)

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“... for a country like America to be leaving behind about 38-40% of its youngsters in terms of not learning to read is unconscionable ... we know that the majority of those kids who are at risk and who will hit the wall as they learn to read are kids from poverty.”

G. Reid Lyon

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

School staff can anticipate and plan for the predictable challenges that come with the cycle of the school year. In doing so, they can strengthen promotion of mental health, enhance prevention of problems, and plan interventions when problems first are noted. (See the 12 monthly themes for developing a proactive agenda online at “Ideas for Enhancing Support at Your School This Month” – <http://smhp.psych.ucla.edu>)

Theme for February:

>>“Report Cards & Conferences: Another Barrier or a Challenging Opportunity?”

What happens at this point is critical in either cementing or altering teacher, parent, and student relationships. This is an especially crucial time for students who have learning, behavior, or emotional problems. Most data on school depression and suicide attempts show an increase in the spring semester. Is this seasonal pattern linked to the experience of school failure and hopelessness?

Changing negative patterns and cycles is what support for learning is all about.

And, school support staff can play a key role in all this by introducing new approaches and partnering with teachers. For specific strategies on rethinking conferences and on student-led conferences see the ideas for enhancing support at your school for February.

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“I’ll admit it: I’ve got mixed feelings about character education classes – emphasis on ‘classes.’ My gut instinct, first as a parent, then as a youth worker, is that these kinds of lessons are best learned when they’re embedded in other learning experiences and reinforced in life.... Maybe the answer is not character education classes, but character-rich community, both in school and out....”

Karen Pittman

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

>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

“Advances in School-Based Mental Health Interventions: Best Practices and Program Models” (2004) K. Robinson (Ed.) Published by Civic Research Institute.

“Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities” (2003) S. Luthar. Cambridge University Press.

“Lack of a confidant: An important marker for getting depressed or upset easily and having thoughts of self-harm in adolescents” (2004) J. McNairn et al, Journal of Adolescent Health, 34, 138-139.

“Assessing adolescent risk behavior using social networks and the geography of risk and protection” (2004) L. Walker et al, Journal of Adolescent Health, 34, 152.

“Suicide and friendships among American adolescents” (2004) P. Bearman & J. Moody. American Journal of Public Health, 94, 89-95.

“Adolescent suicidality and adult support: The Reach for Health study of urban youth” (2003) L. O'Donnell, et al. American Journal of Health Behavior, 27, 633-644.

“Healthier students, better learners” (2004) B. Pateman, Educational Leadership, 61, 70-74.

“Self-generated alcohol outcomes in 8th and 10th graders: Exposure to vicarious sources of alcohol information” (2004) J. Zogg, et al. Addictive Behaviors, 29, 3-16.

“Computer-mediated intervention to prevent drug abuse and violence among high-risk youth” (2004) S. Schinke, et al. Addictive Behaviors, 29, 225-229.

>>>FAMILIES, SCHOOL & COMMUNITY

“Diversity: school, family, and community connections” (2004) National Center for Family & Community Connections with Schools (<http://www.sedl.org>)

“Family participation in after-school programs” (2004) Institute for Responsive Education (<http://www.responsiveeducation.org>)

“Supporting adolescent mothers and their children through a high school-based child care center and parent support program” (2003) L. Sadler, et al Journal of Pediatric Health Care, 17, 109-117.

“Urban children's perceptions of violence” (2004) K. Sheehan, et al Archives of Pediatrics & Adolescent Medicine, 158, 74-77.

“Celebrating diversity and denying disparities: A critical assessment” (2003) S. Lubienski, Educational Researcher, 32, 30-38.

“Assessing the transitions to middle and high school” (2004) B. Barber & J. Olsen. Journal of Adolescent Research, 19 (1).

“Relations between social self-perceptions, time use, and prosocial or problems behaviors during adolescence” (2004) J. Jacobs, et al. Journal of Adolescent Research, 19(1)

“Promoting student self-determination skills in IEP planning” (2004) W. Wood, et al. Teaching Exceptional Children, 36, 8-17.

>>>POLICY, LAW, ETHICS, FINANCES & STATISTICS

“Who helps public schools: A portrait of local education funds” L. Lampkin & D. Stern
(<http://www.urban.org/url.cfm?ID=410915>)

“Recanting of substance use reports in a longitudinal prevention study” (2003) M Fendrich & D. Rosenbaum. Drug and Alcohol Dependence, 70(3) 241-253.

