

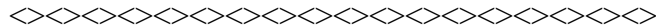
ENEWS: A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

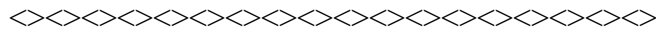
September, 2001 (Vol. 5 #12)

WHAT IS ENEWS? (For those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.



Feel Free to Forward This to Anyone



WHAT'S HERE THIS MONTH

****Emerging Issue**

>>What Should School Professionals be Taught with Respect to
Addressing Barriers to Student Learning?

****News from around the Country**

****Recent Publications Relevant to**

- >Children's Mental & Physical Health
- >Delinquency, Violence & Substance Abuse Prevention
- >Family, Community & Schools
- >Policy & Statistics

****Upcoming Initiatives, Conferences, Workshops**

****Calls for Grant Proposals/Papers**

****Other Helpful Resources**

****Training & Job Opportunities**
(Including fellowships and scholarships)

****Requests/Information/Comments/Questions from the Field**

****News from the two National Centers focusing on MH in Schools**

To post messages to ENEWS, E-mail them to: smhp@ucla.edu
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
leave the subject line blank, and in the body of the message type:
Subscribe mentalhealth-L

To remove your name from the mailing list type:
Unsubscribe mentalhealth-L

EMERGING ISSUE

What Should School Professionals be Taught with Respect to Addressing Barriers to Student Learning?

From various sources, programs that prepare school professionals (pre and on-the-job) are coming under attack for what critics see as resistance to changes that are essential to ensuring that all youngsters have an equal opportunity to succeed at school.

Some critics are concerned that the curricula for teacher preparation is not changing in keeping with research on effective methods of instruction. Others emphasize the failure of education schools and departments and on-the-job (in-service) training to teach about what schools and teachers must do to play a significant role in addressing barriers to student learning. Among this latter group are those who caution that a shift to positive behavioral control and management of students may underscore the need for change, but the approach ignores the need for a major transformation in the nature and scope of what school personnel are taught.

The bottom line is that there is increasing pressure for changes in what teachers and other school professionals are taught. The emerging issues are what types of changes should be made in what and how they are taught, which of course stem from the age-old question of what they really need to know in order to be effective.

Where are you on this issue? 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 to: E-mail: 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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"We believe that public schools can begin by educating teachers, administrators, and other staff about the nature of mental health problems among young people and the tremendous opportunity for intervention." David Satcher, Surgeon General

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

>>20 Percent Increase for drug related emergency department visits for youth age 12 - 17<<

Substance Abuse and Mental Health Services Administration's (SAMHSA) 2000 Emergency Department Data from the Drug Abuse Warning Network released these and other trends for 21 metropolitan areas. See: <http://www.samhsa.gov>

>>Suicide Does Not Beget Suicide<<

CDC study published in the July 15 edition of the American Journal of Epidemiology, based on interviews with 153 people who survived a suicide attempt, found the risk of trying to commit suicide does not increase after exposure to suicidal behavior. <http://www.aje.oupjournals.org>.

>>Mental Health: Culture, Race, and Ethnicity<<

On August 26th, the Surgeon General presented this Supplement to his Mental Health Report at the American Psychological Association Meeting in San Francisco. (<http://www.apa.org>).

>>Temporal Variations in School-Associated Violent Deaths<<

CDC analysis of data from 1992 - 1999 found school associated homicide events occurred one every 7 schools days with rates highest at the beginning of each semester. Suicides occurred one every 31 school days with the rates higher during the spring semester. See Morbidity and Mortality Weekly Report online at <http://www.cdc.gov/mmwr/international/relres.html>

>>Public Review of Guidelines for Health, Mental Health, and Safety in Schools<<

The guidelines being developed as part of a cooperative agreement between the Health Resources and Services Administration, the American Academy of Pediatrics and the National Association for School Nurses are now on the web for public review. You are invited to comment and suggest an additional guideline of your own, when you feel that's necessary. The web-site will close on September 20, 2001. Comments will be incorporated and then a revised set of guidelines will be made available both on a web-site and in print. See <http://www.nationalguidelines.org>

