

ENEWS: A Monthly Forum for Sharing and Interchange

March, 2004 (Vol. 8 #6)

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

WHAT IS ENEWS? (For those who don't know) This is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

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Feel Free to Forward This to Anyone

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WHAT'S HERE THIS MONTH

**Emerging Issue

>New Directions for Student Support: Where's the Money?

**News from Around the Country

**This Month's Focus for Schools to Address Barriers to Learning

>March – Reducing Stress; Preventing Burnout

**Recent Publications Relevant to

>Children's Mental and Physical Health

>Family, Schools & Communities

>Policy, Law, Ethics, Finances & Statistics

**Upcoming Initiatives, Conferences & Workshops

**Calls for Grant Proposals, Presentations & Papers

**Updates from 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 message to ENEWS, E-mail them to smhp@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-l> and follow the directions.

Alternatively, you can send an email request to: smhp@ucla.edu asking to be added to or dropped from the ENEWS listserv.

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** Emerging Issue

>>>>New Directions for Student Support: Where's the Money?

For a long time, the adequacy of the science-base was the major issue raised in response to efforts to enhance what schools do to address barriers to learning (including psychosocial and mental health concerns). Now, the budget crisis has hit schools and community agencies. As a result, money is emerging as the central issue in discussions of whether initiatives for new directions for student support are viable. Some folks clearly believe nothing can be done until the economy changes. Others argue that the aims of the *No Child Left Behind Act*, the *Individuals with Disabilities Education Act*, and the *President's New Freedom Commission on Mental Health* are converging into an unprecedented opportunity to transform the enterprise of student support to meet the needs of schools in the 21st century. In doing so, they suggest that whatever money is in the system can be redeployed to make a good beginning. And, furthermore, they caution that not doing so risks continuing the trend of cutting support programs as the easiest way to balance dwindling budgets. Major legislation introduced a week ago by California. Assemblymember Leland Yee offers a strong example of the view that new directions are imperative, timely, and feasible today through redeploying existing resources. The bill, AB 2569, calls for adoption in all schools of a Comprehensive Pupil Learning Support System (CPLSS). The initial version of the bill is online at:
http://www.leginfo.ca.gov/pub/bill/asm/ab_2551-2600/ab_2569_bill_20040220_introduced.pdf

>>>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**

>WHERE HAVE ALL THE STUDENTS GONE?

"Despite a significant increase in kindergarten attendance, there is a growing bulge of students in the 9th grade, significantly fewer students reaching 10th grade, and major declines in high school graduation rates." See *The Education Pipeline in the United States, 1970-2000* by W. Haney, et al, National Board on Educational Testing and Public Policy, Boston College for a discussion of key transition points through which students progress or fail to progress. (<http://www.bc.edu/nbetpp>)

>EXPERT PANEL TO REVIEW HIGH SCHOOL DROPOUT AND GRADUATE RATES

U.S. Secretary of Education Rod Paige announced a contract has been awarded to the National Institute of Statistical Sciences "to convene a group of experts to review the methods of reporting high school dropout and on-time graduates. The expert review will consider the uses of graduation and related statistics, review existing rates and the data that underlie them, examine concerns that have been raised about existing measures and make recommendations for improving data collection and estimation procedures. An interim report is expected to be ready in the spring of 2004." (<http://www.ed.gov/print/news/pressreleases/>)

>GEORGIA LEGISLATION ON BULLYING

The Georgia House of Representative has passed a bill (HB 1125) requiring each school to implement a system that will allow students and parents to anonymously report bullies. The state will trace each school's progress in the fight against bullies through an annual report to the state department of education (<http://www.legis.state.ga.us>)

>TEEN RATE OF PREGNANCY DROPS IN U.S.

“A new state-by-state breakdown of teenage pregnancy and abortion rates in 2000 shows declines among all racial and ethnic groups and in every state, continuing a decade-long trend that researchers attribute to better contraception and less, or more cautious, sexual activity.” Feb 20, 2004, New York Times (<http://www.nytimes.com>)

>RISING NUMBERS OF SCHOOLS IDENTIFIED FOR IMPROVEMENT UNDER THE NO CHILD LEFT BEHIND ACT

“Among suburban school districts, the percentage reporting that they had at least one school identified for improvement rose from 15% to 23% during this period, and among urban districts, it rose from 40% to 50%...among very large districts, the percentage of such districts with identified schools rose from 67 to 86%.” Center on Education Policy (<http://www.cep-dc.org>)

