

To remove your name from the mailing list, type Unsubscribe mentalhealth-L

****EMERGING ISSUE**

>>>>>>IDEA Reauthorization

Now that the ESEA has been reauthorized, attention has already turned to the next year's reworking of the Individual with Disabilities Education Act (IDEA) which governs most of special education in the nation's schools. President Bush recently established a commission to recommend reforms. In an editorial page article in the L.A. Times (12/26/01), Chester Finn, Jr. and Andrew Rotherham began laying out their view of the issues to be addressed and the "reforms" they advocate. These include "streamlining" special education categories, stressing the prevention of reading problems, screening for early identification, ending "double standards" for student discipline, eliminating "red tape" for charter schools, and more. Obviously, the issue is not whether there should be some reforms; the arguments are over what changes should be included in the new law.

Now is the time for all of us to generate a discussion and appropriate input into the process. What are your views? Post your response directly on our website's NET EXCHANGE page for others to read and respond. Go to <http://smhp.psych.ucla.edu>
Or you can send your response by email to: smhp@ucla.edu

#####

Public Comments on the Individuals with Disabilities Education Act and its implementation. Deadline February 25. Send comments to Thomas Irvin, Office of Special Education and Rehabilitative Services, U. S. Department of Education. At Comments@ed.gov. Use the term IDEA Reauthorization in the subject line of the message. You may view the documents at <http://www.ed.gov/legislation/FedRegister>

#####

****NEWS FROM AROUND THE COUNTRY**

>>PRESIDENT'S COMMISSION ON EXCELLENCE IN SPECIAL EDUCATION
HOLDING REGIONAL MEETINGS

The meetings are designed to hear from experts and members of the public in anticipation of their report to the president by this summer. February in Houston; March in Des Moines, San Diego, and Los Angeles; April in Miami, New York, and Nashville; and May in Washington DC.
<http://www.ed.gov/inits/commissionsboards/whspecialeducation/index.html>

>>DISTRICT SUPPORT SERVICE STAFF AMONG FIRST LAID OFF
IN DETROIT PUBLIC SCHOOLS

Due to budget deficits, Detroit Public Schools has sent layoff notices to 150 nonteaching staff including 50 of the 271 social workers and 11 of the 50 truancy officers. (Detroit Free Press, January 8, 2002)

>>EACH DAY IN AMERICA, NINE CHILDREN AND TEENS DIE BY GUNFIRE

For the first time since 1986, the number of children and teenagers killed in one year dropped below 3,400. However, each day in America, nine children and teens die by gunfire. Children's Defense Fund Annual Data Report on Child and Teen Gun Deaths. www.childrensdefense.org The organization also released a new Community Action Toolkit Kit to prevent gun violence.

>>PROMOTING SAFE & STABLE FAMILIES AMENDMENTS SIGNED
INTO LAW

These support services to improve parenting skills to prevent child abuse and neglect while also promoting timely family reunification when children must be separated from their parents for their own safety. www.hhs.gov/news

>>INCREASE IN ADOLESCENT ADMISSIONS FOR SUBSTANCE TREATMENT

The number of adolescents aged 12-17 admitted to substance abuse treatment increased 20 percent between 1994 and 1999.(SAMHSA, Treatment Episode Data Set 1994-1999.) Youth drug related emergency department visits increased in 1999-2000 by 20% (SAMHSA Year-End 2000 Emergency Department Data from the Drug Abuse Warning Network) <http://www.samhsa.gov>

>>INCREASE IN OUTPATIENT TREATMENT FOR DEPRESSION

There was a marked increase in those receiving outpatient treatment for depression between 1987 and 1997 with greater involvement of physicians, greater use of psychotropic medications, and expanding availability of third-party payment, but fewer outpatient visits and less use of psychotherapy. JAMA, January 9, 2002. <http://jama.ama-assn.org/issues/v287n2/rfull/joc11356.html>

~~~~~

"(The President) is committed to the bold proposition that every child can learn...This doesn't mean that, after you siphon off the children who have disabilities; or the children who were never properly taught how to read; or the children who never learned English; or the children who disrupted their classrooms, most the rest of them can learn. It means that all of our kids, even the ones our system calls 'hard to teach' can learn..."

Rod Paige, U.S. Secretary of Education

~~~~~

RECENT PUBLICATIONS

>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Assessment for crisis intervention: A triage assessment model" (2001) R. Myer. Brooks/Cole Thomson Learning.