>>Youth and Family Centers of the Dallas Independent School District received a commendation for exemplary programs and practices in the Texas School Performance Review which credited the mental and physical health services with contributing to improved attendance, a reduction in dropouts and fewer discipline referrals. <http://www.dallasisd.org>. (News releases)

>>Three new Promising Practices guides available<<

SAMHSA's Center for Mental Health Services' Promising Practices in Care of Children with Serious Emotional Disturbances has added Wraparound: Stories

from the Field; Learning From Families: Identifying Service Strategies for Success; and Promising Practices in Early Childhood Mental Health. The 3 new and 10 previously published volumes may be ordered free at <http://www.cmhs.samhsa.gov>.

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"Our evaluation of the children's program has shown that the systems of care approach resulted in improved mental health as well as improved school grades, improved living conditions, reduced school absences and trouble with the law."

Joseph H. Autry, SAMHSA Acting Administrator  
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****RECENT PUBLICATIONS****

***CHILDREN'S MENTAL & PHYSICAL HEALTH**

"Blueprint for Change: Research on Child and Adolescent Mental Health" (2001). Report of the National Advisory Mental Health Council's Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment. <http://www.nimh.nih.gov>.

"The Mental Health Desk Reference (2001). Edited by E. Wifef & R. Ingersoll. Contains 72 articles sectioned under categories including Counseling for adjustment disorders and life stress, Diagnosis and treatment of children with mental and emotional disorders, Crisis intervention issues, Counseling diverse populations, Group and family interventions, ethical and legal issues. Published by John Wiley & Sons.

"Implementing a Classroom-based Social Skills Training Program in Middle Childhood" (2001). M.J. Rotheram-Borus, B. Bickford, and N. Milburn. *Jo. of Ed and Psych Consultation* 12, 91-111.

"Adolescent sexual orientation and suicide risk: Evidence from a national Study" (2001). S. T. Russell, K. Joyner. *Amer. Jo.of Public Health* 91, 1276-1281.

"Psychopathology, childhood sexual abuse and other childhood adversities: Relative links to subsequent suicidal behaviour in the US: (2001). BE Molnar, LF Berkman, SL Buka. *Psychological Medicine* 31, 965-977.

"Stronger Efforts Needed to Ensure Children's Access to Health Screening Services. (2001). GAO Report on EPSDT for Congressional Requesters. http://www.epn.org/cgi-bin/rd/epn_letter.pl?id=1284.

"New Recommendations for Media Coverage of Suicide" (2001). Developed by a national panel including CDC, NIMH, SAMHSA, Office of the Surgeon General, American Association of Suicidology, American Foundation for Suicide Prevention, and the Annenberg Public Policy Center of the Univ. of PA. See

<http://www.appcpenn.org>.

"Chronic Illness in America: Overcoming Barriers to Building Systems of Care" (2001). FM LaForce J Wussow. <http://www.chcs.org>.

*DELINQUENCY, VIOLENCE & SUBSTANCE ABUSE PREVENTION

"School Violence Issue of Juvenile Justice Journal" (2001). Ideas for comprehensive safe school planning.
http://www.ncjrs.org/html/ojjdp/jjjournal_2001_6/contents.html

"Bullying and Being Bullied: To What Extent are Bullies also Victims?" (2001). X. Ma, American Education Research Jo. 38, 351-370.

"Dating violence against adolescent girls and associated substance use, unhealthy weight control, sexual risk behavior, pregnancy, and suicidality" (2001). JG Silverman, A Raj, LA Mucci, et al. Jo. of the American Medical Assoc. 286, 572-579.

"Relationship between life satisfaction and violent behaviors among adolescents" (2001). RF Valois, KJ Zullig, ES Huebner, et al. Amer. Jo.of Health Behavior 25, 353-366.