“State Funded Pre-Kindergarten: What the Evidence Shows” (2004) <http://aspe.hhs.gov/hsp/state-funded-pre-k/index.htm>

“State Minor Consent Laws: A Summary (2nd edition)” (2003) Center for Adolescent Health and the Law. (<Http://www.cahl.org>)

“Grant Foundation Reports on Afterschool: Implications for policy and practice” (2004)
<http://www.wtgrantfoundation.org>.

“Juvenile Arrests 2001” (2004) <http://ojjdp.ncjrs.org/Publications/PubAbstract.asp?pubi=11222>

(Note: The Quick Find topic search menu on our website is updated regularly with new reports and publications such as those listed above. Currently there are over 100 topics with direct links to our Center materials and to other online resources and related centers. <Http://smhp.psych.ucla.edu>) – Let us know about publications and reports that should be shared.

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“There is all the difference in the world between having something to say
and having to say something.”

John Dewey

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

>Pilots to Policy Conference: Bold Changes: A Shared Responsibility for Children and Families, Feb 4-5, Los Angeles, CA (<http://www.foundationconsortium.org>)

>Child Welfare League of American, Feb 23-25, Washington, DC (<http://www.cwla.org>)

>System of Care for Children’s Mental Health: Expanding the Research Base, Feb. 29-Mar 3, Tampa, FL. (<Http://rtckids.fmhi.usf.edu>)

>Resiliency in Action: “Tools for Moving Children, Families & Schools from Stressed to Success”, Mar 4, Los Angeles, CA (<http://www.resiliency.com/>)

>Leadership Development Conference on School, Family, and Community Partnerships, Mar 12-13 Baltimore, MD (<http://www.partnershipschoools.org>)

>National Children’s Advocacy Center Symposium on Child Abuse, Mar 16-19, Huntsville, AL (<http://www.nationalcac.org/Symposium04/Brochure/main.htm>)

>Summer Learning for All: Programs, Policy, and Research, Mar 18-19, Baltimore, MD (<http://www.summerlearning.org>)

>National Youth Leadership Council: National Service-Learning Conference, Mar 28-31, Orlando, FL. (<Http://www.nylc.org>)

>National Adolescent Conference, Mar 31-April 3, Newport Beach, CA (<http://www.bfisummit.com>)

>Institute for Youth, Education, and Families, April 28-May 1, Portland, OR. (<Http://www.nlc.org>).

>Violence in the world of our youth: Partners in Prevention, April 30 - May 1, San Diego, CA
(<http://www.fvsai.org>)

>9th Annual Conference on Advancing School-Based Mental Health, Center for School Mental Health Assistance, October 7-9, 2004, Dallas, Texas

>Persistently Safe Schools, Oct 27-29, Washington, DC (<http://www.hamfish.org>)

(For more conference announcements, refer to our website at <http://smhp.psych.ucla.edu> – Go to Contents, then click on Upcoming Conferences. If you want to list your conference, please email ltaylor@ucla.edu)

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“Let each of us aspire to inspire, before we expire.”

Albert Clarke Jr.

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

>GRANTS:

**See the “electronic storefront” for Federal Grants at <http://www.grants.gov>

>>Health Resources and Services Administration

>>School Based Health Centers (HRSA-04-033) Due 5/1

<http://www.hrsa.gov/grants/preview/primary.htm#hrsa04033>

>>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>>Statewide Consumer Network Grants (SM-04-003) Due 2/25

>>Statewide Family Network Grants (SM-04-004) Due 2/25

>>National Institute of Health (<http://grants1.nih.gov>)

>>Effectiveness, Practice, and Implementation in CMHS’s Children’s Services Sites (PA-04-019)
Deadlines June 1, October 1, and Feb 1.

(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

>>Abstracts for the November 6-10 School Health Education and Services section of the American Public Health Association conference in Washington, DC. Oral presentations and posters on the health and well being of young people in k-12 school settings. Due Feb 5. ([Http://www.apha.org/meetings](http://www.apha.org/meetings))

>>Application to submit a program for the American School Health Association conference October 13-17 in Pittsburgh, PA. Deadline Feb 13. ([Http://www.ashaweb.org/conferences.html](http://www.ashaweb.org/conferences.html))

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“There is always a moment in a child’s life when the door opens and lets the future in.”

