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at no charge by sending an E-mail request to:

maiser@bulletin.psych.ucla.edu

leave the subject line blank, and in the body of the message type:
subscribe mentalhealth

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

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Teens and Risk Taking

“Risk is to the developing self as protein is to muscles.

Kids cannot separate from their parents, affiliate more firmly with their peers,
flex their growing intellect, integrate new sexual and aggressive energies,
or discover the colors of their true natures without it.
In short, they can rarely forge an identity of their own without taking risks.”

This raises such matters as:

“How ... can teens, especially those predisposed to push the envelope, learn
to experiment in ways that enhance rather than limit or destroy their futures?

How can they avoid undue danger while still testing themselves, mastering
inner fears and outer hazards?”

From the Institute for Mental Health Initiatives

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EMERGING ISSUE

>>>>Social Promotion: What should be the guidelines?<<<<

The Department of Education in a recent memo explained how to implement new policies to stop the practice of social promotion. President Clinton says: "Neither promoting students when they are unprepared nor simply retaining them in the same grade is the right response to low student achievement. Both approaches presume high rates of initial failure are inevitable and acceptable." He wants the Department to write guidelines for educators and policy makers and inform states and school districts how to use funds from Title 1, Goals 2000 and other programs to adopt improved promotion policies.

WHAT CONCERNS DO YOU HAVE ABOUT THESE MATTERS?

WHAT GUIDELINES DO YOU THINK ARE APPROPRIATE?



RESPONSES/REQUESTS/QUESTIONS FROM ENEWS SUBSCRIBERS

>>>>From Michel Lahti (Maine)

I really enjoyed your synthesis of the issues facing all of us related to the tired, worn out "prove it or lose it" mentality that we occasionally run into as we advocate for services for children and families [see the discussion of Accountability in the last edition of the Center's Newsletter]. I would also recommend to people to read "Common Purpose" by Lisbeth Schorr (1997), her comments on this issue are very illuminating.

I would like to add to your "E" [a graphic figure in the Accountability article] an "I" and another kind of "E". The "I" is for individual responsibility. I think any discussion of accountability, especially in the public sector, needs to include a focus on the values and beliefs of practitioners and administrators. Specifically, I believe that when we try to assess the impact of programming - we need to approach it from the position of an advocate for those we serve. Our primary responsibility needs to be making sure that the systems that we are part of are democratic, open, and promote equity. For far too long we have allowed "evaluators" to keep the focus solely on ... efficiency and effectiveness. Vital to supporting public education, is the other "E", equity. I am very concerned that the current, not new, focus on performance and outcomes will lead to a narrow interpretation of "best practices" and "acceptable indicators". A great deal of the current literature related to public administration, including educational reform, encourages approaches to performance measurement systems that are universalist in their approach.

Much of what is out there now encourages a very positive, deductive approach resulting in so called "best practices" and "key indicators". What worries me about all this is that we function in a very dynamic, pluralistic environment. As these two forces collide, my hope is that from the collision will emerge additional ideas that will cause us to broaden our thinking about being accountable.

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>>>>From Richard Durity (Colorado)

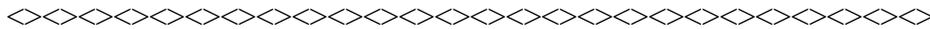
“I would be interested to connect with other programs and planners who are concerned about access to school-based mental health services for deaf and hard of hearing in mainstream and public school settings. Particularly, I would be interested to learn if and how other school-based programs have met the linguistic and cultural needs of this population.

You can reach Richard by e-mail: Rdurity@aol.com (send a copy along to us for the Center’s information).



Let us hear from you:

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



NEWS FROM AROUND THE COUNTRY

>>>>**Children's Health Insurance Program (CHIP)**<<<<

(Source: Children's Defense Fund) On Wednesday, February 18, 1998 President Clinton announced a series of new efforts to enroll uninsured children in Medicaid and the new State Children's Health Insurance Program (CHIP).

The President signed an executive order launching a government-wide effort to enroll uninsured children in Medicaid and CHIP. Eight federal agencies with jurisdiction over children's programs (the Social Security Administration and the Departments of Agriculture, Interior, Education, Health and Human Services, Housing and Urban Development, Labor, and Treasury) must develop an intensive children's outreach strategy and report back in 90 days on their plan to help enroll children. Among other things, such plans should identify regulatory and legislative barriers to enrolling children in Medicaid and CHIP.

