

In the Summer 2003 issue of the newsletter for the American Psychological Association's Society of Clinical Psychology, the Society's president, Diane Willis, states there has been an inappropriate and increasing over-medication of children 12 years of age and under. She goes on to point out that professionals have contributed to the problem in several ways -- including their failure "to adequately inform the public and convince managed care companies about the efficacy and benefits of psychological interventions for young children and their families." As a proponent for expanding prescription privileges to psychologists, Willis' voicing of such concerns is particularly noteworthy. However, given that the trends have been reported for some time, we wonder whether her comments are a harbinger of a new surge of attention to the matter or just another commentary that will fail to stimulate critical discussion.

What do you think about all this???? We look forward to your comments.

Send your response by email to: smhp@ucla.edu and we will post it on our website's Net Exchange (<http://smhp.psych.ucla.edu>)page for others to read and respond.

Or you can respond by phone (310/825-3634) or by fax (310/206/8716)

Write: Center for Mental Health in Schools

Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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**NEWS FROM AROUND THE COUNTRY

**TARGETED SUPPORTS HELPS STUDENTS WITH "BEHAVIORAL/EMOTIONAL DISORDERS"

A new report from the Bazelon Center for Mental Health Law indicates that when appropriate support is used school-wide there is a decrease in aggressive behavior and a concomitant reduction in the number of suspensions and expulsions for "emotionally disabled" students. Project ACHIEVE is cited as an example. Online at (<http://www.bazelon.org>)

**REAUTHORIZATION OF IDEA MOVES FORWARD

Similar to the House's version, the bill introduced in the Senate authorizes school districts to use up to 15% of their IDEA funds for support services to help students not yet identified with disabilities but who require additional academic and behavioral support to succeed in a general education environment. The bill also encourages parent and community training info centers to focus on improving parent-school collaboration. (<http://gregg.senate.gov/press/press061203.pdf>) For regular updates and analyses of the progress through Congress or this and other bill's related to mental health in schools, see (<http://www.nasponline.org/advocacy/legisup060603.html>)

**CHILD HEALTHCARE CRISIS RELIEF ACT

The U. S. Bureau of Health Professions projects that by 2020 the demand for children' mental health services will double. Since the number of child and adolescent health professionals is not expected to increase, major deficits in service delivery will result -- <http://thomas.loc.gov>. Thus, bills have been introduced in the U.S. House (HR 1359) and Senate (S 1223) to provide educational incentives as a way of increasing the number of child and adolescent mental health professionals.

**UNDER NO CHILD LEFT BEHIND STUDENTS MAY TRANSFER, BUT WHERE TO?

More than 125,000 Chicago Public School students are eligible to transfer from their school next year, however the sheer number means options are limited. Schools that are overcrowded will not have to take new students. Also, students

will be required to move within their geographic area. Last year 29,000 students from 50 schools could transfer; only 1,165 took the option. (Chicago Tribune, 6/17/03)

****POLICE OFFER DRUG TEST KITS TO PARENTS**

Police in Lansing, Michigan initiated a program to provide parents with free drug tests for a period of 30 days. After that period, tests will be available for a cost of \$3 or \$12 depending on the test. The urine tests screen for cocaine, marijuana, Ecstasy, methamphetamine, morphine, and PCP. There is a separate test for alcohol. (Lansing State Journal, 6/11/03)

****DISTRICT RESTORES TEACHERS AND PROGRAMS**

The superintendent of public schools in Buffalo, New York announced the restoration of interscholastic sports, instrumental music, some extra-curricular activities, and the recall of 173 teachers and 64 aides. This is the result of prudent fiscal management that resulted in reviews of the district's state building aid claims dating back to 1990 and that identified opportunities to claim additional funds for previous years. In addition, district officials expect to receive increases in federal grants. (<http://www.buffaloschools.org>)

****CONSEQUENCE OF SCHOOL BEHAVIOR IS LOSS OF DRIVER'S LICENSE**

Louisiana House Bill 1686 would revoke the license of a student who is expelled or suspended for at least 10 days for certain violations: selling or possessing drugs, having alcohol or a gun on school property or at a school event or attacking a teacher or staff member. The Senate amendments include a hardship provision that would allow students to continue driving to school, counseling, or work. (The Times Picayune, 6/12/03)

