ENEWS: A Monthly Forum for Sharing and Interchange

July, 2005 (vol. 9 #10)

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

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see http://smhp.psych.ucla.edu

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Feel Free To Forward This To Anyone
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WHAT'S HERE THIS MONTH

**Emerging Issue
    >How Many Kids Have a Mental Disorder?

**News from Around the Country

**This Month's Focus for Schools to Address Barriers to Learning
    >July Theme: Using "Down Time" to Plan Better Ways to Work Together in Providing
        Learning Supports

**Recent Publications relevant to
    >Children's Mental and Physical Health
    >Family, School & Community
    >Policy, Systems, Law, Ethics, Finances & Statistics

**Upcoming Initiatives, Conferences & Workshops

**Calls for Grant Proposals, Presentations & Papers

**Updates for the two National Centers focusing on Mental Health in Schools

**Other Helpful Resources

**Training & Job Opportunities (including fellowships and scholarships)

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

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To post messages to ENEWS, E-mail them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:
http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l
and follow the directions to sign up. Alternatively, you can
send an email request to smhp@ucla.edu, asking to be added
to the ENEWS listserv.
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**EMERGING ISSUE

    >How Many Kids Have a Mental Disorder?*

In June 2005, the National Comorbidity Survey Replication study (supported by the National

Institute of Mental Health and by health research foundations and pharmaceutical companies) reported findings from a retrospective study of the prevalence and severity of specific mental disorders of children and youth.** The investigators conclude that: "About half of Americans will meet the criteria for a *DSM-IV* disorder sometime in their life, with first onset usually in childhood or adolescence. Interventions aimed at prevention or early treatment need to focus on youth."

As the *New York Times* (6/7/50) notes: "The report comes amid debate about whether adults and children should be screened for mental disorders, and where the line should be drawn. The answers will have an enormous effect on who receives treatment and which disorders are covered by insurance." The *Times* also notes: "The new findings are sure to renew the debate about whether [some forms of] mental illness can be reliably distinguished from garden-variety emotional struggles that are part of any life."

The suggestion that fifty percent of Americans are mentally impaired will certainly fuel the controversy. For example, Paul McHugh, a professor of psychiatry from John Hopkins University is quoted in the *Times* article as follows: "Fifty percent of Americans mentally impaired – are you kidding me? The problem is that the diagnostic manual we are using in psychiatry is like a field guide, and it just keeps expanding and expanding. Pretty soon we'll have a syndrom for short, fat Irish guys with a Boston accent [like me], and I'll be [classified as] mentally ill."

*See the Center Report entitled: "Youngsters' Mental Health and Psychosocial Problems: What are the Data?" http://smhp.psych.ucla.edu/pdfdocs/prevalence/youthMH.pdf

**See "Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication" (R. Kessler, P. Berglund, O. Demler, R. Jin, and E. Walters. Archives of General Psychiatry, June, 2005, Vol 62, 593-602) http://archpsyc.ama-assn.org/cgi/content/full/62/6/593

What are your views about the available data for answering the oft-asked question: How Many Kids Have a Mental Disorder? Send your responses to ltaylor@ucla.edu

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"Life is like a grindstone – whether it grinds you down or polishes you up depends on what you're made of."
      Unknown
      @#@#@#

**NEWS FROM AROUND THE COUNTRY

*MENTAL ILLNESS EXACTS HEAVY TOLL, BEGINNING IN YOUTH
"Researchers supported by the National Institute of Mental Health suggest that half of all lifetime cases of mental illness begin by age 14" NIH News 6/6/05. (Note: This is the topic of the Emerging Issue presented above.) Http://www.nih.gov/news/pr/jun2005/nimh-06.htm

*ILLINOIS CHILDREN'S MENTAL HEALTH PLAN: FINAL DRAFT SUBMITTED
The Illinois Children's Mental Health Partnership's final plan has been submitted to the Governor. "The plan is a strategic 'roadmap' to promote children's social and emotional development and improve the children's mental health system."
http://www.voices4kids.org/index_content.htm

*INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2005 REGULATIONS AVAILABLE
"The U. S. Department of Education released the proposed regulations for implementing the IDEA on Friday, June 10th. Public hearings are scheduled for comment. Information can be accessed at http://www.ed.gov/policy/speced/guid/idea/idea2004.html

*U.S. AUDIT FAULTS SPEECH THERAPY IN CITY SCHOOLS: A CAUTIONARY TALE

In another indication of the backlash against Medicaid spending, a scathing federal audit claims that "the New York City schools misspent $870 million in Medicaid payments by channeling tens of thousands of poor special-education students into speech therapy performed by unqualified practitioners, often without proper referrals.... [In response,] the New York State Health Department said the auditors were applying rules intended for a medical setting to an educational one...." New York Times, 6/23/05, http://www.nytimes.com

*LAWSUIT DEMANDS THAT STUDENTS BE TESTED IN THEIR NATIVE LANGUAGE
"Ten school districts in California and three nonprofit organizations filed a lawsuit against the state for allegedly testing non-English-speaking students in English and then labeling them and their schools as 'failing' under the state's implementation of the federal No Child Left Behind law..." North County Times, 6/2/05.

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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"In sports, in work, and in life we gain an edge by a forward lean–an absolute commitment to be purposeful in our next steps. To get our job done by doing, not simply reacting."
    Mike Leavitt
    @#@#@##

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

>July Theme: Using "Down Time" to Plan Better Ways to Work Together in Providing
    Learning Supports

The month of July in many schools is "down time." Down time provides an opportunity to stop and think long enough to plan better ways of doing things. Such time blocks can allow staff who work year round to plan new ways of providing and enhancing supports for student learning. Such periods also allow for special training opportunities.

At most schools, support staff have struggled each day to meet the demands. Now is the time to think about how to become proactive and more effective. The aid should be to set a process into motion that can lead to development of a comprehensive and cohesive component to address barriers to student learning and promote healthy development.

Building a learning supports components requires enhancing the capacity of a school's support staff so that they can be more effective in addressing the many factors that interfere with students succeeding at school. Developing a Learning Supports Resource Team is a mechanism designed to develop a learning supports component at a school.

To learn more about this you can download the document "Developing Resource-oriented Mechanisms to Enhance Learning Supports" at
http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

If you are interested in playing a leadership role in developing a Learning Supports Component you might want to attend a Leadership Institute for New Directions for Student Support. We have two such Institutes scheduled: The first is on Tuesday, August 16th in Minneapolis/St. Paul, MN. The second is on Monday, September 19, in Dallas Texas. If you want to know more about these Leadership Institutes contact Linda Taylor at ltaylor@ucla.edu

>For more on monthly themes see "Ideas for Enhancing Support at Your School"
http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf

If you have specific concerns about how schools address barriers to learning and mental health,

let us hear from you. Email ltaylor@ucla.edu

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"From your parents you learn love and laughter and how to put one foot before the other. But when books are opened you discover you have wings. "
        Helen Hayes

        @#@#@#@#

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

*Children's Mental and Physical Health

>Isolation and the stress of being bullied (2005) M. Newman, et al, Journal of Adolescence, 28(3) 343-357. Http://www.sciencedirect.com/science

>Treatment of Attention-Deficit/Hyperactivity Disorder: Overview of the Evidence (2005) R. Brown, et al, Pediatrics, 115(6) 749-757. Http//pediatrics.aappublications.org/

>Attention-Deficit/Hyperactivity Disorder among adolescents: A review of the diagnosis, treatment, and clinical implications (2005) M. Wolraich, et al, Pediatrics, 115(6) 1734-1746. Http://pediatrics.aappublications.org/

>Treating and Prevention Adolescent Mental Health Disorders (2005) D. Evans, et al, (Eds.) Oxford University Press. Http://www.oup.com/us/teenmentalhealth