President Clinton also announced \$23 million in private foundation commitments and other new private sector initiatives to facilitate increasing child access to health care coverage.

>>>>**Children's Defense Fund "Child Care Now!"**<<<<

This campaign assists individuals in organizing community and local action using an Organizer's Kit. For more information, call the Child Care Now! Hotline at (202) 662-3671.

>>>>**Report on School Violence**<<<<

"Violence & Discipline Problems in U.S. Public Schools: 1996-97, released on March 19 by the National Center for Education Statistics (NCES), reveals that...

- * 43% of U.S. elementary & secondary school principals reported no incidents of crime in their schools.
- * 47% reported incidents such as theft/larceny, vandalism, physical attacks and/or fights without a weapon.
- *10% reported 1 or more serious violent crimes, such as rape or sexual battery, suicide, robbery, physical attacks or fights with a weapon.

"This report presents the first hard look at recent statistics telling us how much violence occurs in our nation's schools," Secretary Riley said. It is the first of 5 reports on school safety & violence prevention efforts to be released within the next year. The full report and the President's remarks at a school safety event are at

<http://nces.ed.gov/pubs98/violence/index.html>

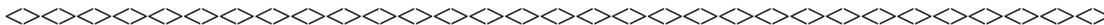
and also at

<http://www.whitehouse.gov/WH/New/html/19980319-26136.html>.

>>>>**NIMH Initiatives Seek to Improve Children's Mental Health**<<<<

The National Institute of Mental Health (NIMH) is launching several initiatives to generate more research on preventing and treating children's mental illness. Specifically, NIMH seeks more research on: safety and effectiveness of treatments for children and adolescents; the factors that adversely affect brain development to cause mental illness, including poverty, lack of educational opportunities, violence, exposure to abuse and trauma; intervention that attempt to prevent mental health illness by changing environmental risk factors; and the cause and treatment of specific disorders, such as autism, depression, and attention-deficit/hyperactivity disorder. NIMH expects to release a series of program announcements encouraging researcher to apply for grants that address these critical areas.

See -- <http://www.nih.gov/grants/funding/funding.htm>.



^^^^^^RECENT PUBLICATIONS^^^^^^

*****Related to School-Based Programs**

>>>>School-Based Health Centers: Bringing Health Care to Kids<<<<

23-minute video and booklet produced by the National Conference of State Legislatures (NCSL) with funding from the Bureau of Primary Health Care. Outlines the benefits and controversies surrounding school-based health centers. The video is available at no charge to state agencies. Direct any questions to Brooke Davidson at (303)830-2200 or email to Brooke.Davidson@ncsl.org. To obtain a copy; contact Jason in Marketing, NCSL, at (303)830-2200.

**>>>>Developing Messages to Support Comprehensive School Health Programs:
Results of Primary and Secondary Research<<<<**

Summarizes results of qualitative and quantitative research conducted by the Academy for Educational Development to gain the understanding of administrators, teachers, other school staff, and parents. Contact: Academy for Educational Development, 1255 23rd St., N.W., Washington, DC 20037.

**>>>>Effectiveness of School-based Mental Health Services for Children:
A 10-year Research Review<<<<**

By Kimberly Hoagwood and Holly Erwin. *Journal of Child and Family Studies*, 6(4), 1997, 435-451. Reviews the literature from 1985 to 1995; used a computerized data-base search. Of 5,046 references, only 16 studies met criteria; 3 types of interventions were found to have empirical support for their effectiveness: cognitive-behavioral therapy, social skills training, and teacher consultation.

**>>>>Keeping Schools Open As Community Learning Centers:
Extending Learning in a Safe, Drug-Free Environment Before and After School<<<<**

By The National Community Education Association, The U.S. Department of Education, and others. Discusses Community Learning Centers for basic and active community involvement in raising and educating children. This guidebook presents information, programs, ideas, and funding sources. For a copy, call 1-800-USA-LEARN or go to the Department of Education site at <http://www.ed.gov>.

****Related to Community Development**

**>>>>A Guide to Evaluating Asset-based Community Development:
Lessons, Challenges, and Opportunities. A Community Building Workbook<<<<**

By T. Dewar (1997) By the Asset-Based Community Development Institute, Northwestern University, Evanston, IL. Identifies issues and dilemmas in trying to evaluate community-building projects; suggests ten important principles for implementing evaluation.

