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**\*\*EMERGING ISSUE**

>>>Customizing Schools: A MH Issue?

In what has been described as an era of standardization for schools, calls are increasing for customization (i.e., creating schools that offer unique experiences for students). This seems a particularly appealing notion for those interested in addressing barriers to learning and promoting healthy social-emotional development, especially those concerned with re-engaging students who have become disengaged from classroom learning. At the same time, some critics are concerned because various forms of customization are tied to initiatives to draw funds out of the public sector (e.g., nonpublic charter schools, vouchers for private schooling). And, many advocates for greater standardization see customization as in conflict with trends to increase standards, raise expectations, and apply common accountability measures.

The entire April issue of Educational Leadership deals with this topic.

What's your take on all this? 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  
Phone: 310/825-3634

Write: Center for Mental Health in Schools  
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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"If we learn from our mistakes,  
today should have made me pretty smart."

Phi Delta Kappan

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

## >>PREVENTING CHILD ABUSE REQUIRES PREVENTING STATISTICS ABUSE

The National Coalition for Child Protection Reform cautions that over identifying child abuse makes it harder to find children in real danger. Of reports to hotlines (the most commonly used statistic), 67% are not substantiated, 15% are "deprivation of necessities," and 8% are major physical or sexual abuse. In contrast, best evidence from well designed studies indicates 10-12% of girls under age 14 are sexually abused. The Coalition warns: "The real numbers are bad enough. Exaggeration serves only to panic us into seeking 'solutions' that hurt the very children they were intended to help."(<http://www.nccpr.org/issues/3.html>)

## >>POLICY REPORT INDICATES PUBLIC HOUSING CAN HAVE POSITIVE IMPACTS ON CHILDREN

Researchers at the Johns Hopkins Institute for Policy Studies suggest that public housing may improve the life chances of children because it offers improved living conditions and less transience. Findings reported in "The Long Term Effect of Public Housing on Self-Sufficiency" by S. Newman and J. Harkness show improved chances of being employed, less likelihood of being on welfare, and increased earnings. (<http://www.jhu.edu/ips/whatsnew/paper.html>)

## >>SAN FRANCISCO SCHOOLS TO DESEGREGATE BY CLASS, NOT RACE

In response to a federal court order to encourage equal access to education for the district's 60,000 students, District officials are using a "diversity index" based on a series of socioeconomic indicators to decide school placement. This is part of a five-year comprehensive plan.  
(<http://www.sfusd.edu/news/pdf/X4Allrev021302.pdf>)

## >>RAND REPORT DECLARES EVIDENCE NEITHER SUPPORTS NOR DISPUTES THE WISDOM OF VOUCHER AND CHARTER PROGRAMS

"Our review of the evidence leaves us without a crisp, bottom-line judgment..." say the researchers. Report is entitled: Rhetoric Versus Reality: What we know and what we need to know about vouchers and charter schools.  
([www.rand.org/publications](http://www.rand.org/publications))

## >>NEW MATERIALS ON UNDERAGE DRINKING FOR FIFTH GRADERS, THEIR PARENTS AND TEACHERS

Substance Abuse and Mental Health Services Administration (SAMHSA) and Scholastic, Inc. have collaborated to provide teachers nationwide with "Reach Out

Now: Talk with Your Fifth Graders about Underage Drinking," a four page set of lessons and in-class activities. There is a take home packet for students and their parents. The materials are based on research supported by the National Institute on Alcohol Abuse and Alcoholism and Center for Substance Abuse Prevention. (<http://www.health.org/govpubs/ms908/>)

\*\*\*For a weekly news story relevant to MH in schools, check the "What's New" page on our website (<http://smhp.psych.ucla.edu>)

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"Learning to get along with others and respecting opinions different from the ones learned at home are crucial skills for civic action."  
Larry Cuban  
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\*\*RECENT PUBLICATIONS (in print/on the web)

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>"Helping Children Resist Bias and Hate" (2002). Activity guide provides information on bias motivated behavior and tools and strategies to help parents, teachers, and other adults working with children. (<http://www.partnersagainsthate.org/publications>)