>Childhood origins of antisocial behavior (2005) D. Farrington, Clinical Psychology & Psychotherapy, 12(3) 177-180. Http://www3.interscience.wiley.com/cgi-bin/abstract/110503813/ABSTRACT

>Evolved mechanisms in adolescent anxiety and depression symptoms: The role of the attachment and social rank systems (2005) C. Irons and P. Gilbert, Journal of Adolescence 28(3) 325-341, http://www.sciencedirect.com/

>Associations of body mass index and perceived weight with suicide ideation and suicide attempts among US high school students (2005) D. Keaton, et al, Archives of Pediatrics & Adolescent Medicine, 159: 513-519. Http://archpedi.ama-assn.org/cgi/content/abstract/159/6/513?etoc

*Family, School & Community

>The interactive relationship among adolescent violence, street violence, and depression. (2005) R. Latzman & R. Swisher. Journal of Community Psychology 33(3) 355-371.

>Bicultural identity integration: Components and psychosocial antecedents (2005) V. Benet-Martinez and J. Haritatos. Journal of Personality, 73(4) 1015. http://www.blackwell-synergy.com/toc/jopy/73/4

>Making sense of eating disorders in schools (2005) E. Rich & J. Evans, Discourse, 26(2) 247-262. Http://journalsonline.tandf.co.uk/

>Coping among children and adolescents with chronic illness (2005) P. Hampel, et al, Stress & Coping, 18 (2) 145-155. Http://journalsonline.tandf.co.uk/

>Mental health problems of adolescents as reported by their caregivers: A comparison of European, African, and Latino Americans. (2005) R. Roberts, et al, Journal of Behavioral Health Services & Research, 32(1) 1-13. Summarized at http://www.rtc.pdx.edu

>Mother's serious mental illness and substance use among youths (2005) National Survey on Drug Use and Health, Substance Abuse and Mental Health Services Administration. Http://oas.samhsa.gov/2k5/motherSMI/motherSMI.cfm

>Effectiveness of school-based programs for reducing drinking and driving and riding with drinking drivers: A systematic review. (2005) R. Elder, et al, American Journal of preventive Medicine, 28(5, Supp.1) 288-304. http://www.sciencedirect.com/

>Preparing for success: How Head Start helps children with disabilities and their families (2005) D. Ewen & K. Neas, Center for Law and Social Policy. Http://www.clasp.org/publications/hs_disabilities_updated.pdf

>Service access and service system development in a children's behavioral health system of care. (2005) K. Tebes, et al. Evaluation and Program Planning, 28, 151-160. Summarized at http://datatrends.fmhi.usf.edu/

>Continuing medical education in child sexual abuse (2005) A. Botash, et al, Archives of Pediatrics & Adolescent Medicine, 159: 561-566 http://archpedi.ama-assn.org/cgi/content/abstract/159/6/561?etoc

>Pediatric residents' responses that discourage discussion of psychosocial problems in primary care (2005) L. Wissow, et al, Pediatricts, 115 (6) 1569-1578. Http://pediatrics.aappublications.org/cgi/content/abstract/115/6/1569?etoc

>Learning from communities: Overcoming difficulties in dissemination of prevention and promotion efforts (2005) R. Miller & M. Shinn, American Journal of Community Psychology, 35(3/4) 169-183.

>Anger, stress, coping, social support and health: Modeling the relationships (2005) W. Diong, et al, Psychology and Health, 20(4) 467-495. Http://journalsonline.tandf.co.uk/

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

>State Anti-bullying Statutes (2005) J. Dournay, Education Commission of the States. Http://www.ecs.org/clearinghouse/60/41/6041.doc

>In Archives of General Psychiatry, (2005) 62 (http://archpsyc.ama-assn.org/)
     >>Lifetime prevalence and age-of-onset distributions of DSM-IV Disorders in the National Comorbidity Survey Replication, R. Kessler, et al, pages 593-602.
     >>Failure and delay in initial treatment contact after first onset of mental disorders in the National Comorbidity Survey Replication, P. Wang, et al, pages 603-613
     >>Prevalence, severity, and comorbidity of 12-month DSM-IV disorders in the National Comorbidity Survey Replication, R. Kessler, et al, pages 617-627.
     >>Twelve-month use of mental health services in the United States, P. Wang, et al, pages 629-640.