"Attention-Deficit/Hyperactivity Disorder: An Educational Cultural Model" (2001) J. Lundhold-Brown & M. Dildy. Journal of School Nursing. December, 2001, Vol 17.

"Childhood Abuse, Household Dysfunction, and the Risk of Attempted Suicide throughout the Life Span: Findings from the Adverse Childhood Experiences Study" (2001) <http://jama.ama-assn.org/issues/v286n24/abs/joc11276.html>

"Variables Effecting Primary Care Physicians' Treatment of Children's Psychological Problems (2002) Data Trends. <Http://www.rtc.pdx.edu/pgDataTrends.shtml>

"Helping those who hurt themselves" (2002) T. Alderman. "The School Nurse Perspective on Self-Injury". School Nurse News, January, 2002, Vol 19, n. 1.

"The Fragile Alliance: An Orientation to Psychotherapy of the Adolescent (2001) J. Meeks & W. Bernet. Review in JAMA, January 9, 2002, vol. 287, No. 2. <http://jama.ama-assn.org/issues/v287n2/ffull/jbk0109-1.html>

"Effects of Interventions to Promote Self-Determination for Individuals with Disabilities" (2001) B. Algozzine, et al. Review of Educational Research, Vol 71, no. 2.

"Evaluation/Assessment of Navajo Peacemaking" (2001) E. Gross. http://www.ncjrs.org/rr/vol2_3/3.html

"Good Kids in Bad Circumstances: A Longitudinal Analysis of Resilient Youth. (2001) M. Turner. http://www.ncjrs.org/rr/vol2_3/10.html

"Taking Stock of Risk Factors for Child/Youth Externalizing Behavior Problems. (2001) D. Hann & N. Borek (Eds) <http://www.nimh.nih.gov/childhp/takingstock.pdf>

"Hate Crimes on Campus" (2001) S. Wessler & M Moss. Bureau of Justice Assistance. <http://www.ojp.usdoj.gov/BJA>

"Prevention in the 21st century" special issue of Prevention & Treatment. <Http://journals.apa.org/prevention>

>>FAMILY, COMMUNITY & SCHOOLS

"Challenges for multilevel models of school disorder (2000) W. Welsh et al. http://www.ncjrs.org/rr/vol2_3/37.html

"Instrumentation for State Readiness Assessment: Issues in Measuring Children's

Early Development and Learning" (2001) J. Love.
<http://www.mathematica-mpr.com/PDFs/redirect.asp?strSite=assapaper.pdf>

"NIDA High School Curriculum The Brain: Understanding Neurobiology through the study of addiction. A compilation of Information on Stress and Drug Abuse (2001)
<http://165.112.78.61/Curriculum/HSCurriculum.html>

"Youth Transition from Foster Care to Adulthood" (2001) AdvoCasey
<http://www.aecf.org/publications/advocacey/fall2001/index.htm>

"Creativity, Culture, and Education in the Workforce" (2002). A. Galligan.
<Http://www.culturalpolicy.org/pubs/education.pdf>

"Transforming the American High School" (2001) M. Cohen,
Aspen Institute and Jobs for the Future.
<http://www.jff.org/pdfs%20and%20downloads/transforminghs.pdf>

"Co-Teaching" (2001) Council for Exceptional Children Current Practice Alerts.
<Http://www.dldcec.org/alerts/>

"Making Choices - Improving Behavior - Engaging in Learning" (2002) K. Jolivet et al. Teaching Exceptional Children, Vol 34, No 3.

"Interim Alternative Educational Settings for Children with Disabilities. (2001) IDEA Partnerships. <http://www.ideapractices.org>

"Promoting Family Wellness and Preventing Child Maltreatment: Fundamentals for Thinking and Action." (2001) I. Prilleltensky et al.
<http://www.vu.edu.au/wellness>

"Quality Counts 2002: Building Blocks for Success.(2002) Education Week.
<Http://www.edweek.org/sreports/qc02/templates/article.cfm?slug=17exec.h21>

"Do we know whom to serve? Issues in using risk factors to identify dropouts". P. Gleason & M. Dynarski. "How can we help? What we have learned from recent federal dropout prevention programs" M. Dynarski and P. Gleason. Journal of Education for Students Placed at Risk, January, 2002.
<Http://www.csos.jhu.edu/jespar/Mark>

