



# ENEWS

A Monthly Forum for Sharing and Interchange



**July, 2008 (Vol 12 #10)**

ENEWS is one of the many resources provided by the School Mental Health Project/ Center for Mental Health in Schools at UCLA. This electronic newsletter is sent 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 national Center offers, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know. Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



## **WHAT'S HERE THIS MONTH**

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**>Where Do the Presidential and Congressional Candidates Stand on Improving Federal Educational Policy?**

### **\*\*News from around the country**

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**>Family, school & community**

**>Policy, systems, law, ethics, finances & statistics**

### **\*\*This month's focus for school to address barriers to learning**

**>July – Using “Down Time” to plan better ways to work together in providing learning supports**

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## **EMERGING ISSUE**

### **>>Where Do the Presidential and Congressional Candidates Stand on Improving Federal Educational Policy?**

Recent reports stress that the November election provides a forum for discussion of major concerns related to improving schools. However, a sampling of candidate websites suggests the emphasis continues to be on tinkering with the *Elementary and Secondary Education Act* rather than advocating for major transformations to improve public education. A great many lessons have been learned over the last 20+ years. However, the main focus of most candidates remains on ways to improve school accountability, as if measuring outcomes was sufficient to address the many social and economic barriers to learning and teaching that contribute to the dropout rate and so many other challenges faced by schools (and students and their families).

**Should the candidates be focusing more on fundamental ways federal educational policy needs to be shifted? If so, how can this matter be elevated as a higher priority for campaign discussion?**

Send your comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) ; they will be synthesized and shared with colleagues and campaign offices.

## **\*\*NEWS FROM AROUND THE COUNTRY**

### **>STANDING UP FOR THE CHILDREN**

New York City Schools Chancellor Joel Klein and the Rev. Al Sharpton are co-chairmen of a new national effort to push education issues from the periphery to the center of the 2008 presidential campaign. The Education Equity Project will challenge the presumptive presidential nominees to treat the failure of schools to educate black and Latino children as the overriding civil rights issue of the 21<sup>st</sup> century. 6/12/08. Washington Post.  
<http://www.washingtonpost.com/wp-dyn/content/article/2008/06/11/AR2008061103844.html>

### **>STUDENTS LIKELY TO FAIL HIGH SCHOOL EXIT EXAM CAN BE IDENTIFIED AS EARLY AS 4<sup>TH</sup> GRADE**

A recent report calls into question the effectiveness of aiming significant efforts and tens of millions of dollars at struggling high school seniors and older students. However, Assemblyman Pedro Nava who has proposed legislation to tutor seniors cautions: "We shouldn't be put in a

position where we are pitting the outcomes of seniors against the future of preschoolers.” He stressed that “Inherent in the conclusion of the report is that education needs help at all levels.” 6/11/08 Los Angeles Times.

<http://www.latimes.com/news/local/orange/la-me-exitexam11-2008jun11,0,4079490.story>

## >MORE ABOUT DROPOUTS

### >>Dropout Rates at Crisis Levels

Dropout rates for minority students, especially Native American, are at crisis levels in Alaska and five other Northwest states. A panel of experts told educators after years of talking about how students need to be properly prepared for school, it's time for schools to start preparing for students. Poverty seems directly tied to graduation rates. 6/1/08. Anchorage Daily News.

<http://www.adn.com/education/story/422977.html>

### >>Dropouts Give Reasons

Fewer students would drop out of high school if they took classes they found relevant, had help developing career goals and had strong relationships with adults they see as role models, according to a poll of 500 young adults in Michigan. The solution lies inside schools and communities. 5/30/08. Detroit Free Press.

<http://www.freep.com/apps/pbcs.dll/article?AID=/20080530/NEWS05/805300373/1007/NEWS05>

### >>Oregon's Small-school Experiment Slow to See Results

Oregon's highly touted small high schools are graduating their first class of students who spent all four years in intimate academies intended to revolutionize the big American high school. Backers of small schools heralded the academies as the best way to curb high dropout rates, forge connections to keep teenagers on track and prepare every graduate for college. Four years into that effort, however, Oregon's small schools have yet to deliver on those promises. Instead, their statistics look a lot like results from the lumbering, impersonal high schools they are supposed to replace. Lots of students quit, and most of the graduates aren't ready for the rigors of college. 6/8/08. The Oregonian.