>>>>Violence Against Children in the Family and the Community<<<<

Edited by P. Trickett and C. Schellenbach. Published by American Psychological Association. Leading

scholars describe promising interventions, suggest strategies for preventing violence, and analyze current findings in five key areas; developmental consequences, causes, interventions, prevention, and public policy. Contact 1-800-374-2721 or <http://www.apa.org/books>.

>>>>Communities Responding to the Challenge of Adolescent Pregnancy Prevention<<<<<

A five-volume series to encourage and assist communities in addressing adolescent sexuality in a balanced and realistic manner. These guidebooks outline new strategies for reaching those at highest risk for early pregnancy and address the complex components of implementing or expanding teen pregnancy prevention programs. Contact: Advocates for Youth 1025 Vermont Ave. NW, Ste. 200 Washington, DC 20005; Phone: 202)347-5700; Fax: 202)347-2263.

>>>>A Compact for Learning: An Action Handbook

for Family-School-Community Partnerships<<<<<

Guidebook illustrates five steps in which school partners develop, use, evaluate, and strengthen a school compact for learning. For a free copy, call 1-800-USA-Learn or <http://www.ed.gov/pubs/Compact>.

>>>>Adolescents, Society, and the Law: Interpretive Essays and Bibliographic Guide<<<<<

By R. Levesque. Published by American Bar Association. Contains introductory essays and annotated bibliographies on various aspects of the subject, including adolescents' personal relationships vis-a-vis the law, "problem youth" and access to the legal system, the law's role in determining access to health and community services, adolescent civil rights, and cross-national perspectives on these and related topics. For teachers, researchers, and legal and mental health practitioners. Contact 1-800-285-2221 or fax (312)988-5568.

****Related to Research & Evaluation**

>>>>Not by Chance: Creating an Early Care and Education System for America's Children<<<<<

By S. Kagan and N. Cohen. synthesizes major findings and recommendations from the Quality 2000 Initiative, a four-year, comprehensive effort to advance new ideas reforming America's early childhood education system. The research and action plan offers concrete, actionable solutions to the quality crisis in America child care and early education. Contact: The Bush Center in Child Development and Social Policy, Yale University, 310 Prospect St. New Haven, CT 06511.

>>>>The New Community Collaboration Manual<<<<<

By the National Assembly of Voluntary Health and Social Welfare Organizations. Provides skills and concepts needed to build effective collaborations and offer community groups clear, effective approaches and tools. Contact National Assembly, 1319 F St., Ste. 601, Washington, DC 20004. (202)347-2080. Web site: http://www.nassembly.org/html/prod_hum.html.

>>>>**Child Health USDA '96-'97**<<<<

The eighth annual report on the health status and service needs of America's children compiles secondary data for 53 health status indicators. Provides the most current data available for public health professionals and other individuals in the private and public sectors. Single copies of the publication are available at no cost from National Maternal and Child Health Clearinghouse, 2070 Chain Bridge Road, Suite 450, Vienna, VA 22182-2536; (703)821-8955; Fax: (703)821-2098; or visit <http://www.os.dhh.gov/hrsa/mchb>.

>>>>**The Practical Theorist: Prevention Research in Parenting and Family Intervention**<<<<

Shares recent research findings on substance use and drug abuse prevention by community coalitions, including direct service practitioners who work with high-risk youth and their parents. Contact: Community Anti-Drug Coalitions of America, 901 N. Pitt St. Ste. 300, Alexandria, VA 22314 (703)706-0560; Web site: <http://www.cadca.org>.

Teacher: I've had to punish you every day this week.

What do you have to say for yourself?

Student: I sure am glad it's Friday!

^^^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^^^

>>>>**Investigator-Initiated Research Solicitation Announcement**<<<<

National Institute of Justice's 1998 investigator-initiated solicitation invites applicants to submit proposals that will help NIJ address general themes related to its mission. The solicitation offers general areas of interest such as rethinking justice, understanding the nexus between crime and its social context, breaking the cycle of crime, creating the tools and technologies for criminal justice, and expanding the horizons through interdisciplinary and international research. Funding levels generally range from \$25,000 to \$300,000 and the Institute promotes research collaborations with other Federal agencies and private foundation. Deadlines for submission: June 16, 1998 and December 15, 1998. Contact: National Criminal Justice Reference Service at 800-851-3420 by fax-on-demand service or download an application from the NIJ web site at <http://www.ojp.usdoj.gov/nij>

