ENEWS A Monthly Forum for Sharing and Interchange

December, 2002 (Vol. 7 #3)

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

WHAT IS ENEWS? (For those who don't know) This is another link for those
concerned with enhancing policies, programs and practices related to addressing
barriers to students learning and promoting mental health in schools. It augments
the other ways our Center shares information and facilitates
interchange/networking.

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Feel Free to Forward This to Anyone
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WHAT'S HERE THIS MONTH

**Emerging Issue
>Dropouts, Pushouts, and the Number Game

**This Month's Focus for Schools to Address Barriers to Student Learning
>Re-engaging Students Using Student time off in ways that pay off

**News from Around the Country

**Recent Publications Relevant to
>Children's Mental and Physical Health
>Family, Community & Schools
>Policy, Law, Finances, & Statistics

**Upcoming Initiatives, Conferences, Workshops

**Calls for Grant Proposals/Papers

**Other Helpful Resources

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

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

**News from the two National Centers focusing on Mental Health in Schools

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To post messages to ENEWS, E-mail them to smhp@ucla.edu

If you were sent ENEWS indirectly, you can be added to our list at no charge by
sending an Email request to Listserv@listserv.ucla.edu. Leave the subject line
blank and in the body of the message type Subscribe mentalhealth-L

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

**EMERGING ISSUE

>>Dropouts, Pushouts, and the Number Game

How big is the dropout problem? Are dropout rates going down, going up, or

remaining stable? How many dropouts are really pushouts? What's the impact on society in terms of mental health and social problems and the economy? The San Antonio Intercultural Development Research Association reports that the Texas dropout rate has hovered around 40 percent for the last three years. At the same time, the four-year rate reported as part of the State's accountability system is cited as 6.8%. One Texas newspaper followed students in a single high school class and found a dropout rate of 15.9 %. From the perspective of graduation rates, a report from the Center for Civic Innovation at the Manhattan Institute states that 55% of students graduated within four years (making it the lowest graduation rate in the country). Georgia's rate was 56%. The national average was 69%. With dropout rates such an important accountability indicator, concern is again rising about how many youngsters don't graduate and the need for comparable and better data on the problem. And, there is the lingering question of how many who "dropout" really are pushed out.

IF YOU HAVE VIEWS ON ALL THIS, PLEASE SHARE THEM.

Post your response directly on our website's Net Exchange page for others to read and respond.
Go to http://smhp.psych.ucla.edu
Or you can send your response by email tosmhp@ucla.edu
Phone310/825-3634
Write Center for Mental Health in Schools
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO STUDENT LEARNING

Each month on our website we feature a special focus on enhancing student support at schools.

September emphasized Welcoming and Social Support; October dealt with Addressing Initial Adjustment Problems; November focused on Responding to Referrals in Ways that can "Stem the Tide."

The focus for December is on

Re-engaging Students Using Student time off in ways that pay off

See http://smhp.psych.ucla.edu

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**NEWS FROM AROUND THE COUNTRY

>>TEXAS REQUIRES DROPOUT ACCOUNTABILITY

Texas law requires the state to develop a four-year rate to be used for accountability purposes. That rate currently is reported as 6.8%. The San Antonio Express-News followed students in a single high school class and found a dropout rate of 15.9 %. The San Antonio Intercultural Development Research Association reports that the dropout rate in Texas has "...been hovering around 40 percent for the last three years." The University of Texas Dana Center director says"The problem is . . . [to] separate out methods for accountability and those that measure the global scope of the problem." (Express-News 10/30/02)

>>COMMISSION ON MENTAL HEALTH REPORTS SYSTEM IN
DISARRAY

The interim report of the President's New Freedom Commission on Mental
Health describes the system as "...fragmented and in disarray   not from lack of
commitment and skill of those who deliver care, but from underlying structural,
financing, and organizational problems. Many of the problems are due to the
"layering on" of multiple, well-intentioned programs without overall direction,
coordination, or consistency. The system's failings lead to unnecessary and costly
disability, homelessness, school failure, and incarceration."
(Http//www.mentalhealthcommission.gov)

>>28% OF YOUTHS ENGAGED IN SOME FORM OF VIOLENCE IN 2001

National Household Survey on Drug Abuse, using youth reports, found 19% of
youth 12 to 17 participated in a serious fight at school or work in 2001, 15% took
part in a group-against-group fight, 8% attacked others with the intent of seriously
hurting them. 28% of youths engaged in at least one of these violent behaviors.
(Http://www.samhsa.gov)

>>SCHOOL BOARD RECONSIDERS DRUG POLICY

Escambia County School Board (FL) considering a "safe harbor" policy that
stipulates students can turn in drugs to a faculty member without fear of
expulsion. Under the current zero tolerance policy, possession is enough to
warrant expulsion. Last month an honor student was recommended for expulsion
after finding a bag of pills on campus. (Pensacola New Journal, 10/22/02.)