<http://www.oregonlive.com/education/oregonian/index.ssf?/base/news/1212800118116920.xml&coll=7>

## >MORE ABOUT NO CHILD LEFT BEHIND

### >>More Schools to Face Law's Consequences

Nearly 11,000 schools, or a little more than 10% of all public schools have missed their state-set progress goals and are taking corrective steps. That number has been rising slowly and is expected to grow at a faster clip over the next few years. School districts are going to have trouble finding the money and personnel to make the required changes. School budgets nationwide are facing cuts because of the downturn in the economy. 5/20/08. Associated Press.

<http://www.reporter-times.com/stories/2008/05/21/education.qp-8954301.sto>

### >>No Child Left Behind: Doomed to Fail?

In the view of many educators, the NCLB law's 2014 goal – which calls for all public school students in grades 4 through 8 to be achieving at grade level in reading and math– is something no educational system anywhere on earth has ever accomplished. Even more unrealistic: every kid (except for 3% with serious handicaps) is supposed to be achieving on grade level every year. This flies in the face of research showing that children start off in different places academically and grow at different rates. 6/8/08. Time Magazine.

<http://www.time.com/time/nation/article/0,8599,1812758,00.html>

### >>Mandated Tutoring Not Helping MD, VA scores

Free tutoring that federal law prescribes to help students at struggling schools has yielded little or no positive effect on student test scores in Virginia, Maryland and several other states according to early evaluations. In the 2006-07 school year, \$595 million went to the fast-growing industry of for-profit and nonprofit tutoring providers. In Virginia, researchers found that those who were tutored did no better than their peers. Studies in TN, AL, GA, MI and KY also showed that the mandated tutoring didn't bump up test scores. 6/13/08. Washington Post. <http://www.washingtonpost.com/wp-dyn/content/article/2008/06/12/AR2008061203681.html>

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“Teachers hate NCLB because they feel like they’ve been picked on. ... Vilifying teachers and saying we are going to shame them was not the right approach. ... The problems lingered ... and there’s so much anger that it [the law] may not be fixable.... Pinning all our hopes on schools will never change the odds for kids.”

Susan Neuman, Asst. Secretary in the U.S. Dept. of Education 2001-03

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

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



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

### **\*Children’s Mental and Physical Health**

>Children and disasters: Understanding vulnerability, developing capacities, and promoting resilience (2008) L. Peek. *Children, Youth & the Environment*, 18(1) 1-29.

<Http://www.colorado.edu/journals/cye/>

>Bullying perspectives among rural youth: A mixed methods approach (2008) J. Kulig, et al., *Rural Remote Health*, 8(2) 923.

<http://www.rrh.org.au/articles/showarticlenew.asp?ArticleID=923>

>Homophobia and bullying: Addressing research gaps. Special Issue of *School Psychology Review*. June 2008.

>*Preventing youth suicide in rural America* (2008) Suicide Prevention Resource Center and State and Territorial Injury Prevention Directors Association.

<http://www.sprc.org/library/ruralyouth.pdf>

>Caregiver – Child: Mutual influences on mental health (2008) J. Walker, et al., *Focal Point: Research, Policy, and Practice in Children’s Mental Health*, 22(2)

<http://www.rtc.pdx.edu/pgFPS08TOC.php>

>Transition assistance to youth with mental health needs. (2008)  
[http://www.ncwd-youth.info/assets/reports/mental\\_health\\_case\\_study\\_report.pdf](http://www.ncwd-youth.info/assets/reports/mental_health_case_study_report.pdf)

### **\*Family, school & community**

>Building the future of family involvement (2008) S. Bouffard & H. Weiss. Harvard Family Research Project's *Evaluation Exchange*, 14. [Http://www.hfrp.org](http://www.hfrp.org)

>Kinship care offers better outcomes for children than foster care (2008)  
<http://archpedi.ama-assn.org/cgi/content/full/162.6.550>

>Collaborative school planning and active schools: A case study of Lee county, Florida (2008). E. Lee, et al., *Journal of Health Politics, Policy, and Law*, 33(3) 595-615.  
[Http://jhppl.dukejournals.org/cgi/content/abstract/33/3/595](http://jhppl.dukejournals.org/cgi/content/abstract/33/3/595)

>Life without lockdown: Do peaceful schools require high-profile policing (2008) J. Beam, et al., *Voices in Urban Education* (19) <http://www.annenberginstitute.org/VUE/spring08/Beam.php>