****HEAD START UNDER FIRE**

According to a report by the U. S. Department of Health and Human Services: "Head Start children are not adequately prepared for school, and those who have been in the program still enter kindergarten lagging far behind the typical American child in skills needed for school readiness." The report does acknowledge that "Head Start children benefit from increased social skills as well as the comprehensive health and other benefits delivered through the program.... The report also cites the importance of coordinating existing programs to improve services for families and children...." It recognizes that "historically, the system of early care and education in the United States has been fragmented. Child care programs and early education programs have existed separately and have separate goals. Greater collaboration and coordination is needed among state and federal programs serving children ages 0 - 5 to ensure that all children entering kindergarten are ready to learn."

The Bush administration proposes "authorizing states willing to meet specific programmatic and financial requirements to take over administration of Head Start programs in their state, enabling them to better coordinate Head Start and other preschool efforts." (<http://www.aspe.hhs.gov/hsp/StrengthenHeadStart03/index.htm>) A U. S. House subcommittee plan proposes that eight states be involved in a trial block grant program for Head Start while the rest remain under federal control.

See: "Head Start Reauthorization: A Preliminary Analysis of H. R. 2210, the "School Readiness Act of 2003" (2003) R. Schumacher, et al. Center for Law and Social Policy (<http://www.clasp.org>)

In a related story reported in the Washington Post (6/13), the National Head Start Association filed a federal lawsuit against the Bush Administration for allegedly violating the First Amendment rights of Head Start teachers and parent volunteers.

The association says the administration tried to stop teachers and parents from protesting the changes by suggesting in a letter that those teachers were violating federal law by participating in political activities.

(Note: see our website's "What's New Page", for a current news item posted each week.)

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"We want to coordinate resources at our school
but can't because the district doesn't..."

"We want to coordinate resources in our district
but can't because the state doesn't..."

"We want to coordinate school programs in our state
but can't because the feds don't..."

"We can't coordinate resources sent to schools at the federal level
because schools are locally controlled..."
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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

"Using 'Down Time' to Plan Better Ways to Work Together in Providing Learning Supports"
In many schools and districts, July is "down time." (For year-round schools, intersessions are comparable times.) Down time provides an opportunity to plan new ways of providing and enhancing supports for students learning. Such periods also allow for special training opportunities. To see specific ideas related to all this, go to the Center website and click on "Ideas for Enhancing Support at Your School This Month" (<http://smhp.psych.ucla.edu>)

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"The solution of the adult problems tomorrow depends in large measure upon the way our children grow up today. There is no greater insight into the future than recognizing when we save our children, we save ourselves."  
Margaret Mead  
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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"National Trends in the Treatment of Attention Deficit Hyperactivity Disorder" (2003) M. Olfson, et al, American Journal of Psychiatry, 160: 1071-1077.

"Community-Based Interventions for Affective Disorders" (2003) A summary of an article by M Bruce, et al in Mental Health Services Research 4(4) 205-214. (<http://www.rtc.pdx.edu>)

"Funding a Full Continuum of Mental Health Promotion and Intervention Programs in the Schools" (2003) M. Weist, et al. Journal of Adolescent Health 325: 70-78.

"Reducing Adolescent Risk: Toward an Integrated Approach" (2003) D. Romer (Ed.) Sage Publications, Thousand Oaks: CA.

"Child Delinquency: Early Intervention and Prevention" (2003) R. Loeber, et al. Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org/pubs/delinq.html#186162>)

"Factors associated with fidelity to substance use prevention curriculum guides in the nation's middle schools." (2003) C. Ringwalt, et al. Health Education and Behavior 30(3) 375-391.

"Contrasting lives, contrasting views? Understandings of health inequalities from children in differing social circumstances" (2003) K. Backett-Milburn, et al.

Social Science & Medicine, 57(4) 613-123. (Note: "...children appeared to locate inequalities as much in relationships and social life as in materials concerns...")

"Suicide and Serious Suicide Attempts in Youth: A Multiple-Group Comparison Study" (2003) American Journal of Psychiatry 160: 1093-1099.