>>>>**1998 National Media Education Conference: A Paradigm for Public Health**<<<<

June 28 - July 1, 1998 in Colorado Springs, CO. The health and well-being of children is dramatically influenced buy images and messages conveyed by the media. The conference provides workshop tracks on prevention and public health, classroom and non-school learning, families and neighborhoods, medias, democracy, creative community, diversity, and research. Contact: Partnership for Media Education Conference Office, 2121 South Oneida St. Ste. 325, Denver, CO 80224 Phone: (303)756-8380; Fax: (303)758-8861; Web site: <http://www.ConferenceOffice.com/nmec>.

>>>>The National Educational Service's "Community Circle Gatherings"<<<<

You can join the one-hour online chat session designed to connect practitioners and experts who work with young people who are in conflict with school, peers or home.

***April 20, 1998, 4-5 P.M., EST.**

Topic: What are the limits of teaching skills? Does focusing on test scores reduce motivation to learn?

Guest: Alfie Kohn, author of five books on human behavior and education

***May 20, 1998, 4-5 P.M., EST.**

Topic: How can youth find meaning in a socially toxic environment?

Guest: James Garbarino, Co-Director of the Family Life Development Center and Professor of Human Development at Cornell University

See the NES web site at <http://www.nes.org> for more information.

**>>>>Community-Campus Partnerships for Health's Second Annual Conference
"Principles and Best Practices for Healthier Communities"<<<<**

April 25-28, 1998 in Pittsburgh, PA. Skill-building workshops, mentoring sessions, poster presentations, community site visits and networking. Contact: the fax-on-demand service at 1-888-267-9183 #202 or Joanna Hunter (415)502-7933; E-mail: ccph@itsa.ucsf.edu; Web site: <http://futurehealth.ucsf.edu/ccph.html>.

**>>>>The 1st National Conference to Focus on Compliance
with the Family Education Rights and Privacy Act (FERPA)<<<<**

May 17 - 19, 1998 in Boca Raton, FL. Topic: the 1st Annual Institute on Education Records. See <http://www.edlaw.net/ferpconf.htm>. Phone: (561)392-4600; FAX: (561)395-8258

>>>>Training Institutes<<<<

The National Technical Assistance Center for Children's Mental Health is offering Training Institutes on local systems of care for children and adolescents with serious emotional disturbances and their families. June 13-17, 1998 in Orlando, FL. The Institutes will include a special focus on developing systems of care in a managed care environment, a challenge currently facing all states and communities. Contact: National Technical Assistance Center for Children's Mental Health, Georgetown University, 3307 M St. NW, Ste. 401, Washington, DC 20007; Phone 202)687-5000; Fax: 202)687-8899; Web site: <http://www.dml.georgetown.edu/depts/pediatrics/gucdc/cassp.html>.

>>>>1998 Summer Leadership Institute:

"What's Right With Kids" Developing Tomorrow's Leaders<<<<

June 28 - July 1, 1998 in Clemson, SC. Focuses on addressing the needs of youth at risk by developing their potential. Topics: map your community's assets to find your community's resources; counsel and

mentor youth; build resiliency in young people; involve youth as a resource for your community's needs; promote healthy drug-, alcohol-, and smoke-free lifestyles; and others.

Contact: National Dropout Prevention Center/Network, College of Health, Education, and Human Development, Clemson University, 205 Martin St. Clemson, SC 29634. Web site:

<http://www.dropoutprevention.org/ndpc/profdev/Sumlead.htm>.

FOR MORE ANNOUNCEMENTS, PLEASE REFER TO OUR WEBSITE AT

<http://smhp.psych.ucla.edu>

Q: Will health care be any different in the next century?

A: No, but if you call right now, you might get an appointment by then.

David Lubar, Frequently Asked Questions About Managed Health Care

^^^^^HELPFUL RESOURCES^^^^^^

>>>>**Advancing Law and Practice to Improve Children's Lives**<<<< <http://www.abanet.org/child>

The American Bar Association Center on Children and the Law's publications and programs focus on advancing law and practice to improve children's lives. Materials the center developed are available.

Contact: 740 15th St. N.W, Ninth Fl. Washington, DC 20005-1022 202)662-1720; E-mail to ctrchilaw@abanet.org.

