ENEWS -A Monthly Forum for Sharing and Interchange

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

 December, 2000 -(Vol. 5, #3)

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
       >Expanding the Framework for School Accountability

    **News from around the Country

    **Recent Publications Relevant to
        >Children's Mental & Physical Health
        >Delinquency, Violence, & Substance Abuse Prevention
        >Family, Community, and 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 tosmhp@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

<><><><><><><><><><><><><><><><><><><><><><><><>

EMERGING ISSUE

EXPANDING THE FRAMEWORK FOR SCHOOL ACCOUNTABILITY

Everyone agrees that schools must be accountable.

The issue is"Accountable for what?"

One side effect of debates about high-stakes testing has been to reify the trend for using a test of academic achievement as the indicator for school accountability. (It is clear that teachers, principals, school superintendents have come to understand that achievement test scores are the be-all and end-all of accountability.)

Advocates argue the critical importance of academic achievement justifies this trend and whatever negative effects may accrue from it.

Others feel the use of this single set of indicators is producing a growing disconnect between the realities of what it takes to improve academic performance and where many policy makers and school reformers are leading the public.

And others are concerned that overemphasizing achievement test accountability is having a negative mental health impact on students (and school staff).

To counter the tendency to reify achievement tests and to deal with some of the mental health concerns, a proposal has been made to work toward expanding the framework for school accountability. The proposal is to balance the focus on academic achievement by adding (a) a set of high standards and positive growth indicators for students' personal and social development and (b) a set of high standards and benchmark indicators related to addressing barriers to learning. (See the lead article in the Spring 2000 issue of our quarterly newsletter at http//smhp.ucla.edu/news.htm.)

#####################################
"...Setting high expectations does not mean setting them so high that
they are unreachable except for only a few If all of our efforts to
raise standards get reduced to one test, we've gotten it wrong. If we
force our teachers to teach only to the test, we will loose their creativity
If we are so consumed with making sure students pass a multiple-choice
test that we throw out the arts and civics then we will be going backwards
instead of forwards."
                            -Richard Riley
#############################

What's your view on this?

   To post your response directly on our website's Net Exchange
   page for others to read and respond to, go to http//smhp.psych.ucla.edu

Or you can send it to
 E-mailsmhp@ucla.edu Phone(310) 825-3634
WriteCenter for Mental Health in Schools,
        Department of Psychology, UCLA
        Los Angeles, CA 90095-1563

  NEWS FROM AROUND THE COUNTRY

>>Teens Help Teach Younger Peers to Avoid Violence<<
According to Reuters Health (Oct. 31, 2000)A program
in which inner city adolescents teach 7 to 13 year olds
about avoiding gang activity, drugs, and violent behavior
appears to be a win-win situation, benefitting both
"teachers" and students. The18-month study of Children
Teaching Children shows those taught appeared to be less
accepting of violence than did their peers who did not
receive the lessons. According to Chicago Youth Program
Director Joseph DiCara, the "teacher-students" also benefit
from the program. Overall they have lower rates of
pregnancy, delinquency, and are more likely to go to
college or trade school, and graduate than their peers. In
addition the program recruits medical and law student
volunteers to provide teen teachers the knowledge they
need to design classes for younger kids.

>>School Violence Drops<<
From the third Annual Report on School Safety
(Departments of Education and Justice, October 26, 2000).
Overall school crime continues to drop, consistent with a
declining crime rate against students outside of school. In
addition, the findings show a decline in the percentage of
high school-aged students who reported carrying a weapon
to school 7% in 1999, down from 12% in 1993. Finally,
violent deaths at school are extremely rare34 violent
deaths were reported in 1998-99, compared to the high of
49 deaths in 1995-96. See
http://www.ed.gov/offices/OESE/SDFS/publications.html
Also see related report below.

>>Crime in Schools Declines<<
(From Justice Department's Bureau of Justice Statistics and the Department
of Education's National Center for Education Statistics, "Indicators of
School Crime and Safety 2000"). The report indicates that between 1992
and 1998 violent victimization rates at schools dropped from 48 crimes per
1,000 students to 43 per 1,000. The percentage of students who said they
were victims of crimes (including theft or violent crimes) at school
decreased between 1995 and 1999 from 10% to 8%. See
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001017

>>NIMH Expands National Outreach Partnership<<
The NIMH recently named 25 Outreach Partners for its
Constituency Outreach and Education Program, which

enlists State organizations in a nationwide partnership to help close the gap between mental health research and services. This brings the number of Partners to 43. Each Outreach Partner conducts a mental health communications program for the general public and health professionals, through media relations, statewide coalition building, and outreach to minorities and special populations such as the youth and elderly. See http://www.outreach.nimh.nih.gov

