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**Emerging Issue

>>>>>Why are Student Support Staff so Expendable?

As schools struggle to balance dwindling budgets, once again masses of student support professionals are being laid off. Not surprisingly, such professionals find it hard to understand why their work is seen as so unnecessary. We regularly receive requests for help in clarifying how to make the argument for retaining such personnel. (One resource we recommend is the Center's report entitled: "Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning" <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf>). Given the importance of this matter, we are asking everyone to let us know about how the argument has been made successfully in any school district.

>>We look forward to your comments (Itaylor@ucla.edu). We plan to circulate all responses widely and quickly, as well as posting them on our website's Net Exchange at <http://smhp.psych.ucla.edu>.

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**NEWS FROM AROUND THE COUNTRY

>MORE THAN 380,000 CHILDREN DIAGNOSED WITH MULTIPLE MENTAL HEALTH PROBLEMS

According to Rutgers University's "Latest Findings in Children's Mental Health" (Winter, 2004): "Almost a third of the 1.3 million children in the U.S. mental health system (388,635) have been diagnosed with two or more psychiatric disorders, a condition that makes them significantly more difficult and expensive to treat.... The older the children, the more likely they were to have co-occurring disorders and the broader their range of problems...." ([Http://www.ihhpar.rutgers.edu](http://www.ihhpar.rutgers.edu))

>U.S. FINDS FAULT WITH CHILD WELFARE PROGRAMS IN ALL 50 STATES

"...About 900,000 children were victims of abuse or neglect in 2002, and 1,400 of them died, according to the most recent state data, compiled and reported this month by the Department of Health and Human Services..."

(New York Times, 4/26/04)

>RESEARCH ON MEDICATION FOR CHILDREN'S DEPRESSION IS DEPRESSING

The Lancet, Editorial for 4/24/04 states: "...The story of research into selective serotonin reuptake inhibitor

(SSRI) use in childhood depression is one of confusion, manipulation, and institutional failure....

Changes

are required at every level of the global health-care infrastructure...."

>SOME SUCCESSES, MANY SHORTFALLS IN QUALITY OF HEALTH CARE PROVIDED AMERICAN CHILDREN

"Quality of Health Care for Children and Adolescents: A Chartbook" notes that one-third of children

with asthma don't get appropriate controller medications and three-fourths of children with severe

mental health problems don't get evaluation and treatment.

(The Commonwealth Fund, 4/15/04 <http://www.cmf.org>)

>NEW YORK'S SMALL SCHOOLS UNEASY INSIDE BIG ONES

"...critics, including teachers, parents and students at large schools, say the city's Department of Education is paying too little attention to the details of the transition (to embedding small schools) and

to softening the disparities in resources and attention between the new schools and the old, a particularly

touchy subject when the have-nots were there first. They wonder whether the city's large schools will be

destabilized in the process, dooming them...." (New York Times, 4/14/04)

>RESEARCH ARGUES AGAINST HOLDING BACK 3RD GRADERS

"Chicago's aggressive nine-year effort to end social promotion ... has been enormously expensive while

yielding few benefits, according to two studies released yesterday by researchers who have monitored the

effort. The reports found that the strict promotion rules, adopted in the 1995-96 school year, had not helped

third graders, had sharply increased special education placements for third and sixth graders and had led

to a higher dropout rate for students who were forced to repeat eighth grade..." (The New York Times, 4/7/04)

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

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"Supporters and opponents of social promotion are fighting last century's war... It is time to rethink the organization we call school, and with it the very idea of social promotion... The solution is genuinely performance-based instructional grouping... There is no more certain evidence than the social promotion debate that we are still prisoners of time..."

Denis P. Doyle

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**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

To aid school staff in planning for the predictable challenges that come with the cycle of the school year, the Center has developed 12 monthly themes for a proactive agenda. All 12 months are online at "Ideas for Enhancing Support at Your School This Month" (<http://smhp.psych.ucla.edu>). Below is the theme for May.

>>>>May - Time to Help Student and Families Plan Successful Transitions to a New Grade or a New School

The traditional school year draws to a close: Teachers, students, and families appreciate their work together ... and anticipate the changes ahead. New teachers ... New Schools ... New Peer Groups ... New Opportunities, Challenges, and Stressors. Transitions are truly risky opportunities.