>Neighborhoods, Communities and Youth (2008) Special issue of *The Prevention Researcher*, 15(12). [http://www.tpronline.org/issue.cfm/Neighborhood\\_Communities\\_and\\_Youth](http://www.tpronline.org/issue.cfm/Neighborhood_Communities_and_Youth)

>Moral dimensions of education decisions (2008) A. Etzioni, *The School Administrator*.  
[http://www.cdc.gov/HealthyYouth/yrbs/pdf/yrbs07\\_mmwr.pdf](http://www.cdc.gov/HealthyYouth/yrbs/pdf/yrbs07_mmwr.pdf)

### **\*Policy, systems, law, ethics, finances & statistics**

>*A Broader, Bolder Approach to Education* (6/20/08) Economic Policy Institute  
[http://www.boldapproach.org/bold\\_approach\\_full\\_statement.pdf](http://www.boldapproach.org/bold_approach_full_statement.pdf)

>*The transformation of great American school districts: How big cities are reshaping public education.* (2008) Edited by Boyd, Kerchener, & Blyth and published by Harvard Education Press.

>*Youth risk behavior surveillance – United States, 2007.* D. Eaton, et al., Released 6/8/08) National Center for Chronic Disease Prevention and Health Promotion.  
[Http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5704al.htm?s\\_cid=ss5704al\\_e](http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5704al.htm?s_cid=ss5704al_e)

>State implementation of evidence-based practice for youths (2008) E. Bruns, et al., *Journal of Child and Adolescent Psychiatry*, 47(4) 369-373; 47(5) 499-504. Summarized at  
[http://datatrends.fmhi.usf.edu/summary\\_151.pdf](http://datatrends.fmhi.usf.edu/summary_151.pdf)

>The individual-level and societal-level effects of mental disorders on earnings in the United States: Results from the National Comorbidity Survey Replication (2008) R. Kessler, et al., *American Journal of Psychiatry* (5/08). [Http://www.nih.gov/news/health/may2008/nimh-07.htm](http://www.nih.gov/news/health/may2008/nimh-07.htm)

>*The Condition of Education 2008*, National Center for Education Statistics,  
<http://nces.ed.gov/programs/coe>

>*High-achieving students in the era of No Child Left Behind* (2008) A. Duffett, et al., Fordham Institute. [Http://www.edexcellence.net/detail/news.cfm?news\\_id=732&id=92](http://www.edexcellence.net/detail/news.cfm?news_id=732&id=92)



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 130 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](mailto:Ltaylor@ucla.edu)



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“It is not sufficient to accept small islands of excellence in our urban school districts. We must have the will as a society to ensure that every student, no matter where he is born, what color she is, or what parents he or she has can have access to the high-quality teachers and quality choices all children deserve. This is how we must define ourselves as a nation.”

Andres Alonso, CEO, Baltimore City Public Schools

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**\*\*THIS MONTH’S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

**>July – Using Summer “Down Time” to plan better ways to work with colleagues in addressing barriers to learning and teaching and developing a comprehensive system of learning supports**

Metaphorically speaking, we all can resonate to A.A. Milne’s description of Winnie the Pooh.:

“Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.”

Summer is a time to stop bumping our heads (e.g., focusing mainly on what to do with growing numbers of students identified as problems). The time can be better used to plan ways to move beyond case by case analyses and look at data that can clarify high frequency, common problems. Analysis of such data can be used to establish new directions and priorities for strategically developing approaches that will facilitate significant school improvement.

Minimally, this summer is a time to rethink the best way to use the resources that are left after budget cuts and to do so *in ways that will work best for the most students*. Strategy meetings with key leaders and colleagues to share and analyze the most relevant data for your setting can enable you to kick off the new school year by rolling out new ways to address barriers to learning and teaching. Optimally, this can lead to development of mechanisms (leadership, resource-oriented teams, work groups) for designing prototypes of comprehensive systems of learning supports and developing strategic implementation plans that account for systemic changes.

An example of using the summer to work toward new directions was recently shared with us by a leader for learning supports in a state department of education. She related the following: “The Department of Education has established a Learning Supports team of six individuals. We will be working on a long-term Learning Supports plan for the Department of Education in the coming weeks. This past year we have also convened a multi-disciplinary group, the Resource Management Leadership Team, that has been completing significant work and planning in the areas of Academic, Social/Emotional/Behavior, and Mental Health. One of the things that is

really important to us is modeling here at the state Department of Education what we expect the regional support units and districts to be doing. If we are asking them to include community, youth, and parent representation, then we have that expectation for our work at the state level. If we expect them to map and integrate resources, then we need to be doing that work here.”

