

# STARLINK

February 2001

Issue # 42

A new format and a "bumper edition" for the first issue of 2001! Thank you once more to those readers who contributed items ... And for those who haven't contributed in a while, surely this doesn't mean there are no good things happening in your area? ☺

Please email or fax those good ideas, programs or anecdotes in. It would be great to publish more about the good stuff that's happening in the field, so Starlink will seem less like a web guide.

Oh .. and don't forget to share Starlink around with your colleagues.

Here's wishing us all a great start to the year and a successful Term 1!

Cheers

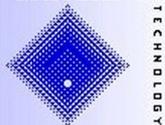


Sue James

Phone: 0410-635-785

Starlink is proudly sponsored by

**VICTORIA UNIVERSITY**



"I'm not a case and I don't need to be managed"

From Smithsonian's Exhibition on the Americans with Disabilities Act

## The VIBE Giving Young People A Voice

This is an exciting innovation, begun in March 2000 by the Courier newspaper in Ballarat. The VIBE is believed to be the first project of its kind in Australia, where young people have been given free access to the pages of a newspaper, a newsroom and their own web site so they can put their views to the rest of the world.

It is based on an American concept called Children's Express, which has been operating since 1975 and now has news bureaus staffed by young people around the world. It is hoped that soon the VIBE will be able to link with the Children's Express.

Teams of young people produce three pages of the Courier – the VIBE – each Thursday. From the outset the Courier wanted the VIBE to be driven by the young people involved. They decided its name and how it would work – and they decide on the content of the pages and the web site.

Members of the VIBE work in teams of around six to put together articles, interviews,

thoughts and other components which make up the pages each week. They are guided (but not directed) by some of the senior members of the editorial staff at The Courier who have taken on the role of team mentor. The content of the pages is entirely up to the members of each team, with a professional journalist used only to check for possible legal problems in articles and to prepare the pages for printing.

A team of internet-inclined team members work each week to update the web site.

A reference group made up of adult members of the community was formed to monitor the overall progress of the VIBE and to be available to provide guidance and advice for the young people should the need arise.

The VIBE is supported and funded not only by the Courier, but also by a number of other organisations in the Ballarat community. For example McDonald's Restaurants have provided generous sponsorship, the



Department of Education, Employment and Training supplied the VIBE's newsroom with computers and associated technology, Ballarat Grammar made a generous financial contribution, the City of Ballarat's Youth Services department has given its support and hosted the official launch, and individual schools across Ballarat have supported the project and encouraged their students to participate.

For more information about the VIBE, contact:  
Joan Steinman or Angela Carey  
The Courier:  
PO Box 21  
Ballarat 3350  
Phone: (03) 5320-1200  
Fax: (03) 5333-1651  
Email:  
angela.carey@thecourier.com.au  
Web Site:

**The Courier**  
BALLARAT 1857-1887



The Australian Council for Educational Research Press (ACER Press) now has a fully functioning website where you can: browse information and reviews of educational tests, kits and books; download extracts and tables of contents from some resources; order resources online for delivery to your school; subscribe to email news services for education, psychology, parent

## Australian Council For Educational Research

education and careers/human resources.

The web address is  
<http://www.acerpress.com.au>

The site includes many resources relating to behaviour management. Please search or browse the education, psychology and parent education catalogues.

Best wishes for the new school year. Ralph Saubren

**improving learning**

## Grants and Fund Raising

<http://ourcommunity.com.au>

Ourcommunity.com.au is a website that hosts an array of info...including a data base of available grants, funding opportunities and schemes.

I recommend subscribing to the Easy Grants Newsletter at a cost of \$ 35 per year. If you subscribe to the newsletter, every time you want to search for a grant using the site you will not have to pay the \$8 fee that goes with the search.

The Easy Grants Newsletter is a product of ourcommunity.com.au and is published on a national basis throughout Australia covering Federal and State Government and philanthropic grant funding information. The newsletter covers everything from grants for building improvements, environmental projects, community services, sports equipment, performing arts and festivals. It is published

monthly with special bulletins for important grant releases. And as already stated, the online search facility for individual grant queries is available free of charge for subscribers to the newsletter.

Unfortunately, if you are a government agency or private business the fee is considerably higher - approximately \$320.

Hope this site is useful to you...