Graham Greene

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

^ ^ ^ Updates from our Center at UCLA

****Integrating Agenda for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health**

By now, if you are on our mailing list, you should have received the free Winter 2004 hardcopy newsletter from our center. The issue is devoted entirely to presenting the first draft of a brief prepared by the two national centers. The intent is to provide ideas to those charged with operationalizing the recommendations of the President's New Freedom Commission on Mental Health about where mental health in schools fits in. We are seeking responses from all stakeholders about the formulation presented in the newsletter. Let us hear from you (email ltaylor@ucla.edu). If you haven't received your copy yet, go to the Center website and click on "Free Quarterly Newsletter – <http://smhp.psych.ucla.edu>.

We are also preparing a number of briefs for various stakeholders related to the New Freedom Commission intent to transform the mental health system. Available online and in hardcopy so far are:

>>> "*Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals*" <http://www.smhp.psych.ucla.edu/pdfdocs/primarycare/primarycarehealth.pdf>

>>> "*Mental Health of Children and Youth and the Role of Public Health Professionals*" <http://www.smhp.psych.ucla.edu/pdfdocs/publicpolicybrief/roleofpublichealthprofs.pdf>

(Related to all this, we might note that the UCLA Center Co-Directors will be facilitating a special leadership training session at the AMCHP conference on Feb 29th on "Youth Mental Health and Public Health: A Leadership Training Session for MCH Professionals.")

****New Directions for Student Support Summits Initiative**

The initiative continues to add co-sponsors (there are now 28 organizations co-sponsoring the Summits Initiative). To see the list go to our website and click on the green button that takes you to the Summits materials. The list of state interested in organizing a state summit is growing. The California Summit is scheduled for February and the Indiana Summit is scheduled for April. A Rhode Island summit is in the initial stages of forming a local planning group. A special feature of the California Summit will be a preview of legislation an Assembly member is proposing for a Comprehensive Student Learning Support System in all California Schools. A working draft of the legislation is available by contacting ltaylor@ucla.edu

Center Impact Evaluation

We have begun the process of conducting our Center's annual impact evaluation. We already are calling and interviewing a sample of Center users. The next hardcopy newsletter will have an evaluation form inserted, the listserv will receive an electronic version of the evaluation form; the form also will be on the website. We need and appreciate your input as we continue to improve our efforts and also to make the strongest possible case for continuing the work of the national centers for mental health in schools.

Other New and Recent Resources – Online and available in hard copy

"Revisiting Learning & Behavior Problems: Moving Schools Forward" This is material that can be used for in-depth staff development or preprofessional teaching.
<http://smhp.psych.ucla.edu/pdfdocs/contedu/revisitinglearning.pdf>

"Youngsters' Mental Health and Psychosocial Problems: What are the Data?"
<http://smhp.psych.ucla.edu/pdfdocs/prevalence/youthMH.pdf>

"Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools"
<http://smhp.psych.ucla.edu/pdfdocs/ceaddressing/ceforchange.pdf>

Recent Publication by Center Staff

“Advancing Mental Health in Schools – Guiding Frameworks and Strategic Approaches.” In *Advances in School-Based Mental Health Interventions: Best Practices and Program Models*. Edited by Kristin Robinson. Published by Civic Research Institute. 2004.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
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For more information go to the Center website: <http://smhp.psych.ucla.edu>

^ ^ ^ FOR UPDATES FROM OUR SISTER CENTER: “Center for School Mental Health Assistance,” see their website at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 680 W Lexington St., 10th fl., Baltimore, MD 21201. Phone (888)706-0980. Email csmh@umpsy.umaryland.edu.

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“The wishbone will never replace the backbone.”

Will Henry

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****OTHER HELPFUL RESOURCES**

>>Mental Health/Substance Abuse/Health

“A brief synopsis of child sexual abuse from onset to adult life
(<http://www.childadvocacy.com/articles/archives/001216.php>)

“Exposure to violence, stress, protective factors, and well-being
(<http://www.rtc.pdx.edu/pgDataTrends.shtml>)

“Social Skills Instruction for Student with Learning Disabilities”
<http://www.TeachingLD.org>

“Screening for Depression: Recommendations and Rationale”
(<http://www.aafp.org/afp/20020815/us.html>)

“Assessment of suicidal behaviors and risk among children and adolescents
(<http://www.nimh.nih.gov/research/measures.pdf>)

“Stress reduction interventions for parents as treatment enhancement”
(<http://www.rtc.pdx.edu/pgDataTrends.shtml>)

>>Parents, Schools, Communities

“National Network of Partnership Schools at Johns Hopkins University
(<http://www.partnershipschools.org>) How can schools, districts, and states be assisted in developing comprehensive programs of school, family, and community partnerships.