>Rural Children at a Glance, Economic Research Services (2005). U. S. Department of Agriculture http://ers.usda.gov/publications/EIB1?EIB1.pdf

>State specific information: Eighth Graders at High Risk for Dropping Out http://www.all4ed.org/press/pr_060205.html#States

>Taking Adequacy to the Courts: A look at current trends in school finance litigation (2005) A. Collen & J. Underwood, Leadership Insider: Practical Perspectives on School Law & Policy, National School Boards Association. Http://www.nsba.org/site/docs/36000/35973.pdf

>Moving from empirically supported treatment lists to practice guidelines in psychotherapy: the role of the placebo concept. (2005) J. Herbert & B. Gaudiano, Journal of Clinical Psychology, 62(7) 893-908. Http://www3.interscience.wiley.com/cgi-bin/abstract/110457225/ABSTRACT

>Mental Health – Collaboration between mental health and public health. (2005). National Association of County & City Health Officials: http://www.naccho.org/topics/hpdp/mentalhealth/Pubs.cfm

>Public School Enrollment (2005) U. S. Census Bureau and the National Center for Education Statistics. Http://nces.ed.gov

>Fact or Fiction: Data tell the true story behind America's Urban School Districts (2005) Standard & Poor's School Evaluation Services. Http://www.schoolmatters.com

>Trends in U.S. Emergency Department visits for mental health conditions, 1992-2001 (2005) G. Larken, et al, Psychiatric Services, 56:641. Http://ps.psychiatryonline.org/cgi/content/abstract/56/6/671?etoc

>Site-based decision making: State-level policies (2005) J. Dournay, Education Commission of the States. Http://www.ecs.org/clearinghouse/61/13/6113.doc

>Who is accountable for education if everybody fails? (2005) J. McCombs & S. Carroll, RAND, http://www.rand.org/publications/randreview/issues/spring2005/ulttest.html

>Policy options for interventions in failing schools (2005) C. Spreng, RAND, http://www.rand.org/publications/RGSD/RGSD187/

>The Condition of Education 2005, National Center for Education Statistics, http://nces.ed.gov/programs/coe/

>First grade and educational attainment by age 22: A new story (2005) D. Entwisle, et al, American Journal of Sociology, 110 (5) 1458-1502. Http://www.journals.uchicago.edu/AJS/journal/issues/v110n5/080262/080262.text.html

>When to hold them and when to fold them: Appraising structural strategies for raising achievement (2005) M. Dynarski. Http://www.chse.org/policy/paperstructural.pdf

Note: The Quick Find Online Clearinghouse on our website 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 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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"Our progress as a nation can be no swifter than our progress in education."
        John F. Kennedy
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

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>>>>>Our Center is holding Leadership Institutes related to the
National Initiative: New Directions for Student Support
    >>August16 in Minneapolis/St. Paul, MN
    >>September 19 in Dallas TX
 http://smhp.psych.ucla.edu/summit2002/upcomingevents.htm#leadership

>>>>>And, don't forget that the Center for School Mental Health Assistance will hold its
10th Annual Conference on Advancing School-Based Mental Health
October 27-29 in Cleveland, OH, http://csmha.umaryland.edu
Theme: *Effective School Mental Health Practice: Building a Shared Agenda*
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>National Institute on Out-of-school Time, Boston, MA, 7/11-12.
Http://www.niost.org

>Youth in Action – Making a Difference, Washington, DC, 7/28-30.
Http://conferences.jbs.biz/ncfy_dc.