"A Primer on America' Schools" (2001) Hoover Institution.
<Http://www-hoover.stanford.edu/pubaffairs/releases/0901primer.html>

>>POLICY, FINANCE & STATISTICS

"Add it up: using research to improve education for low-income and minority students" (2001) Poverty & Race Research Action Council.
<http://www.prrac.org/additup.html>

"National estimates of mental health utilization and expenditures for children in 1998" J. Ringel & R. Sturm. Journal of Behavioral Health Services.(2001).
<http://www.rand.org/publications/RB/RB4541>

"Building services and systems to support the healthy emotional development of young children An action guide for policymakers. (2002) J. Knitzer. National Center for Children in Poverty. <http://cpmcnet.columbia.edu/dept/nccp/>

"Children's Health Under Medicaid: A National Review of Early and Periodic Screening, Diagnosis and Treatment 1997-1998 Update (2001).
<http://www.healthlaw.org>

"Learning from Starting Points: Key Lessons for Funders and Policymakers" (2001) National Center for Children in Poverty.
<http://cpmcnet.columbia.edu/dept/nccp/>

"Impacts of Poverty on quality of life in families of children with disabilities" (2002) J. Park et al. Exceptional Children, Vol 68, N. 2.

"Socioeconomic disadvantage and adolescent women's sexual and reproductive behavior. (2001) S. Sing et al, Family Planning Perspectives.
<http://www.guttmacher.org/pubs/journals/3325101.html>

"Understanding the Law" Special Edition of Educational Leadership (2002). Vol 59, n. 4.

~~~~~

"...public policy discourse...rarely provides a systematic analysis of the way that schools are only one part of a larger set of problems...Connecting school-based solutions to the larger society in which they exist is needed."

Alan Sadovnik and Susan Semel

~~~~~

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

Moving Towards Evidence-Based Systems of Care. February 10-12, Baltimore.
<http://www.rdmcc.org/nri/calendar.htm>

Clinical Institutes for School-based Health Clinicians. February 25-26 in Dallas, March 25-26 in San Francisco, April 8-9 in Boston, and April 29-30 in Chicago.
<http://www.clinicalmeetings.com>

Leading and Managing Comprehensive School Guidance Programs Conference. February 14-16. Greensboro, NC <http://ericass.uncg.edu>

America's At-Risk Youth National Forum. February 24-27, Myrtle Beach, SC.
<http://www.dropoutprevention.org>

Creating a New Vision for Health Promotion. February 25 - March 1, Lake Tahoe, NV. [Http://www.healthpromotionconference.org](http://www.healthpromotionconference.org)

National Association of School Psychologists. February 26 - March 2. Chicago, <http://www.nasponline.org>

A System of Care for Children's Mental Health: Expanding the Research Base. March 3 - 6, Tampa <http://rtckids.fmhi.usf.edu/rtcconference/rtcconf.htm>

Leave no Child Behind: Improving Under-performing Urban Schools. March 14-16, Albany, NY. For additional information contact Hal Lawson at hlawson@albany.edu

Working together to help young children with special needs. March 23, Los Angeles. 1-800-325CICC.

American Counseling Association Conference, March 23 - 25. New Orleans. <http://www.counseling.org>

Council for Exceptional Children. April 3-6, New York. <Http://www.cec.sped.org>

National Conference on Creating Quality Schools. April 4-6. Biloxi, MS. <Http://www.conferencepros.com/conferences/qualityschools/index.html>

Pilots to Policy: What works for children. April 11-12, Oakland, CA <http://www.FoundationConsortium.org>

Society for Research on Adolescence. April 11-14. New Orleans. <Http://www.s-r-a.org>

National Student Assistance Conference. April 11-14. Dallas. 1-800-453-7733.