"Caring for your Teenager" (2003) American Academy of Pediatrics.
(<http://www.aap.org/advocacy/releases/mayteen.htm>)

>>> FAMILIES, COMMUNITY & SCHOOL

"Derailed: The Schoolhouse to Jailhouse Track" (2003) J. Browne, Advancement Project (<http://www.advancementproject.org>)

"An Ecological-Transactional Understanding of Community Violence: Theoretical Perspectives" (2003) S. Overstreet & J. Mazza. School Psychology Quarterly, 18(1) 66-87.

"Maryland's Plan for Family, School, and Community Involvement: Recommendations for reaching academic success for all students through family, school, and community partnerships. (2003) Division of Student and School Services, Maryland State Department of Education
(http://www.marylandpublicschools.org/family_literacy/pdf/FamilyInvolvementPlanWeb.pdf)

"Who's Teaching your Children: Why the Teacher Crisis is Worse than You think and What can be done about it." (2003) Yale University Press.
(<http://www.yale.edu/yup/chapters/097417chap.htm>)

"Reforming Relationships: School Districts, External Organizations, and Systemic Change" (2003) R. Kronley & C. Handley.
(http://www.schoolcommunities.org/New/RR_pr.html)

"High School Issue Papers: For Youth and Adult Groups Organizing to Transform High School Education in the United States" (2003) Temple University Center for Public Policy and the Eastern Pennsylvania Organizing Project
(http://www.temple.edu/cpp/hs_issue_papers.htm)

"Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development" (2002) M. Bambone, et al. Youth Development Strategies, Inc. and the Institute for Research and Reform in Education. (<http://www.ydsi.org>)

"Community Correlates of Rural Youth Violence" (2003) D. W. Osgood & J. M. Chambers. Office of Juvenile Justice and Delinquency Prevention.
(<http://www.ncjrs.org/html/ojjdp/193591/contents.html>)

"Critical Hours: Afterschool Programs and Educational Success" (2003) B. Miller. (<http://www.nmefdn.org>)

"The Impact of After-School Programs" (2003) National Collaboration for Youth.
(<http://www.nydic.org/after-school%20research%201.doc>)

>>> POLICY, LAW, FINANCES & STATISTICS

"Leaving Too Many Children Behind: A Demographer's View on the Neglect of America's Youngest Children" H. Hodkinson. AERA/IEL Education Policy Forum. (<http://www.iel.org/news.html>)

"Kids Count Pocket Guides" (2003) Annie E. Casey Foundation. State-level measures of child well being from the 2000 census. One for African American

Children and one for Latino Children (<http://www.aecf.org/>)

"Toward a Healthy Future: Medicaid Early and Periodic Screening, Diagnostic and Treatment Services for Poor Children and Youth" (2003) J. Perkins & S. Somers, National Health Law Program (<http://www.healthlaw.org>)

"Strategies to Ensure the Continued Success of Large Scale Initiatives" (2003) Urban Health Initiatives (http://www.urbanhealth.org/print_friendly/savvy.htm)

"Youth with Disabilities: A changing population" (2003) report of findings from the National Longitudinal Transition Study (original and study 2) conducted by the Office of Special Education Programs. Compares differences between the population of 15-17 year old youth with disabilities in 1987 and 2001. More students diagnosed with autism and ADHD; more students with emotional disabilities than other disabilities received services in the schools. (<http://www.cec.sped.org/pp/nlts2.pdf>)

"Money Matters: A Reporter's Guide to School Finance" (2003) Education Writers Association (<http://www.ewa.org/offers/publications/>)

"Fact Sheet: Capping Medicaid Funding: The Problem with Block Grants" (2003) Families USA: The Voice for Health Care Consumers (<http://www.familiesusa.org>)

"Rights to Access Medical Records Under the Health Insurance Portability and Accountability Act Privacy Regulation" (2003) S. Schwartz. Health Assistance Partnership (<http://www.healthassistancepartnership.org>)

"The Condition of Education 2003" National Center for Education Statistics (<http://nces.ed.gov>)

"Exploring the Feasibility and Quality of Matched Neighborhood Research Designs" (2003) D. Seith, et al. (<http://www.mdrc.org>)

(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>)

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"Welcome to the Ego Repair Hotline! Press 1 for "Hey, you look great today!" Press 2 for "How did you get to be so smart?" Press 3 for "I wish I was more like you!"

