

ENEWS -- A Monthly Forum for Sharing and Interchange

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

May, 1997 -- (Vol. 1, #8)

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 and networking.

What's here this month:

*Emerging Issue: Policy Debate

*Opinions, comments and requests from our ENEWS subscribers
>follow-up on Systems of Care debate
>responses to remobilization of school based
health center critics

*News from around the country: publications, reports and
other resources
>our Center
>our sister Center

*Listings of upcoming conferences, initiatives, workshops
and job opportunities

*Helpful website resources

A Quote to Ponder:

"It doesn't take an expert to know that education doesn't exist in isolation from all of the other areas of a child's life. Yet we continue to treat it as a separate component.

We see educational achievement as the route to greater socio-economic opportunity, yet fail to see how current socio-economic conditions hamper achievement in the first place. We view schools as a cure-all for our social ills but don't equip them to deal with the social ills they face daily.

Partisanship is not the problem; our view of education is. Until we take a more comprehensive view, even the best reforms will fail. We need to change our concept of what school reform entails - to create models that enhance academic performance by recognizing the realities that keep children from learning."

Philip Coltoff is executive director of the Children's Aid Society in New York

EMERGING ISSUE: POLICY DEBATE

Under new leadership of Joy Dryfoos, Philip Coltoff, Carolyn Denham and Ira Harkavy, a new national initiative focusing on "community schools" is being proposed. In essence, they propose that advocates seek federal legislation (The Safe Passages Act) to establish authority for funding partnerships between schools and community agencies and would determine what federal structure can best support such an initiative.

What is your view on whether federal legislation of this type is needed?

There is a draft working paper describing the proposal entitled, National Community Schools Strategy by Joy Dryfoos which is well worth reading. This paper may be available by contacting any of the four individuals who have taken a lead on this debate:

Joy Dryfoos
Independent Researcher
Hastings-on-Hudson, NY
(914) 478-3489

Philip Coltoff
Executive Director
The Children's Aid Society
(212) 949-4917

Carolyn Denham, Director
National Center for Social
Work and Education Collaboration
denham@mary.fordham.edu

Ira Harkavy, Director
Center for Community Partnerships
University of Pennsylvania
harkavy@pobox.upenn.edu
(215) 898-5351

OPINIONS, COMMENTS AND REQUESTS FROM ENEWS SUBSCRIBERS:

Follow-up on Systems of Care debate:

In our February ENEWS we reported on an article by Mark Salzer and Leonard Bickman, Center for Mental Health Policy, Vanderbilt Institute for Public Policy Studies on outcomes from a "Systems of Care" demonstration evaluation. ("Delivering effective children's services in the community: Reconsidering the benefits of system intervention" published in *Applied and Preventive Psychology*, v6, 1997) This is often referred to as the Fort Bragg study and looks at the effects of more closely integrating services for seriously emotionally disturbed students. In our March ENEWS, we featured 2 critiques (Al Duchnowski and Mike Furlong) and in April, a response from Bickman.

Below is Mark Salzer's response to Duchnowski and Furlong:

Dear ENEWS editors:

I have enjoyed reading the last two ENEWS editions and look forward to receiving more in the future. ENEWS is a tremendous resource for all of us who are devoted to the delivery of effective community-based mental health services.

I would appreciate the opportunity to publicly respond to Duchnowski and Furlong's reactions to my article with Len Bickman entitled, 'Delivering effective community-based services: Reconsidering the benefits of system interventions' that was recently published in "Applied and Preventive Psychology." Both Duchnowski and Furlong focused solely on the relatively brief discussion of the Fort Bragg study and results and failed to address the obvious main thrust of the paper. In the paper we attempted to draw further attention to systems of care theory and especially the underlying assumptions. The concept of "paradigms" was presented in the introduction to the paper. Our attempt was to point out that paradigms prevent us from viewing phenomena in alternate ways, possibly blinding us from seeing weaknesses in how we see the world. The paper challenges prevailing views about the potential benefits of systems interventions; views that are rarely challenged. The smattering of Fort Bragg results

presented are only offered as a jumping off point for this critical evaluation of system interventions approaches. One may vehemently disagree with or even disparage the Fort Bragg study. Nonetheless, this paper offers some important thoughts that I hope are not ignored. Therefore, I implore everyone, including Duchnowski and Furlong, to re-read the article and give serious consideration to the ideas that are presented.