Parents for Public Schools. April 19-21. Portland. OR <http://www.parents4publicschools.com>

National Summit on Performance Measurement and Case Management for Mental Health and Substance Abuse Programs. April 22-23, Washington, DC. <Http://www.performanceweb.org/>

Community-Campus Partnerships for Health. May 4 - 7 Miami <http://futurehealth.ucsf.edu/ccph/projects.html#naticonf>

Building on Family Strengths Conference, May 30 - June 2, Portland, OR <http://www.rtc.pdx.edu>

National Mental Health Association Conference, June 6 - 9. Washington, DC <http://www.nmha.org>

National School-Based Health Care Conference, June 20 - 22. Denver
<http://www.nasbhc.org>

National Peer Helpers Association. June 20-25, Baltimore.
<http://www.peerhelping.org>

The National Forum of the Coalition for Community Schools, June 23 - 25,
Washington, DC. <Http://www.communityschools.org>

National Association of School Nurses. June 30-July 3, Lake Buena Vista, FL
<http://www.nasn.org/conference/conference.htm>

Developing Local Systems of Care for Children and Adolescents with Emotional
Disturbances and their Families: Family Involvement and Cultural Competence.
July 10 - 14. Washington, DC <http://gucdc.georgetown.edu/institutes.html>

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 your conference listed, send the information to smhp@ucla.edu

=====

If you give folks a fish they eat for a day...
if you teach folks to fish they eat every day...
and if you come to town to talk to folks about fishing...
you must be a consultant!

=====

^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS ^ ^ ^ ^

*From HRSA: (<http://www.mchb.hrsa.gov/html/grantsguidance.html>)

- >>Partnership for Information and Communication (CFDA 93.110G)
Due January 22.
- >>Healthy and Ready to Work National Center (CFDA 93.110D)
Due January 25
- >>Statewide/Regional Implementation of Health Insurance and
Financing Initiatives for Children with Special Health Care Needs (CFDA 93.110C)
Due February 15.
- >>Integrated Community Systems: Statewide Implementation (CFDA 93.100E)
Due February 15

*HHS Awards for Family Domestic Violence Prevention Grants. Due February
11. Call Sunni Knight at 202-401-5319.

*Call for Papers on Violence. Archives of Pediatrics & Adolescent Medicine.
Due February 15. [Http://www.archpediatrics.com](http://www.archpediatrics.com)

*Smaller Learning Communities Program (CFDA#84.215L) Deadline February 19.
([Http://www.ed.gov/legislation/FedRegister/announcements/2001-4/121901b.html](http://www.ed.gov/legislation/FedRegister/announcements/2001-4/121901b.html))

*NIDA National Prevention Research Initiative:

>>Community Multi-Site Prevention Trials (RFA-DA-02-004) and Transdisciplinary
Prevention Research Centers (RFA-DA-02-005). Letter of Intent due March 26.

>>Using Basic Science to develop new directions in drug abuse prevention research.
(RFA-DA-02-010) Letter of Intent due March 29.

[Http://www.ed.gov/grants/funding/](http://www.ed.gov/grants/funding/)

*Call for Papers: Advances in School-Based Mental Health. Due March 31.
Krisrobinson@attbi.com

*SAMHSA Community Action Grant Program (PA 03) Due May 10.
[Http://www.samhsa.gov/grants](http://www.samhsa.gov/grants)

*Behavior and Social Sciences Research Guide to Grants at the NIH. A new e-mail service for announcing NIH funding opportunities. Sample issue posted at <http://obssr.od.nih.gov/publications/bssr-guide/sample.htm>. Send an e-mail message to listserv@list.nih.gov. The message should read SUBscribe BSSR-Guide-L (your full name). Capitalize the first letters of your name. Leave subject line blank.

(NOTE: IF YOU WANT TO SURF THE INTERNET FOR FUNDS, go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to Financing and Funding.)

/ - / - / - /

Advice is what we ask for
when we already know the answer
but wish we didn't.

/ - / - / - / - /

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

>>>>>Mental Health/Substance Abuse/Health

Healthy People 2010 Information Access Project Partners in Information Access
for Public Health Professionals at <http://nnlm.gov/partners/hp>

Psychology in the Schools is online at
<http://www3.interscience.wiley.com/cgi-bin/jtoc?Type=DD&ID=10049909>

>>>>Parents, Schools, and Community

National Academies Board on Children, Youth and Families at
<http://www.national-academies.org/bocyf>

Annie E. Casey Foundation Celebrating Families at
<http://www.celebratingfamilies.org>

ESEA What's in it for your state? Department of education tables at
<http://www.ed.gov/offices/OUS/Budget02/02bystate.pdf>

Career Academies 10 year longitudinal study by Manpower Demonstration
Research Corporation at
<http://www.mdrc.org/Reports2001/CareerAcademies/CareerAcad-Overview.htm>.

