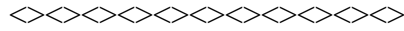




If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to Listserv@listserv.ucla.edu.



**\*\*EMERGING ISSUE**

>>>>Needed: Mid-course Corrections for Standard-Based School Improvement Efforts

More and more voices are raising concerns about the negative impact of current high-stakes accountability demands. In a recent paper, Linda Darling-Hammond made a case that Congress should make a mid-course correction related to the No Child Left Behind Act (see <http://www.tcrecord.org/Content.asp?ContentID=11109>). Her focus is mainly on countering the negative impact related to instruction. We note that others are concerned with the negative impact on children's psychological well-being and point to the increasing number of students whose life opportunities are jeopardized by the lack of equal opportunity to succeed at school and by strategies that are pushing them out of school at an alarming rate. Such critics believe that matters will be exacerbated as schools struggle to avoid being designated as "persistently dangerous."

Where do you stand on this? Please share your views on this. We look forward to your comments.

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](mailto:smhp@ucla.edu)

Phone: 310/825-3634

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**

>> STATES BEGINNING TO DEFINE "PERSISTENTLY DANGEROUS SCHOOLS" AS REQUIRED BY THE NO CHILD LEFT BEHIND ACT (NCLBA)

In keeping with the section of NCLBA entitled the "Unsafe School Choice Option," each state is establishing its definition for "persistently dangerous" schools. Soon, school districts receiving funding under the law must offer the transfer option to students in any school considered "persistently dangerous." ([Http://www.ed.gov/offices/OESE/SDFS?unsafeschoolchoice.doc](http://www.ed.gov/offices/OESE/SDFS?unsafeschoolchoice.doc))

>>FEDERAL SUPPORT FOR MENTORING PROGRAM S

U.S. Department of Education plans to provide grants to support the development, expansion and strengthening of exemplary mentoring programs for disadvantaged middle school students. The intent is to link one million students to adult mentors through school-based programs. The U.S. Department of Health and Human Services will work with the U.S. Department of Justice to offer a three year grant program supporting school and community-based mentoring for children of prisoners.

#### >>U.S. DEPT. OF EDUCATION ISSUES PRINCIPLES FOR REAUTHORIZATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

In releasing the set of four guiding principals, Secretary Paige stated: "Our goal is to align IDEA with the principles of No Child Left Behind by ensuring accountability, more flexibility, more options for parents and an emphasis on doing what works to improve student achievement."

(<http://www.ed.gov/PressReleases/02-2003/02252003.html>)

#### >>TESTING EXPANDS TO KIDS IN HEAD START

U. S. Health and Human Services Department will institute testing for about 500,000 Head Start children as young as 4 years old with a view to assessing the program. (Los Angeles Times 2/6/03).

#### >>MICHIGAN EXEMPTS ENGLISH LANGUAGE LEARNERS FROM HIGH STAKES TESTING

The Michigan State Board of Education has adopted a resolution to allow school districts to exempt students with limited English skill from taking state assessment tests. The exemption will create an alternative assessment for students who have been enrolled in U. S. schools for less than three years.

[Http://www.michigan.gov/documents/LEP\\_News\\_Release\\_-\\_January\\_23,\\_2003\\_55919\\_7.doc](Http://www.michigan.gov/documents/LEP_News_Release_-_January_23,_2003_55919_7.doc)

#### >>NATIONAL TEACHER SHORTAGE EASED BY WEAKENING ECONOMY, BUT TEACHER TURNOVER CONTINUES

Candidates interested in teaching, drawn from professions hit hard by the economy, are helping ease the teacher shortage. Some districts saw an increase in qualified applicants. New teachers have a high attrition rate almost a third of new teachers leave their jobs after three years and half leave after five years.

(Los Angeles Times, 2/10/03)

#### >>FUNDING CUT FOR AFTER SCHOOL PROGRAMS; INITIAL EVALUATION FINDINGS CITED AS NEGATIVE

President Bush's budget (submitted to Congress on Feb. 3rd) cuts funding for the 21st Century Community Learning Centers by 40%. Negative findings from the

first-year of an evaluation conducted by Mathematica ("When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program") states: "While the 21st Century Community Learning Centers changed where and with whom students spent some of their after-school time and increased parental involvement, they had limited influence on academic performance, no influence on feelings of safety or on the number of 'latchkey' children, and some negative influences on behavior."

(<http://www.mathematica-mpr.com/Press%20Releases/21stcenturyfinal.htm>).