>National Coordinating Committee on School Health and Safety, Washington, DC, 9/20
http://www.healthy-students.org

>The 2005 Peds-21 Symposium on Mental Health, Washington, DC, 10/7.
Http://www.aap.org/peds-21/

>National Dropout Prevention Network Conference, Santa Clara, CA, 10/15-19
http://www.dropoutprevention.org/conferen/conferen.htm

>American School Health Association, Burbank, CA, 10/19-22
http://www.ashaweb.org/annual_conferences.html

>School Violence and Bullying Prevention Conference, St. Cloud, MN, 10./19-20
http://www.isd742.org/sshs/conference.html

>Beyond School Hours, Dallas, TX, 2/19-22.
Http://www.foundationsinc.org/EventsFolder/beyond9/index.asp

>National Association of School Psychologists, Anaheim, CA, 3/28-4/1
http://www.nasponline.org/conventions/2006Anaheim.html

>School Social Work Conference, Boston, MA, 3/29-4/1
http://www.sswaa.org/sswaaconf.html

For more conference announcements, refer to our website conference section at
http://smhp.psych.ucla.edu/upconf.htm

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

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"Education is too important to be left solely to the educators."
        Francis Keppel
        @#@#@##

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS

*Grants
See the electronic storefront for Federal Grants at http://www.grants.gov
You can use this site to double check due dates and to access applications

If you need help in "Surfin' the Internet for Funds," go to the Quick Find Online Clearinghouse
topic "Financing and Funding" at http://smhp.psych.ucla.edu/qf/p1404_02.htm

Two current examples:

>U. S. Department of Education, See http://www.ed.gov
>>Disability and rehabilitation research projects (84.133A) Due 7/5/05
>>Emergency Response & Crisis Management Grant Program (84.184E) Due 7/29/05

>U. S. Department of Labor (http://www.doleta.gov)
>>Community-based job training grants (PY-04-10) Due 7/6/05

***Calls for Papers or Presentations**

>Society for Research on Adolescence, March 23-26 meeting in San Francisco, CA.
Submissions due 7/15. Http://www.s-r-a.org/submissions2006/

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"The road to wisdom? Well, it's plain and simple to express: Err and err and err again but less
and less and less.
    Piet Hein
    #@#@##

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

^ ^ ^ Updates from our Center at UCLA

>>In the coming years, we will continue to work to improve outcomes for young people by
enhancing the field of mental health in schools. The guiding principles and frameworks for the
work will continue to emphasize ensuring (1) mental health is understood in terms of
psychosocial problems as well as disorders and in terms of strengths as well as deficits, (2) the
roles of schools, communities, and homes are enhanced and pursued jointly, (3) equity
considerations are confronted, (4) the marginalization and fragmentation of policy,
organizations, and daily practice are countered, and (5) the challenges of evidence-based
strategies and achieving results are addressed. From this perspective and through collaboration,
the Center will continue to strive not only to improve practitioners' competence, but to foster
changes in the systems with which they work. In doing so, we will continue to address the
varying needs of locales and the problems of accommodating diversity among interveners and
among populations served. One important difference as we move forward will be an even greater
emphasis on policy and program analyses to inform policy, practice, research, and training.

>>**EXPANDING OPPORTUNITIES FOR PRACTITIONERS
    TO PLAY LEADERSHIP ROLES**

From our interactions with practitioners across the country, we know that many are playing
leadership roles in enhancing mental health in schools and moving student support efforts in new
directions. In the coming years, we will accelerate our efforts to increase the pool of practitioners
who are prepared to take on leadership roles.

Starting with Minnesota in August and then Texas in September, we will be offering Leadership
Institutes for New Directions for Student Support and special meetings related to the Policy

Leadership for Mental Health in Schools.

(1) About the Leadership Institutes for New Directions for Student Support.

    The first is on Tuesday, August 16th in Minneapolis/St. Paul, Minnesota

    The second is on Monday, September 19 in Dallas Texas.