Trends and Issues: Social and Economic Context. ERIC Clearinghouse of
Educational Management at <http://eric.uoregon.edu/trends>

National Child Care Information Center Sources of Funding for Youth Services at
<http://nccic.org/whatsnew.html>

Paraprofessionals in Educational Settings, Data Trends at
<http://www.rtc.pdx.edu/pgDataTrends.shtml>

NCES K-12 Practitioners' Circle at <http://nces.ed.gov/practitioners/>

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE
OUR GATEWAYS TO A WORLD OF RESOURCES.

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

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

>>>>In response to our request for best ways to make the case in showing the value
of programs and staff focused on addressing barriers to learning in schools, Bob
Tyra, Counselor, sent this: "The Support Personnel Accountability Report Card
we have developed this year has gotten some state and national attention. It's
modeled after the School Accountability Report Card...take a look at it and let us
know what you think. It's at www.lacoe.edu/ccla."

(Note: We have included this link on our Quick Find, Staffing Student Support
Systems. You may find some other relevant links and internet documents there as
you look for strategies to escape the threat of budget cuts.)

>>>>Charlene Vega (Chicago Public Schools) has shared a "White Paper on
Mental Health Services for Children and Youth in Illinois" prepared by the

Mental Health for Children Working Group in March 2001, the paper was presented to state legislators for action. If you are interested in this, let us know, and we'll contact Charlene about sharing it.

>>>Gary Melton (Clemson University, Institute on Family & Neighborhood Life) has shared "Principles for School-Based Services." These were composed by the Leadership Team for Ecologically Oriented Services, Anderson School District 5 as a set of guidelines for implementing school based interventions. Gary has indicated that we can share copies; let us know if you are interested.

SEND US YOUR REQUESTS/RESPONSES by phone, fax, email, or on our website Net Exchange, and we will compile and share it with others.

+ + + + + + +

Is it true?

If you are good, you will be assigned all the work.

If you are really good, you will get out of it.

+ + + + + + + + + +

^^^TRAINING AND JOB OPPORTUNITIES ^^^^^

(Including fellowships and scholarships)

<Leader in adolescent health>

Department of Population and Family Health Sciences of the Johns Hopkins Bloomberg School of Public Health. See <http://www.jhsph.edu>

<Project Assistant>

School Health Project, Resource Center on Educational Equity, Council of Chief State School Officers. Contact Director of Personnel, CCSSO, One Massachusetts Ave.,NM, Suite 700, Washington, DC 20001-1431.

<Postdoc in Pediatric Psychology>

Children's Hospital of the Cleveland Clinic. Deadline February 15. Contact Hannah Swallow, Desk A 120. The Cleveland Clinic, 9500 Euclid Ave., Cleveland, OH 44195.

<Child/Adolescent Faculty Position>

University of Vermont Psychology Department. Review beings March 8. [Http://www.ubm.edu/~psych/PsychAtUVM/Overview.html](http://www.ubm.edu/~psych/PsychAtUVM/Overview.html)

<Research Postdoc>

NIMH Intervention study with preschoolers with behavior disorders, Department of Clinical Health Psychology, University of Florida. Deadline April 1. Contact Sheila Eyberg, POB 100165 Health Sciences Center, University of Florida, Gainesville, FL 32610.

<Social Scientist>

Department of Psychiatry, University of Rochester School of Medicine and Dentistry. [Http://www.urmc.rochester.edu/smd/Psych](http://www.urmc.rochester.edu/smd/Psych)

(NOTE: FOR MORE INFORMATION ON EMPLOYMENT: GO TO <http://smhp.psych.ucla.edu>, click on Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA and other relevant job posting sites.)

****NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MH IN SCHOOLS**

>>UPDATES from our Center at UCLA <http://smhp.psych.ucla.edu>

NEW INITIATIVE TO ENHANCE TRAINING FOR PROFESSIONALS WORKING IN SCHOOLS

The Center is pleased to announce this new initiative designed to enhance learning opportunities related to mental health and psychosocial concerns for those working in schools. In addition to the Continuing Education Modules we have been developing, we also have started to develop and put online two major forms of assistance:

QUICK TRAINING AIDS: Each offers a brief set of resources for inservice or staff development. (They are also a form of quick self-tutorial) They encompass (a) key talking points for a short training session, (b) a brief overview of the topic, (c) fact sheets, (d) tools, and (e) a sampling of other related information and resources. The first three are now online (Bullying Prevention, Suicide Prevention, School-Based Crisis Intervention). Several more will be online in the next couple of weeks (Violence Prevention, Financing).