Note: Supporters currently are mounting a campaign criticizing the evaluation's methodology.

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"It is a tragic mistake to slash spending for after-school programs and cut off half a million kids from adult supervision during the prime time for juvenile crime."

Seattle Police Chief R. Gill Kerlikowski

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[NOTE: see our website WHAT'S NEW, for a current news item posted each week.]

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### THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

Each month on our website we feature a special focus on enhancing student support at schools. The focus for March is on: Reducing Stress: Preventing Burnout

The impact of new accountability standards and assessment has increased pressure on staff and students. At this time of the year there is concern about maintaining motivation and momentum for learning. Support staff can play a major role in all this. See guides and tools online at <http://smhp.psych.ucla.edu>)

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Dilbert: "I don't suffer from stress. I'm a carrier."

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

#### >>>> CHILDREN'S MENTAL AND PHYSICAL HEALTH

The December, 2002, issue of the Journal of Research on Adolescence includes:  
"Judgments about risk and perceived invulnerability in adolescents and young adults" by S.G. Millstein and B. L. Happern-Felsher  
"Depressive symptoms in early adolescence: their relations with classroom problem behavior and peer status," by J. Kiesner

(<http://www.ingentaselect.com>)

"Progress review of the psychosocial treatment of child conduct problems" (2003) by M. Nock in *Clinical Psychology*, Vol. 10, n 1 p. 1-28.  
([Http://www.clipsy.oupjournals.org](http://www.clipsy.oupjournals.org))

Research on the mental health needs of Latino and Hispanic youth and their families. In a special section of *Psychiatric Services*, Vol 2, (2002)  
(<http://psychservices.psychiatryonline.org>)

"The Health and Well-Being of Children in Immigrant Families" (2003) Urban Institute.  
(<Http://www.urban.org>)

"Psychosocial adjustment over a two year period in children referred for learning problems: Risk, resilience, and adaptation" (2003) by L. Sorensen, et al, in *Learning Disabilities Research & Practice* 18 (1) p. 10-24.

"Hopelessness and risk behavior among adolescents living in high poverty inner city neighborhoods" (2003) by J. Bolland. In *Journal of Adolescence*, v 26 (2) 145-253. (<Http://www.sciencedirect.com>)

"Risk Factors for the Onset of Eating Disorders in Adolescent Girls: Results of the McKnight Longitudinal Risk Factor Study" (2003) *American Journal of Psychiatry*, 160(2) 248-254.

"Suppressed attention to rejection, ridicule, and failure cues: A unique correlate of reactive but not proactive aggression in youth" (2003) by P. Schippell, et al, in the *Journal of Clinical Child and Adolescent Psychology*, 32 (1) 40-55.

#### >>>>>>>FAMILY, COMMUNITY & SCHOOLS

"Not Quite Chaos: Toward a more disciplined approach to community building" (2002) by J. Hyman for the Annie E. Casey Foundation.

"The effects of high stakes testing on student motivation and learning" (2003) A Amrein and D Berliner, in *Educational Leadership*, 60(5) 32-38.

"High School After-School: What is it? What might it be? Why is it important?" (2003) *Out of School Time Policy Commentary #2*. January, 2003.  
(<Http://www.forumforyouthinvestment.org>)

"Afterschool resources to assist community schools" (2003) *Community Schools Online*. (<http://www.communityschools.org/newsletter/v.2.17.html>)

"What adolescents learn in organized youth activities: A survey of self-reported developmental experiences" (2003) by D. M. Hansen et al, in *Journal of Research on Adolescence*, 13(1) 25-57.

"Strategies for Court collaboration with service communities" (2002) Bureau of Justice Assistance, (<http://www.ojp.usdoj.gov/BJA>)

"Best practices in youth development in public park and recreation settings" (2002) by P. A. Witt and J. L. Crompton. National Recreation and Park Association. ([Http://www.nrpa.org](http://www.nrpa.org))

"Making the Most of Volunteers" (2003) by J. Grossman and K Furano. Public Private Ventures (<http://www.ppv.org>)

"Parental factors, mass media influences, and the onset of eating disorders in a prospective population based cohort" (2003), by M. A. Martinez-Gonzalez, et al in Pediatrics, 111, 315-320. (<Http://www.pediatrics.org>)

>>>>>>>>POLICY, LAW, FINANCES, & STATISTICS

"Student victimization: National and school system effects on school violence in 37 nations" (2002) by M. Akiba, et al, in American Educational Research Journal, 39(4) 829-854.

