"Whenever you find yourself on the side of the majority, it is time to pause and reflect." (Mark Twain)





A wide range of internet-based resources is included this time, although there are a few noninternet reliant items as well. Thanks to the readers who sent them in!

PLEASE keep those items coming! Send in a good idea, resource, program, quote, experience, story – anything you have found useful, interesting, inspiring or amusing. As usual the enclosed proforma can be faxed to me – or you can email items to soup@dingoblue.net.

A flood of items from readers will guarantee another issue of Starlink before the end of term – and your help with this is inavaluable!

Cheers Sue James 0410-635-785

Starlink is proudly sponsored by



Achieving Together Conference

This conference is to be held in Ballarat on November 23 and 24, 2000 and follows on where Achieving Together 1998 left off. Guest speakers and workshop presenters will cover a range of issues and best practice examples related to the conference themes. For further information please see the flyer enclosed with this issue of Starlink. An opportunity not to be missed!

When I think about how our century may be remembered, I believe it will be for the gap between rhetoric and reality - for calling children "our future" and "most precious resource," but caring for them more in slogans than in actions.

Philip Coltoff

Typo Station

Typo Station is an independent non-profit organisation operating a two-year life skills and vocational training program for 'youth at risk' and is also the name the bush property where the program operates - located in the foothills of the Alpine National Park, one hour south-east of Wangaratta. in N.E Victoria. Enclosed with this issue of Starlink is an outline of the work of Typo Station as well as contact details. For further information, don't hesitate to contact Matt or Kate - they will be more than happy to talk to you further about what Typo Station can offer!



Teen Risk-Taking, A Statistical Portrait

By LD Lindberg, S Boggess, L Porter, & S Williams http://www.urban.org/family/ TeenRiskTaking.html

This article from the US makes for interesting reading and comparison with similar issues in Australia. From the introduction:

The most serious threats to the health and safety of adolescents and young adults are preventable. They result from such risk-taking behaviors as fighting, substance abuse, suicide, and sexual activity rather than from illnesses. These behaviors have harmful, even deadly, consequences.

Changes in teen participation in specific risk behaviors have been well documented. What is less well known, and of growing concern, is how overall teen risk-taking has changed. In addition, information is lacking

about the nuances in the behavior of adolescents who engage in more than one of these risks at a time. Teens who participate in multiple risks increase the chance of damaging their health.

This booklet provides a statistical portrait of teen participation in 10 of the most prevalent risk behaviors. It focuses on the overall participation in each behavior and in multiple risk-taking. The booklet presents the overall incidence and patterns of teen involvement in the following risk behaviors:

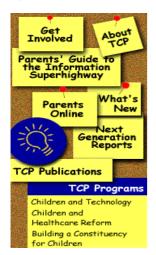
- Regular alcohol use
- Regular binge drinking
- Regular tobacco use
- Marijuana use
- Other illegal drug use
- Fighting
- Weapon carrying
- Suicidal thoughts
- Suicide attempts
- Risky sexual activity

The complex picture that emerges alleviates some traditional concerns, while raising new ones. Teens' overall involvement in risk-taking has declined during the past decade (except among Hispanics), with fewer teens engaging in multiple risk behaviors. But multiplerisk teens remain an important group, responsible for most adolescent risk-taking. However, almost all risk-takers also engage in positive behaviors; they participate in desirable family, school, and community activities. These positive connections offer untapped opportunities to help teens lead healthier lives.



The Children's Partnership

http://www.childrenspartnership.org



The Children's Partnership is a national non-profit, non-partisan organization whose mission is to inform leaders and the public about the needs of America's 70 million children, and to engage them in ways that benefit children.

The Struggle to Be Strong: True Stories by Teens About Overcoming Tough Times

A. Desetta & S. Wolin, Eds. (2000)

This book describes seven "resiliencies" to help give teens what they need to assess a situation and take appropriate action. There is also a Leaders' Guide containing information about how to foster resilience in teens.

Both publications may be purchased from the website http://www.freespirit.com



The Partnership undertakes research and policy analysis, publishes reports and multimedia materials, and forges new alliances among parents, policymakers and the private sector to achieve tangible gains for children

The Partnership focuses particular attention on identifying new trends and emerging issues that will affect large numbers of America's children and on providing early analysis and strategies for action. In this way, it functions as a research and development (R&D) arm for the children's movement.