They call for programs that prepare students and their families for the transitions and for planned follow

up to ensure transitions are successfully negotiated. Programs are needed that

- >Provide closure related to what the student is leaving behind
- >Enhance articulation between the old and the new
- >Welcome newcomers and ensure they have the types of social supports that facilitate positive acceptance and adjustment in the new setting
- >Assess transition success
- >Implement timely corrective interventions when transitions are not successful.

Interventions to enable successful transitions make a significant difference in how motivationally ready and able students are to benefit from schooling. See the website feature on monthly themes

for enhancing support at your school. It provides examples of empirically supported model transition programs and a Self-Study Survey related to Support for Transitions.

For more information, go to <http://smhp.psych.ucla.edu> and find the Quick Find topics:

- >>Support for Transitions
- >>Transition Programs/Grade Articulation

You will find reference to

- >>"Welcoming and Involving New Students and Families" (a Technical Aid Packet)
- >>"What Schools Can Do to Welcome and Meet the Needs of All Students and Families" (a Guide to Practice)
- >>"Support for Transitions to Address Barriers to Learning" (a Training utorial)

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New Student to teacher:

"I have a message to give you from my last teacher. She didn't write it down, but she told me to tell you that you're very lucky to have me for a student."

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

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

>National Institute of Mental Health Multimodal Treatment Study of ADHD Follow-up: Changes in effectiveness and growth after the end of treatment (2004) Pediatrics, 113(4) 762-69.

>Antidepressant medication in children (2004) B. Vitiello & S. Swedo, The New England Journal of Medicine, 350 (15) 1489-1491.

>Raising a moody child: How to cope with depression and bipolar disorder (2004) M. Fristad & A. Goldberg, Guilford Press.

>Depressive symptoms: How do adolescent compare with adults? (2004) R. Wright, Journal of Adolescent Health, 34(4) 314-323.

>How can young people's resilience be enhanced? Experiences from a clinical intervention project (2004) R. Waaktaar, et al, Clinical Child Psychology and Psychiatry, 9(2)

>Assessing the most powerful analysis method for school-based intervention studies with alcohol, tobacco, and other drug outcomes (2004) J. Janega, et al, Addictive Behaviors, 29(3) 595-606.

>Posttraumatic stress disorder and trauma in youth in juvenile detention (2004) J. Abram, et al, Archives of General Psychiatry, 61(4) 403-410.

>Mobilizing trauma resources for children, (2004) W. Harris, et al, Presented at the Johnson and Johnson Pediatric Institute (http://www.nctsnct.org/nctsnct/nav.do?pid=hom_main)

>Predictors of post-traumatic distress in child welfare workers: A linear structural equation model (2004) C. Regehr, et al, Children and Youth Services Review, 26(4) 331-346.

>The potential protective effects of youth assets from adolescent sexual risk behaviors (2004) S. Vesely, et al, *Journal of Adolescent Health*, 34(5) 356-365.

>Some reasons that mental health treatments are not technologies: Toward treatment development and adaptation outside labs (2004) M. Southam-Gerow, *Clinical Psychology: Science and Practice*, 7(2) 186-189

>>>>FAMILIES, SCHOOL & COMMUNITIES

>Bullying: implications for the classroom (2004) C. Sanders and G. Phye, Elsevier (<http://books.elsevier.com>)

>Ending social promotion: Dropout rates in Chicago after implementation of the eighth-grade promotion gate (2004) E. Allensworth, Consortium on Chicago School Research (<http://www.consortium-chicago.org/publications/p69.html>)

>Diffusion of mental health and substance abuse treatments: Development, dissemination, and implementation (2004) H. Gotham, *Clinical Psychology: Science and Practice*, 7(2)

>No time to waste: Programs to reduce teen pregnancy among middle school-aged youth (2004) The National Campaign to Prevent Teen Pregnancy and Child Trends, (<http://www.teenpregnancy.org>)

>Smart growth and school reform: What if we talked about race and took community seriously? (2004) H. Baum, *Journal of the American Planning Association*, 70(1) (<http://www.planning.org/japa/pdf/baum.pdf>)

>Impact of intensive family support programs: A synthesis of evaluation studies (2004) C. Dagenais, et al, *Children and Youth Services Review*, 26(3) 249-263.

>Social disadvantage and neglectful parenting as precursors to the development of antisocial and aggressive child behavior: Testing a theoretical model (2004) J. Knutson, et al, *Aggressive Behavior*, 30(3) 187-205.

>The impact of parental problem drug use on children: What is the problem and what can be done to help? (2004) M. Barnard & N. McKeganey, *Addiction*, 99(5) 552-559.