"Racial/ethnic bias and health: Scientific evidence, methods, and research implications" (2003) Papers from the Office of Behavioral and Social Sciences Research of the National Institutes of Health conference now published in the February, 2003, American Journal of Public Health (<http://www.ajph.org/content/vol93/issue2/index.shtml>)

"Medicaid and SCHIP: States use varying approaches to monitor children's access to care" (2003) U. S. General Accounting Office, (<http://www.gao.gov/cgi-bin/getrpt?GAO-03-222>)

"Why rural matters 2003: The continuing need for every state to take action on Rural Education" (2003) The Rural School and Community Trust, (<http://www.ruraledu.org>)

"Making the Case: A fact sheet on children and youth in out of school time" (2003) National Institute on Out of School Time, (<http://www.niost.org>)

"Building and sustaining citywide afterschool initiatives: Experiences of the cross cities network citywide afterschool initiative" (2003). National Institute on Out of School Time, (<http://www.niost.org/publications.html>)

"Standards and assessments: where we are and what we need" (2003) L. Darling-Hammond, Teachers College Record, (<http://www.tcrecord.org/>)

Theme Issue: The role of design in educational research, A Kelly (Ed.) Educational Researcher, Jan/Feb, 2003, 32(1)

[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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"To err is human, but to really foul things up requires a computer"  
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**\*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS**

>National Student Assistance Conference, March 20-23, New Orleans, LA  
(800-453-7733)

>Children, Culture, and Violence: Myths, Images and Realities, March 20-21,  
Gainesville, FL (<http://childconference.ichp.edu>)

>American Counseling Association, March 21-25, Anaheim, CA  
(<http://www.counseling.org>)

>Bonding and Attachment in the Family Addressing the Root Causes of Social  
Problems at the Earliest Stages of Life, March 27-30, Santa Barbara, CA  
(<http://www.atlc.org>)

>Psychologists for Social Responsibility, March 28-30, Washington, D.C.  
(<Http://www.psysr.org>)

>Bridging Cultures & Enhancing Care: Approaches to Cultural & Linguistic  
Competency in Managed Care Settings for Low Income Populations, April 1,  
Philadelphia, (<http://www.jsi.com/hrsamctac>)

>What Do Schools Really Think About Prevention Research? April 3 & 4.  
Bethesda, MD. Registration close March 25.  
(<Http://www.masimax.com/NIDASchools>)

>Promoting Social-Emotional Well Being in Young Children: Family, School and  
Community Approaches, April 4, New Haven, CT  
(<http://www.theconsultationcenter.org>)

>National Association of Social Workers, April 11-12, San Mateo, CA,  
<http://www.naswca.org>)

>National Association of School Psychologists, April 18-21, Toronto, Canada,  
(<http://www.nasponline.org>)

>National Coordinating Committee on School Health, May 15-16. Washington, D.C.  
(<http://www.healthystudents.org>)

>National Youth Advocacy Coalition, May 29-June 1, Washington, D.C.  
(<http://www.nyacyouth.org>)

>National Juvenile Justice Symposium, June 4-6, Miami, FL  
(<http://www.cwla.org>)



- >State Training and Evaluation of Evidence-Based Practices, SM 03-003, due March 24.
- >Strengthening Access and Retention for Substance Abuse Treatment, TI-03-006, due May 12
- >Knowledge Dissemination Conference Grants, PA 03-002. Deadline September 10

>>>U. S. Department of Education (<http://www.ed.gov>)  
 >Social and Character Development Research, CFDA#84.305L,  
 optional letter of intent due March 6, deadline for application April 25.

[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]

Papers:

Family Based Interventions in Pediatric Psychology, special issue of the Journal  
 of Pediatric Psychology. Empirical papers that show the effect on children's  
 health through improved family relationships, communication between health care  
 providers and family, psychoeducational efforts that incorporate a family systems  
 perspectives. Deadline October 15. Contact Barbara Fiese at [bhfiесе@psych.syr.edu](mailto:bhfiесе@psych.syr.edu).

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The chicken doesn't stop scratching just because worms are scarce.

Grandma's Axiom

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To post messages to ENEWS, Email them to [smhp@ucla.edu](mailto:smhp@ucla.edu)

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

^ ^ ^ Updates from our Center at UCLA

Summits Initiative on New Directions for Student Support

This turning point initiative brings together leaders for student support to catalyze  
 movement in new directions. Following-up the National Summit, the Center is  
 hosting a series of Regional and State Summits (see the report from the National  
 on our website - <http://smhp.psych.ucla.edu>).