The Children's Partnership's work is supported by private foundations, corporations, the entertainment community, interested individuals and others with whom it partners on projects.



Successful Learning Website

http://www. successfullearning.com. au/index.html

Successful Learning is the title given to a series of Victorian Government initiatives that offer support and encouragement for young people who are at risk of not completing their schooling, or who are not engaged in education. The Successful Learning Website is one of these initiatives and is a partnership between the Victorian Department of Education, Employment and Training, and Victoria University. There are a number of new resources and articles recently added to this site, and it is well worth a visit!

Current Programs:

 Children and Technology: A multi-year project exploring and demonstrating how the Internet and related technologies can best serve children.

"We don't necessarily discriminate.

We simply exclude certain types of people."

(Colonel Gerald Wellman)

- Children and Health Care Reform: A multi-year project to monitor changes in health policy and identify openings to improve health insurance coverage of and services for children.
- Building a Constituency for Children: A multi-year research, convening, and publishing program whose mission is to broaden the constituency for children and help design effective long- and short-term strategies to advance and sustain a children's social agenda.

The Nuts And Bolts Of Vocational Education And Training (Vet) A Resource For Teachers

http://www.decs.act.gov.au/ publicat/litnumVET/default.htm

This publication from the Australian Capital Territory, Department of Education and Community Services (DECS) explains the importance of literacy and numeracy skills to Vocational Education and Training (VET). It also contains strategies for improving these skills in pre-VET and VET students.



Shifting Paradigms: Easier Said Than Done

By Sybil Wolin, Ph.D. & Steven Wolin, M.D.

http://www. projectresilience. com/ framespublications. htm

This is one of several excellent articles available on the Project Resilience Web Site, which also contains a wealth of information about core concepts of resilience. Sybil and Steven Wolin are internationally recognised researchers teachers and practitioners in their field. The Project Resilience site is worth visiting – and bookmarking!



The American Youth Policy Forum Web Site

http://www.aypf.org

There is a range of information on this site and several publications for download. for example: Less Hype, More Help: Reducing Juvenile Crime, What Works-And What Doesn't by R. Mendel, American Youth Policy Forum (2000). This examines the facts and myths surrounding juvenile crime, including the most effective and ineffective ways of dealing with it.

Due to cost constraints, the light at the end of the tunnel has been temporarily disconnected. (Anon)



National Council on Family Relations (NCFR) http://www.ncfr. org/

This US based organization provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being. The web site contains a range of useful and interesting information.

Cybercounseling http://cybercounsel.uncg.edu

This Prevention and Best Practices for Schools website explores using the Internet for counselling – providing challenging food for thought about the use of new technologies!

0 0 0 0 0 0 0 0 0 "According to a recent report by the Children's Defense Fund, across the country every day nearly 3,000 students drop out of school, 5,000 children are arrested and 17,000 public school students are suspended, and close to onethird of these students live in poverty.' Herbert Kohl

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Developing A Neighbourhood-Focused Agenda

Check out a new guide entitled Developing a Neighborhood-Focused Agenda: Tools for Cities Getting Started a publication from the Piton Foundation.

Created by Grant Jones, Piton Foundation's program officer, the guide provides useful tools for cities working on neighbourhood issues across the United States. The guide offers practical suggestions for developing effective neighbourhood agendas, soliciting stakeholder input and involvement, and finding and us-

ing data about neighbourhoods to set priorities. It also features a range of examples from U.S. cities that are currently creating new and groundbreaking strategies for urban change. Finally, the guide includes practical advice for putting ideas into action.

Tools for Cities Getting Started presents information in easy-to-read text and illustrations. It also includes a wealth of free resources, reference materials, useful city contacts, and practical advice from city officials. Although produced for the

United States, it contains much useful information – and food for thought – for the Australian context.