>>MORE FUNDING FOR PUBLIC SCHOOL CHOICE PROGRAMS

Three states and 10 school districts will share $23.8 million in grants that support
five-year school option projects, including options to transfer from low to higher
performing schools. Grants can be used for "Tuition transfer payments to the
higher-demand schools to which students transfer, capacity-enhancing activities
that enable higher-demand schools to accommodate transfer requests" as well as
outreach, transportation. 10/4/02.
(http://www.ed.gov)

>>TEST SCORES LAG DESPITE SCHOOL SPENDING

The American Legislative Exchange Council's Report Card on American notes no
evident correlation as yet between conventional measures of education inputs,
such as expenditures per pupil and teacher salaries, and educational outputs, such
as average scores on standardized tests.
(Http://www.alec.org) 10/24/02

>>FAMILY DISADVANTAGE PERSISTS ACROSS GENERATIONS

The Programme for International Student Assessment reports that the socio-
economic composition of a school's student population can be an even stronger
predictor of student performance than individual home background. Students in
schools with low economic, social, and cultural status tend not to use school
resources as regularly as students in better-off schools.
(Http://www.pisa.oecd.org/knowledge/summary/h.htm)

>>PARENTS POINT TO SOCIETAL BARRIERS TO CHILD-REARING

Public Agenda survey found 60% of parent rate themselves as only "fair" or
"poor" overall in raising children and teaching values. A large majority of parents

say American society is an inhospitable climate for raising children. See "A Lot Easier Said the Done" (http://www.publicagenda.org/specials/parents/parents.htm)

>> WHO'S TEACHING?

Data from a survey of 42,000 teachers indicate average age is 42; 75% female; 84% white, 8% Black, 6% Hispanic, 2% Asian; 15 years teaching experience; $39,000 annual salary; 46% Master's Degree; 79% Union members; 40% would become a teacher again if they had the chance to do it over. (U.S. Current Population Survey's Schools and Staffing Survey reported in the Teacher magazine, November, 2002)

[NOTE See our website WHAT'S NEW, for a weekly news item and other special announcements.]


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THE TENOR OF THE TIMES

From a letter to the Chief State School Officers from  U.S. Education Secretary Rod Paige

  "...In order to ensure authentic school reform, our nation must raise the bar of expectations. Every child can learn. Every child must learn. And thanks to this bipartisan law (No Child Left Behind Act), every child will learn.
  Those who play semantic games or try to tinker with state numbers to lock out parents and the public, stand in the way of progress and reform. They are the enemies of equal justice and equal opportunity. They are apologists for failure. And they will not succeed..."(10/22/02)

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**RECENT PUBLICATIONS (in print and on the web)

>>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Handbook of School Mental Health Advancing Practice and Research (2002) http://www.wkap.nl/prod/b/0-306-47337-2

"Reducing Suicide A National Imperative" (2002) Institute of Medicine, National Academy Press http://www.nap.edu/books/0309083214/html/

"Psychiatric Disorders & Service Use among White & African American Rural Youth" (2002) http://www.rtc.pdx.edu/pgDataTrends.shtml

"Reasons and strategies for strengthening childhood development services in the healthcare system" (2002) National Academy for State Health Policy http://www.cmwf.org/publist/publist2.asp?CategoryID=2

"A social-cognitive information-processing model for school-based aggression reduction and prevention programsIssues for research and practice." (2002) Applied & Preventive Psychology 10177-192.

"Prevention of anxiety disordersA model for intervention" (2002) Applied & Preventive Psychology 10155-175.