From the Office of Juvenile Justice and Delinquency Prevention (2001). (<http://ojjdp.ncjrs.org>)

"Preventing Delinquency through Improved Child Protection Services"

"Blueprints for Violence Prevention"

"PEPNet: Connecting Juvenile Offenders to Education and Employment"

"Media Tool Kit for Anti-Drug Action" (2001). Ideas for engaging the community, samples of resources.
<http://www.mediacampaign.org/mediatoolkit/download.html>.

*FAMILY, COMMUNITY & SCHOOLS

"Redefining Parental Involvement: Lessons from high-performing migrant-impacted schools" (2001). G Lopez, J. Scribner, K Mahitivanichcha. Amer. Ed. Research Jo. 38, 253-288.

"Moving beyond the Neighborhood and Family Initiative" (2001). Evaluation of the Ford Foundation's Neighborhood and Family Initiative from the Chapin Hall Center for Children.
<http://www2-chc.spc.uchicago.edu/ProjectsGuide/registration/register.lasso>

" Union-District Partnerships" Report from the July, 2001. Annenberg Challenge Conference on promoting trust-based collaborative relationships.

http://www.annenberginstitute.org/convening/unions_overview.htm.

"Leave No Superintendent Behind: Urban School Improvement as Seen From the Trenches: Is the National Debate Addressing the Real Issues?" (2001). Annenberg Public Policy Center, University of Pennsylvania. <http://www.appcpenn.org>.

"Safe Workplaces & Healthy Learning Places: Environmentally Healthy Schools" online continuing education module (2001).
<http://NursingWorld.org/ce/cecatalog.cfm>.

"Helping Families to Help Students: Kentucky's Family Resource and Youth Services Centers" (2001). <http://www.sreb.org>

"Early Learning Can Help Close Achievement Gap" (2001). In Gaining Ground, the Council of Chief State School Officers' newsletter.
<http://www.ccsso.org/pdfs/ggjul01.pdf>

"Senior Slump" (2001). National Center for Public Policy in High Education and the Institute for Educational Leadership.
http://www.highereducation.org/news/news_0511.shtml.

*POLICY, FINANCE, & STATISTICS

"Services for Children with Mental Health Needs: Funding Strategies Brief" (2001). Advocates for Children and Youth.
<http://www.sustainfunds.org/updates/49dbrief.PDF>.

"21st Century School Finance: How is the Context Changing?" Education Commission of the States. <http://www.ecs.org/clearinghouse/28/04/2804.htm>.

"Understanding Dropouts: Statistics, Strategies and High-Stakes Testing (2001). National Academies' Center for Education.
<http://www.nationalacademies.org/topnews/#0723>.

National Center for Education Statistics: (2001)

"Overview of Public Elementary and Secondary Schools and Districts: School Year 1999-2000."

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001339>.

"Projections of Education Statistics to 2011"

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001083>.

"Education for All Young Children: The Role of States and the Federal Government in Promoting Prekindergarten and Kindergarten" (2001). AW Mitchell. http://www.epn.org/cgi-bin/rd/epn_letter.pl?id=1266

Two reports from the Economic Policy Institute: (2001). <http://www.epi.org>
"Hardships Faced by Working Families"

Online Conference of the Center for Effective Collaboration and Practice.
<http://cecp.air.org/vc/default.asp>

Exploring New Frontiers for Student Success. October 31 - November 2.
Anchorage, AK. Annual Symposium on Partnerships in Education.
<http://www.partnersineducation.org>.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT: <http://smhp.psych.ucla.edu>. (Go to "Contents" then click on "Upcoming Events of Interest"). If you want your conference listed, send the information to smhp@ucla.edu.

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Calvin: "I thrive on change."

