

>>>>>Obesity and Mental Health Implications

A growing chorus is expressing the views that “there is a clear association between obesity and depression and anxiety disorders among children and teens” and “untreated depression is both the cause and effect of obesity.”

At the same time, concern is being expressed that the new "campaign against obesity" may have significant unintended negative effects. Among the anticipated mental health consequences are an amplified self-consciousness and embarrassment experienced by children and youth about their body size; possible increases in peer and parent harassment; increased pressures to reach an "ideal" despite genetic predispositions. Those expressing this concern say there is an alternative to campaigns that stigmatize those who are viewed by others as obese. They are calling for an emphasis on approaches that focus less on shaming and blaming and more on promoting healthy physical, social, and emotional development.

>>Where do you weigh in on this? (pun intended -- forgive us) We look forward to your comments (ltaylor@ucla.edu). We will post them on our website's New Exchange at <http://smph.psych.ucla.edu> for others to read and respond.

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****NEWS FROM AROUND THE COUNTRY**

>SCHOOL BULLYING GETS LAWMAKERS' ATTENTION

“Seventeen states have anti-bullying laws on the books ... almost five years after Columbine, a flurry of interest this year in 16 state legislatures shows that it's an increasingly common remedy to use state law to try to curb bullying....” (Stateline.org 3/18/04)

>FDA ADVISORY ABOUT ANTIDEPRESSANTS -- ESPECIALLY FOR CHILDREN

“The FDA issued a Public Health Advisory that provides further cautions to physicians, their patients, and families and caregivers of patients about the need to closely monitor both adults and children with depression, especially at the beginning of treatment, or when the doses are changed.... FDA is asking manufacturers to change the labels of ten drugs to include stronger cautions and warnings about ... depression and the emergence of suicidal ideation...” (3/22/04 <http://www.fda.gov>)

>14 STATES ASK U.S. TO REVISE PARTS OF THE EDUCATION LAW

“...14 states, most of which had their own systems for raising academic performance in place before the federal No Child Left Behind law took effect two years ago, charged that as currently written, the law would brand too many schools ‘in need of improvement,’ and thus squander limited resources...”
3/25/04 New York Times.

>DROPOUTS TO SIGN ON DOTTED LINE IN CHICAGO

“The Chicago school system has a new requirement for would-be dropouts and their parents -- they must sign a consent form warning of the possible pitfalls of quitting school, including jail and unemployment.” (CNN.com 2/27/04)

>MORE DEMANDS, FEWER COUNSELORS

“Many more districts have not been able to hire additional counselors, or have cut counselors' hours.... Educators worry that, especially in poorer districts, fewer counselors will mean fewer advocates for students ... this development will only widen the divide between the haves and havenots....” (Christian Science Monitor 3/9/04).

>ELEMENTARY SCHOOLS PHASING OUT RECESS

“Facing the pressure to increase test scores under the federal No Child Left Behind Act, school officials are enforcing regulations that bar the traditional elementary school ritual of recess ... to give teachers more teaching time....” (Las Vegas Sun 3/9/04).

>NY CITY PLANS TO ELIMINATE MOST MIDDLE SCHOOLS

“New York City ... plan(s) to overhaul as many as two-thirds of the city's 218 middle schools,

eliminating many of them, as part of a major effort to improve schooling for young adolescents. In place of the middle schools, officials plan to recreate old-style kindergarten-through-eighth-grade grammar schools and open new high schools....” (New York Times 3/3/04)

>NEW FEDERAL OFFICE TO HELP COMMUNITIES PREVENT CRIME & REVITALIZE
“U.S. Justice Department’s Office of Justice Programs announced the launching of the Community Capacity Development Office which will assist communities around America as they work to prevent crime, increase community safety, and revitalize neighborhoods...” (U. S. Department of Justice Press Release 3/18/04)

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

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“Ideally, we want the families and communities of young people to be able to supply all that they need – love, a secure childhood, adequate housing, access to health care, a good education, discipline of character, a sense of personal responsibility, and a commitment to their communities and their country.”

White House Task Force for Disadvantaged Youth

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

To aid school staff in anticipating and planning for the predictable challenges that come with the cycle of the schools year, the Center has developed 12 monthly themes for a proactive agenda. (All 12 months are online at “Ideas for Enhancing Support at Your School This Month” – <http://smhp.psych.ucla.edu>)
Below is the theme for April:

>>>>Spring Can Be a High Risk Time for Students – Time is running out for catching up; decisions are made about who passes and who fails; end of year celebrations bring pressures and perils.