"Building Systems of CareA Primer" (2002) http://www.gucdc.georgetown.edu/document.html

"Doing psychology critically Making a difference in diverse settings" (2002)
http://www.palgrave-usa.com/catalogue/index.asp?isbn=0333922840

>>>>FAMILY, COMMUNITY & SCHOOLS

"Childhood Discipline Challenges for Clinicians and Parents" (2002) American
Family Physician http://www.aafp.org/afp/20021015/1447.html

"Creative Partnerships Supporting Youth, Building Communities" (2002)
http://www.cops.usdoj.gov/pdf/e03021471.pdf

"Building Coalitions to Bring About Change" (2002) The Urban Seminar Series
on Children's Health and Safety. Http://www.ksg.harvard.edu/urbanpoverty

"Our Roots, Our Future Affirming Culture and Language in Afterschool and
Youth Programs" (2002) http://www.californiatomorrow.org

"In Our Back yard How 3 L.A. Neighborhoods Affect Kids' Lives" (2002)
http://www.rand.org/publications/MR/MR1470/MR1470.pdf

"Engaging Youth in Lifelong Services" (2002) Independent Sector and Youth
Service America
Http://www.independentSector.org

"Learning that Lasts" (2002) Ways to implement Service Learning in the everyday
operations of schools. Http://www.ecs.org/e-Connection-ep

"Addressing Over-Representation of African American Students in Special
Education The Prereferral Intervention Process. An Administrator's Guide"
(2002) National Alliance of Black School Educators and the IDEA Local
Implementation by Local Administrators Partnership. Http://www.cec.sped.org

"Spotlight on School in the Middle" (2002) National Association of Secondary
School Principals http://www.principals.org

"Guideposts for Smaller High Schools Lessons from Inside and Outside the
School Walls" (2002) http://www.jff.org

"Social Marketing Skills Training" (2002) http://www.ccapt.org

>>>POLICY, LAW, FINANCES, & STATISTICS

"Communicating in a crisis Risk Communications Guidelines for Public
Officials" (2002) SAMHSA (http://www.samhsa.gov)

"Children's Readiness for School Toward a Strategic Policy Framework" (2002)
http://www.nccp.org/news/fall02/fall02_01.html

"Ensuring the Success of Children & Youth in American Communities (2002)
http://www.learningfirst.org/publications.html

"Dollars and SenseThe Cost Effectiveness of Small Schools" (2002)
http://www.ruraledu.org/keep_learning.cfm?record_no=614

"Methods for Disseminating Research Products and Increasing Evidence-Based
PracticePromises, Obstacles, and Future Directions" (2002) Clinical Psychology
Science and Practice.

"Children of Immigrants A Statistical Profile" (2002)
http://www.nccp.org/immigrants.html

"Local School Boards Under Review Their Role and Effectiveness in Relation to Students' Academic Achievement" (2002) Review of Educational Research, 72(2) 229-278.

"Outcomes and Research, and Out-of-School Time Program Design" (2002) Philadelphia's Best Practices Institute http://www.cbps.org

[NOTEThe QUICK FIND topical search menu on our website is updated regularly with new reports and publications such as those listed above. Currently, there are over 100 topics with direct links to our Center materials and to other online resources and related Centers   http://smhp.psych.ucla.edu

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"People change and forget to tell each other."
           Lillian Hellman
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>3-Day Conference ADHD Across the Lifespan, December 6-8, Los Angeles, CA
http://www.uscuap.org

>Posttraumatic Stress Disorder Biological, Clinical, and Cultural Approaches to Trauma's Effects, December 13-15, Los Angeles, CA
http://www.uclaextension.org

>National Head Start Association Parent Training Conference, December 13-17, Dallas TX http://www.nhsa.org/training/Parent/index.htm

>SAMHSA Grant-writing and Technical Assistance for Grassroots Faith and Community Groups, December 4-6 Newark, NJ; Dec 12-14 Port Arthur, TX; December 20-22 Orlando Fl. http://www.samhsa.gov

>Alternatives to Expulsion, Suspension, and Dropping Out of School, January 16-18, Kissimmee, FL. http://www.ed.mtu.edu/safe/alternatives_to_expulsion_9.htm

>Children's Defense Fund, February 10 - 12, Washington, DC
http://www.childrensdefense.org/pdf/CMPreport.pdf

>National Youth Summit on Preventing Violence, February 15-18, Anaheim, CA
http://www.ncpc.org/summit

>American Association of School Administrators, February 20-23, New Orleans, LA http://www.aasa.org

>Community Schools   Higher Education Partnerships, February 24-26, Philadelphia, PA http://www.upenn.edu/ccp/training.html