Randy Glasbergen

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>National Education Association, July 1-6, New Orleans, LA <http://www.nea.org>

>Bullying/School Violence Prevention, July 10, Washington, DC
imhaad@gwumc.edu

>National Prevention Coalition, July 16, Arlington, VA ggeorgeangel@nmha.org

>Campus Compact Education Leadership Colloquium, July 16-17, Denver, CO.
arautio@ecs.org

>National Prevention Symposium, July 16-18, San Francisco, CA
<http://www.chef.org>

>National Association of Rural Mental Health, July 17-20, Orlando, FL

- >Community Technology Centers, Deadline July 21
- >Disability Rehabilitation Research Projects Program, Deadline July 28

>>National Institute of Mental Health, National Institute on Drug Abuse, and National Institute of Child Health and Human Development
>Behavioral, Social, Mental Health, and Substance Abuse Research with Diverse Populations, Deadline October 1 (<http://www.nih.gov>)

CALL FOR ABSTRACTS FOR CONFERENCES:

>Call for Practices in Afterschool Programs, Center for Youth Development and Policy Research at the Academy for Educational Development. Deadline July 7. Looking for promising practices in community & Family involvement; programming; management & administration; staffing & training; financing; research evaluation & knowledge base; policy & advocacy. Submit online at <http://www.afterschool.org>

>Papers for edited book of research on Latina adolescent girls. Submit 400 word summary of original research by July 15 to jilld@etr.org or dr.bee@verizon.net

>School Social Work Association of American. Call for papers, Deadline September 1 (for conference in San Francisco April 15-17). Sswaa@aol.com

>Call for Papers for Theme Issues, Review of Educational Research. (1) Defining difference differently (2) The culture of violence and the community of the school (3) Technology and the culture of learning. Margaret.lecoompte@colorado.edu

(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)

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"I feel like I'm diagonally parked in a parallel universe!"

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>>NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

>NEW DIRECTIONS FOR STUDENT SUPPORT

>All summit related material is online. The website Summit's info can be accessed by clicking on the green circle on the Center's homepage (<http://smhp.psych.ucla.edu>). Feel free to download and share info with others. Various documents can be used in planning summer trainings for student support to enhance effectiveness when the new school year starts. For example, see "Guidelines for a Student Support Component." This document should be shared widely as a vision for support services and a stimulus for advancing the work (e.g., developing guidelines and quality indicators). The main areas covered are:

1. Major Areas of Concern Related to Barriers to Student Learning
2. Timing and Nature of Problem-Oriented Interventions
3. General Domain for Intervention in Addressing Students' Needs and Problems
4. Specialized Students and Family Assistance (Individual and Group)
5. Assuring Quality of Intervention
6. Outcome Evaluation and Accountability.

A copy of the Guidelines was in the last hardcopy newsletter (Spring, 2003) which is online. If you didn't receive it, or want additional copies to share, let us know. (Email: smhp@ucla.edu)

>Several states have indicated interest and plans are being made for State

Summits on New Directions for Student Support. Let us know if you think your state is ready to begin discussing a summit.

>New Introductory Packet--Transitions: Turning Risks into Opportunities for Student Support The document covers research and best practices. It explores why transitions are dangerous opportunities that can disrupt or promote development. Key transitions and related intervention strategies are presented for starting school; daily transitions including before and after school as well as recess and lunch; year transitions such as beginning a new school year; moving to a new school/new country; transitions for special needs students; and transitions from high school. The importance of support staff, families and students planning for transitions is accompanied by suggestions and models. Resources include references, organizations, website, and Center materials related to transitions. We have also included a endnote on sustaining innovations. To download from our website, go to <http://smhp.psych.ucla.edu> and click on Center Materials.

>Updated materials on Suicide Prevention. A powerpoint presentation with accompanying script on suicide prevention has been prepared by the Center for anyone to use in training. Go to <http://smhp.psych.ucla.edu> and click on What's New.