Regards  
 Maria Plakourakis  
 School Focused Youth Service Coordinator  
 Youth Services Program - Community Health  
 Frankston Intergrated Health Centre - Peninsula Health  
 Phone: 97848100

## The Innovation Network

<http://www.thinksmart.com/index.html>

A few ideas to stretch your thinking – and have some fun at the same time. Amazing - there's even an Innovation University! The Innovation DNA can be a useful diagram for looking at the components for successful innovation, and the site is worth a browse:

**“Ideas, Change, Passion and Trends -- entryways to innovation**  
 These are the innovation drivers. They provide the stimulus needed to move away from the status quo.  
**The outcomes lead to yet another cycle -- Renewal, Change, Reinvention, Trends**  
 The innovation process always brings a sense of renewal. Teams and businesses are invigorated and find themselves seeking new trends or ideas that will propel them into the next cycle of innovation and creativity. “



## Youth Development: Issues, Challenges, and Directions

<http://www.ppv.org/content/reports/youthdevvolt.html>

This online article by Youth Development (2000) focuses on the historical, political, and social context for "positive youth development" as a guiding idea in youth policy, provides evidence for this approach, and outlines the institutional challenges to its success.



Two extracts:

“ ... Thus interest in early childhood programs continues and grows—while support for teenage employment programs declines and dwindles. The body politic seems to be in the process of deciding that a young person's life course is set in concrete after the onset of puberty ... This trend is disturbing in itself, and is exacerbated by other trends:”

“Increased interest in early childhood programs is sensible and important, and will no doubt help increase the capacity of some young people to meet life's later challenges—but to see a child's life as if its later, ongoing challenges can be neutralized by an early inoculation is to ignore what common sense and science tell us about human development, especially in an age of such rapid and basic social and economic change. It is also to ignore the evidence from the last two decades of social programming: that short-term interventions bring only short-term improvements.”

### Community Toolbox

<http://ctb.lsi.ukans.edu>

*"Our Mission: To promote community, health and development by connecting people, ideas and resources."*

An excellent web site with a wealth of resources, including topics such as:

- Tools for Program Evaluation
- Working Together for Healthier Communities
- Evaluating Comprehensive Community Initiatives

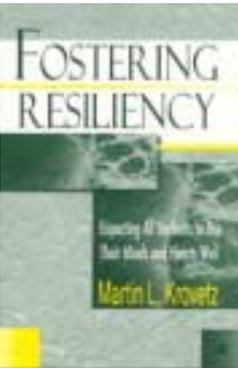
There are instructions for using the toolbox and the site as well as forums and chat rooms to join on topics of interest.

## Strategic Planning

[http://www.mapnp.org/library/plan\\_dec/str\\_plan/str\\_plan.htm](http://www.mapnp.org/library/plan_dec/str_plan/str_plan.htm)

Simply put, strategic planning determines where an organization is going over the next year or more, how it's going to get there and how it'll know if it got there or not. Far more important than the strategic plan document, is the planning process itself. There are a variety of perspectives about strategic planning and a variety of approaches used in the strategic planning processes. This topic in the library provides overview of many of those perspectives and approaches and also includes guidelines for the reader to carry out planning according to the nature and needs of their organization.

## Fostering Resiliency



**Fostering Resiliency:**  
Expecting Students  
to Use Their Minds  
and Hearts Well

By Martin L. Krovetz.  
(Pub. Corwin Press  
Inc. 1999. ISBN: 0-  
8039-6634-2)

(Available from  
Amazon.com online,  
or could be ordered  
through a bookshop)

In an inspiring and thought provoking fashion, Martin Krovetz tackles the issue of how schools can foster and are fostering resiliency for all their students. He uses detailed case studies of seven schools in the US to illustrate the challenges and the successes this work entails. From the Preface:

*"Fostering resiliency starts by challenging our underlying beliefs about student potential and how students learn. This strikes at the heart of not only who we are as educators but who we are as people.*

*Thus, fostering resiliency involves far more than altering the discipline policy, adding social service support to the school, adopting a new curriculum program, buying computers, or having teachers go through a new staff development program. As you read this book you will come to understand that for a school to attempt to foster resiliency for all its students honestly, school practices must be examined. What we teach, how we teach, and how we assess are all central to fostering resiliency. How we organise the school and how we group students are central. Likewise, expecting and supporting all students to be literate and to demonstrate habits of mind to think critically are directly related to fostering resiliency.*

*Resiliency Theory serves as a lens to guide school redesign. Look critically at school practices – How does this practice demonstrate caring for every student? How does this practice demonstrate high expectations for every student and support students' efforts to meet those expectations? How does this practice demonstrate valuing student participation?"*