>>>>**Community Toolbox**<<<< <http://ctb.lsi.ukans.edu>

Designed to promote community health and development by connecting people, ideas, and resources.

Includes tools such as "how-to" materials; linkages to other information, people, funding and resources; exchange network for individuals to share experiences; and inspirational quotes to "help sustain work in communities", information on publications, and the Technical Assistance and Community Documentation and Evaluation System.

>>>>**The U.S. Census Bureau Data Access Tools**<<<< <http://www.census.gov/main/access.html>

Offers user-friendly tools for extracting and displaying information on communities across the United States. The interactive software on this site allows users to generate detailed maps with self-selected statistical information.

>>>>**Mindmatters**<<<< <http://www.ei.com.au/mindmatters>

The National Mental Health in Schools Project is getting under way in 23 pilot schools across Australia. Aims are to promote psychosocial health; develop a comprehensive school based mental health promotion program; develop curriculum resources and a professional development program for mental health promotion and education suitable for adoption in secondary schools; and improve the quality and breadth of education for and about mental health. E-mail: mindmatters@edfac.unimelb.edu.au.

>>>>**Psych Central**<<<< <http://www.grohol.com>

An easy-to-read index of mental health-related web sites

>>>>**Our Nation on the Fault Line:**

Hispanic American Education<<<< <http://www.ed.gov/pubs/FaultLine>

Focuses on the education achievement gap between Hispanics and non-Hispanics and the demographic and cultural composition of Hispanic Americans.

>>>>**No More Excuses**<<<< <http://www.ed.gov/offices/OBEMLA/news.html>

Presents findings, data and recommendations of the Hispanic Dropout Project.

>>>>**Profiles of Regional Educational Laboratories**<<<<

http://www.ed.gov/prog_info/Labs/Profiles/index.html

Describes each educational lab's mission, key initiatives and ongoing work, recent publications and products, and how to contact each of the 10 labs.

>>>>**The National Criminal Justice Reference Service (NCJRS)**<<<< <http://www.ncjrs.org>

One of the most extensive sources of information on criminal and juvenile justice in the world, providing services to an international community of policy makers and professionals. NCJRS is a collection of clearinghouses supporting all bureaus of the U.S. Department of Justice, Office of Justice Programs, the National Institute of Justice, and many other policy related government agencies.

>>>>**State Children's Health Insurance Program (SCHIP)**<<<<

<http://www.air-dc.org/cecp/resources/schip.htm>

A collection of resources about SCHIP, compiled by a project of the Center for Child Health and Mental Health Policy in the Department of Pediatrics of Georgetown University.

>>>>**Federal Resources for Education Excellence**<<<< <http://www.ed.gov/free>

Provides quick access to hundreds of teaching and learning resources and offers teachers, federal agencies and other organizations a way to form Internet-based learning resources and Internet-based learning communities.

>>>>**National Youth Network**<<<< <http://www.usdoj.gov/kidspage/getinvolved>

The Office of Juvenile Justice and Delinquency Prevention founded and manages this Network which consists of diverse youth leaders, ages 14 to 21, from across the Nation who are sponsored by youth-serving organizations. For more information, the National Crime Prevention Council, National Youth Network, 1700 K St. N.W., 2nd Fl, Washington, DC 20006. For a copy of Youth in Action Fact Sheets and Bulletin, call 800-638-8736 to be added to the mailing list.

>>>>**Directory of ERIC Resource Collections**<<<<

<http://www.ed.gov/BASISDB/EROD/eric/SF>

Designed to help users quickly locate organizations that offer ERIC resources and related services within a geographically short distance.

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

(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.

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^^^^^^JOB ANNOUNCEMENTS^^^^^^

>>>>**Beacon Site Liaison**<<<<

The San Francisco Beacon Initiative is seeking someone for the position of Beacon Site Liaison. Responsibilities include providing and brokering technical assistance to support Beacon Center development, coordinating the support of city-wide resources for the Beacon Centers, and providing information and planning assistance to communities interested in developing of a Beacon Center. Contact: Buffy O'Boyle at the Community Network for Youth Development, 415-495-0622. Deadline: open until filled.