Your colleague,
Mark Salzer
Center for Mental Health Policy
Vanderbilt Institute for Public Policy Studies
1207 18th Ave. South
Nashville, TN 37212

For those of you who want to pursue the debate further, see the May 1997 issue of the *American Psychologist*, you will find a wide range of views about the Fort Bragg study. Titles and authors are listed below:

- (1) Dogma or Data: Bragging Rights by Lee Sechrest and Michele Walsh
- (2) More of What? Issues Raised by the Fort Bragg Study by John R. Weisz, Susan S. Han and Sylvia M. Valeri
- (3) Interpreting Nullity: The Fort Bragg Experiment - A Comparative Success or Failure? by Kimberly Hoagwood
- (4) Evaluation Research and Public Policy Formation: Are Psychologists Collectively Willing to Accept Unpopular Findings? by Patrick H. DeLeon and Janice G. Williams
- (5) Interpreting the Fort Bragg Children's Mental Health Demonstration Project: The Cup is Half Full by Leonard Saxe and Theodore P. Cross
- (6) The Fort Bragg Evaluation: A Snapshot in Time by Leonore B. Behar
- (7) The Fort Bragg Demonstration and Evaluation by Saul Feldman
- (8) Resolving Issues Raised by the Fort Bragg Evaluation: New Directions for Mental Health Services Research by Leonard Bickman

Responses to Fred Fowler's concern about remobilization of school based health center critics:

A related concern raised by Charles Casat:

"We at the Center for Mental Health in Charlotte, NC have been allied with the Charlotte-Mecklenberg Schools (CMS) for about three years in a cooperative relationship to bring mental health services to the local elementary schools. In an effort to find a better method for early risk identification for disruptive behaviors that represent a significant barrier to learning in the classroom, we piloted a Two-Wave survey of children in grades K-6, using the IOWA Conners for the teachers in Wave I, the Abbreviated Parent Conners and the Behavioral Management Self Assessment in Wave II. With a validation of high-risk and low-risk group comparison, we found the method had considerable promise, and launched into a larger survey of 5,000 children to further test the utility of the IOWA Conners for this purpose. A highly incensed individual took umbrage with the idea of doing such a survey, although it was scrutinized both by CMH and CMS IRB's, and was totally voluntary. The resulting pressure brought to bear on CMS by the School Board member the individual contacted, together with the Superintendent's concern during a season of budget negotiations, and the Charlotte Observer's prurient interest, ultimately has led to having to curtail the survey and to abandon plans for a prospective study of the IOWA Conners results with actual office disciplinary referrals.

"The matter is not unique, unfortunately, and has been encountered in numerous other communities. It is hard to plan more comprehensive programs without data to inform the program development. In the end, the children most in need are left wanting, which is also not unusual.

"It would be easy to be cynical about the climate toward mental health services, and about the disparity between talk of "full-service schools" and the reality of the few, but vocal obstructionists who thwart efforts at more enlightened, cooperative programs, but the issue is too fundamental to allow that self-indulgent attitude. What we will do is to withdraw for the moment, continue quietly to develop good programs at the clinical level, and then propose new services research initiatives when the

climate allows."