Hobbes: "You threw a fit this morning because your mom put less jelly on your toast"

Calvin: " I thrive on making OTHER people change"

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^^^ CALLS FOR GRANT PROPOSALS/PAPERS ^^^

>>Health Resources and Services Administration Grants Preview<<
HRSA Funding Opportunities for FY 2002 Federal Register Version now available at <http://www.hrsa.gov/grants.htm>.

>>Grants to projects which use the world wide web to disseminate information on conflict resolution related topics from the William and Flora Hewlett Foundation. Deadline 9/24/01. (<http://crinfo.org/mini-grants.cfm>).

Source Youth Foundation grants to provide opportunities to urban youth in education, sports, recreation, economic development, arts and entertainment. Deadline 9/30/01. (<http://www.teamyouth.com/grantguidelines.htm>.)

National Institute of Mental Health grants:

>Research on populations in rural and frontier areas related to mental health and risks associated with rural and frontier communities, and studies to improve understanding of barriers that limit care in these areas. Deadline 10/1/01.
<http://www.nimh.nih.gov/grants/grantinfo.cfm>

>State of the art validation studies to examine existing diagnostic instruments for assessing mental health of children and adolescents. RFA-MH-02-005. Letter of Intent Due 11/14/01. (<http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-02-005.html>).

Call for Papers: Advances in School Based Mental Health anthology seeking submissions on programs, funding, collaborations, ethical and legal issues, crisis, teacher perspectives, outcomes. Due 12/15/01. Contact Kristin Robinson at kris.robinson@m.cc.utah.edu.

Note: If you want to surf the internet for funds, go to:
<http://smhp.psych.ucla.edu> and click on What's New: scroll to "New Materials"
click on "Surfin' for Funds". You can also go to Quick Find and scroll down
Center Responses to Financing and Funding, for direct links.

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Mrs. Jones enrolled five year old Sam at school. She said, "My son can skip kindergarten."

Principal: "We'll see. Sam, say the first thing that comes to your mind."

Sam: "Do you want logically connected sentences or a spontaneous sampling of random words?"

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^^ ^^ ^OTHER HELPFUL RESOURCES ^^ ^^ ^^ ^^

>>>>Mental Health/Substance Abuse/Health

*Psychology Press (part of Taylor & Francis Group) have just launched OPAL Online Psychology Alerting a free email service. It is designed to deliver tables of contents for any Psychology Press, Taylor & Francis, Brunner_Routledge, or Carfax behavioral science journal in advance of publication. Register to be sent contents pages see <http://www.psypress.co.uk/opal/>

*Latest Substance Abuse, Mental Health issues on-line from the Substance Abuse and Mental Health Services Administration at <http://www.managedcare.samhsa.gov>.

*Hatred in the Hallways, Human Rights Watch report on violence and discrimination against lesbian, gay, bisexual or transgendered youth: <http://www.hrw.org/reports/2001/uslgbt/>

*Breaking the Juvenile Drug-Crime Cycle: A Guide for Practitioners and Policymakers http://www.ojp.usdoj.gov/substanceabuse/whats_new.htm

*Post Traumatic Stress Disorder/Trauma website: <http://www.sourcemaine.com/gift>.

*Youth Development Directions Project: <http://www.ppv.org>.

*State Health Facts Online: <http://www.statehealthfacts.kff.org>

*Data Trends <http://www.rtc.pdx.edu/pgDataTrends.shtml>
> Inclusion in Schools: Teacher Attitudes and Expert Opinions
> System of Care: Impact on Outcome of Different Intake Profiles

*Public Health Foundation distance learning clearinghouse for public health professionals: <http://www.TrainingFinder.org>

>>>>Parents, Schools, and Community

*National Peer Helpers Day, October 24, 2001, see <http://www.peerhelping.org>.