>"Bullying Among 9th Graders: An Exploratory Study" (2002). 75% report observing bullying at their school. ([http://www.principals.org/news/bltn\\_9thbully0302.html](http://www.principals.org/news/bltn_9thbully0302.html))

>"Causes of and solutions to children's mental health problems: Parent and professional views" (2002). A summary of recent research. (<http://www.rtc.pdx.edu/pgDataTrends.shtml>)

>"Early Childhood Poverty: A Statistical Profile" (2002). Report from the National Center for Children in Poverty discusses impact on emotional and intellectual development on the one in five young children in this country living in poverty. (<http://cpmcnet.columbia.edu/dept/nccp/ecp302.html>)

>"Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens" (2002) Results drawn from the National Longitudinal Study of Adolescent Health focuses on key factors related to student connectedness.  
(Copy are available at: <http://www.allaboutkids.umn.edu>  
or may be requested from [ahp@umn.edu](mailto:ahp@umn.edu))

>"Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care" (2002). Institute of Medicine report examines disparities and offers recommendations.  
(<http://www.national-academies.org>)

>"Annual Report to Congress on the Evaluation of the Comprehensive Community Mental Health Services for Children and their Families Program" (2002). Outcome data on grants to improve and expand local systems of care for children and adolescents with serious emotional disturbance  
(<http://www.mentalhealth.org/publications/allpubs/CB-E198/default.asp>)

>"Source Book of Drug and Violence Prevention Programs for Children and Adolescents (2002)  
([http://www.umdj.edu/vinjweb/resources/sourcebook/about\\_sourcebook.html](http://www.umdj.edu/vinjweb/resources/sourcebook/about_sourcebook.html))

>"Psychological Maltreatment of Children" (2002). American Academy of Pediatrics report provides definitions and risk factors as well as guidance for responding.  
(<http://www.pediatrics.org/cgi/content/full/109/4/e68>)

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

>"Violence Prevention Resource Guide for Parents" (2002).  
Strategies and practical suggestions tailored to stages of development  
(<http://npin.org/ivpaguide/contents.html>)

>"Cultural Competence: Caregiver Perspectives" (2002).  
(<http://www.rtc.pdx.edu/pgDataTrends.shtml>)

>"Supporting Students in the Transition to Middle School" (2002). A position paper. (<http://www.nmsa.org/news/transition.html>)

>"Kindergarten Transition" (2002). Harvard Family Research Project.  
(<http://www.gse.harvard.edu/hfrp/projects/fine/fineforum/forum4/questions.html>)

>"Learning from Families" (2002). Harvard Evaluation Exchange Newsletter  
article on how families can work together to get the data and programs they need to create family-strengthening neighborhoods.

(<http://www.gse.harvard.edu/hfrp/eval/issue18/theory.html>)

>"Increasing Welfare Mothers' Education Affects Their Young Children's Schooling" (2002). Joint Center on Poverty Research reports a significant positive relationship. (<http://www.jcpr.org/wp/WPprofile.cfm?ID=322>)

>"Leave No Child Behind in the Middle Grades" (2002). Provides an analysis and concrete steps to raise achievement in middle grades. ([http://www.emcf.org/pdf/student\\_2001nochildleftbehindanalysis.pdf](http://www.emcf.org/pdf/student_2001nochildleftbehindanalysis.pdf))

>"Does School Size Matter?" (2002). Summary of the cost, benefits, and impact on student achievement. (<http://www.ecs.org/clearinghouse/34/31/3431.pdf>)

>"Breaking Up Large High Schools: Five Common (and Understandable) Errors of Execution" (2001) (<http://www.ael.org/eric/digests/edorc01-6.htm>)

>"Understanding Schools in the Middle" (2002). A national study of middle level school leadership and programs. ([http://www.principals.org/publicaffairs/pr\\_mid\\_study040502.htm](http://www.principals.org/publicaffairs/pr_mid_study040502.htm))

>"Head Start and Even Start: Greater Collaboration Needed" (2002). General Accounting Office report. (<http://www.gao.gov/cgi-bin/getrpt?GAO-02-348>)

>"Improving Public Schools" (2002). Action kit highlights role municipal leaders can play. To request a copy contact Andrea Reid at [reid@nic.org](mailto:reid@nic.org)