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Carol C. White of Health Start ED comments:

"I started seeing what I believe is an orchestrated campaign, starting in January, of placing OPEd pieces in various newspapers alleging a conspiracy between big money foundations and big government to rob the American people of their hard earned tax dollars in Medicaid via school based clinics. I've seen three in three different papers, one from Phyllis Schaffley--yes, she's still alive. There was one in the Minneapolis Star Tribune in the first quarter of 1997. I'm not aware of anything that's developed in response. Our most recent presentation to the PTA and school board to open a clinic in St. Paul's newest high school was overwhelmingly supported. Some of it seems quite hysterical--59 junior high girls pulled out of their classrooms and "raped" (given pap smears and pelvic exams) without their parents' permission, etc. I would like to see more of this "Medicaid robbery" going on in sbcs. I figure that currently Health Start only brings in 12-15% of its sbc budget in revenue, and that is with HMO contracts. Seriously, the HMO's see us as part of the solution to rising costs--getting teens to seek out preventive and early intervention services before they end up in more serious (read expensive) trouble."

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Can you help Peter DeDominici?

My school is in the process of being approved for an initial \$500 grant to begin planning our involvement with parents and community following Joyce Epstein's model. This is also personally exciting for me since I will be starting my dissertation next year on this very topic. I would appreciate any conversations and discussions which may help. I did my dissertation proposal a year ago in which I conducted a qualitative study involving parents from the school where I am currently principal. It was very revealing and has been the basis for many of the informational and ideas I have come up with over the past year. I have always been a strong

proponent of the involvement of all parties who are part of a school district and have won small awards over the years for the programs we have developed. Any consideration, help and advice I may get will be greatly appreciated. You may send your responses to the Center or you may e-mail Peter at: dedom@worldnet.att.net

REQUESTS FROM COLLEAGUES

Do you have any suggestions or tips for our readers?

While we're delighted to learn that many school districts out there are working on mainstreaming seriously emotionally disturbed (SED) students into regular school settings, we realize that the transition process is not as smooth sailing as we want it to be. We run into some disincentives, one of which is the issue of financial reimbursements.

Pamela Larrance, a special education teacher of Butte County of Education (Oroville, CA) recently sought our Center's technical assistance on how to get MediCal reimbursements for their school based day treatment program using a co-teaching model. Pamela co-teaches with a general education teacher in an environment where SED students are integrated with regular education peers throughout the school day. Mental health services are provided for by a social worker who embeds social skills training into the setting. Individual, small group, and family therapy also occur. She and her co-workers have found this model to be extremely successful in mainstreaming SED students. Unfortunately, the co-teaching model does not meet the criteria MediCal evaluators have defined as billable intensive treatment services. To qualify for reimbursement, the intensive day treatment must be provided in a segregated setting which runs counter to mainstreaming efforts.

If you have knowledge or expertise about MediCal regulations, co-teaching model, alternative funding sources for SED programs, or how to work around the issue of financial reimbursements, our Center would appreciate any information you can share with us. We believe this issue is a growing concern and we want to be able to provide the necessary assistance to all those practitioners working so diligently to help our SED students. You can also respond directly to Pamela at: PamelaLarr@aol.com.

NEWS FROM AROUND THE COUNTRY

Some Recent Publications and Reports:

Diagnostic and Statistical Manual of Mental Disorders for Primary Care, (DSM-IV-PC), Child and Adolescent Version, is a new guide to classifying emotional and behavioral problems of children. The American Academy of Pediatrics and the American Psychiatric Association developed this compendium to the DSM-IV to help pediatricians and family practitioners recognize, classify, and diagnose the emotional and behavioral problems of their young patients. For more information, contact the AAP, PO Box 927, 141 Northwest Point Boulevard, Elk Grove Village, IL 60009-0927.

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Risk and Resilience in Childhood by Mark W. Fraser, Editor. How is it that some children face enormous odds but prevail over adversity to become successful? How can you develop practice models that foster resilience and build exciting new knowledge about risk and protection in childhood? You'll find answers to these questions and more in this book. To order, call the National Association of Social Workers at 1-800-227-3590.

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Connecting the Dots: Progress Toward the Integration of School Reform, School Linked Services, Parent Involvement and Community Schools by Hal A. Lawson and Katherine Briar-Lawson. Oxford, OH: The Danforth Foundation and the Institute for Educational Renewal at Miami University, 1997. The cost of the monograph is \$10.00, which includes postage. Pre-paid mail orders only please. Contact: Sandy Swain at: New Danforth Monograph, Institute for Educational Renewal, 203 Mc Guffey Hall, Miami University, Oxford, OH 45056. Checks or money orders should be made out to IER-Miami University.