>>Medicaid Freeze Affects Schools<<
Hundreds of school districts are not getting reimbursed for millions of dollars in health services because federal officials say they have systematically overcharged the Medicaid program intended to serve poor and disabled school children. See
http://www.edweek.org/ew/ewstory.cfm?slug=07medicaid.h20

>>High Schools Join Community College Push<<
Reformers are looking to community colleges as a resource in addressing an array of high school ills from overcrowding to "senioritis." The aim is to ease crowding in high schools, make college vocational classes available to younger students, give ambitious students a way to start college early and discourage students from slacking off in the last year of high school. The hope also is to increase interest in college by giving the high schoolers early exposure. See
http://www.latimes.com/news/learning/20001031/t000104126.html

>>Comprehensive School Reform Evaluation Receives
   Funding<<
Secretary Riley recently announced the award of $21 million in grants to six research organizations to study the success of comprehensive school reform models. The studies will examine programs in terms of(1) effectiveness in improving achievement for all students, (2) improvement in teaching specific types of students and in specific settings; and (3) the conditions necessary for effective implementation. See
http://www.ed.gov/PressReleases/10-2000/101700a.html

============================
Dilbert's Rules of Order
Needing someone is like needing a parachute. If they aren't there
the first time, chances are you won't be needing them again.
============================

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

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

"Compact Clinicals . . . condensed reviews for professionals" is a series

developed to provide mental health practitioners with "easy-to-read treatment descriptions and examples." Focused on the "latest assessment and treatment strategies," the series has published small reference-type books on Attention Deficit Hyperactivity Disorder, Conduct Disorders, among others. Contact816/587-0044.

"Racial and Ethnic Differences in Children's Access to Care" by R. Weinick & N. Krauss (2000). American Journal of Public Health, 90, 11-14. Explores reasons for racial and ethnic differences in children's access to care. Finds that black and Hispanic children are at a substantial disadvantage compared with whites, even when accounting for health insurance and SES.

"Ready ResourcesInvesting Welfare Funds in Teen Pregnancy Prevention" by I. Sawhill & J. Hutchins (2000). A new guide on investing welfare funds in teen pregnancy prevention. See http//www.teenpregnancy.org/campub.htm

"Youth DevelopmentIssues, Challenges, and Directions" by Youth Development (2000). Focuses on the historical, political, and social context for "positive youth development" as a guiding idea in youth policy, evidence for this approach, and the institutional challenges to its success. See http://www.ppv.org/content/reports/youthdevvolt.html

"A Child's Simple Guide Through Grief" by A. Cunningham (2000). Aims to help children through the grieving process after losing a loved one. Jalmar Press.

   *DELINQUENCY, VIOLENCE, & SUBSTANCE ABUSE
    PREVENTION<=<=<=<

"Youth at Risk A Prevention Resource for Counselors, Teachers, and Parents, 3rd Ed." by D. Capuzzi & D. Gross. Focuses on strategic prevention with at-risk populations, explores destructive behavior and school violence, and promotes resiliency. Contact American Counseling Association, 800/422-2648.

Two resources from the Office of Juvenile Justice

(1) "Juvenile Mentoring Program A Progress Review" Describes OJJDP's Juvenile Mentoring Program (JUMP) which provides one-to-one mentoring for youth at risk for delinquency, gang involvement, education failure, or dropping out of school. See http://www.ojjdp.ncjrs.org/about/press/ojj970918.html

(2) "Youth Gangs in Schools" This Youth Gang Series Bulletin exams characteristics of gangs in schools, reasons for greater gang prevalence in some schools, and the impact of gangs on victimization at school.   See http://www.ncjrs.org/pdffiles1/ojjdp/183015.pdf

    *FAMILY, COMMUNITY, & SCHOOLS<=<=<=<

"Beyond the Bell: A Toolkit for Creating Effective After-School Programs" by North Central Regional Educational Laboratory (2000). Contact Ph 800/356-2735; Fax 630/571-4716; http://www.ncrel.org

"Child Care Patterns for School-Age Children with Employed Mothers" by J. Capizzano & G. Adams (of the Urban Institute) & K. Tout (of Child Trends) (2000). Shows how younger children and children in low-income families face the greatest challenges while in self-care and may have the most to gain from structured, supervised activities. http://www.urban.org/news/pressrel/pr000911.html

"Building Healthy Individuals, Families, and Communities" by Youth Development (2000). Overviews the Creating Lasting Family Connections drug and alcohol prevention program. Contact 212/620-8000; http://www.wkap.com

"Education = Success: Empowering Hispanic Youths and Adults" by A.P. Carnevale (2000). Compares whites and Hispanics on academic achievement, job equality, and skill level. Free from Educational Testing Service 609/734-5050.