>"What Kids Can Do" (2002) 13 part PBS series documents student learning through community engagement (<http://www.whatkidscando.org>)

#### >>>>>POLICY, LAW, FINANCE & STATISTICS

>"Suicide Prevention in Schools: Court Cases and Implications for Principals" (2002) ([http://www.principals.org/news/bltn\\_suicide0302.html](http://www.principals.org/news/bltn_suicide0302.html))

>"Reporting School Violence" (2002) Office for Victims of Crime (<http://www.ojp.usdoj.gov/ovc/publications/bulletins/legalseries/bulletin2/welcome.html>)

>>"Health Insurance Portability and Accountability Act" (HIPAA) Compliance" (Winter, 2002) Special issue of the Practitioner Focus, published by the Practice Directorate of the American Psychological Association. Discusses how the HIPAA privacy rule will affect practitioners.

(<http://www.apa.org/practice/pf/winter02/>)

>"Breaking Ranks in Action" (2002). Recommendations by the Commission on the Restructuring of the American High School on the school environment, resources, professional development, and organization and time as well as curriculum and instructional strategies.

([http://www.principals.org/pdf/NASSP\\_BR.pdf](http://www.principals.org/pdf/NASSP_BR.pdf))

>"Facing the Hard Facts in Education Reform" (2002). Report from the Educational Testing Service emphasizing the entirety of the learning environment.

(<http://www.ets.org/research/pic>)

>Education Finance Database

(<http://www.eschoolnews.com/news/showStory.cfm?ArticleID=3655>)

>"School Social Work Worldwide" (2002) National Association of Social Workers Press.

(<http://www.naswpress.org>)

>"Working Better Together: How Government, Business and Nonprofit Organizations Can Achieve Public Purposes through Cross-Sector Collaboration, Alliances and Partnerships."

(2002) (<http://www.independentsector.org/media/workingPR.html>)

>"Qualitative process evaluation of urban community work: A preliminary view" (2002) Health Education and Behavior 29 (2) 232-248.

>"New Lives for Poor Families? Mothers and Young Children Move through Welfare Reform" (2002) <http://www.tc.edu/new-lives/downloads/Execsum.pdf>

>"Trends in the Well-Being of America's Children & Youth: 2001" (2002) U.S. Department of Health and Human Services. (202) 690-6445.

>"Children at Risk: State Trends 1990-2000" (2002) Annie E. Casey Foundation. (<http://www.kidscount.org>)

>"The Role of Community Development Corporations in Promoting the Well-Being of Young Children" (2002) National Center for Children in Poverty.

(<http://cpmnet.columbia.edu/dept/nccp/roleCDC.html>)

>"Good Start, Grow Smart" (2002). White House early childhood education initiative (<http://www.whitehouse.gov/infocus/earlychildhood/toc.html>)

>"Learning Opportunities for Children and Youth: Expanding Commitments"  
(2002) Forum for Youth Investment (<http://www.forumforyouthinvestment.org>)

>"Designing School Accountability Systems: Towards a framework and process"  
(2002) Council of Chief State School Officers  
([http://publications.ccsso.org/ccsso/publication\\_detail.cfm?PID=351](http://publications.ccsso.org/ccsso/publication_detail.cfm?PID=351))

Note: the Quick Finds topics on our website are updated regularly with new reports and publications such as those above. (<http://smhp.psych.ucla.edu>)

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There is no right answer to a wrong question.  
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#### \*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>>The Judge, the Attorney and the Social Worker: Joining Forces for Children and Families. May 13, New York. [Kimd@childrensaidsociety.org](mailto:Kimd@childrensaidsociety.org)

>>National School-Age Care Alliance 2002 Public Policy Forum. May 19-21, Washington, DC. <http://www.nsaca.org>

>>The Power of Prevention: May 22-24, San Antonio, TX,  
<http://www.safb.org/power.html>

>>National Coordinating Committee on School Health, May 22-23, Washington, DC (<http://www.healthystudents.org/>)

>>Society for Prevention Research: Effectiveness and Dissemination in Prevention Research. May 29-June 1, Seattle, WA.  
(<http://www.preventionscience.org/meeting.html>)

>>Bridging Cultures and Enhancing Care. May 30, Chicago, IL  
<http://www.jsi.com/hrsamctac>

