

Does this fit with your views? Let us hear from you.

You can post your response directly on our website Net Exchange page for others to read and respond to or you can send it to:

E-mail: smhp@ucla.edu

Phone: (310) 825-3634

Write: Center for Mental Health in Schools,

Department of Psychology, UCLA

Los Angeles, CA 90095-1563

#####

Third Grader Relives the Trying Times of Stanford 9:

"I feel almost outsmarted because some of the questions were 98% hard."

#####

NEWS FROM AROUND THE COUNTRY

>>Consequences of School Discipline Policies<<

In June, 2000, the Civil Rights Project at Harvard University (Rainbow/PUSH Coalition) and the Advancement Project held a National Summit on:

"Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies." The goal was to raise national awareness about the increasingly widespread use of harsh disciplinary practices in schools, with a focus on misuse of zero tolerance policies. A report is available outlining laws, analyzing overrepresentation of racial minorities and special educ. students in school suspensions and expulsions, and offering descriptions of effective legal strategies and alternatives to zero tolerance.

Available for downloading: <http://www.law.harvard.edu/civilrights>; Ph: (202) 728-9557.

>>MH and Substance Abuse Spending Shrinking<<

A SAMHSA news release (see www.samhsa.gov) reports that mental health and substance abuse spending is shrinking as a percentage of national health care expenditures. The growth rate for MH/SA care was significantly below that for all health care. The main trend is that MH/SA hospital spending grew more slowly than did hospital spending for all conditions. MH/SA spending was \$85.3 billion in 1997 -- \$73.4 billion for mental illness and \$11.9 billion for substance abuse. These dollars come more from the public sector than is the case for all health care. (More on this in Health Affairs, July/August 2000.)

>>SCHIP and Medicaid Coordination<<

A new report from the Agency for Healthcare Research and Quality (AHRQ), "Making the Link: Strategies for Coordinating Publicly Funded Health Care Coverage for Children," details administrative strategies that could help promote coordination between SCHIP and Medicaid programs. It suggests changes that would facilitate enrollment and retain eligible children in SCHIP and Medicaid. For copies, call: 800/358-9295, and request: AHRQ #00-0014.

>>Contraception Choice<<

Researchers at Ohio Bowling Green State University found that, of the nearly 1,600 teens studied, more than half of those whose first sexual encounter was with someone they had met recently used no contraception at first intercourse. In comparison, only 24% of those who had been "going steady" with their first sexual partner used no contraception at first intercourse. Published in the May/June issue of Alan Guttmacher Institute's Family Planning Perspectives, the study drew from a 1995 National Survey of Family Growth sampling of adolescent women who had reported having their first sexual encounter prior to age 18. The authors conclude that teen sex education could be "strengthened if more attention were paid to the relationship context in which sexual and contraceptive decision-making occurs." See Reuters Health, 6/16 at <http://www.reutershealth.com>

>> Over 1 of 5 Children in U.S. Lives in Stressful Family Environment<<

Stressful family environment is defined as the existence of two or more of six stressors, such as the inability to pay bills or obtain food, uncertainty about health care, or parent or child in poor health or with a physical, learning, or mental health condition. The proportion is one in two for children in families with incomes below 100 percent of the federal poverty level. "The data ... suggest that children living in stressful family environments are nearly twice as likely as other children to exhibit low levels of school engagement and four times as likely to have high levels of behavioral and emotional problems. They are also likely to live with parents who feel highly aggravated and who report symptoms suggesting poor mental health." From: "Stressful Family Lives: Child and Parent Well-being." By Moore & Vandivere. Published in June, 2000 by the Urban Institute's Assessing the New Federalism Project's National Survey of America's Families (No. B-17 in a series of Policy Briefs). Available at: http://newfederalism.urban.org/html/series_b/b17/b17.html

>>Indirect Costs of Illness -- Revised Figures from NIH<<

"Disease-Specific Estimates of Direct and Indirect Costs of Illness and NIH Support": <http://www1.od.nih.gov/osp/ospp/ecostudies/COIreportweb.htm>
The current revision updates all of NIH support figures to reflect FY 1999 funding levels. Cost estimates are also revised for 17 conditions, including alcohol abuse, asthma, dental, heart diseases, HIV/AIDS, lead poisoning, mental disorders, neonatal respiratory distress syndrome, and smoking.