"Conversamos?" by the National Education Association (2000). A Spanish-language parent-child communication program, an adaptation of the successful program, "Can We Talk?" Contact 800/229-4200; http://www.canwetalk.org

"Adults Do Matter to Kids: The Potential Role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents" by Beier et al., Archives of Pediatrics and Adolescent Medicine, April 2000. Shows the impact of "a parent or trustworthy adult". Free online http://archpedi.ama-assn.org/issues/v154n4/rfull/poa9162.html

"Working Together for Reliable School Reform" by A. Datnow & S. Stringfield (2000). Synthesizes findings from 16 diverse studies of schools implementing school reform programs. Download http://www.aft.org/edissues/downloads/working.pdf

Two publications from the Council for Chief State School Officers (2000). Available for download at http://www.ccsso.org/

 (1) "Extended Learning Initiatives: Opportunities and Implementation Challenges" Describes six state-sponsored extended learning initiatives.

(2) "Current State and Local Initiatives to Support Student Learning: Early Childhood Programs and Innovative Programs to Better Address the Needs of Youth" Discusses early childhood education initiatives and approaches to increase school safety.

"Schools as Centers of Community: A Citizen's Guide for Planning and Design" by US Dept. of Education (2000). Helps educators, planners

and community members provide effective educational facilities to serve their communities.
Contact800/872-5327; fax301/470-1244; edpubs@inet.ed.gov

   *POLICY & STATISTICS<=<=<=<

"Opportunities to Use Medicaid in Support of Maternal and Child Health Services" by Health Resources and Services Administration (2000). Discusses Medicaid policy for School-based health service coverage. For a fact sheet, seehttp//www.hrsa.gov/medicaidprimer

"America's Children 2000" a report by the Interagency Forum on Child and Family Statistics. Focuses on children's economic security, health, behavior and social environment, and education.
http://www.childstats.gov/ac2000/ac00.asp

"Trends in the Well-Being of America's Children and Youth 1999" by US Department of Health and Human Services, Office of the Assistant Secretary for Planning and Education (2000). Describes changes in risk-taking among high school students and the co-occurrence of teen risk behaviors. http://www.gpo.gov

        ####################################
              Dilbert's Rules of Order
           "I don't suffer from stress. I am a carrier."
        ####################################

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

"National Multicultural Conference and Summit II"
January, 25-26, 2001 in Santa Barbara, CA. ThemeThe psychology of race/ethnicity, gender, sexual orientation and disability intersections, divergence and convergence.
Contact http"//www.apa.org/conf.html or (303) 652-9154.

"National Leadership Conference To Strengthen HIV/AIDS Education and Coordinated School Health Programs" January 22-25, 2001 in Washington, DC. ThemeHealthy Kids, Healthy CommunitiesWe Can Make a Difference. ContactFax 703/476-3428;
http"//www.cdc.gov/nccdphp/dash/conference/index.htm

"National Network for Youth Symposium" February 18-21, 2001 in Washington, DC. ThemeYouth & AdultsUniting for Community Change.
Contact202/783.7949

"Igniting the spirit of youththe path of the heart" April 1-4, 2001 in Pacific Grove CA. Contact http://www.nta-yes.com/asilomar.pdf

"National Student Assistance Conference" April 4-7, 2001, in Orlando FL. ThemeEffective Programs Mean Student Success. Contact800/453-7733; Fax800/449-5718.

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

##############################
  "It worries me that if the only kids the media cover are the small
percentage of kids who are taking drugs, dropping out or killing people,
society will demonize all youths, and people will decide the problems we
have are intractable, and that nothing works. It's very important that people
think there are possible solutions and they can make a difference."
                    -Marion Wright Edelman
##############################

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

GRANTS

"Leadership for a changing World" a Ford Foundation awards program for
community leaders tackling tough social problems is accepting nominations
through January 5, 2001. Leaders receive $100,000 to advance their work.
For information go to http://www.leadershipforchange.org. Or phone
(202)777-7560.

"Robert Wood Johnson Foundation Substance Abuse Policy Research
Program" Letter of intent for projects under $100,000 may be submitted at
any time; deadline for letters of intent for projects over that amount is
March 5, 2001. See web site http://www.rwjf.org, click on applying for
grants, then click on list of open calls for proposals.

