

ENEWS: A Monthly Forum for Sharing and Interchange

January, 2007 (Vol. 11 #4)

Source: UCLA School Mental Health Project/
Center for Mental Health in Schools

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

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Feel Free to Forward this to Anyone

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A NEW YEAR – We send our hopes and appreciation for all you do in the best interests of children, their families, schools, and communities.

WHAT'S HERE THIS MONTH

****Emerging Issue**

>What Role Should Mayors Play in Public Education?

****News from around the country**

****This month's focus for schools to address barriers to learning**

>New Year's Resolutions – A time for renewal: A new start for everyone

****Recent publications relevant to**

- >Children's mental and physical health
- >Family, school & community
- >Policy, systems, law, ethics, finances & statistics

****Other helpful internet resources**

****Upcoming initiatives, conference & workshops**

****Calls for grant proposals, presentations & papers**

****UCLA Center activities & resources update**

****Training & job opportunities**

****Comments/requests/information/questions from the field**

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To post messages to ENEWS, email them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to <http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-1> and follow the directions. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.

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****EMERGING ISSUE**

>>What Role Should Mayors Play in Public Education?

Considerable controversy surrounds current discussions of a mayor's role with respect to school districts.

Hands off?
Total control?
Partnership?

The legalities and politics of this issue are complex.

From a policy perspective, however, it can be asked: Isn't it essential that every mayor help improve local schools?

Our Center's view on this topic is presented in "An Open Letter to the Mayor," which is the lead article in the Winter issue of the Center's quarterly hardcopy newsletter/journal. (This has just been mailed. For an advanced look, see it online at - <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter07.pdf>)

Where do you stand on this matter? Please share your views –
>with us (send to – Ltaylor@ucla.edu)
>and, more importantly, with your mayor.

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****NEWS FROM AROUND THE COUNTRY**

COURT STRIKES DOWN L.A. MAYOR'S AUTHORITY OVER SCHOOL DISTRICT

On 12/21/06, the Superior Court struck down legislation giving the Los Angeles mayor substantial authority over the school district. The court indicated that the state's constitution called for a protected separation of the public schools from other municipal authorities. The decision is likely to be appealed. In the meantime, it is unclear what the immediate impact will be on other mayors who are considering what role to play with their schools.

PARENTS OF CHRONIC TRUANTS ORDERED TO APPEAR

"In an unprecedented undertaking, more than 6,000 letters went out to parents of 12 through 18 year olds with eight or more unexcused absences." They were ordered to appear at a local arena or face jail time. At the arena, Mayor Street told them that "they would be smart to take advantage of their last chance for amnesty." 12/1/06 Philadelphia Inquirer
[Http://www.philly.com](http://www.philly.com)

DISPLACED STUDENTS NEED MORE RESOURCES, STUDY FINDS

"A comprehensive study of schoolchildren scattered by hurricanes Katrina and Rita finds students who were already performing below grade level further stressed by long absences from class and mental challenges. Often their new schools lacked resources to meet those needs." 12/1/06 Christian Science Monitor. [Http://www.csmonitor.com](http://www.csmonitor.com)

SCHOOLS WORRY ABOUT FILLING VOID AT THE TOP

"School districts across California are bracing for a wave of retirements from principals, superintendents and other key players.... The administrative shortages come on top of dire predictions that California needs to replace nearly 100,000 teachers, or a third of the workforce, in the next decade." 12/11/06 Mercury News. [Http://www.mercurynews.com](http://www.mercurynews.com)

SCHOOL BOARD REJECTS DRUG TEST GRANT

After months of community debate over the legality and appropriateness of the program, "The School Board [in Inverness, FL.] just said no. It said no ... to a four-year federal grant that would have paid for random drug testing of some high school athletes. 'Just because we can, it doesn't mean we should,' said board member.... 'We're reaching into peoples' homes and reaching into kids' lives outside of school.'" 11/22/06. St. Petersburg Times.
[Http://www.sptimes.com](http://www.sptimes.com)

DECREASE REPORTED IN TEEN ILLICIT DRUG USE – BUT PRESCRIPTION DRUG ABUSE REMAINS HIGH

“The 2006 Monitoring the Future survey of eighth, 10th and 12th graders indicates that their past-month use of illicit drugs has dropped.... By contrast, abuse of prescription opioids remains at unacceptably high levels.... Of significant concern is the finding that past-year use of Vicodin remained high among all three grades, with nearly one in ten high school seniors using it in the past year.” 12/21/06. National Institute on Drug Abuse. [Http://www.nida.nih.gov](http://www.nida.nih.gov)