=====
"Alcohol is too serious for prevention programs to continue indulging dangerous frivolousness about peers, frogs, and zero-teen-drinking fantasies that will never happen. Effective prevention recognizes that we can guide teenage experimentation, or we can force them to hide it from us. But we can't stop them from trying adult habits."

-Mike Males, Ph.D.

^^^^^^RECENT PUBLICATIONS^^^^^^

*CHILDREN'S MENTAL & PHYSICAL HEALTH<=<=<=<

"Cultural Strengths and Challenges in Implementing a System of Care Model in American Indian Communities," "Using Evaluation Data to Manage, Improve, Market, and Sustain Children's Services," and "For the Long Haul: Maintaining Systems of Care Beyond the Federal Investment." SAMHSA's Center for Mental Health Services (CMHS) has just released these three volumes of promising practices for families, communities, and caregivers in building exemplary systems of care for children with serious emotional disturbances and their families. Available free at: 800/789-2647. Available online: <http://www.air-dc.org/cecp/promisingpractices>

"Connecting Schools, Families, and Communities" (2000) by L. Taylor & H. Adelman in Professional School Counseling, 3, 298-307. Discusses: Collaboration for what? Building and maintaining effective collaboratives; Implications for schools, school counselors, and counselor education.

"Addressing Barriers to Development and Learning: School, Family, Community, and Agency Partnerships in New Mexico" by S. Adelsheim; in Counseling and Human Development, March 2000 (Vol. 32, No. 7). Underscores the nature and scope of barriers to young people's development and learning, stresses the importance of collaboration for efforts to address such barriers, and offers a few implications for future policy and practice.

"The Struggle to Be Strong: True Stories by Teens About Overcoming Tough Times," by A. Desetta & S. Wolin, Eds. (2000). Describes seven "resiliencies" to help give teens what they need to assess a situation and take appropriate action. See: <http://www.freespirit.com>

"Stick up for Yourself! Every Kid's Guide to Personal Power and Positive Self Esteem" by G. Kaufman, L. Raphael & P. Espenland (2000). Teaches kids

how to handle adverse situations. See: <http://www.freepirit.com>

***DELINQUENCY, VIOLENCE, & SUBSTANCE ABUSE
PREVENTION<=<=<=<**

***Special Series of articles on School Safety**

Hill Walker & Michael Epstein are co-editors of a special issue of the Journal of Emotional and Behavioral Disorders (Summer, 2000). The full text of the journal is available through infonautics electric library service at:

<http://www.elibrary.com>

"Low Level Aggression: First Steps on the Ladder to Violence" by Arnold Goldstein (2000). Stresses the importance of focusing on indicators of low-level aggression such as vandalism or bullying before it escalates to high-level. See: <http://www.researchpress.com>; rp@researchpress.com

"Domestic Violence & Children: Creating a Public Response" by S. Schechter & J. Edleson for Open Society Institute's Center on Crime, Communities & Culture (2000). Highlights new service developments and model programs; provides guiding principles for future policy and how communities can help. Publisher's ph: 800/527-3223.

"Making Schools Safer and Violence Free: Critical Issues, Solutions, and Recommended Practices" by H. Walker & M. Epstein (Eds.) (2000). See: <http://www.proedinc.com>

***FAMILY & COMMUNITY<=<=<=<**

"Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs" by The National Mentoring Partnership (2000). Concludes that mentoring helps improve youths' grades, school attendance and family relationships, and helps prevent alcohol and drug initiation. See: <http://www.ppv.org/indexfiles/pubsindex.html>

"Teens and Their Parents in the 21st Century: An Examination of Trends in Teen Behavior and the Role of Parental Involvement" by the Council of Economic Advisors (2000). Presents statistical evidence showing that greater parental involvement reduces a teen's risk of substance abuse, sexual activity, violence and thoughts of suicide, while increasing academic achievement. Download: http://www.whitehouse.gov/media/pdf/Teens_Paper_Final.pdf

"Why Can't We Talk? What Teens Would Share if Parents Would Listen" by M. Trujillo (2000). Aims to enhance communication between parents and teens. See: <http://www.hci-online.com>

"Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives" by The Finance Project (2000). Download: www.financeproject.org ph: 202/628-4200.