Of special concern are youngsters who seem depressed. Recent policy initiatives have focused renewed attention on youth suicide and depression. Unfortunately, such initiatives often narrow discussion of causes and how best to deal with problems. Through our website, practitioners can find a range of resources to anticipate, prevent, and intervene early.

For a start, go to the Quick Find search and click on:

>Resilience/Assets (resources for enhancing protective factors and creating a supportive school environment)

>Transitions (resources for supporting students in anticipating upcoming changes related to changing grade, moving to a new school, graduation and post graduating planning)

>Depression (links to Center documents on Screening/Assessing Students; Affect and Mood Problems; Suicide Prevention; and links to a variety of online resources, as well as to Centers specializing in this topic).

A special resource for anyone with specific concerns about planning for risky times at schools is the “Mental Health in Schools Practitioner Listserv” – a practitioners’ network for assistance and for learning about what others are doing. Contact smhp@ucla.edu to sign up for this weekly networking opportunity.

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“You can have the best school system in the world with the best teachers in the world. But if a kid is frightened or scared to come to school, it won’t matter. That child won’t be able to learn.”

Bill Belsey

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

>>CHILDREN’S MENTAL AND PHYSICAL HEALTH

Sexual orientation and risk among gay youth: Concerns and considerations for school psychologists, (2004) T. Crespi & K. Berzinskas, *School Psychologist* 58(1) 14-16.

Childhood risk and protective factors and late adolescent adjustment in inner city minority youth, (2004), P. Smokowski, et al, *Children and Youth Services Review*, 26(1) 63-91.

Ethnic identity and self-esteem: Examining the role of social context (2003) A Umana-Taylor, *Journal of Adolescence*, 27(2) 139-146.

Navigating between cultures: The role of culture in youth violence, (2004) F. Soriano, et al, *Journal of Adolescent Health* 34(3) 169-176.

Emergency psychiatry: How should emergency psychiatrists respond to school violence? (2004) R. Glick, et al, *Psychiatric Services* 55:223-224.

Brief report: Test-retest reliability of self-reported adolescent risk behaviour, (2004) A. Flisher, et al, *Journal of Adolescence*, 27(2) 207-212.

The role of stressful life events in the development of depressive symptoms in adolescence – a longitudinal community study (2004) T. Waaktaar, et al, *Journal of Adolescence*, 27(2) 153-163.

Parental familial vulnerability, family environment, and their interactions as predictors of depressive symptoms in adolescents. (2004) T. Eley, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(3) 298-306.

The context of suicide: An examination of life circumstances thought to be understandable precursors to youth suicide, (2004) C. Smyth, M. Maclachlan, *Journal of Mental Health*, 13(1) 83-92.

An outcome evaluation of the SOS suicide prevention program (2004) R. Aseltine, et al, *American Journal of Public Health*, 94(3) 446-451.

Harm minimization in school drug education: Final results of the School Health and Alcohol Harm Reduction Project (2004) N. McBride, et al, *Addiction*, 99(3) 278-291.

Reduced dropout rates among adolescent mothers receiving school-based prenatal care, (2004) B. Barnett, et al, *Archives of Pediatrics & Adolescent Medicine*, 158(3) 262-268.

Lack of association between behavioral inhibition and psychosocial adversity factors in children at risk for anxiety disorders (2004) D. Hirshfeld-Becket, et al, *The American Journal of Psychiatry*, 161: 547-555.

Adolescent social relationships and the treatment process: Findings from quantitative and qualitative analyses (2003) K. Riehm, et al, *Journal of Drug Issues*, 33(4) 865-896.

>>>FAMILIES, SCHOOL & COMMUNITY

School mobility and achievement: A meta-analysis (2003) M. Mehana & A. Reynolds, *Children and Youth Services Review*, 26(1) 93-119.

Losing our future: How minority youth are being left behind by the graduation rate crisis (2004) G. Orfield, et al, Urban Institute (<http://www.urban.org>)

Parent involvement in elementary school and educational attainment (2004) W. Barnard, *Children and Youth Services Review*, 26(1) 39-62.

Inside the black box: Exploring the “content” of after-school, (2004) Forum for Youth Investment (<http://www.forumforyouthinvestment.org>)

Building comprehensive community care systems (2004) R. Manderscheid & G. Hutchings, Journal of Mental Health, 13(1) 37-41.

Adolescent coping and neighborhood violence: Perceptions, exposure, and urban youths’ efforts to deal with danger (2004) A. Rasmussen, et al, American Journal of Community Psychology, 33(1) 61-75

Making good decisions about confidentiality in child welfare (2004) Legacy Family Institute (<http://www.legacyfamilyinstitute.org>)

Using interventions that exist in the natural environment to increase treatment integrity and social influence in consultation (2004) T. Riley-Tillman and S. Chafouleas, Journal of Education and Psychological Consultation, 14(2), 139-156.