>CHANGES MADE IN RULES RELATED TO NO CHILD LEFT BEHIND TESTING

“Federal officials announced that the test scores of recent immigrants who do not speak English would no longer be considered in determining whether a school was meeting annual targets for academic progress.” New York Times, 2/20/04 (<http://www.nytimes.com>)

>ARKANSAS COURT TO OVERSEE SCHOOL REFORM

“Expressing impatience with the Legislature’s failure to improve education, the Arkansas Supreme Court said it would appoint someone to bring the state’s school system up to constitutional standards.” Jan 23, 2004, <http://www.CNN.Com>

>SCHOOL-RELATED VIOLENCE -- ON THE RISE OR NOT?

There have been 36 school-related violent deaths so far this school year, including 21 shootings. That’s up from 16 deaths in the 2002-03 school year; 17 during 2001-02; and 31 during 2000-01.

However, some of the 36 deaths didn't actually take place in schools, according to Bill Modzeleski, associate deputy undersecretary for the federal Department of Education's Office of Safe and Drug Free Schools. Overall, Modzeleski contends, the level of school violence has remained stable for years. “The numbers of deaths during the last two years were lower than the preceding averages of about 30 per year.” Albany, NY Timesunion.com, 2/10/04. ([Http://www.timesunion.com](http://www.timesunion.com))

>JUVENILE VIOLENT-CRIME RATE REACHES LOWEST LEVEL IN DECADE

According to a study by the National Center for Juvenile Justice (NCJJ), the arrest rate of juveniles charged with violent crimes has dropped to its lowest level since 1983; the arrest rate of juveniles charged with murder declined 70 percent from 1993, when the rate had hit its peak, to 2001. However, study author Howard Snyder, director of systems research at NCJJ, cautioned that even though juveniles account for a smaller portion of the nation's crime rate, the proportion remains considerable. <http://www.jointogether.org/gv/news/summaries/reader/0,2061,569257,00.html>

(Note: See our website newly formatted “What’s New” feature for a current news item posted each week)

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To avoid criticism, say nothing, do nothing, be nothing. -- Albert Einstein

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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. (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 March:

>>Reducing Stress: Preventing Burnout

Last week we received the following: “In my 30 years as a school psychologist, I have never before seen so many teachers constantly on the edge of bursting into tears! We are all under pressure due to state mandated high stakes testing, the federal ‘No Child Left Behind’ provisions of ESEA, budget cuts, larger class sizes, increases in special needs students, reductions in preparation time, increases in mandated meetings, increases in certification renewal requirements, reductions in health insurance benefits, increases in health insurance costs, below average salaries that don’t keep pace with inflation, angry taxpayers writing degrading letters to the editors, and talk shows blaming all the world’s woes on the failures of public school teachers. Teachers tell me they are working 10-12 hours per day at school, then taking work home, and still they are falling behind. They wake up in the middle of the night and can’t get back to sleep because their minds are spinning. Because of large class sizes, they cannot spend the individual time they want with struggling students and worry what will become of them. The union talks about morale being at an all-time low. There are so many people in pain, I’m feeling overwhelmed and don’t know where to start! Any suggestions for dealing with this?”

The impact of new accountability standards and assessment has increased pressure on administrators at state, district, and local schools. As a result, teachers are experiencing tremendous pressure to prepare students for high stakes testing. In turn, students are under enhanced pressure to perform well on accountability tests.

At this time of year, there is major concern about the negative impact of the mounting pressure on students, staff, and parents. It is easy to overlook the psychological needs of staff. Yet, when school staff don’t feel good about themselves, it is unlikely they will be effective in making students feel good about themselves. Clearly, it’s time for staff to take care of themselves and each other in ways that reduce stress and enhance hope.

A range of resources is available on the Quick Find topic page Burnout (<http://smhp.psych.ucla.edu>) including “Understanding and Minimizing Staff Burnout” and the Quick Training Aid “School Staff Burnout.”

Also see our response to the above request. It’s on the Center website’s “Net Exchange” – <http://smhp.psych.ucla.edu/newnetexchange.htm> And we would like to hear what you would recommend related to this concern (smhp@ucla.edu).

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“I don’t suffer from stress. I’m a carrier.”