Chapters:

1. What is this Resiliency Stuff?
2. Becoming a Resilient School Community

3. What's In It for Me?
4. I Care, You Care, We All Care: But How Do Students Know That?
5. Providing High Expectations and Purposeful Support
6. Valuing Meaningful Student Participation
7. Managing Change
8. Commonly Asked Questions About Resiliency (And the Answers)

Krovetz writes in a readable and down-to-earth style – and though the book is about fostering resiliency, he also offers a word of caution. As he says, "resilience is a relative term" and he passes on a challenge from Emmy Werner, with whom he met in 1996 to share his ideas for his book:

*"Beware of how you use the term resiliency. It is being abused by people seeking grant money. It has been used by both Clinton and Dole in the recent election campaign. The cover story for the November 11 1996 US News and World Report ... is on resiliency. There is even a brand of party hose and a face cream called Resilience."*

All in all – a good read and a great addition to your professional library!

Sue James

## Data on Health & Welfare – including Youth Suicide

### **Mental Health and Wellbeing**

<http://www.mentalhealth.gov.au/>

This is the web site of the Mental Health and Special Programs Branch – Commonwealth of Australia Department of Health and Aged Care. The site contains general mental health information, as well as information on *Suicide Prevention* and *Special Access Programs* such as *Torture & Trauma* and *Homeless Youth*

### **The Australian Institute of Health and Welfare**

<http://www.aihw.gov.au>

The AIHW is an authoritative source of information on welfare services expenditure, chil-

dren's and family services, child protection, housing assistance, crisis accommodation and support services, aged care services, and disability services. A substantial number of reports are available online in a full text format. Check the publications catalogue for a full list.

### **Australian Institute of Family Studies**

<http://www.aifs.org.au>

A range of information and research data, including that related to the Youth Suicide Prevention Strategy. Of particular interest: *Valuing Young Lives: Evaluation of the National Youth Suicide Prevention Strategy.*

See <http://www.aifs.org.au/ysp/yspevaluation/evalrep1.html>

Janet Graney

Quality and Effectiveness Section  
Mental Health and Special Programs Branch  
Department of Health and Aged Care

Phone: (02) 6289 1012



## School-Community Collaboration

<http://www.ncrel.org/cscd/pubs/lead21/2-1toc.htm>

On this NCREL web site - 1996 – are a series of articles on School-Community Collaboration that are well worth reading - the interview with Gary Wehlage on the issues of collaboration and social capital is particularly good!

*"In this issue, School and Community Collaboration, we examine the relationship between schools and their communities, exploring how some schools work effectively with parents, agencies, and businesses to form sustainable partnerships that improve the well-being of students, their families, and their communities. Specifically, we highlight*

*two forms of school-community collaboration, selected for their potential to improve the education and future for many young people: school-linked, integrated services and school-to-work initiatives. Of course, schools and community agencies cannot embark upon these endeavours without enlightened social policy that re-engineers funding of educational and social services, revamps school organizational structures, modifies curriculum standards, and changes data gathering and reporting mechanisms to aid decisions related to accountability.*

*In our opening essay, we make the case for collaboration between schools, communities, and families and provide an overview of school-linked services and school-to-work initiatives. Next, we share some promising examples of collaboration .. Third, we hear from a researcher whose work focuses on school-community collaboration and disadvantaged youth ... Fourth, as a special feature, we include a brief description of emerging .. As a special insert to this issue, we feature a leadership questionnaire that we encourage you to use to reflect upon your own leadership style. "*

## Therapeutic Resources.com

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

*"We provide Easy to Use, Time Saving and Effective Educational Products to assist in the development of Life Skills and Personal Development. Our timely and high quality resources help to assist the people involved in the therapeutic care of others".*

### **The Anger Control Workbook by Matthew McKay, Ph.D. & Peter Rogers, Ph.D.**

*This new, streamlined workbook is for those readers who want to learn how to control their anger and resolve the problems anger creates. Step-by-step exercises and worksheets teach readers how to plan for anger, identify the blocks that lead them to act out, and to manage their anger in volatile situations. Unlike previous models of anger control that began by combatting anger-provoking trigger thoughts at a relatively low level of anger, this workbook introduces a new approach that allows readers to begin a higher level of anger.*

Learn more about this resource at <http://www.therapeuticresources.com/75-52text.html>