While the original intent was to work specifically with school teams in those two states, 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. The meetings are held to about 60-70 people. There is no cost to attend (other than your travel costs). The agenda for the day includes:

    >Why New Directions for Student Support are an imperative

    >Framing the full continuum of comprehensive and integrated interventions

    >Building the infrastructure to develop new directions for learning supports

    >Getting from where we are to where we need to be: System change

Because space is so limited, let us know soon if you are interested in attending. Contact ltaylor@ucla.edu

    For more information on New Directions for Student Support go to our website at http://smhp.psych.ucla. And click on the circle "New Directions."

(2) About the meetings on Policy Leadership for Mental Health in Schools

The first meeting will be on the morning of Tuesday, September 20, in Dallas, TX. The focus will be on

    >the current state of policy for mental health in schools,

    >the various agendas for mental health in schools,

    >strategies for enhancing mental health in schools.

Anyone who is not already part of the national Policy Leadership Cadre for Mental Health in Schools is welcome to join this growing network. However, attendance at the meeting is limited to space available, so let us know soon if you want to attend. Contact ltaylor@ucla.edu

    For a perspective on the type of products stemming from the Cadre, see "*Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations*" — online at

http://smhp.psych.ucla.edu/pdfdocs/policymakers/cadreguidelines.pdf

 If you want to know more about these leadership meetings and/or want to propose states where such events should be offered next, please contact ltaylor@ucla.edu

    For information on other networking opportunities facilitated by our Center, see

http://smhp.psych.ucla.edu/netexch.htm

NOTE: Remember, if you need technical assistance on any topic, let us know. For more information on the Center's activities, 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) 206-5895
Email: smhp@ucla.edu
For more information go to the Center website at

http://smhp.psych.ucla.edu

^ ^ ^ From our sister center "Center for School Mental Health Assistance"

10th Annual Conference on Advancing School-Based Mental Health
October 27-29 in Cleveland, OH

For more information on the conference and other activities of the Baltimore center 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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"To avoid criticism, say nothing, do nothing, be nothing."
              Albert Einstein
              @#@#@#

****OTHER HELPFUL RESOURCES**

>Iowa Collaboration for Youth Development, Learning Supports
http://www.icyd.org/LearningSupports.asp

>National Outcome Measures, Substance Abuse and Mental Health Services Administration,
http://www.nationaloutcomemeasures.samhsa.gov/

>Stress Management Tools and Techniques, http://www.dstress.com/

>School Culture: A collection of research, articles, and materials
http://www.smallschoolsproject.org/PDFS/culture.pdf

>Journal of Research in Character Education, http://www.character.org/files/journal_hp.htm

>Afterschool articles, including promising recruitment and retention strategies for participation
in after school programs. Http://www.aasa.org/publications/sa/2005_05/contents.htm

>Reflect and Improve: A tool kit for engaging youth and adults as partners in program
evaluation
http://www.theinnovationcenter.org

>Service-Learning Network, online newsletter
http://www.crf-usa.org/network/network11_1/net11_1_home.html

>National Education Association: Culture, Abilities, Resilience, and Effort Strategies for
Closing the Achievement Gaps. http://www.nea.org/teachexperience/careguide.html

>Suicide Prevention and Public Health Challenge, Strategy and Policy Recommendations
http://www.omh.state.ny.us/omhweb/savinglives/

>Violence and Rural Teens: Teen violence, drug use, and school-based prevention services in

rural America. Http://rhr.sph.sc.edu/report/SCRHRC_TeenViolence.pdf

>Sustainability planning and resource development for youth mentoring programs, National Mentoring Center, http://www.nwrel.org/mentoring/pdf/sustainability.pdf

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

<Executive Director>
Boyle Heights Learning Collaborative, Los Angeles, CA. Contact Maria Casillas at Families In Schools Ph: 213/484-2870 ext. 245; email: mcasillas@familiesinschools.org

<Data Analyst>
Community Research Council, Chattanooga, TN. Closes 7/30. Contact Mforsythe@researchcouncil.net

<Faculty>
Assistant Professor, School Psychology, Seton Hall University, South Orange, NJ. See http://www.shu.edu.