Dilbert

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

>>CHILDREN’S MENTAL AND PHYSICAL HEALTH

Effective/efficient mental health programs for school-age children: A synthesis of reviews. (2004) by G. Browne, et al. Social Science & Medicine, 58, 1365-1384.

What works in school-based social and emotional learning programs for positive youth development (2004) by R. Weissberg & M. Utne O'Brien, The Annals of the American Academy of Political and Social Science online at <http://www.aapss.org/section.cfm/5/27/839>.

Resiliency: What we have learned (2004) by B. Bernard, WestEd (see <http://www.WestEd.org>)

Depictions of mental illnesses in children's media. (2003) by O. Wahl, Journal of Mental Health, 12(3) 249-258. Summarized at Data Trends, Feb, 2004, #92 online at <http://www.rtc.pdx.edu>.

Factors associated with stigmatization of persons with mental illness (2004) by C. Mann & M. Himeliein, Psychiatric Services, 55(2) 185-187. Online at <http://ps.psychiatryonline.org>

Gun carrying and conduct disorder: A highly combustible combination? Implications for Juvenile Justice and Mental and Public Health (2004) by R. Loeber, et al, Archives of Pediatrics & Adolescent Medicine, 158(2) 138-145.

Imaginal exposure alone and imaginal exposure with cognitive restructuring in treatment of post-traumatic stress disorder (2003) by R. Bryant, et al. Journal of Consulting and Clinical Psychology, 71, 706-712.

Datapoints: Adolescents with substance abuse: Are health plans missing them? (2004) by M. Lee, et al Psychiatric Services, 55:116.

Prevalence and development of psychiatric disorders in childhood and adolescence. (2003) by E. Costello, et al, Archives of General Psychiatry: 60, 837-844.

Addressing the Needs of youth with disabilities in the Juvenile Justice System: The current state of knowledge (2003)
http://www.urban.org/UploadedPDF/410885_youth_with_disabilities.pdf

Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training (2004) by C. Webster-Stratton, Journal of Clinical Child and Adolescent Psychology, 33(1) 105-124.

Assessing the strengths of children referred for community-based mental health services. (2004) by C. Walrath, et al, Mental Health Services Research 6(1) 1-8.

>>>FAMILIES, SCHOOL & COMMUNITY

Violence perpetration across peer and partner relationships: Co-occurrence and longitudinal patterns among adolescents (2004) by E. Ozer, et al, Journal of Adolescent Health, 34(1) 64-71.

Building relationships and combating bullying: Effectiveness of a school-based social skills group intervention (2004) by M. DeRosier, Journal of Clinical Child and Adolescent Psychology, 33(1) 196-201.

Supporting the Education Organizing Movement: An Exchange Between Intermediaries (2003)
from the Justice Matters Institute online at
http://www.justicematters.org/images/Ed_Organizing_Intermed_Exch.pdf

Resilience and learning disabilities: Research on internal and external protective

dynamics (2004) Special Issue of Learning Disabilities: Research & Practice, 19(1) 1-48.

Community Education and Social Capital (2004) by G. Kliminski & E. Smith in Community Education Journal. Vol XXVII online at http://ncea.com/pubs_products/CEJ-Socialcap-2-ncea1.pdf

Better Together: Restoring the American Community (2003) by R.D. Putnam & L. Feldstein. Simon & Schuster Pub.

Providing comprehensive, integrated social services to vulnerable children and families: Are there legal barriers at the federal level to moving forward? (2004) by R. Huston, Center for Law and Social Policy online at <http://www.clasp.org>

Prevention of youth violence: The multisite violence prevention project (2004) by R. Ideka, et al, American Journal of Preventive Medicine, 26(1, Suppl1) 1-82.

The pivotal year: Rough transitions can make ninth grade little more than a holding tank for high school (2004) S. Black, American School Board Journal online at <http://www.asbj.com/current/research.html>

Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? (2004) by G. Bonanno, American Psychologist, 59(1)20-28.

Prospective analysis of peer and parent influences on minor aggression among early adolescents. (2004) by B. Simons-Morton, et al, Health Education and Behavior, 31(1) 22-33.

The dimensions, pathways, and consequences of youth reentry (2004) by D. Mears & J. Travis online at <http://www.urban.org/url.cfm?ID=410927>

Youth Leadership for Development Initiative: Research results from a three-year study on youth development and civic activism (2004) Innovation Center online at http://www.theinnovationcenter.org/r_research.shtml

The emotional costs of parents' conditional regard: A self-determination theory analysis (2004) by A. Assor, G Roth & E. Deci, Journal of Personality, 72(1) 47-88.