>The delivery, financing, and assessment of professional development in education: Pre-service preparation and in-service training (2004) Finance Project (<http://www.financeproject.org>)

>Taking advantage of opportunities: Community involvement, well-being, and urban youth (2004) S. McMahon, et al, *Journal of Adolescent Health*, 34(4)

262-265.

>Engaging with families in out-of-school time learning (2004) Harvard School of Education
(<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot4.html>)

>The family-school partnership: An opportunity to promote the learning competence of all students (2004) S. Christenson, School Psychology Quarterly, 18(4) 454-482.

>Stress and physical health: The role of neighborhoods as mediating and moderating mechanisms (2003) J. Boardman, Social Science & Medicine, 58(12) 2473-2483.

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

>Policy Brief: School & college partnerships the missing link. (2004) WestEd, (<http://www.wested.org/policy>)

>In defense of our children (2004) E. Garan. Heinman
(<http://www.heinemann.com>)

>Why is teenage pregnancy conceptualized as a social problem? A review of quantitative research from the USA and UK. (2004) C. Bonell, Culture, Health & Sexuality, 6(3) 255-272.

>Before and after school care, programs, and activities of children in kindergarten through eighth grade: 2001 (2004) National Center for Educational Statistics (<http://nces.ed.gov>)

>A balanced school accountability model: An alternative to high-stakes testing (2004) K. Jones, Phi Delta Kappan, 85(8) 584-590.

>The Foundation for Child Development Index of Child Well-Being, 1975-2002, with Projections for 2003 (2004) Duke University
(<http://www.brookings.edu>)

>Trends in private and public health insurance for adolescents. (2004) P. Newacheck, et al, The Journal of the American Medical Association 291(10) 1231-1237.

>Elimination of health disparities in racial/ethnic minority communities: Developing data indicators to assess the progress of community-based efforts. (2003) M. Edberg, et al, Evaluation and Program Planning, 26(1) 11-19.

>The high school sophomore class of 2002: A demographic description (2004) National Center for Educational Statistics (<http://nces.ed.gov>)

(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](http://smhp.psych.ucla.edu)) Let us know about publications and reports that should be shared)

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"I told the dean I couldn't go to the detention center because I have a detention-deficit disorder."

Aaron Bacall

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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Building on Family Strengths: Research and Services in Support of Children and their Families, May 6-8, Portland, OR. [Http://www.rtc.pdx.edu](http://www.rtc.pdx.edu).

>Family Support America, May 12-15, Chicago, IL
(<http://www.familysupportamerica.org>)

>Strength Based Services, May 15-18, Richmond, VA (804-264-9666).

>Afterschool for All Challenge, May 19-20, Washington, DC
(<http://www.afterschoolalliance.org>)

>Making Children a National Priority, June 7-11, Indianapolis, IN
(<http://www.cwla.org>)

>Justice for all: Fighting for America's Mental Health, June 9-12, Washington, DC (<http://www.nmha.org>)

>Educating Minds and Hearts: Safe Schools, Healthy Character Development, Academic Success and Social Emotional Education, July 6-9, NY, NY
(<http://www.csee.net>)

>Principles and Practices of Effective Schools, June 21-23, Santa Fe, NM (800-522-0772, ext 1022).

>Charting the Course for Our Children's Future, CSMHA's 4th Annual School Health Interdisciplinary Program (SHIP), August 2 - 6, 2004, Turf Valley Resort & Conference Center
Ellicott City, Maryland (<http://csmha.umaryland.edu/>)

>The School Mental Health Imperative, CSMHA's 9th Annual Conference on Advancing School-Based Mental Health, October 7-9, 2004, Dallas, Texas
(<http://csmha.umaryland.edu/>)

>Achieving the Promise of Recovery: New Freedom, New Power, New Hope, October 13-17, Denver, CO (800-776-1286)

>National Community Education Association, November 10-13, San Diego, CA (<http://www.ncea.com>)

(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 to list your conference, please email ltaylor@ucla.edu).

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"I had a handle on life ... but it broke.

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

>GRANTS:

** See the "electronic storefront" for Federal Grants at <http://www.grants.gov>.

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

>Training & Information for Parents of Children with Disabilities, Parent Training and Information Centers, Deadline 5/26/04

>Behavior at Elementary Level, Deadline 7/6/04

>Center on Children Involved in or at Risk of Involvement in the Justice System, Deadline 7/9/04.