>>>>**Clinical Area Faculty/Coordinator**<<<<

The Department of Psychiatry at Beth Israel Medical Center is seeking two psychologists: one for its outpatient clinical faculty in mental health center; the other for coordinator for the center. Responsibilities include direct patient care, supervision of trainees, and participation in research projects and faculty practice. Requirements include 2-3 years postdoctoral experience. Contact: J. Christopher Muran, Ph.D., chief Psychologist, Beth Israel Medical Center, 1st Ave. at 16th St., NY, NY 10003. Or contact Michael Friedman at (212)420-3834. Deadline: open until filled.

>>>>**Senior Analyst -- Education and Family Welfare**<<<<

Abt Associates is seeking a senior analyst for its Bethesda, MD offices to serve as a member of research project teams conducting long-term studies of state welfare reforms. Must have a Ph.D. with an outstanding record in social sciences. Contact Mike Puma, Abt Associates, 4800 Montgomery Lane, Suite 600, Bethesda, MD 20814 Fax: (301) 652-3618 Deadline: 5/15/98



*****NEWS FROM OUR CENTER AND OUR SISTER CENTER*****

^^^NEW ON-LINE RESOURCES FROM THE CENTER FOR MENTAL HEALTH IN SCHOOLS^^^

>>Consultation Cadre Database Online

As part of our ever expanding web site, we have now put on line a searchable version of our Consultation Cadre Database. To access, go to our center's home page (smhp.psych.ucla.edu) and click on "Search Our Consultation Cadre". Cadre members can be selected based on specific topics. Try it out and let us know what you think. This is just another way we continue our work linking people together. But remember this is just one more set of resources. If you need information or resources, both centers offer technical assistance and a host of materials.

>>ENEWS and the "Addressing Barriers to Learning" Newsletters are now available in Adobe's Acrobat PDF file format

To make it easier for people to access past issues of ENEWS and "Addressing Barriers to Learning," we are putting online an archive of downloadable copies in PDF format. By using Adobe's Acrobat Reader (which is free), those with internet access can readily access these resources. If you don't already have the latest version of the reader (3.01), we have included a link to their web site (<http://www.adobe.com>) for easy downloading of the software.

AS YOU BROWSE OUR SITE, YOU WILL SEE MORE AND MORE OF OUR DOCUMENTS AVAILABLE IN PDF FORMAT. THIS CONVERSION WILL ALLOW FOR QUICK ACCESS TO CENTER DOCUMENTS.

Since it will take a bit of time to load all our documents, let us know if there is something you would like to see us post soon.

GUIDEBOOKS OF INTEREST AVAILABLE FROM OUR CENTER.

***"Mental Health and School-Based Health Centers"

The most recent guidebook developed by the center. The introductory overview focuses on where the mental health facets of school-based health centers fit into the work of schools. This is followed by three modules: Module I addresses problems related to limited center resources; Module II focuses on matters relevant to working with student; and Module III explores quality improvement, evaluating outcomes, and getting credit for all you do.

***"What School Can Do to Welcome and Meet the Needs of All Students and Families"

A guidebook to offer program ideas and resource aids to help address some major barriers that interfere with student learning and performance. Much of the focus is on early-age interventions, primary prevention, and problems as soon after onset as is feasible. The topics covered are: schools as caring, learning environments; welcoming and social support; toward a sense of community throughout the school; using volunteers to assist in addressing school adjustment needs and other barriers to learning; and others.

***"Guides for the Enabling Component"

Two related documents which discuss the concept and operationalization of activities to enable learning. Provides details and resource aids for organizing the component at a school site by weaving together school and community resources.

***"Addressing Barriers to Learning: New Directions for Mental Health in School"

Consists of three continuing education units developed by the Center to assist mental health practitioners in addressing psychosocial and mental health problems seen as barriers to students' learning and performance. Each unit consists of several sections designed to stand alone, so that the total set can be used and taught in a straight forward sequence, or one or more units and sections can be combined into a personalized course. Content of the units includes procedures and guidelines on issues such as initial problem identification, screening/assessment, client consultation and referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality.

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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*

SAVE THE DATE!!!

CSMHA's 3rd National Conference on Advancing School Mental Health will be held in Virginia Beach, VA on Friday and Saturday, September 25 & 26, 1998. For more information about registering, contact the center by phone, email, or visit their web site. (see contact information below)

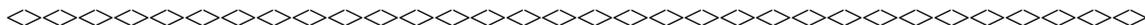


For those who wish to be on their mailing list, please contact:

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE
University of Maryland at Baltimore
Department of Psychiatry
680 West Lexington Street, 10th fl.
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.

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?