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

Mental health services use among school-aged children with disabilities: The role of sociodemographics, functional limitations, family burdens, and care coordination. (2003) by W. Witt, et al, Health Services Research, 38(6) 1441-1466.

Getting to Outcomes – 2004 by M. Chinman, P Imm & A. Wandersman, online at <http://www.rand.org/publications/TR/TR101/>

Explanations for the decline in child sexual abuse cases (2004) by D. Finkelhor & L. Jones online at <http://ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=11458>

Looking beyond government: The transfer of the T.E.A.C.H. Early Childhood Model across states (2004) by J. Kerlin online at <http://www.urban.org/url.cfm?ID=310926>

A national study on graduation requirements and diploma options for youth with disabilities online at <http://education.umn.edu/nceo/OnlinePubs/TechReport36.pdf>

(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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As we read the school reports on our children, we realize a sense of relief that can rise to delight that, thank Heaven, nobody is reporting in this fashion on us. J.B. Priestley

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

>Promising practices for school-based gang prevention and intervention, March 9-10, Cincinnati, OH (<http://www.vpp.eku.edu>)

>Making life easier: Connecting youth with your community through youth development, March 11-12, Wichita, KS (<http://www.kscea.org>)

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

>National Youth Leadership Council: National service-learning conference, March 28-31, Orlando, FL.

>National Association of School Psychologists, March 30-April 3, Dallas, TX (<http://www.nasponline.org>)

>American Counseling Association, March 31-April 4, Kansas City, MO (<http://www.counseling.org>)

>School Social Work Association of America, April 15-17, San Francisco (<http://www.sswaa.org>)

>New models for urban school improvement: Addressing barriers to academic achievement and successful schools, April 28-30, Columbus, OH (martin.1349@osu.edu)

>Ending poverty: moving from social service to social change, April 29-May 1, San Diego, CA, (bgowan@youth4change.org)

>The changing faces of rural mental health, June 24-27, Boulder, CO (<http://narmh.org/>)

>Putting the pieces together: 1st national conference on substance abuse, child welfare and the dependency court, July 14-15, Baltimore, MD (<http://www.cffutures.org>)

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

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Deciphering academese: When the author says: “It should be noted that...” it means “OK, so my experiments weren’t perfect. Are you happy now?” (Jorge Cham)

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

>GRANTS:

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

>>U.S.Department of Education (<http://www.ed.gov>)

>>Elementary & Secondary School Counseling Programs (CFDA# 84.215E)
Due March 19

>>Health Resources and Services Administration

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

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

>>Office of National Drug Control Policy and Office of Juvenile Justice and
Delinquency Prevention (<http://ojjdp.ncjrs.org/dfcs>)

>>Drug-free communities support program, Due March 26

>>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.

(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 PAPERS

>>>Childhood Chronic Illness: Reciprocal Impact on Parent and Child Relationships,
Special Issue of Health Psychology, Deadline July 1. Contact aquittner@miami.edu

>>>Special issue on Healthy Families America, Journal of Prevention and Intervention
in the Community, Deadline March 31. Contact jxgala@wm.edu

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“Patience is a virtue that carries a lot of wait.”

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

^ ^ ^ Updates from our Center at UCLA

**Resource Synthesis to Help Integrate Mental Health in Schools into the
Recommendations of the President’s New Freedom Commission on Mental Health

This 50 page Resource Synthesis highlights a set of readily accessed online,
noncommercial resources relevant to integrating the various agenda for mental health in
schools into the Commission’s recommendations. (It builds on the brief featured in our
Winter, 2004, newsletter “Integrating Agendas for Mental Health in Schools into the
Recommendations of the President’s New Freedom Commission on Mental Health --
online at <http://smhp.psych.ucla.edu>). The document has been sent to a sample of key
leaders for review. If you would like to review and provide feedback on this draft copy,
send an email to smhp@ucla.edu and we will send you a copy.

**Easy Access to Quick Training Aids

To make the Center's 14 Quick Training Aids easier to access online, each has just been formatted as a PDF file ([Http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu)). These resources are designed to help in providing brief staff development related to various topics associated with addressing barriers to learning. Each aid has brief background materials, tools, model programs, and a sample of overheads. Topics include suicide prevention, violence prevention, burnout, re-engaging students in learning, attention problems, case management, and many more.