>THIS MONTH'S IDEAS FOR ENHANCING SUPPORT AT YOUR SCHOOL

We now have monthly themes for 11 of the 12 months of the year designed to anticipate the "season" or rhythm of the school year. The focus for July is "Using 'Down Time' to Plan Better Ways to Work Together in Providing Learning Supports." The month of July in many schools provides an opportunity to stop and think long enough to plan better ways of doing things in the upcoming school year. Knowing there are cyclic demands that we can anticipate in a school year helps to anticipate, plan, and provide proactive interventions for prevention. But who does all this planning? Building an learning support component starts with an infrastructure that allows support staff to work together on a regular basis. For ideas on establishing a resource mechanism at your school, see the July theme at <http://smhp.psych.ucla.edu> "Ideas for Enhancing Support at Your School this Month."

LET US KNOW WHAT YOU NEED. New resources can be developed and best practices identified. Also, let us know about the latest and greatest you encounter so we can update our resources and your colleagues across the nation.

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>

^ ^ ^ ^ UPDATES FROM OUR SISTER CENTER

The Center for School Mental Health Assistance at the University of Maryland at Baltimore will hold its 8th National Conference on Advancing School Based Mental Health Programs, October 23-25, Portland, OR

See their website (<http://csmha.umaryland.edu>) Or contact Mark Weist, Director, 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

+ + + OTHER HELPFUL RESOURCES

>>ON EMPIRICALLY SUPPORTED INTERVENTIONS

In the June 26, 2003, edition of CASEL Connections see <http://www.casel.org> , the emphasis is on the problem of choosing from "practices that have been empirically shown to achieve the desired outcomes." Recognizing that this is a complicated issue when it comes to complex interventions, they recommend looking at Lisbeth Schorr's (2003) thoughtful discussion entitled: "Determining 'what works' in social programs and social policies: Toward a more inclusive knowledge base." See: <http://www.brook.edu/dybdocroot/views/papers/sawhill/20030226.pdf> This work discusses shortcomings of prevailing approaches and explores alternative approaches when interventions do not permit random assignment. Offers a concrete example of the "design-research approach" Schorr and her colleagues use to generate info for improving community-change initiatives. (For more on the work of Schorr and her colleagues related to what they are calling the Pathways Mapping Initiative, see <http://www.pathwaystooutcomes.org> .)

CASEL also draws attention to the "What Works Clearinghouse." Institute of Education Sciences, U.S. Department of Education <http://www.w-w-c.org/about.html>

This clearinghouse was created by the U.S. Dept of Education to provide "a central, independent, and trusted source of evidence of what actually works in education." Seven topic areas have been chosen for systematic review in the first year of operation.

- >Interventions for Beginning Reading
- >Curriculum-Based Interventions for Increasing K 12 Math Achievement
- >Programs for Preventing High School Dropout
- >Programs for Increasing Adult Literacy
- >Peer-Assisted Learning in Elementary Schools: Reading, Mathematics, and Science Gains
- >Interventions to Reduce Delinquent, Disorderly, and Violent Behavior in Middle and High Schools
- >Interventions for Elementary School English Language Learners: Increasing English Language Acquisition and Academic Achievement

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Zero Tolerance Fact Sheet" Justice Policy Institute.
[Http://www.buildingblocksforyouth.org/issues/zerotolerance/facts.html](http://www.buildingblocksforyouth.org/issues/zerotolerance/facts.html)

"What Kids Can Do" <http://www.whatkidscando.org>

"Youth Together" <http://www.youthtogether.net/>

"Kids Count 2003 Data Book" Annie E. Casey Foundation.
[Http://www.aecf.org/kidscount/databook/](http://www.aecf.org/kidscount/databook/)

"Medicaid School-Based Administrative Claiming Guide" Centers for Medicare & Medicaid Services
<http://www.cms.gov/medicaid/schools/clmguide.asp>

>>PARENTS, SCHOOLS & COMMUNITIES

"Give Kids Good Schools, Public Education Network,
<http://www.givekidsgoodschools.com>

"Thinking Broadly: Financing Strategies for Comprehensive Child
and Family Initiatives" <http://www.financeproject.org>

"Status and Trends in the Education of Hispanics" Draws from a
variety of reports and synthesizes these data into one compact
volume. National Center for Educational Statistics.
<http://nces.ed.gov/pubs2003/hispanics/>