*TEACHING STRATEGIES & EDUCATION REFORM<=<=<=<

"Crucial Issues in California: Education 2000: Are the Reform Pieces Fitting Together?" a Policy Analysis for California Education PACE (2000). Researchers from a UC Berkeley and Stanford think tank say that sweeping education reforms are coming too fast and furious, without giving schools a chance to make the mandates work. Download: <http://pace.berkeley.edu>

"The Academic Achievement Challenge" by J. Chall (2000). Compares contrasting teaching styles: traditional versus progressive, teacher-focused versus student-focused, academic-oriented versus development- and motivation-oriented. See: <http://www.guilford.com>

Leading Kids to Books through Crafts" by C. Bauer (2000). Aims to make reading fun for young children so that they develop good reading habits. See: <http://www.ala.org/editions>

"The stronger the start, the better the finish."
-Richard W. Riley
#####

^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^

>>Youth Leadership Development Conference, September 8-10, 2000 in Chevy Chase, MD. www.nrcys.ou.edu & "What's New." Ph: 918/585-2986.

>>Alliance for Children and Families Conference, September 13-16, 2000 in Cleveland, OH. Theme: A Healthy Society and Strong Communities for All Children and Families. www.alliance1.org; 800/221-3726, ext. 3688.

>>Center for School Mental Health Assistance conference is September 21-23 in Atlanta see Center News section below for details.

>>National Child Welfare-Substance Abuse Policy Development Conference, October 4-6, 2000 in Orlando, FL. Theme: Keep Kids Drug Free. Email: tomscott@nettally.com; website: <http://www.kkdf.com>; Ph: 850/576-3246.

>>U.S. Dept. of Education's 14th Annual National Meeting on Alcohol, Other

Drug, and Violence Prevention in Higher Education, October 14-17, 2000 in Pittsburgh, PA. <http://www.edc.org/hec>

>>Character Education Partnership's Forum on the Heart of School Reform, October 19-21, 2000 in Philadelphia, PA; <http://www.character.org/forum/index.cgi>

>>Coalition for Community Schools National Conference, October 29-31, 2000 in Kansas City, MO. Theme: Building the Movement for Community Schools. Register online: <http://www.communityschools.org>

>>National Middle School Association Urban Conference, November 2-4, 2000 in Chicago, IL. <http://www.nmsa.org/conferences.htm>; 800/528-6672.

>>National Association for the Education of Young Children Conference, November 8-11, 2000 in Atlanta, GA. <http://www.naeyc.org>; 800/424-2460.

>>Promoting Participation in Community Development Workshop, November 30 - December 3, 2000 in Knoxville, TN. Theme: Models, Methods and Best Practices. Online registration: <http://www.ra.utk.edu/cpc>

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT: <http://smhp.psych.ucla.edu>

(Go to "Contents" then click on "Upcoming Events of Interest".)

#####

"Superintendents are like single moms. They have to be everything for everybody and still take care of the children."

-Larry Sykes

#####

^^^^^CALLS FOR GRANT PROPOSALS/PAPERS

>>Community Scholarship Mobilization Program to promote higher education goals for students from low-income families. (CFDA# 84.347). Deadline: August 16. <http://ocfo.ed.gov/fedreg/grantann/q300/070500b.txt>

>>Robert Wood Johnson Foundation Fund: Head Start Partnerships to Promote Substance Free- Communities. Provides support to Head Start agencies to adapt and evaluate innovative substance abuse prevention models. Letter of Intent Date: August 15 - September 4. Contact: Lori Levine, ls273@columbia.edu; Ph: 212/304-6418; Fax: 212/304-6420.