****Hot Topic Feature on Website**

The new Hot Topic feature is designed to focus attention and provide resources for dealing with a specific concern related to addressing barriers to learning and mental health in schools. The current hot topic is "Re-engaging Students in Learning." Topics will be changed each month. Let us know what you think about this and what hot topics you would like to see covered. (smhp@ucla.edu).

****Website's What's New Page Redesigned**

We have redesigned the "What's New" page on our website to highlight the various features – including "hot topic," weekly news stories, new online materials, the most recent Mental Health in Schools Practitioner Listserv items, and more. Take a look. ([Http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu)).

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

There are now 29 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.) We invite other interested organizations to join in. Now that the California statewide summit has been held, the report can be found online. Also, see the related legislation introduced a week ago by California Assemblymember Leland Yee. The bill, AB 2569, calls for adoption in all schools of a Comprehensive Pupil Learning Support System (CPLSS). The initial version of the bill is online at: http://www.leginfo.ca.gov/pub/bill/asm/ab_2551-2600/ab_2569_bill_20040220_introduced.html

The statewide summit for Indiana has been scheduled for April and other states are in the process of establishing planning groups.

Efforts are continuing to document "Where's It Happening." See what has already been identified on the Summits webpage. After looking at the materials already online, let us know if you think your program/initiative should be included as a pioneering/trailblazing example of systemic new directions for student support (ltaylor@ucla.edu).

****Impact Evaluation**

The Center's 2004 impact evaluation is underway. Phone interviews are going on with a sample of consumers. A survey will be inserted into the next quarterly newsletter and will be available online for those who are interested in providing feedback.

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
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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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“If your plan is for 1 year, plant rice; if your plan is for 10 years, plant trees; if your plan is for 100 years, educate children.”

Confucius

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****OTHER HELPFUL RESOURCES**

>Mental Health/Substance Abuse/Health

>>Resilience fact sheets geared toward specific populations (e.g., children, people of color, military families, primary-care providers, mental health workers, first responders, and others) <http://www.apa.org/psychologist/resilience.html>

>>Turning knowledge into practice: A manual for behavioral health administrators and practitioners about understanding and implementing evidence-based practices (<http://www.tacinc.org/cms/admin/cms/uploads/docs/EBPmanual.pdf>)

>>Losing a parent to death in the early years
(<http://www.zerotothree.org/press/NewTitles.html>)

>>School Based Youth Suicide Prevention Guide
(http://cfs.fmhi.usf.edu/StateandLocal/suicide_prevention/)

>>Prevention Basics for Families, National Clearinghouse for Alcohol and Drug Information (<http://ncadi.samhsa.gov/promos/theme/default.aspx>)

>>Final Reports of the White House Task Force for Disadvantaged Youth
(<http://www.ncfy.com/whreport.htm>)

>Parents, Schools, Communities

>>Cross-age teaching (<http://msg.calsnet.arizona.edu/fcs/crossAge.cfm>)

>>Preventing Bullying: A Manual for Schools and Communities
<http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>

>>Committee for Children tips for parents –
http://www.cfchildren.org/resources_parent.shtml

>>Safeguarding Your Children at School (National PTA) --
<http://www.pta.org/programs/syysch.htm>
also –
http://www.pta.org/parentinvolvement/healthsafety/hs_safeguarding_children_school.asp

>>Bullying and teasing of youth with disabilities
(<http://www.ncset.org/publications/viewdesc.asp?id=1332>)

>>Family influences on adolescent mental health
(http://www.simmons.edu/about/news/releases/2004/1_16-04_criticalinfluence.shtml)

>>National Center for Cultural Competence (<http://gucchd.georgetown.edu/nccc/>)

>>The Casey Journalism Center on Children and Families, devoted to deepening the coverage of social issues affecting children and families, particularly the disadvantaged (<http://www.casey.umd.edu/home.nsf>)

>>Teenagers as Teachers Programs (<http://www.joe.org/joe/2001february/rb1.html>)

>>Experience Corps (<http://www.experiencecorps.org>)

>>Creating Partnerships, bridging worlds: Family and Community Engagement (<http://www.turningpts.org/guides.htm>)

>>Sustainability planning workbook: Building for the future (<http://www.financeproject.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**