>>Research and Training Center on Family Support and Children's Mental Health, May 30-June 1, Portland, OR (<http://www rtc.pdx.edu>)

>>Prevention, Resilience & Recovery: United for Mental Health, June 5-8, Washington, DC, (<http://www.nmha.org>)

>>Safe and Peaceful Communities, June 10-11, Denver, CO  
(<http://www.csmp.org/confer/vpconfindex.htm>)

>>National Youth Gang Symposium, June 11-15, Orlando, FL,  
(<http://www.gangsymposium.org>)

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

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

>>National Youth Summit, June 26-28, Washington, DC,  
(<http://www.acf.dhhs.gov/programs/fysb/summit.html>)

>>National Association of School Nurses, June 29-July 3, Lake Buena Vista, FL,  
(<http://www.nasn.org>)

>>Instructional Consultation Summer Training Institute, July 8-11, Linthicum,  
MD, (<http://www.icteams.umd.edu>)

>>Center for Social and Emotional Education, July 9-12, New York,  
(<http://www.csee.net>)

>>Developing Local Systems of Care, July 10-14, Washington, DC,  
(<http://gucdc.georgetown.edu/institutes.html>)  
email: [institutes2002@mindspring.com](mailto:institutes2002@mindspring.com)

>>National Forum on Education Policy, July 10-12, Los Angeles, CA,  
(<http://www.ecs.org>)

>>International Collaborative Teen Conference, July 12-15, Detroit, MI,  
(<http://www.sadd.org>)

>>Partners for Success: Linking Communities, Families, and Schools, July 15-17,  
New Haven, CT (<http://www.yale.edu/21C>)

>>9th Annual Institute for Psychology in the Schools, August 21, Chicago, IL,  
([http://www.apa.org/practice/opas\\_inst.html](http://www.apa.org/practice/opas_inst.html))

>>Community Anti-Drug Coalitions of America, August 6-9, Seattle, WA  
(<http://www.cadca.org>)

>>Advancing School-Based Mental Health Programs, September 18-21, Philadelphia, PA, (<http://csmha.umaryland.edu>)

>>Building Community to Improve Health, September 23-25, Sacramento, CA (<http://www.sierrahealth.org>)

>>American School Health Association, October 2-5, Charlotte, NC (<http://www.ashaweb.org>)

>>American Academy of Child and Adolescent Psychiatry, October 2-6, San Francisco, CA (<http://www.aacap.org>)

>>Latino Psychology Conference, October 18-20, Providence, RI, (<http://www.uri.edu/artsci/psy/latpsy02.htm>)

>>National Community Education Association, November 13-16, Austin, TX (<http://www.ncea.com>)

>>Education at Risk Youth, November 20-22, Louisville, KY (<http://www.trc.eku.edu>)

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT <http://smhp.psych.ucla.edu> (Go to "Contents" then click on Upcoming Conferences)

If you want your conference listed, send the information to [smhp@ucla.edu](mailto:smhp@ucla.edu)

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"We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet."

Margaret Mead

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS

\*Call for Papers on Diversity in the field of after-school. Due September 13, (<http://www.nsaca.org>)

\*Community Access Program, HRSA, CFDA #93.252. Deadline May 7, email [capcentral@hrsa.gov](mailto:capcentral@hrsa.gov)

\*SAMHSA Community Action Grant Program (PA-0-3) Due May 10  
(<http://www.samhsa.gov>)

\*SAMHSA Grants to Expand Substance Abuse Treatment Capacity (PA 00-001),  
Due May 10, (<http://www.samhsa.gov>)

\*SAMHSA Conference Grant Program Due May 10 (PA-98-090)  
(<http://www.samhsa.gov>)

\*Elementary and Secondary School Counseling Programs, Due May 13,  
(<http://www.ed.gov/GrantApps>)

\*Call for Papers on Communication and Interpersonal Processes in Consultation  
for the Journal of Education and Psychological Consultation. Due May 15.  
Contact William Erchul at [william\\_erchul@ncsu.edu](mailto:william_erchul@ncsu.edu)

\*School Dropout Prevention Programs (CFDA#84.360) Due May 20  
(<http://www.ed.gov>)

\*Safe and Drug-Free Schools and Communities National Coordinator Program  
(CFDA# 84.184K). Due May 28. (<http://www.ed.gov/GrantApps/>)

\*Project with Industry; job opportunities for individuals with disabilities.  
Deadline May 31  
(<http://www.ed.gov/legislation/FedRegister/announcements/2002-1/031302b.html>)

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.