>>National Community Collaborative Involvement in Reducing Racial and Ethnic in Mental Health and/or Substance Abuse Services Disparities Cooperative Agreement (Community Disparities) (Fund# SP00-007). SAMHSA offers grants for a knowledge development and application cooperative agreement to capitalize on the strength of racial/ethnic communities to address disparities in access to substance abuse prevention, treatment, and services. For application: <http://www.samhsa.gov> ph: 800/729-6686. Deadline: August 29.

>>Field-Initiated Studies Education Research Grant Program (CFDA# 84.305T). Awards grants to conduct education research in which topics and methods of study are generated by investigators. Deadline: September 15. See: <http://ocfo.ed.gov/fedreg/grantann/q300/071400b.txt>

>>Office of Juvenile Justice and Delinquency Prevention: Fiscal YR. 2000 Gang Free Schools and Communities Initiatives. (1) Evaluation of an Enhanced School/Community Approach. Deadline Sept. 1 and (2) Gang Free Communities Program and the Comprehensive Gang Model . Deadline Sept. 15. <http://www.ojjdp.ncjrs.org/grants/current.html>

>>Research on Depression Co-Morbid with Externalizing Problems in Children (RFA: MH-01-002) NIMH; NIDA. Deadline: Sept. 18. <http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-01-002.html>

>>Community-Initiated Prevention Interventions (Fund# SP00-001). SAMHSA offers community-initiated grants to support knowledge development with at-risk populations. For application: 800/729-6686. Deadline: September 10.

>>Kmart Family Foundation: General Fund Announcement. Funds available for charities that battle drug abuse by children and that positively impact children and families. Contact: <http://www.bluelight.com> Deadline: September 30.

|| : : : | : : : | : : : | : : : ||

Best T-shirts of 1999

If at First You Don't Succeed, Skydiving Isn't for You.

The Trouble With the Gene Pool Is That There's No Lifeguard.

I Used to Have a Handle on Life, But it Broke.

|| : : : | : : : | : : : | : : : ||

^^^^^OTHER HELPFUL RESOURCES^^^^^^

>>Mental Health/Substance Abuse

*Spanish-Language Resources:

SAMHSA offers several Spanish-language publications and relevant English-language materials to Latino readers interested in learning more about substance abuse prevention and treatment and mental health. Contact: National Mental Health Services Network (KEN): 800/789-CMHS (2647); Download: <http://www.samhsa.gov>, click on SAMHSA's clearinghouses, then KEN.

*Teen Risk-Taking, A Statistical Portrait

www.urban.org/family/TeenRiskTaking.pdf

<http://www.urban.org/family/TeenRiskTaking.html>

By LD Lindberg, S Boggess, L Porter, & S Williams. Explains how multiple-risk students are responsible for the majority of most adolescent risk-taking.

*Sociodemographic Risk and Child Well-Being

http://newfederalism.urban.org/html/series_b/b18/b18.html

By KA Moore, S Vandivere, & J Ehrle. Describes how 8% of children live in families with high levels of social and demographic risk.

*Patient Education Materials <http://www.nimh.nih.gov/practitioners/patinfo.cfm>

Provides downloadable information on mental disorders and social problems for practitioners and patients. Covers learning disabilities, autism, violence

*CSAT Treatment Improvement Exchange www.treatment.org

The Division of State & Community Assistance presents "Co-Occurring Dialogues," an electronic discussion focusing on dual diagnosis issues.

>>Prevention and Best Practices for Schools

*Papers on Preventing Violence <http://www.ncjrs.org/pdffiles1/nij/180972.pdf>

Papers presented at the National Institutes of Justice's 1999 Conference:

"Community and Institutional Partnerships for School Violence and

Prevention"; "Research-Based Prevention of School Violence and Youth

Antisocial Behavior: A Developmental and Educational Perspective";

"Controlling Violence: What Schools are Doing."

*The Gang Crime Prevention Center (GCPC) <http://www.gcpc.state.il.us>

Promotes prevention, intervention and suppression to combat street gangs and the conditions that contribute to their formation and growth.