<Grassroots Coordinator>

National Assembly on School-Based Health Care liaison with state and local affiliates, Washington, DC (<http://www.nasbhc.org>)

<Postdoctoral>

Center for School-Based Youth Development, University of California, Santa Barbara. Deadline May 15. (<http://www.education.ucsb.edu/netshare/c4sbyd/>)

<Pediatric Psychologist>

Good Samaritan Hospital, Puyallup, WA. Includes work with schools and other community agencies Ph.D. or Ed.D. required. ([Http://www.goodsamhealth.org](http://www.goodsamhealth.org))

<Faculty>

School Counseling/Educational Psychology, Division of Psychological and Educational Services, Graduate School of Education, Fordham University. Contact Dean, Graduate School of Education, Room 1121, Fordham University, NY, NY 10023.

<Adolescent Health Coordinator>

Montana Adolescent Health Coordinator. Contact dehenderson@state.mt.us.

<Postdoctoral>

School-based Mental Health, Department of Psychology, Ohio University. Ph.D. required Contact owensj@ohio.edu.

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

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“Many people who have the gift of gab don’t know how to wrap it up. “

Arnold Glasow

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

>>>Responses to last month’s emerging issue “Critical Incidents Stress Debriefing Revisited”

#1. "With respect to the emerging issues concerning the grief industry, readers may wish to consider the argument put forward by John McKnight in his book *The Careless Society*. The question concerns whether grief counselors and other such micro-service industries function to meet human service needs or in fact create further problems by blocking normal family and neighbor nurturing contacts, further reducing the traditional role and function of communities."

#2. "I have thought about work with students and faculty during a crisis. I know there are vulnerable people out there and I know they need an ear to hear them and reassure them. Not all students/faculty fall into this, but for the one's who need the help we serve a very important purpose. The flip side of this, in my view, is how far do we go in our response. That has always posed a puzzle for me as I feel some students have misused us for whatever purpose they might have. I also have a fear that over-response might create an atmosphere of "copy cat" like behavior. In any case it is better to be there for them than to discourage healthy mourning."

#3. "I was part of a crisis intervention team serving 26 school districts for many years. I always felt that some forms of counseling that press people to relive traumatic events were simply retraumatizing the individual. I also agree that the primary issue is the baseline mental health of the individual. After a school crisis we were criticized for focusing on a particularly needy student because she hardly knew the individual that died. We always told school staff that the distress a student was experiencing was more related to what was happening in their life and how recent events at school had triggered that distress. We found that reassuring students about the facts of the situation and channeling their energy into positive directions was far more effective than pressing them to talk about their bad feelings or experiences..."

#4. "I think the core issue is our cultural belief about emotional distress....What often struck me as significant, is that clients had this underlying belief that something was wrong with them because they felt badly. Our normal reactions include distressing emotional states. Does talking help? Absolutely. Have we gone a bit overboard regarding debriefing? Probably. When Critical Incident Debriefing first started it was defined as a way to assist professionals who experienced traumatic situations as a routine of their jobs.... I have witnessed a service that had a very specific use and purpose become the handy-dandy all purpose response to any event – critical or otherwise. The fault is not with the service, but with it's application, as professionals in the field misused the process...."

#5. "Critical Incident Stress Debriefing" is not "crisis counseling." There are many other mental health needs that get addressed through disaster mental health counseling and crisis counseling besides PTSD. I agree that a single "crisis counseling" session may not decrease the development of PTSD...The FEMA directors of Project Liberty say that "crisis counseling" should be a community based lay persons' job as part of a larger team to methodically assess further needs for mental health treatment and refer out...When I encounter a child who seems to have some of the signs of stress reaction, I consider the multiple factors that may be the cause of such behavior. I assess individual mental health history, community supports, class, family violence, community violence and more. ...Poverty, violence, homelessness make up an ongoing, daily backdrop to politics, disasters, and terrorism..."

>>>Sharing of Info from the Field

#1. "Our non-profit organization, ADD Resources, is creating an on-line National ADHD Director. All ADHD service providers and products will be able to get a listing of name, city, state, phone number and professional category for free. We need ways to let ADHD service providers know about the director and register at <http://www.addresources.org>."

#2. "We would like you to explore our website and book "Taking the bully by the horns." <http://hometown.aol.com/kthynoll.>"

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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. The UCLA Center is one of two national centers.

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 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
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