PARENTING AS THERAPY FOR CHILD’S MENTAL DISORDERS

“In recent decades, psychiatry has come to understand mental disorders ... as primarily problems of brain chemicals. [This emphasis has] led to an increasing dependence of psychiatric drugs.... But the science behind nondrug treatments is getting stronger. And now, some researchers and doctors are looking again at how inconsistent, overly permissive or uncertain child-rearing styles might worsen children’s problems, and how certain therapies might help resolve those problems, in combination with drug therapy or without drugs.” 12/22/06 The New York Times.

[Http://www.nytimes.com](http://www.nytimes.com)

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“It’s a tremendous relief for the physician to prescribe something, because these kids are very tough, and it feels horrible to sit there and not be able to help.”

Dr. Jennifer Mary Harris

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Each week the Center highlights a newsworthy story online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to mental health in schools through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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

>>January Theme – New Year’s Resolutions – A time for renewal; A new start for everyone

The beginning of a new calendar year is a time for "taking stock" about what's been working and what hasn't. It's a time to plan how to build on strengths and make some changes. Some resolutions are made with the best of intentions (but have little chance of success). Here are five 2007 resolutions for school leaders, support staff and teachers that could make a big difference.

(1) Resolve to make the first days back special. This is the time for school leaders, support staff and teachers to take special steps to individually greet and welcome back each student and especially those who need to be re-engaged in the learning process.

>For ideas on welcoming, see the Center's Quick Find on Transitions at http://smhp.psych.ucla.edu/qf/p2101_01.htm

(2) Resolve to follow through with specific assistance for students identified as needing to re-engage in positive activities and learning. Be sure to consider a broad range of factors that contribute to such problems. Then, focus on changes in the classroom and school environment that might reduce commonly occurring problems in a cost effective way.

>For more ideas, see the Center's Quick Find on Motivation at <http://smhp.psych.ucla.edu/qf/motiv.htm>)

(3) Resolve to develop mutually supportive and problem-solving relationships with families.

>For more on this, see the Quick Find on Parent/Home Involvement in Schools at <http://smhp.psych.ucla.edu/qf/homework.htm>

(4) Resolve to work together to turn resolutions into actions. Reach out to create more collaborative and mutually supportive ways to team with others at the school, in the district, and in the community.

- >For school's that don't already have one, forming a Learning Supports Resource Team can help enhance resource collaboration to make it possible to follow through on the above resolutions. Such a group can help a school become more proactive in anticipating and preventing many problems. The team does this by reviewing all resources the school is using to support learning with a view to analyzing effectiveness, redeploying resources to enhance good outcomes, and mobilizing staff, students, and families to work effectively together. (See "Developing Resource-Oriented Mechanisms to Enhance Learning Supports" at http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf)
- >For more on collaboration, see the Quick Find on "School and Community Collaboration" at http://smhp.psych.ucla.edu/qf/p1201_01.htm

(5) Resolve to take care of yourself.

- >For some ideas about minimizing staff burnout, go to the Quick Find on Burnout at <http://smhp.psych.ucla.edu/qf/burnout.htm>

Note: For more on anticipating natural opportunities for strengthening learning support that occur over the course of the school year, see "Ideas for enhancing support at school this month" at <http://smhp.psych.ucla.edu>

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"You know its time for a New Year's Resolution to lose weight when you step on a talking scale and it says, "One at a time, please!"

Families Online Magazine

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

***Children's Mental and Physical Health**

>Residual effects of repeated bully victimization before the age of 12 on adolescent functioning (2006) J. Haddow, Journal of School Violence, 5(2) 37-52.

>Juvenile offender suicide: Prevalence, risk factors, assessment, and crisis intervention protocol (2006) A. Roberts & K. Bender. International Journal of Emergency Mental Health, 8(4) 255-65.

>Antidepressant side effects in children and adolescents (2006) C. Gualtieri & L. Johnson. Journal of Child and Adolescent Psychopharmacology, 16(1-2) 147-157.

>The Solomon Effect in learning disabilities diagnosis: Can we learn from history? (2006) S. Dombrowski, R. Kamphaus, M Barry, et al. School Psychology Quarterly, 21, 359-374.