"High Schools that Work" <http://www.sreb.org>

"National Center for Schools and Communities"
<http://www.ncscatfordham.org>

"Adventures in Parenting"
<http://www.nichd.nih.gov/publications/pubslst.cfm>

{Note: for access to a wide range of relevant websites, see our
"Gateway to a World of Resources" <http://smhp.psych.ucla.edu>}

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"I'm not young enough to know everything."  
J. M. Barrie  
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**REQUESTS/INFO/COMMENTS/QUESTIONS FROM THE FIELD

Request for Comments:

It was suggested that views be solicited about a controversial law
(in California) that bans children from being surveyed in school
about sex, morality, or religion unless their parent fills out a
permission form. Legislation has been proposed to make it easier
to gather anonymous info from students about "sensitive topics."
For more info and published comments on all this, see
<http://www.sacbee.com/content/politics/story/6772097p-7722930c.html>
http://www.welchreport.com/bnews2.cfm?rank_cho=799
http://www.insidevc.com/vcs/opinion_columnists/article/0,1375,vcs_223_1993971,00.html

Weigh in with your info and comments -- send to smhp@ucla.edu.

Shared Info:

>>>The third safe schools document Safe Supportive and
Successful Schools: Step by Step, (Osher, Dwyer & Jackson) will
be published by Sopris West (CO) in September, 2003. The
document's package will include a CD containing Early Warning
Timely Response: A Guide to Safe Schools and Safeguarding Our
Youth: An Action Guide and the award-winning video of actual
exemplary programs. The complete and comprehensive package
will enable users to reprint forms for program planning and
implementation and to contact program developers for prevention,
early and intensive interventions for children and youth to improve
social-emotional learning, resiliency and reduce emotional,
academic mental and behavioral problems. Some of the content is
available for selected review. Those interested may contact
ekdwyer@aol.com or dosher@air.org

>>>Montgomery County Public Schools (Maryland) and Health

Department are co-sponsoring a three school pilot project using the successful schools model of implementing prevention, early and intensive interventions in a real partnership between school student services mental health staff and clinical staff with full school and family involvement in the planning and implementation. The project ranging from k-12 grades started in January with braided funds and resources. For more info, contact ekdwyer@aol.com.

Responses to Last Month's Emerging Issue

"Does drug testing at school deter student drug use?"

"As a teacher and as a parent I am not surprised that drug testing in the schools has little effect on drug use in teens. I also believe that beginning drug programs at the elementary level only increases the curiosity of students, which leads to more use and use at a younger age. Has anyone researched this?"

"The best way to deter drug use is to teach the students why half of those who abuse drugs do so. National studies agree that 50% of those who abuse substances do so to get relief from common, untreated mental illnesses. Without proper medical treatment with proper medications...symptoms of mental illness are somewhat, and temporarily, alleviated...The medical profession refers to this as "self-medication..."

Anything you would like to share? Send it to us at smhp@ucla.edu.

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"Fanaticism consists of redoubling your efforts when you have forgotten your aim."  
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^ ^ ^ TRAINING AND JOB OPPORTUNITIES

<School Mental Health>

Master's degree in Psychology or related field and one year supervised experience in child and adolescent mental health. To work with innovative school and community programs in Honolulu, HI. Fax (808) 523-1997.

<Mental Health Clinician>

Children & Youth Services, Wilmington, NC. Provide evaluation and treatment in elementary/middle school. Master's degree in a human service field, two years of experience, license in mental health profession in North Carolina required. Contact english@secmh.org

<Resiliency Specialist>

Harbor Behavioral Healthcare, Toledo, OH. Provide psychosocial and vocational assessments to youth 16-18 and coordinate linkage between employers and clients. Bachelor's degree in social work or mental health plus one year voc rehab experience required (or Associate's degree with 3 years voc rehab experience.) Email harborhr@harbor.org

<Therapist>

Camp Tawonga, Tuolumne, CA. Positions available for 2, 3, and 6 week increments. Work with anger management, disordered eating, attention problems and anxiety. <http://www.tawonga.org/>

<Project Director>

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 Fax (310) 206-8716
email: smhp@ucla.edu -- Website: <http://smhp.psych.ucla.edu>