A wide range of major associations and centers are co-hosting this initiative.  
 (Others interested in co-hosting should contact our Center.) Each Summit is  
 designed to explore frameworks and strategies for pursuing new directions that  
 will enable student support to become a cohesive component for addressing

barriers to learning in a comprehensive, multifaceted manner at each school. The Summit includes discussion of policy, infrastructure, and daily practices, a look at places where new directions are underway, and a focus on next steps for moving forward.

Each Summit brings together a diverse group of student support leaders (e.g., administrators from district and state offices, representatives of student support organizations and federal agencies, superintendents from local districts).

Leaders interested in participating in the Summits' Initiative can Email us at [smhp@ucla.edu](mailto:smhp@ucla.edu).

>>REGIONAL SUMMITS Three-four Regional Summits will be held. The first will be in Baltimore, March 10. The next is planned for the Central States in late Spring, probably in Chicago. Besides exploring new directions, the Regional focus paves the way for strategic summits in each state in the region.

>>STATE SUMMITS The first will be in Minnesota, March 3rd locally hosted by the Student Services Coalition for Effective Education, an organization of School Social Workers, School Psychologists, School Counselors, School Nurses and School Chemical Health Specialists. Besides exploring new directions, the meeting will provide administrators with info about how student support is essential to the success of the No Child Left Behind Act.

If you are interested in organizing a State Summit for NEW DIRECTIONS FOR STUDENT SUPPORT, Email us at [smhp@ucla.edu](mailto:smhp@ucla.edu) to discuss the matter.

#### DID YOU GET A COPY OF THE HARDCOPY QUARTERLY NEWSLETTER?

Volume 8, Number 1, Winter, 2003 issue of Addressing Barriers to Learning features an article on how a school's Learning Support Staff can play a major role in inservice at every school.

If you don't receive the hardcopy, send us your address and we will add you to the mailing list ([smhp@ucla.edu](mailto:smhp@ucla.edu))

>>>>REVISED RESOURCE: SUBSTANCE ABUSE (a Center Resource Aid Packet) Includes fact sheets on cause and impact; guides and tools for screening; information on prevention and evidence based school wide programs; treatment strategies; and resource for indepth and specific follow up.

\*\*All of our materials can be downloaded at no cost or in hardcopy for the cost of copying and mailing. See our list of materials online at <http://smhp.psych.ucla.edu> or contact us and we'll send it to you.

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

( a web feature) Each month we compile ideas and activities for support for students, families, and staff that fit the "season" or rhythm of the school year. Building on previous months, the focus for March is: Reducing Stress: Preventing Burnout. (Includes brief overview of the causes of stress, how to reduce the impact of stress, the current context of high stakes testing and accountability on increasing stress for school staff and students and the role support staff and programs can play at this important time).

#### >>>MENTAL HEALTH IN SCHOOLS PRACTITIONER LISTSERV

This is a networking window into what others are doing, what problems they face and potential solutions. A sample of the questions and responses is in the Winter, 2003, hardcopy newsletter. Join us in this weekly exchange on topics related to mental health in schools. Email [smhp@ucla.edu](mailto:smhp@ucla.edu) and ask to be added to the Mental Health in Schools Practitioner Listserv.

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](mailto:smhp@ucla.edu)  
Website: <http://smhp.psych.ucla.edu>

#### ^ ^ ^ ^ ^ UPDATES FROM OUR SISTER CENTER;

^^ 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

For more, 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](mailto:csmha@umpsy.umaryland.edu)

#### + + + + OTHER HELPFUL RESOURCES

#### >>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Social and Emotional Learning in Early Childhood: What We Know and Where to Go from Here" a book chapter by S. Denham and R. Weissberg, online at the Collaborative for Academic, Social and Emotional Learning website

(<http://www.casel.org/SELearlychildhood.pdf>)

"Structuring for Success: Link Crew" described as a freshman transition program that welcomes freshmen and makes them feel comfortable through the first year high school experience. Members of the junior and senior class are Link Leaders. (<Http://www.linkcrew.com>)

"Helping children deal with tragic events in unsettling times" (2003) National Association of School Psychologists, (<http://www.nasponline.org>)

"Socioeconomic Conditions, Stress and Mental Disorders: Toward a New Synthesis of Research and Public Policy" ([http://www.mhsip.org/nimhdoc/socioeconmh\\_home.htm](http://www.mhsip.org/nimhdoc/socioeconmh_home.htm))