To help guide design efforts for schools, districts, regional support units, or state departments of education, the following resources are available:

>>*Frameworks for Systemic Transformation of Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemicttransformation.pdf>

>>*Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching* -- <http://smhp.psych.ucla.edu/pdfdocs/stepsandtoolstoguideplanning.pdf>

>>*Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports* – [http://smhp.psych.ucla.edu/pdfdocs/Report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf)

>>*About Infrastructure Mechanisms for a Comprehensive Learning Support Component* – [http://www.smhp.psych.ucla.edu/pdfdocs/infrastructure/infra\\_mechanisms.pdf](http://www.smhp.psych.ucla.edu/pdfdocs/infrastructure/infra_mechanisms.pdf)

>>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports* – [http://smhp.psych.ucla.edu/pdfdocs/contedu/developing\\_resource\\_oriented-mechanisms.pdf](http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf)

**\*\*If you know of anyone who is doing such planning and could use our Center’s assistance in moving forward, please let us know. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**



Note: In planning for next year, a major focus should be on anticipating major concerns that arise over the course of the school year. Such concerns provide natural opportunities to address potential barriers to learning and teaching in ways that support the school’s mission. As a guide, see the “calendar” of monthly concerns and themes by clicking on “Ideas for Enhancing Support at Your School this Month” which is on the Center’s home page at <http://smhp.psych.ucla.edu>



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While silos are important if you are storing corn, they are hardly ever helpful when you are addressing the wide range of barriers that keep all students from succeeding in school.

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## **\*\*OTHER HELPFUL INTERNET RESOURCES**

>*Coping with a disaster or traumatic event*  
<http://www.bt.cdc.gov/mentalhealth/>

>*Community collaboratives addressing youth gangs: Interim findings from the Gang Reduction Program.* (2008) <http://www.urban.org/url.cfm?ID=411692>

>*Prior knowledge of potential school-based violence*  
[http://ustreas.gov/uss/ntac/bystander\\_study.pdf](http://ustreas.gov/uss/ntac/bystander_study.pdf)

>Direct from the Field: A guide to bullying prevention, Commonwealth of MA.  
[http://www.mass.gov/Eeohhs2/docs/dph/com\\_health/violence/bullying\\_prevent\\_guide.pdf](http://www.mass.gov/Eeohhs2/docs/dph/com_health/violence/bullying_prevent_guide.pdf)

>Evidence-based programs to prevent children from entering and remaining in the child welfare system (2008) Washington State Institute for Public Policy  
<http://www.wsipp.wa.gov/rptfiles/08-05-3902.pdf>

>Parental perceptions of urban schools (2008) National School Boards Association  
<http://nsba.org/SecondaryMenu/CUBE/Publications/CUBEResearchReports/WhatWeThink/WhatWeThink.aspx>

>“Who is this kid?” To help parents grasp teen behavior and connect with their kids (2008)  
<http://www.drugfree.org>

>U. S. Department of Education: Mentoring Resource Center  
<http://www.edmentoring.org>

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

>Readiness and Emergency Management for Schools Technical Assistance Center  
<http://rems.ed.gov/index.cfm>

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“The best way out is always through.”

Helen Keller

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## **\*\*LINKS TO**

>Upcoming Initiatives, Conferences & Workshops. [Http://smhp.psych.ucla.edu/upconf.htm](http://smhp.psych.ucla.edu/upconf.htm)

>Calls for Grant Proposals, Presentations & Papers. [Http://smhp.psych.ucla.edu/upcall.htm](http://smhp.psych.ucla.edu/upcall.htm)

>Training and Job Opportunities. [Http://smhp.psych.ucla.edu/job.htm](http://smhp.psych.ucla.edu/job.htm)

Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL. If you would like to add information on these, please send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## **\*\*UCLA CENTER — BRIEF UPDATE**

For the latest information on Center resources and activities, go to <http://smhp.psych.ucla.edu> and click on *What's New*

Highlighted below are a few items — all documents cited are online to make them immediately accessible at no cost and with no restrictions on use.