>The psychopathology and treatment of bipolar disorder (2006) D. Miklowitz & S. Johnson, Annual Review of Clinical Psychology, 2, 199-235. <http://arjournals.annualreviews.org>

***Family, School & Community**

>Teacher awareness of anxiety symptoms in children (2006) A. Layne, et al., Child Psychiatry and Human Development, 36, 383-392.

>Maternal depression and violence exposure: Double jeopardy for child school functioning. (2006) M. Silverstein, et al., Pediatrics, 118(3) 792-800.
[Http://pediatrics.aappublications.org/cgi/content/abstract/118/3/e792](http://pediatrics.aappublications.org/cgi/content/abstract/118/3/e792)

>African American and Latino families face high rates of hardship (2006) A. Sherman, Center

on Budget and Policy Priorities. <http://www.cbpp.org/11-21-06pov.htm>

>Social support as a buffer in the relationship between socioeconomic status and academic performance (2006) C. Malecki & M. Demaray. *School Psychology Quarterly*, 21(4) 375-395.

>Review of what youth programs do to increase the connectedness of youth with adults (2006) J. Grossman & M. Bulle. *Journal of Adolescent Health*, 39(6)

<http://www.jahonline.org/article/piiS1054139X06003090/fulltext>

>The dangers of detention: The impact of incarcerating youth in detention and other secure facilities. Justice Policy Institute. <http://www.justicepolicy.org>

>Approaches to parental involvement for improving the academic performance of elementary school children in grades k-6. (2006) C. Nye & J. Schwartz.

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/approaches.html>

>Reducing the racial achievement gap: A social-psychological intervention. (2006) G. Cohen, et al., *Science*, 313, p 1307-1310. <http://www.sciencemag.org>

>School-age child care arrangements (2006) S. Lawrence & J. Kreader. National Center for Children in Poverty. http://nccp.org/pub_rpc06a.html

***Policy, Systems, Law, Ethics, Finances & Statistics**

>System change and empirically-supported practices: The implementation problem (2006) Center for Mental Health in Schools at UCLA. (Part of series on enabling system change entitled "Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools") http://smhp.psych.ucla.edu/pdfdocs/systemic/implementation_problem.pdf

>Dropout rates in the United States: 2004 (2006) J. Laird, et al, National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007024>

>School attendance problems: Are current policies & practices going in the right direction? (2006) Center for Mental Health in Schools at UCLA.

http://smhp.psych.ucla.edu/pdfdocs/Briefs/school_attendance_problems.pdf

>EPSDT: Medicaid's critical but controversial benefits program for children (2006) C. Peters. The National Health Policy Forum. http://www.nhpf.org/pdfs_ib/IB819_EPSDT_11-20-06.pdf

>Indicators of school crime and safety: 2006. National Center for Education Statistics.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007003>

>Reliability of the 2005 middle school Youth Risk Behavior Survey (2006) K. Zullig, et al., *Journal of Adolescent Health*, 39(6) 856-60

>Examining comprehensive school reform (2006) D. Aladjem & K. Borman. Urban Institute.

<http://www.urban.org/books/schoolreform/chapter1.cfm>

>Making sense of data-driven decision making in education (2006) J. Marsh, et al. Rand Corporation. http://www.rand.org/pubs/occasional_papers/OP170/

Note: The Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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“Give a person a fish and you feed them for a day; teach a person to use the Internet and they

won't bother you for weeks."

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****OTHER HELPFUL INTERNET RESOURCES**

>Crisis response: Creating safe schools

<http://www.ed.gov/admins/lead/safety/training/responding/index.html>

>Suicide and mortality fact sheets on adolescents and young adults. National Adolescent Health Information Center

http://nahic.ucsf.edu/index.php/data/article/briefs_facts_sheets/

>Cradle to prison pipeline initiative. Children's Defense Fund

<http://www.childrensdefense.org>

>National Mental Health Anti-stigma campaign. Developing a stigma reduction initiative.

<Http://www.whatadifference.samhsa.gov>

>Resolving conflicts: Lessons for life

<http://www.family.samhsa.gov>

>Medicaid as a possible funding source for school-based services. National Association of State Directors of Special Education.