The monograph includes:

1. Introduction (children in crisis, schools in crisis; from school reform to educational reform; building blocks for integration; cautions about evaluation.
2. Striving for clarity: defining the four change initiatives
3. Findings from the field and new questions
4. Three add-on models (strengths and limitations; needs for integrative models)
5. Model 4: The Enabling Component (Based upon the work of Howard Adelman & Linda Taylor)
6. Model 5: Family-Supportive Community Schools (Ten strategies; indices for integration and indices for the quality of treatment and interaction; implications for policy change).

Do you know about?

The Institute for Educational Renewal is a network of partnerships among schools, social service agencies, and Miami University. School and agency professionals and families connect with the network to improve the education and healthful development of their children. Miami University faculty and students connect with the network to improve interprofessional preparation, as well as to learn from and contribute to member schools, agencies, and communities. The primary goals of the Institute are to:

1. Improve education, health and social services for children, youth, and families
2. Improve the education of educators, health and human service professionals
3. Support the development and renewal of individuals--school, agency and university personnel--and families
4. Support the development and renewal of organizations and organizational relationships
5. Promote inquiry--assessment, reflection, evaluation, research, and sharing

To learn more about the Institute, contact:

Institute for Educational Renewal, 203 Mc Guffey Hall,
Miami University, Oxford, OH 45056 -- (513) 529-6926 /
IER@muohio.edu

UPCOMING CONFERENCES, WORKSHOPS, INITIATIVES AND JOB OPPORTUNITIES

Telecommunication Discounts for School

Schools and libraries will receive technology discounts totaling up to @2.25 billion annually, thanks to a unanimous May 7 vote by the Federal Communications Commission (FCC) accepting the bipartisan recommendation of its Federal-State Joint Board on Universal Service. Under this recommendation, schools and libraries will be eligible for discounts on telecommunication services (such as phone service), internal connections (bringing technology into classrooms), and Internet access. These discounts will range from 20% to 90%, depending on poverty and geographic location. The average discount is expected to be 60%.

The FCC is offering 2 listservs for updates and communicating with other educators about ways telecommunications can be used to improve learning (<http://www.fcc.gov/learnnet> or learnnet@fcc.gov). Also, PBS is offering a video conference on June 3 from 1-2:30 (Eastern time), "Maximizing Your E-Rate: Making the Most of New telecommunications Discounts for Schools and Libraries". For additional information, contact their website at:

<http://www.pbs.org/learn/als/programs/live/erate.html>

UPCOMING EVENTS OF INTEREST

Here's some upcoming events we have been asked to announce. (Let us know about any information you'd like us to include.)

The Community-Campus Partnerships for Health will be holding their Second Annual Summer Service-Learning Institute for Health Professions

Faculty - "Faculty in Service-Learning: Exploring New Ground in Health Professions Education". The institute will be held on June 28-July 1, 1997 in Leavenworth, Washington. For more information, contact Elisa Holmes at (415) 502-7979.

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Jocelyn Elders, M.D. and Deborah Prothrow-Stith, M.D. will address the third annual meeting of the National Assembly, June 29-July 1, 1997, at the Boston Park Plaza Hotel in Boston, Massachusetts. For additional information, contact the National Assembly office at (703) 556-0411.

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The Center for School Mental Health Assistance at the University of Maryland at Baltimore will be hosting the Second Annual Conference on Advancing School-Based Mental Health Services on September 12-13, 1997 in New Orleans, Louisiana.

Conference participants will learn about:

- *why mental health services should be in schools
- *outstanding models of mental health delivery in schools
- *clinical issues unique to the school setting
- *resources available to help with starting and expanding school-based mental health services.