>Promoting Mental Health in our Schools, March 1, San Francisco, CA
http://www.cel.sfsu.edu/catpro/home.cfm?selection=mcce

>National Student Assistance Conference, March 20 - 23, New Orleans, LA
http://www.nasap.org

>American Counseling Association, March 21-25, Anaheim, CA
http://www.counseling.org

>National School Boards Association, April 5-8, San Francisco, CA
http://www.nsba.org/conference/

>National Association of School Psychologists, April 18-21, Toronto, Canada
http://www.nasponline.org

>Society for Prevention Research, June 12-14, Washington, DC
http://www.preventionresearch.org

>National Parent Teacher Association, June 19-22, Charlotte, NC
http://www.pta.org

[FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR
WEBSITE AT http://smhp.psych.ucla.edu   Go to "Contents" then click on
Upcoming Conferences.]

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"It is better to have enough ideas for some of them to be wrong,
than to be always right by having no ideas at all."
                              Edward de Bono

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

GRANTS

>>>OJJDP Promising Programs for Substance Abuse Prevention Replication
and Evaluation Initiative. Due December 30.
Http://ojjdp.ncjrs.org/grants/current.html

>>>Health Resources Services Administration
http://www.hrsa.gov/FY2003-Grants.htm
CFDA   93.110 Integrated Health and Behavioral Health Care for Children,
Adolescents, and their Families; Implementation Grants. Due 1/10/03.

>>>Substance Abuse Mental Health Services Administration
http://www.samhsa.gov
    >GFA No. PA 98-090 Conference Grant Program, Due 1/10/03
    >Young Offender Reentry Program TI 03-001, Due 1/17/03

>Substance Abuse and Mental Health Services Administration, Youth Violence
Prevention grants. http://www.samhsa.gov/grants/grants.html (SM 03-005) Due
1/22/03.

[NOTE If you want to "Surf the Internet for funds" go to
http://smhp.psych.ucla.edu. Click on Quick Find, scroll down Center Responses
to FINANCING AND FUNDING. Provides links to funding sources and our
Quick Training Aid on Financing Strategies to Address Barriers to Learning.]

CALL FOR PRESENTERS

>National Mental Health Association, proposals due 12/13/02
http://www.nmha.org

>"Community as Place" Meeting of the Community Development Society.
Proposals due 12/15/02 http://www.CDS2003.org

>American Psychological Society, proposals due 1/14/03
http://www.psychologicalscience.org

>American School Health Association submissions for Conference in El Paso, TX
due 2/14/03
http://ashaweb.org/

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"The good we secure for ourselves
is precarious and uncertain,
is floating in mid-air,
until it is secured for all of us
and incorporated into our common life."
             Jane Addams
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+ + + + + OTHER HELPFUL RESOURCES

>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

"Project Atlas, A project of the Department of Mental Health and Substance
Dependence," World Health Organization. Gives access to a database on mental
health resources and variables http://mh-atlas.ic.gc.ca/

"Operation Respect Don't Laugh at Me" Dedicated to creating safe, caring and
respectful environments. Http://www.dontlaugh.org

"The Survival Guide for Kids of LD" http://www.freespirit.com

"What does Gay Mean? How to Talk with Kids about Sexual Orientation and
Prejudice" http://www.nmha.org/whatdoesgaymean/

"Right on Course How Trauma and Maltreatment Impact Children in the
Classroom, and How You Can Help" http://www.civitas.org

"National Express Lange Eligibility Website" to identify and enroll children into
subsidized health insurance programs" http://www.expresslane.info

>>PARENTS, SCHOOLS & COMMUNITIES

"Age-specific Intervention at Home for Children in Trauma From Preschool to
Adolescence"
http://www.mentalhealth.org/publications/allpubs/NMH02-0138/default.asp

"Keeping Children Safe Project" prevention manual"
http://www.keepingchildrensafe.com

"Safe Schools/Healthy Students Sustainability Resources" http//www.sshsac.org
(see"What's New")

"Action Guide for Community & Parent Leaders"
http://www.publiceducation.org/pubs/pubpreorder/orderform.asp

"Journal of School Violence" http://www.journalofschoolviolence.com

"Class Size Reduction Lessons Learned from Experience"
http://www.serve.org/assessment/accountability/lessons.html

"Healthy Families America Research Folder" accomplishments of home visiting program
http://www.preventchildabuse.org/learn_more/research_docs/hfa_research_folder.html

"Kids Voting USA" http://www.kidsvotingusa.org

"Recess in Elementary School What Does the Research Say?"
http://ericeece.org/pubs/digests/2002/jarrett02.html

"Engaging Public Support for Teachers' Professional Development"
http://www.nfie.org/publications/engaging.htm#case

(NOTEFor easy access to a wide range of relevant websites, see our "Gateways to a World of Resources"   http://smhp.psych.ucla.edu]

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Overheard at School

     My father used to help me with math.
     But since I started algebra, he decided I'd get more out of it if I did it myself..