<Http://projectforum.org/docs/schoolbasedmedicaid.pdf>

>National Center for Health Statistics Survey Measures Catalog: Child and Adolescent Mental Health

<http://www.cdc.gov/nchs/measurescatalog/camh.htm>

>Suicide prevention gatekeeper trainings matrix

http://www.sprc.org/library/sprc_gatekeeper_matrix.pdf

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at

http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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****A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

>National Multicultural Conference and Summit. January 24-26, Seattle, WA

<http://www.multiculturalsummit.com>

>Putting the Pieces Together for Children and Families, 1/31-2/2, Anaheim, CA

http://www.cffutures.org/conference_information

>NCCRESt Leadership for Equity and Excellence: Transforming Education. February 7-9,

Washington DC http://www.nccrest.org/events/events/national_forum_2.html

>Beyond School Hours, 2/7-10, Greensboro, NC

<http://foundationsinc.org>

>19th Annual At-Risk Youth National Forum, 2/18-21, Myrtle Beach, SC

http://www.dropoutprevention.org/conferen/conferen.htm#atrisk_forum

>Stand Up for Public Education, 3/1-4, New Orleans, LA

<http://www.aasa.org/nce>

>2007 AMCHP Annual Conference. March 3-7, Arlington, VA

<http://www.amchp.org/news/2007/callforabstracts.php>

>A System of Care for Children's Mental Health: Expanding the Research Base. March 4-7, Tampa, FL <http://rtckids.fmhi.usf.edu/rccconference>

>National Youth at risk Conference. March 4-7, Savannah, GA
<http://ceps.georgiasouthern.edu/conted/yar2007.html>

>National Student Assistance Conference March 9-11, Orlando, FL <http://www.prponline.net>

>Inter-American Summit on Conflict Resolution Education, 3/14-15. Cleveland, OH
<http://www.tri-c.edu/community/girc.htm>

>Association for Supervision and Curriculum Development Annual Conference, 3/17-19, Anaheim, CA <http://www.ascd.org>

>National Association of School Psychologists. 3/27-31, New York, NY
<http://www.nasponline.org>

>National Conference on Child Abuse and Neglect, 4/16-21, Portland, OR. Contact:
16conf@pal-tech.co

>Society for Prevention Research, 5/30-6/1, Washington, DC
<http://www.preventionresearch.org/meeting.php>

Note: This is just a sample. For additional and ongoing information about conferences, refer to our website at <http://smhp.psych.ucla.edu/upconf.htm>

If you want to list your conference, please email information to ltaylor@ucla.edu

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If lawyers are disbarred and clergymen defrocked, doesn't it follow that electricians can be delighted, musicians denoted, cowboys deranged, models deposed, tree surgeons debarked and drycleaners depressed?"

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****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

>Grants

See the electronic storefront for federal grants at <http://www.grants.gov>

You can use it to double check due dates and access applications

Current Examples:

>>U. S. Department of Education (<http://www.ed.gov>)

>National Institute on Disability and Rehabilitation Research – Disability and Rehabilitation Research Project and Centers Program, Field Initiated Projects (due 1/31/07)

>Personnel development to improve services and results for children with disabilities — Professional Development Center; Children with Autism Spectrum Disorders (due 1/2/07)

>>Center for Disease Control and Prevention

>Maximizing Protective Factors for Youth Violence (letter of Intent due 1/26)

>Understanding risk and protective factors for sexual violence perpetration and the overlap with bully behavior (letter of intent due 2/1)

>>Substance Abuse Mental Health Services Administration (<http://www.samhsa.gov>)

>Knowledge dissemination conference grants (due 1/31/07)

>Science to Service Award (due 2/28/07). Contact Dean Fixen <http://nirn.fmhi.usf.edu>

Also note the following document: "Medicaid as a possible funding source for school-based services" from the National Association of State Directors of Special Education.

<http://projectforum.org/docs/schoolbasedmedicaid.pdf>

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. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning.

>Calls for Proposals and Papers

January 31 deadline for online submission of proposals for the 12th Annual Conference on Advancing School Mental Health conference. <http://csmha.umaryland.edu>

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"Somebody who knows how will always have a job ... working for someone who knows why."