Participants will acquire or enhance skills to:

- *develop and implement new school-based mental health programs
- *modify or expand existing programs to incorporate innovative approaches
- *assess and respond to critical problems within the school setting
- *evaluate effectiveness of school mental health services

For additional information about the conference, contact CSMHA at (410) 706-0980 or 1-888-706-0980 (toll-free).

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The National Association of Social Workers will be hosting their annual conference on October 4-6, 1997 in Baltimore, Maryland. For more information, call the NASW Conference Office at 1-800-638-8799, ext. 295.

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The Center for Mental Health Services, SAMHSA, Child and Adolescent and Family Branch, is sponsoring a National Academy for Developing Child and Behavioral Health and Human Services Providers of Color on November 2-5, 1997 in Houston, TX. The Center is requesting application submissions. Representatives in the fields of business, community outreach/social work, existing provider groups and managed care organizations who primarily serve, or intend to serve youngsters of color, and their families, are encouraged to apply. Tuition for the Academy is \$495.00. Participants are responsible for lodging, travel and meals. To receive an application form, contact Marva Benjamin at (202) 687-5000.

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The Federation of Families for Children's Mental Health is requesting workshop proposals for their ninth annual conference, Voices for Change - Preparing Systems of Care for the New Millennium, on November 20-23, 1997 in Washington, DC.

The Conference Committee invites the submission of workshop proposals for the 1997 conference that will be featuring new and innovative family driven programs to help prepare systems of care for the year 2000 and beyond.

The Conference Committee is particularly interested in proposals which feature innovations in:

- * Family involvement in developing and evaluating systems of care(including managed care).
- * Effective juvenile justice, education, and mental health initiatives.
- * Advocacy partnerships between families and professionals.
- * Legislative advocacy (state and national level).

- * Preparing families for the impact of welfare reform.
- * Youth involvement in developing and evaluating systems that care for them.
- * Assuring cultural and racial competence in developing and evaluating systems of care.

The deadline for submissions must be postmarked no later than June 30, 1997.

For more information on how to obtain a copy of the application to submit workshop proposals for the Federation of Families for Children's Mental Health Conference contact Scott Bryant-Comstock, conference coordinator at (919) 477-3677, or visit their website: <http://www.mindspring.com/~bcfamily/>

JOB ANNOUNCEMENTS

The Georgia Prevention Institute has a number of positions available:

(1) Project Director for the Family Connection Research Center

The Project Director (PD) for the family Connection Research Center will be a tenure track faculty member in the Department of Pediatrics. The PD will have primary responsibility for coordinating a broad-based community intervention program. This individual will be provided with the resources to start-up a program aimed to reduce or positively modify the following youth and adolescent behaviors in the Augusta area: substance abuse, teen pregnancy/STDs/AIDS, violence, smoking, truancy/dropouts, poor nutrition, and physical inactivity. The community has already established a coalition of more than 60 agencies and organizations that are poised to implement programs for change. Funding from the State's Indigent Care Trust Fund will provide the start-up support. It is expected that the PD and his/her associates (consultants) will share their knowledge and experience with nine other Georgia sites. This will be accomplished through a few on-site visits, but primarily through a very well organized and funded telecommunications network located at the Medical College of Georgia. It is expected that the PD will be able to generate extramural support for the program after the initial funding has been distributed.

(2) Project Director for the Family Connection Project

An individual with an advanced degree, who has had experience in developing and evaluating community intervention programs. This individual should possess managerial skills. She/he will be responsible for the recruitment of the Community Intervention Specialists (CIS) in the areas cited above. The Project Director will then coordinate the activities of the CISs both in the Augusta community, as well as the other state sites. The Project Director would work with associates and staff to secure continued funding. This is a faculty position in the Department of Pediatrics at the Medical College of Georgia.

(3) Community Intervention Specialists

These individuals will work directly with the Family Connection Partners (75 community agencies, organizations both public and private) to develop, implement and evaluate the specific interventions. The partners will be the immediate change agents. It is also expected that the CISs will assist in the process of obtaining continued funding for the projects. Practical hands-on experience is preferred.