*Sustainable Funding Updates Advocates for Children and Youth:
<http://www.sustainfunds.org/updates/>

*Extended Day Programs Education Commission of the States :
<http://www.ecs.org/html/issue.asp?issueid=43>

*Parenting, the Second Time Around Generations United:
<http://www.connectforkids.org>

*Integrated collection of the indicators and essays published in the Condition of Education 2000 and 2001. <http://nces.ed.gov/programs/coe/>

*The Nine Laws of Successful Advocacy Communications:
http://www.fenton.com/resources/nht_report.asp.

*State and local school "report cards": <http://nces.ed.gov/forum/performance.asp>.

*Get Involved in Your Child's School:
<http://www.nea.org/helpfrom/connecting/tools/index.html>

*Best Ideas for Involving Parents: <http://www.pta.org/programs/teachbi.htm>.

*Research based information about family involvement: <http://npin.org/new.html>

*Developing Family and School Partnerships:
<http://www.ncpie.org/ncpieguidelines.html>

*Family Involvement Partnerships for Learning:
<http://pfie.ed.gov/>

^ ^ ^ ^ ^TRAINING AND JOB OPPORTUNITIES ^ ^ ^ ^ ^
(Including fellowships and scholarships)

<Field Coordinators>

Risky Contexts and Exposure to Violence in Urban Youth Project. Loyola University, Chicago. Contact: PHAMMAC@LUC.EDU.

<Healthy Start Program Coordinator>

Contact Kayton Carter, Oakland Unified School District, Oakland, CA at 510/879-8292.

<Association Director>

Free to Grow National Technical Assistance Center, Columbia University, NY.

Contact Lori Levine at ls173@columbia.edu.

FELLOWSHIPS

<Post-doctoral Training in Prevention Research with Children>

Arizona State University Psychology Department. Submit vita and statement of research interests by Nov. 30, 2001, to Laurie Chassin, Program for Prevention Research, Arizona State University, POB 876005, Tempe, AZ 85287-6005.

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

Comments responding to last month's emerging issue on Teacher Turnover: Dropout or Pushout? Are there mental health implications?

"...Regardless of what life endeavors we attempt to discuss, the inability of increasing numbers of otherwise normatively healthy people to function in organizational and institutional systems has a great deal more to do with the lack of responsiveness to their basic human needs than it does with their inability or unwillingness to meet the needs that are placed before them..."

"...I am quite convinced that mental health issues lie at the core of the recent alarming rates of teacher attrition...As our society becomes increasingly stressed and distressed, it is predictable that attrition rates will rise while, at the same time, the number of 'new recruits' declines..."

"...I suspect that the increased demand on elementary teachers to deal with more significant mental health issues in students contributes to teacher burn out. I believe that elementary teachers need more exposure to childhood mental illness in their preservice training to better equip them for the challenges of today's classrooms..."

"...I feel the number one reason people leave teaching is that they do not feel supported by high-level school administration...Teachers have to deal with low salaries, discipline problems, and overcrowded classrooms. However, many teachers can tolerate these conditions as long as administrators are caring, supportive, and follow up on teacher concerns."

"...What are the research questions/designs to document and remedy this phenomenon? Are there data available to conduct such research?"

"...One factor we continually leave out of the discussions of dropout/pushout is the space in our schools...we could not possibly accommodate the so called dropouts if they were willing to work at schoolwork. Our school boards count on a certain number of dropouts when they budget for the next year...Personally, I think we have a lot of nerve personalizing the dropout situation and thus denigrating those kids when the subtle reality is that the more vulnerable will leave because the situation...demands it..."

See also: Reduce Your Losses: Help New Teachers Become Veteran Teachers, Southern Regional Education Board, <http://www.sreb.org>.

You can join the discussion on the Net Exchange <http://smhp.psych.ucla.edu>.

Request:

An administrator of a public mental health program endeavoring to support school based programs shared his concern that the "fee for service" financing of public mental health "triggers all the managed care organization gatekeeping processes including the intense focus on a narrow band of diagnoses...I would like to hear some discussion on how to get school administrators and mental health administrators and legislators on common ground so that public mental health agencies could deliver the services actually needed by children and schools (as opposed to providing medical model diagnoses and treatments mandated by managed care)..."