Emotional support from parents early in life, aging, and health (2004) B. Shaw, et al, Psychology and Aging, 19(1) 4-12.

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

Who graduates? Who doesn’t? A statistical portrait of public high school graduation (2004) C. Swanson, Urban Institute (<http://www.urban.org>)

Investing in learning: School funding policies to foster high performance (2004) Committee for Economic Development (<http://www.ced.org>)

Breaking Ranks II: Strategies for leading high school reform (2004) National Association of Secondary School Principals (<http://www.nassp.org>).

The environment of childhood poverty, (2004) G. Evans, American Psychologist, 59(2) 77-92.

Pulling together: Civic capacity and urban school reform (2003) D. Shipps, American Educational Research Journal, 40(4) 841-878.

National service in America: policy (dis)connections over time (2004) Center for Information & Research on Civic Learning & Engagement (<http://www.civicyouth.org>)

Evidence-based public health: Moving beyond randomized trials (2004) C. Victora, et al, American Journal of Public Health, 94(3) 400-405.

(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](http://smhp.psych.ucla.edu)) Let us know about publications and reports that should be shared.

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“I was good at everything – honest, everything! – until I started being here with you. I was good at laughing, playing dead, being king! Yeah, I was good at everything! But now I’m only good at everything on Saturdays and Sundays.”

Albert Cullum, The Geranium on the Window Sill Just Died But Teacher You Went Right On
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**UPCOMING INITIATIVES, CONFERENCE, WORKSHOPS

>School Social Work - The Bridge to Educational Achievement,, School Social Work Association of America, April 15-17, San Francisco, CA. <http://www.sswaa.org/conf/2004.html>

>Linkages to Learning Institute, April 21-23, Atlanta, GA (<http://www.sedl.org>)

>Popular Education and Social Change: Making Local/Global Connections, April 24-25, Madison, WI (<http://www.seedlink.org>)

>What Works: Innovations in Conflict Resolution Education: Early Childhood to Higher Education, May 5-8, Columbus, OH (<http://www.disputeresolution.ohio.gov>)

>Building on Family Strengths, May 6-8, Portland, OR (<http://www.rtc.pdx.edu>)

>Strength Based Services International Annual Conference, May 16-18, Richmond, VA (804-264-9666)

>Justice for All: Fighting for America’s Mental Health, National Mental Health Association Annual Conference, June 9-12, 2004, Washington, DC <http://www.nmha.org>

>Crossroads: Critical Issues in Community-Based Research Partnerships, June 10-13, Hartford, CT (<http://www.incommunityresearch.org>)

>Get Jazzed about School-Based Health Care! National School-Based Health Care Convention. National Assembly on School-Based Health Care, June 17-19, New Orleans, LA (<http://www.nasbhc.org>)

>Anti-Bullying Conference and Gathering, June 20-22, Anchorage, AK (320-308-4091)

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

>Positive Outcomes for Court-Involved Youth: Prevention, Education, Transition, June 24-26, Denver, CO (<http://www.edjj.org>)

>Educating Minds and Hearts: Safe Schools, Healthy Character Development, Academic Success and Social Emotional Education, July 6-9, New York, NY (<http://www.csee.net>)

>Partners for Success: Linking Communities, Families and Schools, July 11-13, Kansas City, MO (<http://www.indep.k12.mo.us>)

>National Forum on Education Policy, July 13-16, Orlando FL (<http://www.ecs.org>)

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

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“Character is what you do when no one is looking.”

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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>)
 - >>Partnerships in Character Education. Deadline 4/9/04.
 - >>Training & Information for Parents of Children with Disabilities – Community Parent Resource Centers. Deadline 4/16/04.
 - >>Smaller Learning Communities. Deadline 4/29/04.
 - >>Safe Schools/Health Students. Deadline 7/6/04.
 - >>Mentoring Grants. Deadline 7/9/04
 - >>Emergency Response Plans for School Safety Initiative. Deadline 7/9/04.

- >>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)
 - >>Statewide Consumer Network Grants. Deadline 4/7/04.
 - >>Statewide Family Network Grants. Deadline 4/7/04.
 - >>National Training and Technical Assistance Center for Child and Adolescent Mental Health Cooperative Agreement. Deadline 5/21/04.
 - >>Youth Transition into the Workplace Grants. Deadline 5/27/04.
 - >>Child and Adolescent Mental Health and Substance Abuse State Infrastructure Grants. Deadline 6/3/04.