Inquiries for any of these positions may be sent to:

William B. Strong, M.D., Director, Georgia Prevention Institute,
Medical College of Georgia, 1120 15th Street, BAA-800W,
Augusta, GA 30912-3710
Email: wstrong@mail.mcg.edu

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Executive Director

The National Assembly seeks candidates for a new executive director position. The executive director, who will report to the Executive Council, is responsible for oversight of the strategic development and operations of the National Assembly. The director will represent the organization by participation in committees, advocacy and policy forums, and provide leadership

for the school-based health care movement on a national level. The main requirements include excellent oral and written communication skills, experience in facilitating groups, public speaking, executive-level organization management, and successful grant writing. A master's degree in business or public health administration is preferred. Interested applicants should send a letter of inquiry and curriculum vitae to Jacob Moody, President, NASBHC, by May 5, 1997. Materials should be sent to the national office at 6728 Old McLean Village Drive, McLean, VA 22101-3906.

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Study/Project Directors

The Department of Social and Health Services Office of Research and Data Analysis in Olympia, WA is looking to fill two positions for study/project directors. One is an epidemiological study on the prevalence of mental disorders (particularly serious and persistent mental illness) in Washington State (9 month position, \$3210-4106/month). The position primarily involves data analysis (experience with SAS desirable), and some knowledge of diagnostic categories of mental disorders is preferred.

The second position is a three year opening for a project manager on a study of adolescent substance abuse. The position would involve development of the survey battery, coordination of phone interviews (1200 adolescents in a random sample of households and 1200 adolescents in foster care), and coordination of data analysis. Contact Joe Kabel at (360) 902-0729 for more information.

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The School-Family Partnership Project at the University of Illinois at Chicago - Department of Psychology seeks a Ph.D. level person who can start as soon as possible.

The successful applicant should have strong writing and communication skills, as well as experience working with families and schools. Responsibilities include co-authoring curriculum and other intervention materials to promote home-school communication and

parent involvement, supervising graduate and undergraduate students implementing the project in the schools, and making presentations to disseminate the project's work at a national level.

Please send a letter of interest, curriculum vitae, and names of three references to Roger Weissberg, c/o Eva Patrikakou, Department of Psychology (M/C 285), The University of Illinois at Chicago, 1007 West Harrison Street, Chicago, IL 60607-7137.

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Assistant Executive Director for Education

The American Psychological Association has an immediate opportunity for an individual to direct the activities of the Center for Psychology in Schools and Education. This position is responsible for developing and implementing a plan to increase psychology's presence, as a discipline, in the national agenda on education; to increase recognition of psychology's contributions to education and to focus the

applications of psychology to education on issues of national need utilizing both the science and practice of psychology.

Requirements include a Doctorate in Psychology or Education and five years related work experience including administrative areas involving the application of experience, preferable in

psychology to education. Excellent interpersonal and networking skills, ability to communicate effectively and establish working relationships with relevant groups internal and external to APA. Experience with grant writing and proposals desired.

Please submit vita with cover letter and salary history to:
Jill N. Reich, Ph.D., Education Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. Women, minorities and other qualified individuals are encouraged to apply. APA is an Equal Opportunity Employer.

HELPFUL WEBSITE RESOURCES

This month the following websites have been brought to our attention:

- * The National Center for Learning Disabilities
<http://www.nclld.org>

The National Center for Learning Disabilities, Inc. a not-for-profit organization committed to improving the lives of those affected by learning disabilities. Their website includes information and resources on learning disabilities and information on NCLD. NCLD encourages web users to download important documents, and get updates on current issues.

- * TEC Author Online
<http://www.edc.org/FSC/NCIP>

TEC Author Online is a collaboration between the National Center to Improve Practice (NCIP) and the Council for Exceptional Children. This is the place to talk online to the author(s) of one article selected from each month's issue of Teaching Exceptional Children. TEC Author Online presents an opportunity to ask the author(s) to clarify a point, elaborate further, or give more examples, share your own similar or contrasting experiences or perspectives, invite other readers to describe what they are thinking, planning, and doing in relation a particular topic and related topics.