<Faculty>
Counselor Education, School Counseling emphasis, University of Wisconsin - Platteville, WI http://www.uwplatt.edu/pers/employ/emp_Counselor05.htm

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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"I have no special talents. I am only passionately curious."
        Albert Einstein
        @#@#@

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

>>Responses to last month's emerging issue: "Kick Them Out or Help Address Their Problems"

Here's a sampling from the many responses:

(1) This is so upsetting on so many levels, I find it difficult to give a succinct comment. I guess to sum everything up - when these children are thrown out of preschool/school, where do these "expellers" believe these kids go??? Are we going back to large institutions where we keep unwanted/difficult children so we can pretend they don't exist? Why don't we borrow the idea of the workhouses' from Dicken's time and have these kids start making sneakers for $2.00 a day, this would also solve the problem of jobs going overseas. By removing children who have a hard time reaching standards we can pretend that standards are reachable and if we are tough everyone can reach them, when this is clearly not the case. I believe many schools lie about the numbers removed, especially with older students. We need to remember children removed from school are still part of our society. They will grow up and be workers, taxpayers (hopefully) and parents (definitely)."

(2) "Violent, persistently disruptive students distract teachers from adequately teaching and

students from adequately learning. Sure, there exist districts that expel for inadequate cause. Some people feel that Zero Tolerance policies have gone too far: http://www.jlc.org/EZT/ Still, calculated, repeated disruption characterizes the students I've known to be expelled. This behavior--assault with weapons, sexual assault, arson, etc.--violated criminal and civil law. Many--if not all--states require clear statement of reasons and history leading to each expulsion. I'd be interested in a breakdown of reasons for expulsion in various large populations. Grade retention and refusal of diplomas are for me greater social and personal challenges than expulsion. Around half of repeaters in my experience would more profitably go back two or more grade levels in some subjects. ... Kick them out or help them? Why not kick them out and help them? As a community, as parents, and as teachers, if we view expulsion and appropriate retention as objective, natural consequences and not as punishments, that will help at-risk kids struggle through these phases of learning."

(3) "Improving school outcomes requires more than a quick fix! .... we forget that a child needs more than reading, writing and math skills to become a successful adult. ... If we really want to improve the lives of children, we will need to make sacrifices and use ALL the strategies we know work. If we really believe the 'No child left behind' motto, then we can't afford to not provide all the services and interventions each student needs.

(4) "It is much cheaper to expel than it is to provide assistance that is relevant to a needy child. People who do not get their needs met get angry and some act out their anger in horrific ways. In lean budget times it is not surprising to see huge numbers of automatic expulsions for behaviors which don't fit in tidily in schools as they are run today. However, lean budgets are no excuse for irresponsible and indeed immoral actions which smack of the way emerging industry of the 1800's simply fired child labor who didn't tow the line. We have come such a long way as a society since The Industrial Revolution; it's a shameful humiliation that our nation's schools have not."

(5) "Educators need to be educated on handling children with special needs. If not, educators are contributing to future overcrowding of prisons. Educators are breaking the spirit of children in record numbers. Some kids learn better hanging off the couch with their head on the floor! Everyone does not and should not fit in the same mold. ... We have dinosaurs among us who ravish power over helpless children in their care. Administrators just cant believe it when you describe situations your child has experienced. ... These kids are fragile and at any time are susceptible to breaking...."

(6) "My question is, how can preschoolers get expelled? They aren't even 'official' age to be counted in school. Did it ever occur to anyone that perhaps some of the younger age groups are being pushed so hard to learn at earlier and earlier ages that they never get the chance to really be little children? ..."

Note: If you want to add your response related to any issue, send it to ltaylor@ucla.edu.

Responses to emerging issues are put on the Center website at http://smhp.psych.ucla.edu. (Click on Net Exchange)

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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 in1995. 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, facilitating networking and exchanges of ideas, and strategic efforts to advance the field. We demonstrate the catalytic use of technical assistance, internet publications, resource materials, and local, state, 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 policy and program analyses, model development and implementation, and capacity building. We focus on interventions and 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 works 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:
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