>Safe Schools/Healthy Students, Deadline 7/12/04

>Mentoring Grants, Deadline 7/12/04

>Emergency Response Plans for School Safety Initiative, Deadline 7/12/04

>Policy Issues in Children's Mental Health, Deadline 8/05.

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

>National Training and Technical Assistance Center for Child and Adolescent Mental Health Cooperative Agreement, Deadline 5/21/04.

>Youth Transition into the Workplace Grants, Deadline 5/27/04

>Child and Adolescent Mental Health and Substance Abuse State Infrastructure Grants, Deadline 6/3/04.

>>Administration for Children and Families (<http://www.acf.hhs.gov>)

>Compassion Capital Fund Targeted Capacity Building Program, Deadline 5/19/04

>>American Psychological Association (<http://www.apa.org/apf>)

>Request for proposals for research-based programs on violence prevention and intervention. Deadline 8/15/04.

>>National Institute of Health (<http://grants1.nih.gov>)

>Effectiveness, Practice, and Implementation in CMHS's Children's Services Sites (PA-04-019) Deadlines June 1, October 1.

(Note: If you want to Surf the Internet for Funds, go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to FINANCING AND FUNDING. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning).

>>CALLS FOR PAPERS

>Proposals for the National Schools Boards Association conference in San Diego 5/05. Submit presentation proposals online at <http://www.nsba.org/conference>. Deadline 6/7/04.

>Proposals for National Multicultural Conference, Los Angeles, 1/27/05. Send proposals to lvazquez@nmsu.edu. Deadline 7/9/04.

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"It was impossible to get a conversation going: Everybody was talking too much."
Yogi Berra

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

^ ^ ^ Updates from our Center at UCLA

** Spring Quarterly hardcopy Newsletter in the mail and online

>>Feature article: "Diversity and Professional Competence in Schools...a mental health perspective." (Includes an outline of general arenas relevant to practitioner competence and a number of online resources for professional development in this area.)

>>Other articles:

>>>an example of legislation to include a "Comprehensive Pupil Learning Support System" in the state education code;

>>> Obesity and Mental Health and the implications for the current public health focus and it's impact on schools and students;

>>>a look at one state's implementation of a student learning support system and resource teams;

The Newsletter insert is our annual impact evaluation form requesting feedback. We hope to hear from you.

If you are not receiving this free resource, let us know so we can put you on the mailing list.

**** Outreach Campaign to School Boards**

>The Center Report: "Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning" will soon be sent to the Presidents of District School Boards in every state. As school boards are making difficult decisions about budget cutting, this document is designed to provide a stimulus for thinking about the importance of learning support and using existing resources more effectively. If there is someone you want to be sure receives this report, please email ltaylor@ucla.edu. The mailing will also include information on the Summits for New Directions for Student Support as we begin to create readiness in states planning state Summits and provide follow up to states that have begun to implement the New Directions Initiative. If you want to review or download the School Board Report, go to <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf>. For info on the Summits initiative, go to <http://smhp.psych.ucla.edu>.

**** Resources online related to the President's New Freedom Commission on Mental Health as it applies to Mental Health in Schools**

If you click on "About Mental Health in Schools" on our the homepage of our website, it will take you to a newly formatted array of options. One of these focuses on the New Freedom Initiative as it applies to Mental Health in Schools. You will find:

- >"Integrating Agendas for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health"
- >"Resource Synthesis to Help Integrate Mental Health in Schools into the Commission Recommendations" (links to online resources)
- >"Gap Analysis of the Resource Synthesis" (provides directions to the areas most pressing for research and resource development)
- >"Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals"
- >"Mental Health of Children and Youth and the Role of Public Health Professionals"
- >"Youngsters' Mental Health and Psychosocial Problems: What are the Data?"

**** State Summits on New Directions for Student Support** If you would like to explore having a Summit for New Directions for Student Support in your state, please let us know (ltaylor@ucla.edu).

****Update on CA legislation for a "Comprehensive Pupil Learning Support System."** We continue to work with the assembly as this bill (AB 2569) advances through the political process. Access the current version of the bill at <http://smhp.psych.ucla.edu/summit2002/ab2569.pdf>
The bill's intent is to use existing resources more effectively, rather than request new funding. As such, it provides an important model for other states to consider adapting.