- * Education World
<http://www.education-world.com>

Education World offers forums where teachers can share ideas and information, an advice column with contributions from the country's leading education experts, links to government resource materials and reviews of other educational websites. Education World can also be used by teachers as a tool in the classroom, where students can do research, explore careers, find homework guides, play educational games and visit other students' home pages.

- * School Psychology Resources Online
http://www.bcpl.lib.md.us/~sandyste/school_psych.html

This comprehensive website specifically targets school psychologists as an audience, although the information is applicable to other professionals in psychology and education. Information is

available on many disabilities including attention deficit disorder, learning disabilities, autism and behavior disorders. Other topics that can be accessed include resources on assessment, educational law, families, and parenting. News from many professional organizations can also be found at School Psychology Resources Online.

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You can also link to other mental health related sites from our website,
<http://www.lifesci.ucla.edu/psych/mh/>

(If you haven't visited our site lately, click on "What's New" -- we add new materials every couple of weeks).

If you have favorite sites you think others would find useful, let us know.

NEWS FROM OUR CENTER

What's New:

- * Continuing Education Units:
 - >Addressing Barriers to Learning: New Directions for Mental Health in Schools: Consists of three units to assist mental health practitioners in addressing psychosocial and mental health problems seen as barriers to students' learning and performance. Includes procedures and guidelines on issues such as initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality.

- * WATCH FOR: Continuing Education on Our Website

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Let Us Hear From You:

E-mail: smhp@ucla.edu
Phone : (310) 825-3634 / Fax: (310) 206-8716

Write: Center for Mental Health in Schools
Department of Psychology, UCLA
Box 951563
Los Angeles, CA 90095-1563

NEWS FROM OUR SISTER CENTER

The Center for School Mental Health Assistance at the University of Maryland at Baltimore will be hosting the Second Annual Conference on Advancing School-Based Mental Health Services on September 12-13, 1997 in New Orleans, Louisiana.

For those who want to be in their mailing list, please contact:

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE
University of Maryland at Baltimore
Department of Psychiatry
680 West Lexington Street, 10th flr.
Baltimore, Maryland 21201-1570
(888)706-0980/csmha@csmha.ab.umd.edu
<http://csmha.ab.umd.edu/>

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The CSMHA is directed by Mark Weist, Ph.D. and co-directed by Bernice Rosenthal, M.P.H. Marcia Glass-Siegel, MSS, LCSW-C is the Program Coordinator.

Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.

IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE?

FEEL FREE TO FORWARD THIS TO OTHERS WHO YOU THINK MIGHT BE

INTERESTED.

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center.

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WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The Center for Mental Health in Schools at UCLA is one of two national centers funded in October 1995 for five years by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. The other center is at the University of Maryland at Baltimore.

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 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.

Don't forget to visit our web site at:
<http://www.lifesci.ucla.edu/psych/mh/>

And let us know what you think we should add (or if you are having trouble accessing it).

To post messages to ENEWS, email them to: smhp@ucla.edu

To subscribe to ENEWS, send an email request to:

maiser@bulletin.psych.ucla.edu

leave the subject line blank, and in the body of the message type:
subscribe mentalhealth
you will automatically be added to the mailing list.

To remove your name from the mailing list type:
unsubscribe mentalhealth

For more information about the Center or about ENEWS contact Perry Nelson,
Judy Onghai, Howard Adelman, or Linda Taylor at

UCLA School Mental Health Project/
Center for Mental Health in Schools

Voice: (310) 825-3634
Fax: (310) 206-8716
email: smhp@ucla.edu

Web page: <http://www.lifesci.ucla.edu/psych/mh/>

Write: School Mental Health Project/Center for Mental Health in Schools
Dept. of Psychology, UCLA , Box 951563,
Los Angeles, CA 90095-1563.

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Support for the Center comes in part from the U.S. Department of Health and
Human Services, Public Health Service, Health Resources and Services
Administration, Maternal and Child Health Bureau, Office of Adolescent Health.