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Bates's Law of Research:  
Research is the process of  
going up alleys to see if they're blind.  
!!!!!!!!!!!!!!!!!!!!!!

+++++ OTHER HELPFUL RESOURCES +++++

##eResearch: provides links to Internet tools, tutorials, and resources to help users

of the Internet become more efficient and effective in searching for and evaluating information (<http://www.rtc.pdx.edu/pgeResearchMain.shtml>)

##Professional Development Newsletter  
(<http://www.ncrel.org/info/notes/wtr02/wtr2002.htm>)

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

##Raising Children to Resist Violence  
(<http://www.apa.org/pi/pii/teen/homepage.html>)

##Model Programs website, National Clearinghouse on Alcohol and Drug Information  
([http://www.samhsa.gov/centers/csap/modelprograms/pubs\\_proof.htm](http://www.samhsa.gov/centers/csap/modelprograms/pubs_proof.htm))

##HRSA Guide on Quality Care and Culture (<http://erc.msh.org>)

##Data Trends summaries of articles on systems of care  
(<http://rtckids.fmhi.usf.edu/rtcpubs/datatrendshp.htm>)

##Improving Prevention Care Services for Children Toolkit (<http://www.chcs.org>)

##Child Development Institute (<http://www.childdevelopmentinfo.com>)

>>>>>>> Parents, School, & Communities

## Working for Children and Families: Safe and Smart After School Programs.  
(<http://www.ed.gov/pubs/parents/SafeSmart/>)

##Best Practices of Youth Violence Prevention  
(<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>)

##Community Schools Online Newsletter  
(<http://communityschools.org/newsletterv.2.7.html>)

##National Center on Mental Health and Juvenile Justice  
(<http://www.ncmhjj.com>)

##Educating Children and Youth in Homeless Situations: Law, Policy, and Practice (<http://www.nationalhomeless.org/reauthorization.html>)

##Strengthening and Promoting the Formation of Healthy Families  
(<http://www.mathematica-mpr.com/3rdlevel/strengtheninglow-incfam.htm>)

##Clearinghouse on International Developments in Child, Youth, and Family Policies (<http://www.childpolicyintl.org>)

##Out of School Time Evaluation Resources  
(<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources.html>)

##4-H Access the Future Coalition (<http://www.4-H.org/access>)

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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"Not doing more than the average  
is what keeps the average down."

William Winans

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

>>In response to last month's emerging issue on Report Cards on Schools:  
"Not only is there a need for schools to evaluate and account for barriers to learning and promote healthy development, it is essential for accurate evaluations of academic performance...Those who argue that to account for barriers and the ability to promote healthy development will undermine instructional accountability, simply ignore the reality that instructional accountability without acknowledgment of these elements is the equivalent of a business focusing on its well designed warehouse without giving any thought to nor caring about whether the inventory within its walls will sell..."

>>Our weekly Mental Health in Schools Practitioner Listserv (an online resource for asking and responding to questions and for requesting info) is now posted on our website each week. (<http://smhp.psych.ucla.edu>) You can join the listserv by emailing [smhp@ucla.edu](mailto:smhp@ucla.edu) asking to be added to the Practitioners listserv.

SEND REQUESTS/RESPONSES by phone, fax, email, or on the Center's website "Net Exchange"

!!!!!!! - - - - -!!!!!!

Remember . . .

you can't cross a 20 foot chasm in two 10 foot jumps!

!!!!!!- - - - -oops - - - - -!!!!!!

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

(Including fellowships and scholarships)

<Grant Review Administrator>

Manage grant review committees in the mental health or substance abuse field. full time temporary position for May1-October 31, 2002. Please send resume to: IQ Solutions, Inc., Employee Services, 11300 Rockville Pike, Suite 801, Rockville, MD 20852 or fax to (301) 984-1333.