*Center for Substance Abuse Prevention Products <http://www.preventiondss.org>

Free materials related to prevention, community development, and evaluation and accountability, developed by the National Center for the Advancement of Prevention. Includes methods, training guides/briefs, curriculum, data services.

*Board on Children, Youth, Families <http://www.national-academies.org/cbsse/boycof>
Report available: "Early Childhood Intervention: Views from the Field."

*A Vision of Protected Schools <http://www.drugstats.org/prosch.html>
A guidebook for helping schools and their partners "help children grow up healthy and educated". Also available by mail: 520/626-4964.

*National Governor's Association Quarterly Report
<http://www.nga.org/Education/ELO/index.asp>
Summer 2000 edition of EXTRA describes learning opportunities activities that provide school-age children with recreational, academic, and developmental opportunities to supplement the typical school day.

*Guide for Creating Afterschool Programs
<http://www.ed.gov/pubs/parents/SafeSmart/>
"Safe and Smart: Making the After-School Hours Work for Kids," an 87-page guide produced by the Depts. of Education and Justice, is now online. It looks at recent research, resources, and information on promising efforts.

*National Registry of Effective Prevention Programs
<http://www.samhsa.gov/csap/modelprograms>
Provides updated information on model prevention programs and promotes national partnerships with groups interested in improving prevention services.

>>Parents and Community Involvement

*The Children's Partnership www.childrenpartnership.org/
Contains a parents' online resource center and a guide to the Internet information superhighway, both available in English, Spanish, and German.

*Parenting Resources for the 21st Century www.parentingresources.ncjrs.org
Offers parents information on child care, education, health and safety.

*Federal Interagency Coordinating Council (FICC) <http://www.fed-icc.org>
For parents and families of children with disabilities, this site identifies people in government who can help answer parents' questions about disability issues.

*Video for Spanish-Speaking Families <http://www.ed.gov/pubs/edpubs.html>
Offers free video (Spanish) with tips on parent involvement in education, ready-to-learn issues, reading and math, preparing young people for college.

^^^^^^^TRAINING & JOB OPPORTUNITIES

(including fellowships and scholarships)^^^^^^

>>Disabled Student Services Coordinator<<

Loyola Marymount University's Learning Resource Center seeks individual to provide accommodations for students with disabilities. Contact: 310/338-7711.

>>On-Site Evaluators<<

State of Delaware's Child Mental Health Initiative seeks evaluator to lead on-site evaluation team to design and implement local evaluation. Ph.D. required. Contact: Philip J. Leaf, Ph.D., Johns Hopkins School of Public Health, Rm. 819, 624 N. Broadway, Baltimore, MD 21205; Fax: 410/614-4890.

>>Children's Services Psychologists<<

Mid-Missouri Mental Health Center is seeking two psychologists for: 1) The Early Childhood and Family Development Program; and 2) Child/Adolescent Inpatient Unit and Juvenile Office. Contact: G. Heisler, PhD, 573/884-1050

>>Program Director for Youth and Community Organization<<

National Conference for Community and Justice seeks individual with BA/BS degree. Ph: 617/227-9155.

>>Project Associate School Health Programs<<

National School Boards Association seeks individual with bachelor's degree to coordinate multiple info sources. Fax or email resume: 703/837-9151; jobs@nsba.org

>>Evaluation Researcher<<

The Family League of Baltimore City is seeking individual to oversee and coordinate the evaluation of a large-scale, community-based initiative focused on reducing the impact of violence on children and youth. Contact: Eric J. Bruns, Ph.D.; Fax: 410/662-5517; Email: ebruns@flbcinc.org

>>Research Associate<<

Association for the Study and Development of Community seeks associate to manage evaluation and community capacity building projects, provide technical assistance, conduct interviews, and analyze data. Fax: 301/519-0724; Email: asdc@capablecommunity.com

>>Community Psychologist<<

University of Illinois at Urbana-Champaign, Department of Psychology seeks assistant professor, preferably with an interest in social justice (e.g., race, ethnicity, gender) and a participatory approach to research. Contact: Julian Rappaport, Ph.D., Dept. of Psychology, 603 E. Daniel St., Champaign, IL 61820. Deadline: October 1, 2000.