- >>Health Resources and Services Administration
 - >>School Based Health Centers (HRSA-04-033) Due 5/1
<http://www.hrsa.gov/grants/preview/primary.htm#hrsa04033>

- >>American Psychological Foundation (<http://www.apa.org/apf>)
 - >>Request for proposals for research-based programs on violence prevention and intervention. Deadline 8/15.

- >>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 to 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

>>Proposals for presentations at the Sixteenth Annual National Dropout Prevention Network Conference on Oct. 30-Nov 3, Orlando, FL. Deadline 4/16. ([Http://www.dropoutprevention.org](http://www.dropoutprevention.org))

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“Education’s purpose is to replace an empty mind with an open one.”

Malcolm Forbes

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

^ ^ ^ Updates from our Center at UCLA

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

>Interested in having a statewide Summit on New Directions for Student Support? See the information at <http://www.smhp.psych.ucla.edu/> (Click on the green button labeled Summits on New Directions). We have been hearing from folks in RI, TN, TX, CT, NJ, and discussions are underway about convening planning groups in these states. Interested parties should contact: ltaylor@ucla.edu.

>Join in the follow-up efforts stemming from the Summits Initiative in Wisconsin, California, and

Minnesota (and in Indiana after their statewide Summit on April 26th). In each of these states, a group of Summit participants and other recommended state leaders are forming a Steering Group to follow up on the momentum and plans made at the state Summit. Steering groups set priorities about next steps. (Examples include writing an overview brief on the need for and general concepts for moving in new directions; developing a “social marketing” campaign aimed at specific groups and key leaders; holding a series of top level meetings with key groups, such as state department of education, major school districts, board of education leaders, union leaders, key legislators; identifying school districts that are ready to move). Work groups will be convened soon to follow up on specific tasks. If you are interested in being part of the Steering or work groups, contact: ltaylor@ucla.edu

**New Documents

>“Integrating Agenda for Mental Health in Schools into the Recommendations of the President’s New Freedom Commission on Mental Health” This brief prepared by the two national centers focused on mental health in schools has been revised based on the feedback from the field. It is online at <http://smhp.psych.ucla.edu>. Our thanks to all who provided feedback. Feel free to copy and share this with others. Let us know if there are leaders to whom you want us to send a copy. Contact: ltaylor@ucla.edu

>“Resource Synthesis to Help Integrate Mental Health in Schools into the Recommendations of the Presidents New Freedom Commission on Mental Health” This synthesis highlights a set of readily accessed online resources relevant to integrating the agenda for mental health in school into the recommendations of the President’s New Freedom Commission on Mental Health. The document was just revised based on the feedback from the field. (Thanks to all who provided feedback.) It is online at <http://smhp.psych.ucla.edu>. Feel free to copy and share this with others. Let us know if there is someone to whom you want us to send a copy. Contact: ltaylor@ucla.edu

**Update on States developing Systems for Learning Support

>Iowa state department of education has pursued a year long process to redesign their Success4 initiative. A high level design team of state leaders and a broad stakeholders group of school and community partners is nearing completion of a design for a Learning Supports component for schools and for connecting schools and communities. The design will highlight frameworks encompassing a broad intervention continuum and the implementation infrastructure at school, district, community, region, and state levels.

>California Assembly Bill 2569 proposes development of a “Comprehensive Pupil Learning Support System” at every school. The bill’s author is Assembly Speaker Pro Tem Leland Yee, a psychologist with in-depth experience working with schools and school districts. It is in the process of hearings. To see the legislation, go to http://www.leginfo.ca.gov/pub/bill/asm/ab_2551-2600/ab_2569_bill_20040220_introduced.html

The pioneering work in Hawaii (e.g., their Comprehensive Student Support System legislation) provided a helpful stimulus in launching this legislation.

If you have information on work that is advancing the concept of a system of student learning supports designed to enhance student success in schools by addressing barriers to learning, please let us know so we can include it in answering the oft asked question “Where’s It Happening?” (ltaylor@ucla.edu)

Contact us at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

UCLA Department of Psychology

Los Angeles, CA 90095-1563

Phone (310) 825-2624; Toll Free: (866) 846-4843; Fax (310) 206-8716

Email: smhp@ucla.edu

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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“Accept that some days you’re the pigeon
and some days you’re the statue.”