<Postdoctoral Fellowships>

Prevention Research in Urban Children Mental Health, University of Illinois at Chicago. Due May 31. <http://www.casel.org>

<Project Director/Postdoctoral Research>

Risky Contexts and Exposure to Violence in Urban Youth, Loyola University Psychology Department. Contact Maryse Richards at [mrichar@luc.edu](mailto:mrichar@luc.edu)

<Assistant Professor>

Community Psychology, Department of Psychology at the University of Massachusetts Lowell. Contact Charlotte Mandell, Dept. of Psych, 870 Broadway St., Suite 1, University of Mass. Lowell, Lowell, MA, 01854.

<Program Coordinator and Research Associate Positions>

National Center on Addiction and Substance Abuse at Columbia University. <http://www.casacolumbia.org>

<Postdoctoral Position>

Preventive Intervention Research with Aggressive Children, Department of Psychology University of Alabama. Contact John Lochman at [jlochman@gp.as.ua.edu](mailto:jlochman@gp.as.ua.edu)

<Senior Program Associate>

Annie E. Casey Foundation KIDS COUNT initiative. Contact Sharon Flynn Hollander at [sflynnhollander@imsearch.com](mailto:sflynnhollander@imsearch.com).

<Research Assistants>

Center for Community Research, DePaul University, Chicago, IL.

(<http://condor.depaul.edu/~ljason/center>)

<Director>

National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center, Washington, DC. Contact Phyllis Magrab, GU Child Development Center, 3307 M St. NW, Ste. 401, Washington, DC 20007

<Postdoctoral Position>

Research Center focused on school engagement and research on academic resilience and youth development. University of California Santa Barbara, Graduate School of Education, Contact Michael Furlong.  
(<http://www.education.ucsb.edu/school-psychology>)

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

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

^^ ^^ Updates from our Center at UCLA

ONLINE STAFF DEVELOPMENT RESOURCES:

^^^NEW Quick Training Aids designed for individual learning or staff development. These resources are organized around key "Talking Points" and provide a brief overview of a topic, fact sheets/practice notes, tools to use in working at schools, and a sampling of model programs and resources to adapt at a school. In the past month, we have added the following to the ones previously online:

- Assessment and Screening
- Confidentiality
- Financing
- Re-engaging Students in Learning
- Addressing Barriers to Learning: Overview of the Curriculum on Enabling (or Learning Supports) Component

Let us know what you think of these resources. If you want a hard copy you can order one for the cost of copying and mailing. Are there other topics on which you would find such aid of use?

NOW ONLINE:

^^^^Guidebook WHAT SCHOOLS CAN DO TO WELCOME AND MEET  
THE NEEDS OF ALL STUDENTS AND FAMILIES.

Includes information on schools as caring learning environments; welcoming and social support, using volunteers, home involvement, connecting a students with the right help, understanding and responding to learning problems, response to students' psychosocial and mental health needs, program reporting, and more...

Like all technical assistance and training centers, we continue to evaluate our impact and how to expand the user base. Let us know what you need to make your work with mental health in schools more successful. New resources can be developed and best practices identified.

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>

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To post messages to ENEWS, Email them to smhp@ucla.edu  
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\*\*UPDATE from our Sister Center, Center for School Mental Health Assistance  
at the University of Maryland at Baltimore, Mark Weist, Director  
<http://csmha.umaryland.edu>

^^^^National Conference:  
"Advancing School Mental Health Programs" September 18-21 in Philadelphia.  
>>Special Institute:  
"Developing Effective School-Based Responses to  
Crisis/Trauma/Disaster" September 18  
>>Pre-conference sessions: September 19:  
>>Conference and Exhibits: September 20 - 21  
For more information contact: Center for School Mental Health Assistance,  
University of Maryland at Baltimore, Department of Psychiatry, 680W. Lexington  
St., 10th fl., Baltimore, MD 21201 Phone (888) 706-0980



publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change. Evaluations indicate the Centers have had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

For more information about the Center or about ENEWS, contact  
Center Coordinator Perry Nelson or  
Center Co-Directors Howard Adelman and Linda Taylor at:  
UCLA, School Mental Health Project/Center for Mental Health in Schools  
Box 951563  
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>