## >>PARENTS, SCHOOLS & COMMUNITIES

"Rehabilitating Section 504" (<http://www.ncd.gov/newsroom/publications/section504.html>)

"Overcoming Obstacles" described as a life skills curriculum for middle and high school youth that helps young people make reasoned decisions, set and meet goals, communicate effectively, learn conflict resolution, and develop sound study skills. (<Http://www.overcomingobstacles.org>)

"Minority Student Achievement Network" described as a national coalition of 15 multiracial suburban school districts focused on identifying and developing the means to ensure high academic achievement for student of color (<http://www.msanetwork.org>)

"Closing the Achievement Gap" a webpage of the Education Commission of the States, includes Quick Facts, what states are doing, selected research and readings and other web sites. (<Http://www.ecs.org>)

"What Works Clearinghouse, a project of the U.S. Dept. of Ed's Institute of Education Sciences" established to provide educators, policymakers, and the public with a central, independent and trusted source of scientific evidence of what works in education. (<Http://www.w-w-c.org/>)

"Mid-content Research for Education and Learning" has launched a new website to help you find things faster. Products, training, workshop services in an easy to search database. (<Http://www.mcrel.org>)

[NOTE; For easy access to a wide range of relevant websites, see our "Gateways to a World of Resources" <http://smhp.psych.ucla.edu>]

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Langsam's Laws: Everything depends. Nothing is always. Everything is sometimes.

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

>>Reactions to last month's emerging issue:

Increasing Levels of Stress in the School Context

"Today's youth have to deal with constantly changing expectations from teachers and school systems that are in the middle of a professional (and largely political) argument about what education truly is. Not all that long ago, education was not aimed at workforce preparation in the way it is today....As it is, the elite continue to educate their children for life while the rest of us have to deal with our children being trained to follow orders without direction, logic, or argument...Ane we wonder why our children are stressed in school? They must deal with teachers who are stressed because they can't truly teach, stressed because their school may lose funding if it "underperforms", stressed because our polical leaders have gutted educational funding to the point that teachers are paying for supplies...As one of the few American Indians who has earned a Ph.D., I was helpless to stop my younger son from tuning out and then dropping out of his own education a kid who loves to learn, loves to read, loves to problem-solve. ...he elected to abandon the system that abandoned him..."

**SHARED INFO:**

"The Art of Play (<http://www.blatner.com/adam/>) provides ideas for applied role theory which can facilitate the teaching of psychology in a practical fashion."

>>If you have ideas/information/resources to share, you can add them (as well as requests) to "Net Exchange" on our website <http://smhp.psych.ucla.edu> Or send them to us by phone, fax, email, or snail mail.

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"It is useless for sheep to pass resolutions in favor of vegetarianism while wolves remain of a different opinion."

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

<Program Director>

Multi-year comprehensive community initiative funded by the W. K. Kellogg Foundation to build the capacity of neighborhood and city wide organizations and agencies in Battle Creek, MI. Experience in management as well as community development and education achievement needed. Project supervised by the Association for the Study and Development of Community. (See <http://www.yeswecanbc.org>. And <http://www.capablecommunity.com>). For information email [ywc@capablecommunity.com](mailto:ywc@capablecommunity.com).

<Postdoctoral>

Fellowship in law and Psychiatry, Western Psychiatric Institute & Clinic, University of Pittsburgh. A two year position responsible for mental health assessment project among youths in detention. Contact Elizabeth Cauffman at cauffman@msx.upmc.edu.

<Faculty>

Public Health Psychology Section, Center for Pediatric Research, Department of Pediatrics at Eastern Virginia Medical School. Apply community and school interventions to promote health child development. Strong collaborative relations with area school districts. Background in clinical, school or community psychology needed. ([Http://www.chkd.org/about\\_us/research.asp](http://www.chkd.org/about_us/research.asp) or <http://www.evms.edu>).

<Faculty>

School of Education, University of the Pacific, Stockton, CA. Need a doctorate in School Psychology. (See <http://www.uop.edu/education>).

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, SEE <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA for more see our website <http://smhp.psych.ucla.edu>

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

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Activities include gathering and disseminating information, materials, development, direct assistance, and facilitating networking and exchanges of

ideas. 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. 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. Center staff are involved in model development and implementation, training and technical assistance, and policy analysis. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems and 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 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>