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**UCLA CENTER ACTIVITIES AND RESOURCES UPDATE

New Resources this Month

>"System change and empirically-supported practices: The implementation problem"
(Another resource in the series on enabling system change entitled "Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools")

[http://smhp.psych.ucla.edu/pdfdocs/systemic/implementation problem.pdf](http://smhp.psych.ucla.edu/pdfdocs/systemic/implementation%20problem.pdf)

>"School attendance problems: Are current policies & practices going in the right direction?" [http://smhp.psych.ucla.edu/pdfdocs/Briefs/school attendance problems.pdf](http://smhp.psych.ucla.edu/pdfdocs/Briefs/school%20attendance%20problems.pdf)

>New Hot Topic

"Reducing School Attendance Problems"

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

>Winter quarterly hardcopy newsletter/journal online and in the mail. For an advanced look, go to <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter07.pdf>

The lead article focuses on:

>>*An Open Letter to the Mayor* (about a mayor's role in working with schools -- you may want to adapt this and send it to your mayor)

Other matters featured:

>>*Reducing School Attendance Problems*

>>*We Used to Call it a Resource Coordinating Team . . .*

>>*Science-based Practices: Yes, But . . .*

>>*No Child Left Behind--The football version*

>>*Center News & Resources*

Update on the National Initiative New Directions for Student Support:

>CALL TO ACTION CAMPAIGN – Emphasis is on three courses of action to move things forward in the coming months:

(1) participation at school improvement decision making and planning tables to ensure there is a sophisticated focus on new directions for developing a comprehensive system of learning supports – see

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer06.pdf>

(2) communication with Congress about including discussion of a comprehensive system of learning supports as a major agenda item in the hearings for the reauthorization of the Elementary and Secondary Education Act (e.g., No Child Left Behind) – see <http://smhp.psych.ucla.edu/pdfdocs/nclbra.pdf>

(3) focusing the attention of Mayors on working with schools to help develop a comprehensive system of learning supports – see <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter07.pdf>

>READY TO MOVE FORWARD? If you already are associated with a district that is ready to move forward and want to explore ways we might be able to help, contact Ltaylor@ucla.edu

>UPCOMING LEADERSHIP INSTITUTES – Iowa, Hawai`i, Vermont, Los Angeles

Let's us hear where else we should be considering. (contact: ltaylor@ucla.edu)

Note: For updated resources and events see "What's New" at <http://smhp.psych.ucla.edu/review.htm>

Note: For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact

Howard Adelman and Linda Taylor, Co-directors
School Mental Health Project/Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
Email: smhp@ucla.edu

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Check out our sister center, Center for School Mental Health Analysis and Action, at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

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"Don't look back, they might be gaining on you."

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****TRAINING AND JOB OPPORTUNITIES**

Note: For info on employment opportunities, see <http://smhp.psych.ucla.edu/job.htm> – Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

Below are a few jobs that have been brought directly to our attention this month:

<Prevention>

The Centers for Disease Control and Prevention, Prevention Development and Evaluation Branch, Social/behavioral/health scientists to focus on violence prevention strategies. Contact Candice Jackson, cjackson@cdc.gov

<Faculty>

Assistant Professor of School Psychology, Radford University, Radford VA. Contact Hilary Lips at hlips@radford.edu

<Director>

Director of research and evaluation, New Leaders for New Schools, New York NY. Contact

Vanessa Zoltan, <http://www.nins.org>

<Faculty>

Assistant/Associate Professor, Department of Psychology, Arizona State University. Focus on dissemination of effective prevention programs in community settings. Contact Irwin Sandler at irwin.sandler@asu.edu

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“Bills travel through the mail at twice the speed of checks.”

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

>We were asked to bring to the following to your attention:

(1) “Caring and Empathy in the Classroom” in the November/December 2006 issue of Psychotherapy Networker – <http://www.psychotherapynetworker.org>

(2) “My son will be 22 in march---and is affected by fragile x syndrome. We have been involved with and supporters of INCLUSIVE EDUCATION --PERSON CENTERED TRANSITION PLANNING----and now SELF DETERMINATION. Though the intent of NCLB may have been to elevate the participation for "students with disabilities" in meaningful curricula and raise expectations for their success i have found the opposite to be true. Especially students with intellectual disabilities are being LEFT BEHIND--and emphasis is being placed on helping students with minimal learning issues who can pass the STANDARDIZED TESTS-----NCLB IS DOING LITTLE TO HELP CREATE TRUE LEARNING COMMUNITY WHERE EVERYONE'S CONTRIBUTION IS VALUED AND ACHIEVEMENT IS MEASURED BY HOW IT RELATES TO INDIVIDUAL'S POTENTIAL ---NOT IN A WAY THAT GOALS AND SUCCESS ARE THE SAME FOR EVERYONE---- thanks for the opportunity to speak my piece.”

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THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first 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, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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