If you have information you would like to share with him, please send it to us at smhp@ucla.edu and we will send it along and share it with others with similar concerns.

****NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MH IN SCHOOLS ****

^^^ Updates from our Center at UCLA:

>>>The Center just completed an initial study to evaluate the impact of its training and technical assistance. This is a pilot effort and is being shared broadly with others to elicit feedback on strategies for evaluating the impact of TA centers. If you would like to join in a discussion on resource center impact evaluation strategies, contact the Center for a copy of the report (smhp@ucla.edu)

>>>Mental Health in Schools: Guidelines, Models, Resources & Policy Consideration" <<< The Executive Summary of the document was recently sent as an email attachment to the ENEWS listserve with the expectation that like the ENEWS, it would be passed on to others. It is encouraging to see the strong interest. Several national organizations and initiatives have disseminated the document to their membership and included it in policy discussions. Since it's addition, the PDF download of the document has been the most popular hit on our website <http://smhp.psych.ucla.edu>.

>>>QUICK FINDS<<<

This do-it-yourself technical assistance tool puts in one place Center materials, online reports, and specialized resource centers organized by topic areas. There are over 90 topics online. New this month: >Fact Sheets related to Addressing Barriers to Learning

>Homeless Children and Youth

>Native American Students

>Self-Esteem

Go to <http://smhp.psych.ucla.edu>. And click on the banner Quick Finds, scroll through the Center Responses to see the 90 plus topics.

>>>Quarterly Newsletter about to be mailed. If you aren't on our mailing list and want to be added let us know. The Summer issue [Vol.6(3)] features state-wide initiatives in Hawai`i and Maryland plus ideas on addressing school avoidance, a commentary "The End of Support Services as we know them," and more. If you don't receive this hardcopy newsletter and want to, contact smhp@ucla.edu to be added to the mailing list. To view the current or previous newsletters go to <http://smhp.psych.ucla.edu/news.htm>.

>>>School based mental health practitioners listserv launched
Over 170 practitioners are linked in an interactive discussion group designed to (1) enhance networking through enhancing sharing of information, ideas, and specific practices, (2) support practitioners efforts to enhance the priority given to MH in schools in policy, practice, training, and research, (3) support efforts to reduce fragmented efforts and unnecessary redundancy in activity and enhance interdisciplinary interactions, (4) provide mechanisms for addressing issues related to role and turf. The initial requests for information were for programs to prevent bullying and more broadly to create a welcoming environment and sense of community at schools. There was also a request for strategies for public mental health funding not based on a diagnostic fee for service model. If you want to join the discussion let us know. We will send you a once a week "digest" of all the comments. Send your email address to smhp@ucla.edu.

If there are materials you need in your efforts to improve outcomes for children, let us know. If we haven't addressed the topic, we will undertake to do so.

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 (CSMHA) University of Maryland at Baltimore, Mark Weist, Director

Sixth Annual Conference on Advancing School-Based Mental Health Programs, September 20-22, Portland, OR. For information go to the CSMHA website at <http://csmha.umaryland.edu>.

For more information on CSMHA contact: Mark Weist, Director
Center for School Mental Health Assistance
University of Maryland at Baltimore, Department of Psychiatry
680 West Lexington St., 10th Fl., Baltimore, MD 21201
Phone: 888/706-0980 Email: csmha@umpsy.umaryland.edu.
<http://csmha.umaryland.edu>.

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THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center at UCLA

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

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman or Linda Taylor at

UCLA School Mental Health Project/
Center for Mental Health in Schools
Phone: 310/825-3634 Fax: 310/206-8716
Email: smhp@ucla.edu
Website: <http://smhp.psych.ucla.edu>
Write: UCLA School Mental Health Project/
Center for Mental Health in Schools
Box 951563
Los Angeles, CA 90095-1563

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