“Violence Prevention in Schools (<http://www.violence-in-school.info>)

“Help on the Way: Communities Get the Results They Want from Peer Matches” <http://www.cssp.org>

“How federal budget priorities and tax cuts are harming America’s Children”
<http://www.everychildmatters.org>

“Review of Alternative Education (<http://www.the-naea.org/1203.html>)

“Class Wide Peer Tutoring” <http://www.TeachingLD.org>

“Improving academic achievement in urban districts: What state policymakers can do”
(<http://www.ecs.org>)

(Note: for access to 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**

<School Psychologist>

Kyrene School District, Phoenix, AZ (<http://www.kyrene.org>)

<Postdoctoral>

Psychological Studies Program in the Graduate School of Education and Information Studies at UCLA. Deadline March 15. Contact Sandra Graham regarding fellowship in Applied Human Development.

<Faculty>

Department of Educational and School Psychology, Indiana State University, Terre Haute.
([Http://soe.indstate.edu](http://soe.indstate.edu))

<Researchers>

Wellesley Centers for Women, Primary Prevention Initiatives Grant Program: Empowering Children for Life (<http://www.wcwonline.org/grantprogram/index.html>)

<Faculty>

Educational Psychology, University of St. Thomas, Department of Psychology, St. Paul, MN
(<http://www.hr.stthomas.edu>)

<Postdoctoral>

Prevention of Adolescent Substance Use, Center for Child and Family Policy, Duke University.
Contact pollock@pps.duke.edu.

<Pediatric Psychologist>

Children’s Therapy Unit, Good Samaritan Hospital, Puyallup, WA [Http://www.goodsamhealth.org](http://www.goodsamhealth.org)

For more information on employment opportunities see <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current opening, you will see links to HRSA, SAMHSA, and other relevant job sites.

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“Don’t compromise yourself. You are all you’ve got.”

Betty Ford

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

>Responses to last month’s emerging issue “Using Response to Interventions (RTI) for Identifying Problems”

“I do believe that we have over identified students who don’t learn like everyone else as learning disabled. Sometimes, I think, we are too quick to give up on kids who are not succeeding in the classroom. With quality instruction and good support systems, the majority of students should perform to the best of their ability. We have to realize that everyone has strengths and weaknesses. Regular educators and special educators must work together to help all children succeed. We should be able to

do this without having to label a child in order to receive services.”

“As a psychologist, I have found psychometrics to be quite helpful not only in diagnosing LD (or ruling them out), but also in assisting with differential diagnoses. Often the real question is whether academic problems were noticed early and whether testing was conducted in a timely manner. I have worked with many children who had been struggling for years before school staff responded. Often the response was initiated by a clinician. As with any field, there is great disparity in the quality of reports.”

“The question is not whether Response to Intervention can replace the present special education system of Learning Disabled evaluation and placement. RTI is first and foremost a general education issue. If we develop initiatives to respond to student needs before they fall into a pattern of early learning failure, we will significantly reduce the number of children who need a label to access special education services. The need for early intervention and the benefits for individual children, families, schools, and society is no longer debatable.... The debatable issue is whether RTI models of considering LD eligibility are better than our historic use of the discrepancy model. The answer is: It depends on the quality of the intervention model.

If a school has a model of early learning support (intervention), which is available to all students, and which effectively intervenes to help students and their teachers, we will see fewer children who need LD or other labels. The students who have been given quality support and still do not respond are more likely to be truly learning disabled. You can see how important the quality of intervention is in such a model....”

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA. For more see our website at <http://smhp.psych.ucla.edu>

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 provide support (training and technical assistance) for mental health and psychosocial concerns in schools.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of ideas. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change.

Specific attention is given to policies and strategies that can (a) counter fragmentation and enhance collaboration between school and community programs, and (b) counter the marginalization of mental health in schools. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems and stress the importance of school improvement and systemic change. There is an emphasis on enhancing collaborative activity that braids together school and community resources. The Center work to enhance network building for program expansion and systemic change and does catalytic training to stimulate interest in such activity. We connect with major initiatives of foundations, associations, governmental, and school and mental health departments.

Evaluations indicate the Center has had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

For more information about the Center or about ENEWS, contact
Center Coordinator Perry Nelson or
Center Co-Directors Howard Adelman and Linda Taylor at:
UCLA, School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895
email: smhp@ucla.edu; Website: <http://smhp.psych.ucla.edu>