### **>Resources for the National Initiative: New Directions for Student Support**

A new strand for the initiative is focused on: *Enhancing preparation Programs for School Personnel in Keeping with New Directions for Addressing Barriers to Learning and Teaching*. The aim of this strand is to increase the attention of those responsible for the pre- and inservice preparation of teachers, student support staff, administrators, etc. with respect to development of classroom and school-wide systemic approaches for addressing barriers.

>>In late June, the Center hosted a Leadership Institute on this topic bringing together education faculty from 20 colleges and universities in Southern California to share perspectives on the problems, solutions, and next steps. A synthesis report is being prepared to share the information.

If you think this strand is one in which leaders for personnel preparation in your locale would be interested, let us know. (Contact: Ltaylor@ucla.edu )

>>Relatedly, the lead article in the upcoming Summer quarterly journal/newsletter explores *Personnel Development for Education: Does the Process Enhance How Schools Address Barriers to Learning and Teaching?*

>>Also, with respect to this strand, we have just revised the continuing education document: *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*. Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning. <http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>

### >**A Few Other New and Updated Resources**

>>Now online: Revised *Fostering School, Family, and Community Involvement*

This Center prepared guide is one of five newly revised guidebooks for creating safer schools and communities produced by The Hamilton Fish Institute on School and Community Violence at the George Washington University and the Northwest Regional Educational Laboratory. See <http://www.hamfish.org> for a link to this document and the other four.

>>”Best practices in the use of resource teams to enhance learning supports” (2008) by the Center co-directors. In A. Thomas & J. Grimes (Eds), *Best practices in school psychology – V*. National Association of School Psychologists.

>>School improvement: A systemic view of what’s missing and what to do about it by the Center co-directors. In B. Despres (Ed.), *Systems thinkers in action: A field guide for effective change leadership in education*. Rowman & Littlefield Education

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 at the 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](mailto:smhp.@ucla.edu)



Check out our sister center, Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th Floor, Baltimore, MD 21202. Toll Free (888) 706-0980. Email: [csmh@psych.umaryland.edu](mailto:csmh@psych.umaryland.edu)



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“Living in the past has one thing in it’s favor – it’s cheaper.”

Kelly’s observation, in Murphy’s Law

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

**>Regarding last month's emerging issue: How best to convey where a specific approach fits into the many efforts to enable students to have an equal opportunity to succeed at school?**



>>A colleague shared a matrix as “an alternative frame of reference” related to improving schools or any institutional/social setting.

(1) The matrix *columns* are labeled “Improvement Focus” (i.e., principal target of issue to be resolved). The four column headings are: (a) People, (b) Place, (c) Services, (d) Combination

(2) The matrix *rows* are labeled: “Perspective.” There are three rows: (a) Strategic, (b) Operational, (c) Synchronized

As examples of how to map programs using the matrix, he offers the following:

- > prevention is a strategic perspective that focuses on people and services;
- >intervention is an operational perspective that focuses on people and services;
- >PBS is a synchronized perspective focused on people;
- >lateral and vertical inter-agency formalized collaborations and cooperative agreements is a synchronized perspective focused on services;
- >Learning Supports is a synchronized perspective focused on a combination of people, place, and services. (He notes: “Learning Supports seems like an easy concept to comprehend, but a concise and terse description and explanation would improve clarity.”)



We have been asked to share the following:

>>”Struggling students need all the support they can get, as well as being afforded the dignity and opportunity to have a voice in the nature and evaluation of their treatment. Along these lines, ...see my chapter [cited below] in the Best Practices in School Psychology (Volume collection). I would greatly appreciate the ... review of this information (with special attention to the Outcome and Session Ratings Scales that provide a practical vehicle for integrating ‘consumer feedback’ into the mental health service delivery process in schools. My agenda is very simple – I simply want to ‘spread the word’ about these respectful, empirically sound measures in the hopes of giving consumers (including young people) a greater voice in their own mental health services.

The chapter citation is: Murphy, J. J. (2008). Best practices in conducting brief counseling with students. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed.) (pp. 1439-1456). Washington, DC: National Association of School Psychologists.”

>>”I have recently illustrated and self-published a children’s book based on one approach to dealing with bullies. This book is a great tool for opening up discussion on an issue that needs to be addressed by may be difficult to start. Our goal is to have this book in all elementary schools in the country. <http://www.myspace.com/timmythefish2007>



**THIS IS THE END OF THIS ISSUE OF E-NEWS**

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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Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716; email: [smhp@ucla.edu](mailto:smhp@ucla.edu)