"National Institute on Alcohol Abuse & Alcoholism is accepting proposals
for research on alcohol use among ethnic teens. Deadline for letters of intent
is Feb 9 with proposals due April 10, 2001. Information available from
National Institutes of Health, Division of Extramural Outreach and
Information Resources phone (301)435-0714, e-mail
GrantsInfro@nih.gov. RFA-AA-001

 "Association for Medical Education and Research in Substance Abuse
invites prospective fellows to apply for the Faculty Development Program
of the HRSA-AMERSA-SAHMSA/CSAT Interdisciplinary Program to
Improve Health Professional Education in Substance Abuse. Deadline for
application is January 19, 2001. Contact doreen@amersa.org or 401-785-
8263.

CALL FOR PAPERS

"National Mental Health Consumers' Self-Help Clearinghouse conference
Alternatives 2001 in Philadelphia, August 23-26, 2001, is calling for
submissions. Conference themes are policy, financing, community support,
research, treatment, education, and advocacy. Deadline for submission is
January 15, 2001. See http://www.mhselfhelp.org/cfpalt2001.html.

"Building Family Strengths, International Symposium" in Lincoln, NB May

8-10,2001, is calling for proposals. Due date is January 15,2001. Submit via
email to cwills2@unl.edu or fax (402) 472-9170. For more information
phone (402) 472-8209 or see web site at http//familystrengths.unl.edu.

   || . . | . . | . . | . . ||
"If we are to achieve a richer culture, rich in contrasting values,
we must recognize the whole gamut of human potentialities, and
so we weave a less arbitrary social fabric, one in which each diverse
    human gift will find a fitting place. "
              -Margaret Mead
   || . . | . . | . . | . . ||

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

>>Mental Health/Substance Abuse/Health

 "Primary caregivers and psychological problems of children" research on
 pediatricians time/relationship with family determines assessing/referrals for
 counseling. See
 http://www.pediatrics.org/cgi/content/full/106/4/e44#Conclusion.

 "Center for the Study of Youth Policy" U Penn. Has publications on
  substance abuse and minority youth. See http://www.kidspolicy.org.

 "Healthy people 2010" publications available online
  Understanding and improving health and Healthy People 2010
    Vol I and II at http//www.health.gov/healthypeople
  Tracking Healthy People 2010 at
    http://www.cdc.gov/nchs/hphome.htm.

 "Health Status Indicators" to facilitate comparison at national,
  state and locales at
    http://www.cdc.gov/nchs/products/pubs/pubd/hp2k/statnt/20-11.htm.

 "Public Education Network" launched a new health section on its web site
  to help ensure students come to school at their best. See
   http://www.PublicEducation.org/health.

>>Parents, Schools, and Community

"School Spending The Business of Education" a new report from the
American School Board Journal is now online at
http://www.asbj.com/schoolspending.

"I Am Your Child Foundation" website provides English and Spanish
materials for parents and caregivers to foster young children's development.
See http://www.iamyourchild.org.

"IDEA website and E-Newsletter" for teachers and families interested in
advances in special education. See http://www.ideapractices.org/

^^^^^^^TRAINING & JOB OPPORTUNITIES
(including fellowships and scholarships)^^^^^^^

<Research Analyst>
"Urban Strategies Council," Oakland, CA . Focus on community building to
reduce persistent poverty. For information see
http://www.urbanstrategies.org. Or contact admindir@urbanstrategies.org.

<Director>
" Resolving Conflict Creatively Program"sponsored by Educators for Social
Responsibility. Deadline 12/12/00. For information see
http://www.esrnational.org. Or contact maysie@uic.edu.

<School Health Programs Coordinator>
Center for Child and Family Health, Adolescent Health Section, Oregon
Health Division. Part of the Center for Disease Control Coordinated School
Health Program grant. 12/11/00 deadline. Contact
robert.j.nystron@state.or.us or call (503)731-4771.

<Technical Assistance Positions>
"Child Care Health Program," funded by the California Children and
Families Commission to provide technical assistance to county planning
groups. Contact by fax (510)839-0339 for more information.

<Leadership Training>
"Interdisciplinary leadership education in adolescent health" training
program at the University of Rochester, funded by the Maternal Child
Health Bureau. Contact LEAH@urmc.rochester.edu or fax (716)242-9733.

<Postdoctoral Fellowship>
" Family/Community Intervention Research" at Virginia Commonwealth
University. Starting December, 2000. Contact Albert Farrell at
afarrell@vca.edu.

<Postdoctoral Fellowships>
"Minority Health Disparities Scholars, Center for the Advancement of
Health, funded by the Kellogg Foundation." Two year interdisciplinary
program. Go to http://www.cfah.org for application.