### **Shyness & Social Anxiety Workbook by Martin M. Antony, Ph.D., and Richard P. Swinson**

*Social anxiety disorder is the fear of situations that involve interaction with other people—ranging from the performance anxiety that terrifies someone when they are scheduled to appear in front of an audience, to the shyness that leads to withdrawal from contact at a casual social event. This workbook provides an intensive, self-directed program of cognitive-behavioural techniques that help you conquer your fears, improve communication skills and feel confident about new relationships, and live a life no longer controlled by fear and anxiety.*

Learn more about this resource at <http://www.therapeuticresources.com/75-53text.html>



### **The Assertiveness Workbook by Randy Peterson, Ph.D.**

*Learn How to Express Your Ideas and Stand Up for Yourself at Work and in Relationships*

*Behavioural scientists know that effective communication is an essential component of professional success, stable family life, and personal happiness. They also know that you can't communicate effectively if you aren't able to assert yourself.*

*Written in supportive, easy-to-follow language, this workbook offers a clear, step-by-step guide designed to help anyone who has ever felt paralysed in the face of an opposing viewpoint or an imposing individual. Proven cognitive-behavioural techniques help you set and maintain personal boundaries without becoming inaccessible, learn to be more genuine and open in relationships without fearing attack, and defend yourself when you are criticized or asked to submit to unreasonable requests.*

Learn more about this resource at <http://www.therapeuticresources.com/75-54text.html>

## Addressing Violence and Bullying

### **Addressing Bullying Behaviour**

<http://www.eduweb.vic.gov.au/bullying/index.htm>

This site offers a wide range of resources including theoretical frameworks and best practice examples for addressing bullying in schools.

### **Bully Busters: A Teacher's Manual for Helping Bullies, Victims and Bystanders**

by B. Newman, A. Home, and C.L. Bartolomucci (2000)

<http://www.researchpress.com/scripts/product.asp?item=5128>

This is a book available for purchase for USD \$29.95. The web site offers a table of contents and sample lessons for download:

*The Bully Busters' approach, which is especially useful for working with upper-elementary and middle school students, emphasizes both control and prevention. It helps teachers increase their awareness, knowledge base, and intervention skills to attack the root causes of bullying behaviour and to deal with the problem confidently. Bully Busters is organized into seven modules. Each module includes a teacher information component and a series of classroom activities designed to increase student participation in reducing and preventing bullying, as well as to strengthen the teacher/student relationship. Papercover, 8 1/2 x 11, 272*

### **Study Shows Grades and Activities are Better Risk Indicators than Race and Income**

*A University of Minnesota study found that key factors in determining whether teens are likely to drink, smoke, use weapons, have sex or think about suicide include how well the child does in school and how they spend their free time. The study asserts that income, ethnicity and residence in a single-parent home have little impact on whether a teen will get in trouble. (Published in the Dec., 2000 issue of American Journal of Public Health: <http://www.apha.org>.)*

### **Violence and Victimization**

<http://www.ojjdp.ncjrs.org/pubs/violvict.html#182789>

This is a page with links to publications on the topic of *Violence and Victimization* from the US Office of Juvenile Justice and Delinquency Prevention.

### **School Violence Resources** <http://www.ojjdp.ncjrs.org/resources/school.html#pubstrategy>

A page of links to various resources relating to addressing violence and bullying in schools. Resources on this site include: *Safe From the Start: Taking Action on Children Exposed to Violence*. A new blueprint for federal, state and local action to help children who have been exposed to violence offers principles and programs for children who were victims or witnesses to violence.

## Ritalin: Better Living Through Chemistry?

By Leonard Sax, MD

<http://www.worldandi.com/public/2000/november/sax.html>

This is an interesting article that reports on Ritalin's growing popularity - and its psychological risks. In his article Sax touches on the historical and social context for the use of Ritalin, raises some very pertinent questions, including in relation to the validity of prescribing this drug so widely.



Creativity and humor are related resiliencies. Both are safe harbors of the imagination, refuges where experiences can be rearranged to one's own liking.

Wolin & Wolin

# News from UCLA SCHOOL MENTAL HEALTH PROJECT & CENTER FOR MENTAL HEALTH IN SCHOOLS

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

## **A Gateway to a World of Resources for Enhancing MH in Schools**

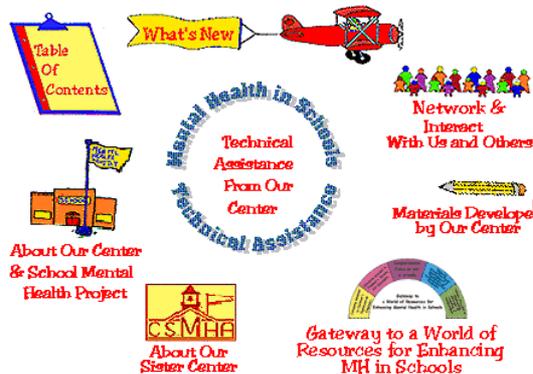
A working draft of a links "map" designed to be a "Gateway to a World of Resources for Enhancing MH in Schools." has been added to our web site.