If you have information on work that is advancing the concept of a system of student learning supported designed to enhance student success in schools by addressing barriers to learning, please let us know so we can include it in answering the oft asked question "Where's It Happening?" (Ltaylor@ucla.edu)

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; Toll Free (866) 846-4843; Fax (310) 206-8716
Email: smhp@ucla.edu
For more information go to the Center website: <http://smhp.psych.ucla.edu>

^ ^ ^ FOR UPDATES FROM OUR SISTER CENTER, "Center for School Mental Health Assistance," see their website at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 680 W. Lexington St., 10th fl., Baltimore, MD 21201. Phone (888) 706-0980. Email csmh@umpsy.umaryland.edu

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Mom: "Why did you get a zero on your test?"

Heather: "That's not a zero. It's a full moon. The teacher ran out of stars."
Amber Roberts

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**OTHER HELPFUL RESOURCES

**Mental Health/Substance Abuse/Health

>Substance Abuse and Mental Health Services Administration's updated Directory of Drug, Alcohol Abuse Treatment Programs provides information on thousands of programs. ([Http://www.samhsa.gov](http://www.samhsa.gov))

>National Institute of Health, Curriculum Supplement Series, for grades 7-8: Understanding Alcohol: Investigations into Biology and Behavior (<http://science.education.nih.gov/customers.nsf/MSAlcohol?OpenForm>)

>Resource Center to Address Discrimination and Stigma, (U. S. Department of Health and Human Services, SAMHSA, Center for Mental Health Services) <http://www.adscenter.org> (800-540-0320).

>Teaching Young Children in Violent Times, Educators for Social Responsibility (<http://www.esrnational.org>)

>Child Care and Early Education Research Connections (<http://childcareresearch.org>)

>Institute for Mental Health Initiatives
(<http://www.gwumc.edu/sphhs/imhi/index.cfm>)

**Parents, Schools, Communities

>Coalition for Evidence-Based Policy (<http://www.excelgov.org>)

>Tools for School-Improvement Planning
(<http://www.annenberginstitute.org/tools/>)

>Role of Principal Leadership in Increasing Teacher Retention: Creating a Supportive Environment (<http://www.advocatesfored.org/principalstudy.htm>)

>Positive Parenting for Adolescent Health "Shoulder to Shoulder" campaign (English and Spanish) <http://www.shouldertoshoulderminnesota.org>

>Early Childhood Education bibliography
(<http://www.gse.harvard.edu/hfrp/projects/fine/resources/bibliography/ece.html>)

>Head Start Performance Standards on Family and Community Partnerships
(<http://www.ecqnet.org/ecq/HeadStart/perfstand/showps.cfm?SiteID=105>)

>Creating Partnerships, Bridging Worlds: Family and Community Engagement
(<http://www.turningpts.org/guides.htm>)

>Center for Parent Leadership (<http://www.centerforparentleadership.org>)

>Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report (<http://www.urban.org/url.cfm?ID=410963>)

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

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**TRAINING AND JOB OPPORTUNITIES

<Project Coordinator>
Illinois Children's Mental Health Partnership, Chicago. Masters degree plus 3 years experience with collaborations (Gaylord Gieseke, Voices for IL Children, 208 S. LaSalle, St, Suite 1490, Chicago, IL 60604)

<Associate Director Child Research>
The Trauma Center, Brookline, MA. Ph.D. in Psychology required plus two years postdoctoral experience. Contact spinazzola@traumacenter.org.

<Internships>

Institute for Mental Health Initiatives, George Washington University, Washington, DC. See <http://www.gwumc.edu/sphhs/imhi/academic/intern.cfm>

<Research>

Part-time research interviewers, East Boston Family Study, Revere MA. Contact gretchen.biesecker@channing.harvard.edu.

(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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"It is not enough just to do your best or work hard. You must know what to work on."

W. Edwards Deming

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

In response to last month's emerging issue: Obesity and Mental Health Implications

"Awareness of weight and nutrition started when people realized we have an obesity epidemic. However, naming obesity as the problem carries myriad difficult mental health implications . . . as named in the newsletter. The discussion among school health coordinators and others in New England is shifting toward promoting healthy nutrition rather than fighting obesity. There are lots of normal weight youth who are undernourished from eating high sugar, fat, and salt in junk and fast food. As the effort shifts to promoting healthy nutrition, obesity can become a background issue rather than the foreground. Obesity will be impacted, but in a more positive way."

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA. For more see our website at <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 and 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; Toll Free (866) 846-4843; Fax (310) 206-8716
email: smhp@ucla.edu; Website: <http://smhp.psych.ucla.edu>