To receive a copy of the guide, contact:
The Piton Foundation
Email: info@piton.org
Web:
http://www.piton.org
(The guide may be downloaded in PDF format)

The Coalition for Community Schools: Strengthening Schools, Families and Communities (http://www.communityschools.org)

The Coalition for Community Schools works toward improving education and helping students learn and grow while supporting and strengthening their families and communities. Community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities -- before, during and after school, seven days a week. These partners work to achieve these results:

- Children are ready to learn when they enter school and every day thereafter
- All students learn and achieve to high standards
- Young people are well prepared for adult roles in

the workplace, as parents and as citizens

- Families and neighbourhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

From this website a range of resources can be accessed related to the concept of community schools, for example the document *Community Schools: Partnerships for Excellence* is available for download This resource presents the Coalition's vision of a community school and describes schools moving toward that vision. Profiles of nine schools (four elementary,

two middle, two high schools, and one pre K-12) are featured.

Download the document from the website or email ccs@iel.org.



Working for Children and Families: Safe and Smart After-School Programs

http://www.ed.gov/pubs/parents/SafeSmart

This US guide for creating after school programs is produced by the Departments of Education and Justice and is available for download in PDF format. It looks at recent research, resources and information on promising efforts.



Launceston Student Workshop

http://www.tased.edu.au/tasonline/ lsw/index.htm

Launceston Student Workshop has for many years operated a vocational education programme for students at risk of not completing or gaining benefit from their traditional compulsory education experience. This programme has taken the form of a commercial enterprise in the manufacture of light steel & timber furniture. The A.S.T.F. has provided an injection of funding through the Priority Projects Grades 9 / 10 program to research potential new local markets and job opportunities within the region. The purpose of this research is to effect sustainable program changes which reflect these vocational opportunities and in doing so develop a 'blue-print' for this change which may be a useful

tool for other organisations in a similar geographic or developmental position.

Progress so far:

- Available information from previous research, ABS statistics and local knowledge has indicated increased opportunities in the service industries of retail, hospitality and tourism.
- Partnerships between schools, secondary colleges and local industry have strengthened, and this in turn has facilitated a potentially smoother transition from Certificate 1 to Certificate 2 courses and ultimately to employment.

Change is inevitable, except from a vending machine.
(Anon)

Any advice, input or feedback would be genuinely welcome.

Linda Farrington Studentworks (formerly Launceston Student Workshop Inc) Ph: (03) 6326 4514 Fax: (03) 6326 3877 Email: Isw@vision.net.au



Tools of Change:

Proven Methods for Promoting Health and Environmental Citizenship http://www.toolsofchange.com



This Web site, founded on the principles of community-based social marketing, offers specific tools, case studies, and a planning guide for helping people take actions and adopt habits that promote health and/or are more environmentally friendly. This Web site is designed to help people include in their programs the best practices of many other programs - practices that have already been successful in changing people's behaviour.

There is a "New User" section that outlines the purpose of the site and offers some tips for using it most effectively.

The Planning Guide section suggests approaches or maps pathways charted by the Case Studies. "Each reader will have unique "travel preferences" and will face different circumstances. Consider the instructions as guidelines - well tested and dependable, but not inflexible"

The Planning Guide incorporates sections on:

- Setting Objectives
- Developing Partners

- Getting Informed
- Targeting the Audience
- Choosing Tools of Change
- Financing the Program
- Measuring Achievements

Another Section provides details of the Tools Of Change (see list in box below) recommended as a result of experience gained through the programs described in the Case Studies section. "Most of these Case Studies illustrate approaches that have worked. However, examples of potential pitfalls are also included to provide you with a realistic map of the terrain ahead."

Prevention Strategies That Work

http://www.air.org/ cecp/ preventionstrategies/

This electronic guide describes prevention practices that K-8 public school administrators in the US have found to be effective in accelerating school performance, increasing readiness for learning, and reducing problem behaviours. Creating a safe school environment requires, among other things, preventive measures for children's behavioural and emotional problems. This quide derives from six different research partnerships between public schools and universities across the United States. Each team focused on students with (and at risk of developing) emotional and behavioural disorders. Examples of prevention strategies from each of these projects are included throughout the document. Contact information for each project can be accessed through links on the web site and at the end of the online document



Nuts and Bolts Multifaceted Approaches

- Building Motivation Over Time
- Feedback
- Financial Incentives and Disincentives
- Norm Appeals
- Obtaining a Commitment
- Overcoming Specific Barriers
- Prompts
- Vivid, Personalized Communication

- Home Visits
- Mass Media
- Neighbourhood Coaches and Block Leaders
- Peer Support Groups
- School Programs that Involve the Family
- Word-of-mouth
- Work Programs that Influence the Home