<Community-Clinical Professors>
DePaul University program with strong ties to community. Deadline
12/15/00. Contact lrobinso@wppost.depaul.edu.

<Assistant Professor>
Early intervention/early childhood education, Department of Individual and
Family Studies, University of Delaware. Deadline 1/15/01. Contact (302)
831-1589; http://www.udel.edu/ifst.

#%#%%#%%%#%%#%%#%#%%#%%%#%%#%#%#%%#

***REQUESTS/INFORMATION/COMMENTS/QUESTIONS
FROM THE FIELD***
WANT TO RESPOND? Go to our Website

(http://smhp.psych.ucla.edu.) and click on Net
        Exchange or send us an email (smhp@ucla.edu).

REQUEST

A colleague asks for a "resource that summarizes the developments and new
directions (initiatives, programs, etc.) in school mental health." We sent him
several things on this topic, and also are extending his request to readers of
ENEWS. If you have something we should let him know about, send us an
email, and we will forward the info to him and share it with others.

COMMENTS

In response to the emerging issue entitled "Values, Character,
Civility Morals, Manners, or Social Control" (in the November ENEWS)

  "If you're asking whether schools should teach character classes, my
opinion is 'yes.' Sharing with our children the knowledge of how to live a
civilized life is critical to our growth and maturation as a society...How do
you teach values in a public school? You have to be religion-neutral, race-
neutral, gender-neutral, etc. You just have to run the curriculum past the
public, and carefully document their reactions..."

  A member of a State of Board of Education shared her experiences
in working with the Board to pass Character Education Policy. She sent a
copy of the Preamble expanding on the need for the policy citing the
historical role of schools in preparing citizens and fostering a civil society.
Her recommendation is one of "inviting and encouraging schools, school
districts and communities to work together to improve the quality of life for
everyone."

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

        ^^^Updates from our Center at UCLA

>Just mailed out the Fall, 2000, hard copy newsletter. If you are not on our
mailing list, please contact us so you can be added. The cover article is
"Addressing Barriers to Learning and Promoting Healthy DevelopmentA
Usable Research-Base." This is a summary of our response to the Iowa
State Department of Education request for research to share with policy
makers. This material has also been assembled into a Issue Brief.

>Just completed Issue Brief on "Financing Mental Health for the Young."

 The newsletter and the Issue Briefs are available on line
        (http://smhp.psych.ucla.edu.)
 Or you can receive hard copies by contacting us.

 >Based on feedback about our new links "map"   "Gateway to a World of
Resources for Enhancing Mental Health in Schools," we are adding new

sites and reorganizing listings. If you would like the Gateway on a disk in order to add it to your organization's website, we'll send you a copy. If you haven't seen Gateway, go to our web site (http//smhp.psych.ucla.edu.) and click on Gateway.

The "Quick Finds" section of our website (go to http://smhp.psych.ucla.edu/websrch.htm) continues to expand   providing ready access to online resources and links on specific topics. This month new entries have been added on
  Resiliency/Assets
  Volunteers in Schools
  Staff/Counselor Burnout

For those without internet access, all resources are available by contacting the center at
  School Mental Health Project/
  Center for Mental Health in Schools
  UCLA Department of Psychology
  Los Angeles, CA 90095-1563
  (310)825-3634/Fax(310)206-8716
  Emailsmhp@ucla.edu.

 =======================================

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

 ==

 <><><><><><><><><><><><><><><><><><><><><><><>

   ^^^Updates from our Sister Center in Maryland
       (Mark Weist, Director)

 *CSMHA is currently accepting proposals for the 6th National
Conference on Advancing School Based Mental Health to be held
from September 20-22, 2001 in Portland, Oregon. Please contact
the Center at (410-706-0980 or 888-706-0980) or by email
(csmha@umpsy.umaryland.edu) if you would like to receive the RFP.
Deadline for proposals is January 15th, 2001.

   For more information, contact Mark Weist, Director
   Center for School Mental Health Assistance
   University of Maryland at Baltimore, Dept. of Psychiatry
   680 West Lexington St., 10th fl., Baltimore, MD 21201
    Ph888/706-0980 Emailcsmha@umpsy.umaryland.edu
   http//csmha.umaryland.edu

 +++
   THIS IS THE END OF THIS ISSUE OF ENEWS
    Below is a brief description of our Center.
    +++

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.

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.

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
 Voice(310) 825-3634 Fax(310) 206-5895
 E-mailsmhp@ucla.edu
 Web Site http//smhp.psych.ucla.edu
 Write School Mental Health Project/
 Center for Mental Health in Schools
 Dept. of Psychology, UCLA , Box 951563,
 Los Angeles, CA 90095-1563.

==