POST-DOCTORAL FELLOWSHIP

>>The National Association of State Mental Health Program Directors and the National Association of State Alcohol and Drug Abuse Directors are sponsoring a Post-doctoral Research Fellowship on Co-occurring (mental illness and substance abuse) disorders. Contact: J. Randy Koch, Ph.D. Ph: 804/225-3394; Email: rkoch@dmhmrsas.state.va.us

#####

REQUESTS/COMMENTS/QUESTIONS

REQUESTS:

**Request for a format in which to lead a group of MH and school administrators with developing an understanding and appreciation for the challenges that schools, families, students and MH professionals each face. "Sometimes it feels like that game where you push one peg down and another one comes up. The county mental health center may implement a new strategy that helps them keep costs down but it pushes up the peg in the schools and special education costs shoot up." "To identify these areas and talk about them is a needed next step in our collaborative. Thus far, the topic has been the elephant in the living room that everyone seems to ignore. Any ideas how to structure such an interagency dialogue?"

**A high school counselor and poetry teacher would like to hear from other HS counselors (rather than clinicians) who have used poetry in their counseling. Although she already has plenty of information on poetry therapy, she would like to hear from any teachers who have experience in cross-curricular use of poetry in high schools.

**"We just got funding to put up a building with offices and classrooms onsite at our community school. I am excited about that since we have been sharing the classrooms with the teachers after they leave. Our program runs daily from 1-4 after community school gets out. I just put a website together to help others who want to put MH issues in schools. I have written a brief description about what we started doing I am working on getting family involvement this year Any suggestions?"

WANT TO RESPOND? Go to our Website and click on Net Exchange or send us an email.

NEWS FROM OUR CENTER AND OUR SISTER CENTER

(Support for the two national Centers comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.)

^^^UPDATES from the CENTER FOR MENTAL HEALTH IN SCHOOLS, UCLA:

*Policy Leadership Cadre for MH in Schools -- Task work groups got underway in July. For more info, go to our website; click on contents; scroll down to Center Hosted Sites.

*The Executive Summary from our summit on "Pioneer Initiatives to Reform Education Support Programs" was just mailed, as well as posted on our web site. Also on our web site is the complete report along with resource materials from the participants. These can all be downloaded in pdf format or are available from the Center.

*NEW Feature on our website News Item(s) of the Week and links to sites providing MH news items. Go to <http://smhp.psych.ucla.edu> and click on What's New?

*Also on the web site, NEW and updated Quick Finds (easy access to information on a variety of topics):

- > Grief and Bereavement
- > Zero Tolerance

Go to <http://smhp.psych.ucla.edu/websrch.htm>

We have just updated all the links on our site. (If you come across a link that is out of date, please let us know.)

* Just Revised: Introductory Packet: Parent and Home Involvement in Schools. Download from our web site or available from the Center.

*Recent documents available for downloading from our website:

- >Common Psychosocial Problems in School Aged Youth:
Developmental Variations, Problems, Disorders and Perspectives
for Prevention and Treatment
- >Protective Factors (Resiliency)
- >A Sampling of Outcome Findings from Interventions Relevant
to Addressing Barriers to Learning
- >Using Technology to Address Barriers to Learning

NOTE: If you want internet surf for funds, go to:

<http://csmha.umaryland.edu>

+++++

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center.

+++++

WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The Center for Mental Health in Schools at UCLA is one of two national centers funded in October 1995 for five years by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. The other center is at the University of Maryland at Baltimore.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman, or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools
Voice: (310) 825-3634 Fax: (310) 206-8716
E-mail: smhp@ucla.edu Web Site: <http://smhp.psych.ucla.edu>
Write: School Mental Health Project/
Center for Mental Health in Schools
Dept. of Psychology, UCLA , Box 951563,
Los Angeles, CA 90095-1563.

=====