Go to <http://smhp.psych.ucla.edu>, click on What's New, then click on Quick Training Aids to get to these new resources. Let us know what you think and what other topics you would find useful in this format.

TRAINING TUTORIALS: These are designed as self-directed opportunities for more in-depth learning about specific topics. They can also be used in training others. The first of these entitled: "Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning" is now online. Six others will go online in the next month (Classroom Changes to Enhance and Reengage Students in Learning, Support for Transitions, Home Involvement in Schooling, Community Outreach, Crisis/Emergency Assistance and Prevention, and Student and Family Assistance). See <http://smhp.psych.ucla.edu>, click on What's New, then click on Training Tutorials.

While these were designed as web based and interactive, we have also prepared

hardcopies of the the Quick Training Aids and Training Tutorials which are available for the cost of copying and postage.

The ones online are prototype examples and we are eager to get feedback on how to improve these formats for capacity building. Let us know what you think.

NEW QUICK FIND on Barriers to Learning (Quick Finds feature Center materials, online documents, clearinghouse materials, and special centers dealing with this topic. They provide current and updated resources and related documents.)

"MENTAL HEALTH AND SCHOOL-BASED HEALTH CENTERS" a guide to practice
The Center has again updated and for the first time put on the internet its guide for the mental health facets of school-based health centers . The introductory overview focuses on where the mental health facets of school-based health centers (SBHCs) fit into the work of schools. This is followed by three modules. Module I addresses problems related to limited center resources (e.g., limited finances) and how to maximize resource use and effectiveness); Module II focuses on matters related to working with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Each module is organized into a set of units with many resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day SBHC operational focus on mental health and psychosocial concerns. A coda highlights ways to and benefits of weaving together all resources for addressing barriers to student learning into a comprehensive, integrated Enabling Component.

DOWNLOAD - entire guidebook (1.4M; 504pp) or in sections
<http://smhp.psych.ucla.edu/guidepak.htm>

If ordered by mail, the cost is \$30.00 for copying and handling.

MH IN SCHOOL PRACTITIONER LISTSERV: The requests posted on this weekly exchange of information among practitioners are now posted on the Net Exchange of our website. Please review these requests for sharing information and ideas and post your responses on Net Exchange at
http://smhp.psych.ucla.edu/cgi-bin/WebBBS/bbs_forum.cgi?forum=enews

Contact us at:
SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563

Phone (310) 825-3634 Fax (310) 206-8716

Email: smhp@ucla.edu

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

+ + + + +

To post messages to ENEWS, Email them to smhp@ucla.edu

+ + + + +

**UPDATE from our Sister Center, Center for School Mental Health Assistance at the University of Maryland at Baltimore, Mark Weist, Director
<http://csmha.umaryland.edu>

National Conference on Advancing School Based Mental Health Programs,
September 18-21, Philadelphia.

From "On the Move with school-based mental health", Fall, 2001, newsletter:
In an effort to promote and support the use of effective interventions by school-based mental health providers, the CSMHA is now offering technical assistance in the use of empirically-supported treatments and preventive interventions. If you are interested in receiving technical assistance about the use of empirically-supported interventions, please contact Cindy Schaeffer at 888/706-0980 (toll free) or email her at cschaeff@jhsph.edu.

For more information contact:
Center for School Mental Health Assistance
University of Maryland at Baltimore
Department of Psychiatry
680 W Lexington, St., 10th Fl.
Baltimore, MD 21201
Phone (888) 706-0980
Email: csmha@umpsy.umaryland.edu
Website: <http://csmha.umaryland.edu>

- - - - -

THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center at UCLA

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. This 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 the Substance Abuse and Mental Health Services

Administration's Center for Mental Health Services joining HRSA as a co-funder.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. 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.

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.

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. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems. We 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 Centers connect with major initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. 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. Evaluations indicate the Centers have 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

Phone (310) 825-3634 Fax (310) 206-8716

Email: smhp@ucla.edu

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

Write: UCLA School Mental Health Project/

Center for Mental Health in Schools

Box 951563

Los Angeles, CA 90095-1563