(Go to <http://smhp.psych.ucla.edu> and click on the Gateway image)

This is in addition to our lists of links and the map represents the next generation (beyond lists of links) for guiding users quickly to sites that are most likely to meet their needs.

The intent is to improve quick access to relevant resources on the Internet and to provide a tool to facilitate various forms of networking. We also intend to use the map as a tool in analyzing the strengths, weaknesses, and gaps/inequities in available resources as a basis for enhancing practice and policy.

We invite your suggestions for improving the map (including ideas related to categorizing the entries, organizing the lists to differentiate among sites with respect to how helpful they are, improving the map design with reference to website presentation, etc.).



## **New Packet: A Technical Assistance Sampler on: Sexual Minority Students.**

This sampler looks at the issues facing sexual minority students and staff, including: violence, homophobia and prejudice, social and psychological issues, suicide and health, coming out. Also included are interventions for assisting sexual minority students, school policy and educational issues, school programs & Gay-Straight Alliances.

## **Quick Finds**

This section of our website (go to <http://smhp.psych.ucla.edu/websrch.htm>) continues to expand providing ready access to online resources and links on specific topics. For example recent entries have been added on:

### Resiliency/Assets

- Volunteers in Schools
- Staff Counselor Burnout
- Mentoring
- Tutoring
- Dropouts
- Sustainability
- Youth Development

### **Contacts:**

Center Coordinator: Perry Nelson  
Center Co-Directors: Howard Adelman & Linda Taylor  
School Mental Health Project/Center for Mental Health in Schools  
Dept. of Psychology, UCLA Box 951563  
Los Angeles, CA 90095-1563.  
E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)  
Web Site: <http://smhp.psych.ucla.edu>

## Teachers Who Learn, Kids Who Achieve

<http://www.wested.org/wested/pubs/online/modelPD/TeachLearn.pdf>



What does it take to translate teacher professional development into impressive learning gains for students?

A research study of eight schools that won the U.S. Department of Education's National Award for Model Professional Development has been distilled into this brief and compelling story of successful school reform. Teacher voices and vignettes give life to the guiding principles that researchers identified across these disparate sites. Annotated lists of resources provide concrete help in putting these principles into practice. And profiles of each

school's journey demonstrate that extraordinary results can be achieved from even modest beginnings

Though these are profiles of US schools, the document is well worth reading within an Australian context, providing plenty of food for thought and useful ideas.

## Some Other Useful Web Sites

### **Center for Substance Abuse Prevention**

<http://www.samhsa.gov/centers/csap/csap.html>

A huge range of resources available on this site - the section with descriptions of model programs is particularly interesting and contains a wealth of information about processes and structures for implementing similar programs or replicating the ones described here. Well worth the visit!!

### **Free Tutorials for Teachers and Parents**

<http://www.ascd.org/frameutorials.html>

The Association for Supervision and Curriculum Development (ASCD) in the US offers free tutorials on 18 topics ranging from the brain and learning to classroom management. These short multimedia lessons are designed for educators, parents, and others interested in schools. Although developed for a US audience, topics and content are in the most part extremely relevant for the Australian context as well.

### **Headaches or Asthma?**

*Children's Headaches: An Informative Guide for Young Sufferers, Their Parents and School Health Professionals* from the National Headache Foundation:  
<http://www.headaches.org>

National Asthma Education and Prevention Program's guide: *How Asthma-Friendly is Your School?* features a checklist for teachers as well as other useful information:  
<http://www.nhlbi.nih.gov/health/public/lung/asthma/friendhi.htm>

# Community Development & Capacity Building

**Human Resources Development Canada** has available some excellent publications to download from their web site.

To obtain The Community Development Handbook, The Community Development Facilitator's Guide and Community Capacity Building go to: <http://www.hrdc-drhc.gc.ca/hrib/hrif/community-communautaire/menu/page2.shtml>