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****OTHER HELPFUL RESOURCES**

****Mental Health/Substance Abuse/Health**

>Bullying in Schools (<http://www.cops.usdoj.gov/mime/open.pdf?Item=272>)

>HHS launches anti-bullying campaign: “Take A Stand: Lend A Hand. Stop Bullying Now!”
(<http://www.stopbullyingnow.hrsa.gov>)

>American Academy of Experts in Traumatic Stress online checklist for response during and after a school-based crisis (<http://www.crisisinfo.org/schoolcrisisresponse/practicalchecklist.pdf>)

>Exploring Stereotypes (grades 4-6) (<http://www.teachablemoment.org/>)

>Character Education and Civic Engagement Technical Assistance Center (<http://www.cetac.org>)

>Center for Youth as Resources (<http://www.cyar.org>)

>Putting What Works to Work (<http://www.teenpregnancy.org/works>)

****Parents, Schools, Communities**

>National Coordinating Committee on School Health and Safety (<http://www.healthy-students.org>).

>The Forum for Youth Investment launches new web resource focused on National Youth Policy devoted to tracking the implementation of the White House Task Force for Disadvantaged Youth’s recommendations (<http://www.forumforyouthinvestment.org>)

>School/Community Partnerships: Selected Resources
(<http://www.servicelearning.org/article/archive/295>)

>School Survey and Crime and Safety (<http://nces.ed.gov/surveys/ssocs/>)

>Fact Sheets for After School Funding, http://www.afterschoolalliance.org/training_fact_sheets.pdf

>National Collaboration for Youth establishes core competencies for paid and volunteer staff who work with youth (<http://www.nydic.org/nydic/documents/FinalCompetencies1.doc>)

(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**

<Site Coordinator>

After School Program Site Coordinator, Enfield, CT. Contact erfc@ercinc.org

<Interns>

Doctoral-level interns in school psychology, Ossining, NY. Contact mbhill@ossining.k12.ny.us.

<Postdoctoral Fellowship>

Department of Psychology, Ohio University, Athens, OH, postdoctoral fellowship in school-based mental health. Need Ph.D. Contact owensj@ohio.edu.

<Postdoctoral Fellowship>

Consultation Center and Division of Prevention and Community Research of the Department of Psychiatry, Yale University School of Medicine, New Haven, CT. Deadline 4/30. Contact joy.kaufman@yale.edu

<Postdoctoral Fellowship>

The Child Study Center and Prevention Research Center, Penn State University, University Park, PA. ([Http://www.cyfc.psu.edu](http://www.cyfc.psu.edu))

<Postdoctoral Fellowship>

Johns Hopkins Medical Institutions, The Division of Child and Adolescent Psychiatry, Baltimore, MD. Deadline 4/30. Contact Rick Ostrander, 600 N. Wolfe St., Baltimore, MD 21287-3325.

<Postdoctoral Positions>

National Rural Behavioral Health Center, Department of Clinical and Health Psychology, University of Florida, Gainesville, FL. ([Http://www.nrbhc.org](http://www.nrbhc.org))

<Internship Director>

Centennial School of Lehigh University, PA. Contact gjd3@lehigh.edu.

<Faculty>

Assistant Professor School Counseling Program, Psychology Department, Lew University, Romeoville, IL. Contact hr@lewisu.edu.

<Faculty>

School Psychology, Winthrop University, Rock Hill, SC. [Http://www.winthrop.edu/psychology](http://www.winthrop.edu/psychology).

<Senior Scholar>

University of Hawaii's Center on the Family. Contact debarysh@hawaii.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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“When you get to the end of your rope, tie a knot and hang on.”

Franklin D. Roosevelt

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

>> “... news from New Jersey: Have you heard about the new plan for continuous care (including prevention) in the NJ Child Welfare System? Resources are going into a complete and well thought out new organizational set up. All this is thanks to lots of work by lots of people over the last 25 years. Included is a doubling of the School Based Youth Services Program over the next 5 years. It has become clear that the need for a mental health type person who can do ‘Whatever it takes’ to help a particular kid and family is what is often needed and requested. People who can look at the whole picture and stay by the kids and families as they utilize community based services.”

>>>”Can you publicize the threat to the Even Start Family Literacy Partnership Program? Even Start works with families, all members living in a household, living at the federal poverty level with at least one child between 0 - 7. Families are engaged in the program for usually no less than two years, many for

three. There are four components to family literacy: early childhood age-appropriate education, parent-child interactive literacy, parenting education to be one's children's first teacher and partner in their education, and adult education to promote economic self-sufficiency for the family.

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 funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93MC00175). Both Centers were refunded in October, 2000, for a 5 year cycle with Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. 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 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:
UCLA School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
email: smhp@ucla.edu; Website: <http://smhp.psych.ucla.edu>