**Collaboration Framework - Addressing Community Capacity**  
<http://crs.uvm.edu/nncocollab/framework.html>

*"Understanding the complexities of collaboration and applying the key elements involved in collaboration increases the likelihood of achieving shared goals and outcomes. To assist citizens and practitioners in their collaborative efforts, the National Network for Collaboration has created a Collaboration Framework.*

*The Collaboration Framework is designed to help individuals and practitioners who are either starting collaborations, or need help in strengthening an existing collaboration. Specifically, the Framework assists people, groups and organizations to achieve clearly defined outcomes. Drawing from a diversity of people and opinions, the Framework is based on a Core Foundation of shared vision, mission, principles and values. It clarifies the Factors, both Process and Contextual, which can either promote or inhibit the effectiveness of a collaboration, which, in turn, affects its desired Outcomes.*

## Tools of Change

<http://www.toolsofchange.com>

An excellent web site, is founded on the principles of community-based social marketing, and "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 will help you include in your programs the best practices of many other programs - practices that have already been successful in changing people's behaviour".

If you like what you see on this site and think you'll return on a regular basis, there is the option to create a free account will "enable you to view the site with a focus on your particular interest areas, save your work automatically between sessions, and print the communication plans you create on-line".

The developers hope this site will help you:

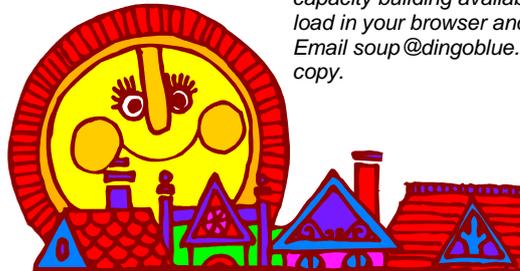
- Save time, while improving the impact and financial attractiveness of your programs
- Learn to apply community-based social marketing tools more effectively in your programs, to boost participation and impact
- Create draft communication plans using interactive worksheets

Because it is sponsored by such organizations as the Government of Canada, the Federation

*The Framework can be used as a tool while developing and sustaining collaborations. While, those involved in collaborations often describe it as being "on a journey," the Framework may be used to define the shortest and safest route. For individuals starting a collaborative journey, the Framework can serve as a guide. Utilizing the Process and Contextual Factors will define routes in reaching specific Outcomes. Once a collaboration has been established, the Framework may be used as a diagnostic tool to evaluate the continued development and expansion of the group. "*

**Community Development Foundation**  
<http://www.cdf.org.uk/html/menu.html>

This site, based in the UK, has a range of useful resources. Follow links such as: *Social Inclusion, What is Community Development?, Active Communities or The New Community Strategies.*



### "Stress Can Really Get On Your Nerves"

by T. Romain and E. Verdick (2000).

For 8 to 13 year-olds.

See: [http://www.freespirit.com/cgi/s\\_product\\_nf.cgi?productid=282](http://www.freespirit.com/cgi/s_product_nf.cgi?productid=282)

of Canadian Municipalities, the National Round Table on the Environment and the Economy and Cullbridge Marketing and Communications, Tools of Change is available free of charge to users.



*"By sharing experiences in this way we can help one another climb the learning curve more quickly towards healthier, more sustainable communities."*

**Social Capital Concepts**  
<http://www.socialcapitalconcepts.com/SCC%20home.htm>

This site has a wide range of excellent articles about the development of social capital. Well worth the visit and an extended browse. For example, check out their library of other links at: <http://www.socialcapitalconcepts.com/SCC%20library.htm>

**Center for Community Enterprise**  
<http://www.cedworks.com/>

Community Economic Development site with some excellent articles and documents for download including the **Community Resilience Manual** – an excellent resource!

**Please Note:** I have a list of 42 useful sites (sifted from a much longer list) on community capacity building available as an HTM file to load in your browser and follow the links. Email [soup@dingoblue.net.au](mailto:soup@dingoblue.net.au) to request a copy.

This site has three main sections, which are interlinked:

1. Planning Guide
2. Case Studies
3. Tools of Change.

The Planning Guide and Tools of Change sections are applicable to any program, while the examples in these sections, which come from the Case Studies, can be customized to match your areas of interest.

Tools of Change is run by Cullbridge Marketing and Communications (<http://www.cullbridge.com>). To discuss ways of working together, potential new case studies or the intern writing program, please contact Adriana Stagni at [Adriana@cullbridge.com](mailto:Adriana@cullbridge.com)

*"It is said that the very best teachers seek less to fill students' minds than to open them, and less to inform than to inspire."*

**Albert Carnesale**