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

Another reaction to October's Emerging Issues Clinical psychologists prescribing psychoactive medication

     "This is very ironic. I will support this when the state psychological association backs down off their opposition to well trained Master's level psychologists (like me) engaging in private practice. (Dad yells at mom, who yells at the kid, who yells at the dog)."

REQUESTS

     "I would like information on samples/models of Systems of Care, models of schools and mental health services working together. I need to see some specific examples that are working so that I can see what we could do here."

     "Need specific resources, funding patterns, and agreements that enhance mental health resources in sustainable ways at schools."

     "Arizona has only recently started to bill Medicaid for services provided in students' IEP's. School social workers are asked to bill for a "Psychiatric Diagnostic Interview Examination" when conducting a developmental history, and for "Psychotherapy" when providing "Counseling as a Related Service." I am interested in finding out how the Medicaid in Public Schools program is handled in different states, so that I can compare the practices in other states with what is being used in Arizona. In the spring, Medicaid is going to change some of the procedures for billing by public schools, but in the meantime I would like to learn how the billing is handled in other states. Could school-based providers please provide information about the billing codes used in your state?"

IF YOU HAVE IDEAS/INFORMATION/RESOURCES TO SHARE YOU CAN ADD THEM (AS WELL AS REQUESTS, TO "NET EXCHANGE" ON OUR WEBSITE http//smhp.psych.ucla.edu

Or send them to us by phone, fax, email, or snail mail.

^ ^ ^ ^ TRAINING AND JOB OPPORTUNITIES

<Interdisciplinary Leadership Education in Adolescent Health>
University of Rochester provides training opportunity through a community/university partnership funded through the federal Maternal Child Health Bureau. Seek advanced-level applicants in pediatrics, family medicine, internal medicine, nursing, nutrition, psychology and social work for Post-residency fellowships/post-doctoral fellowships. Deadline4/1/03 (E-mail LEAH@urmc.rochester.edu.

<Evaluation Coordinator>
Program and Service System Evaluation Team at The Consultation Center of Yale University, to evaluate a system of care working with local partners and national evaluators. Master's in program evaluation and experience required.
Http://www.yale.edu/work/opportunities.html

<Post-Doc Opportunity>
Project Director for an NSF funded position to examine prosocial development in Mexican American children. Develop psychometrically adequate and culturally sensitive measure of socialization, social cognition, and prosocial behavior through use of focus groups and traditional research. Need Ph.D. in Psychology or related discipline. Spanish language fluency desirable. Contact Dr. Gustavo Carlo, Department of Psychology University of Nebraska-Lincoln at (gcarlo@unl.edu).

<Congressional Fellowship>
American Psychology Association Congressional Fellowship focusing on Educational Assessment. Looking for more senior applications but will consider those with less than five years of postdoctoral experience.   Deadline 1/1/03.
Http://www.apa.org/ppo/funding/homepage.html#fellows

<Faculty Position in School Psychology>
Pennsylvania State University, College of Education, Department of Educational and School Psychology and Special Education seeks assistant/associate professor of Education (School Psychology). Need doctorate in School Psychology, possession or eligibility for license, experience.
Http://espse.ed.psu.edu/spsy/Watkins/SPSY-Watkins.ssi

<Faculty position in Child Development>
Assistant Professor in Child Development, Department of Human Development and Family Studies, School of Human Ecology, University of Wisconsin-Madison. Looking for a doctorate in human development and family studies, psychology, education, sociology, or related discipline. Focus on intervention, prevention, assessment and/or early child. Deadline2/7/03
Http://www.wisc.edu/hdfs

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, see http//smhp.psych.ucla.edu Go to Contents, scroll down to Jobs. Following the listing of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

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"The human mind once stretched by a new idea
never goes back to its original dimensions"
            Oliver Wendell Holmes
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**NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL
HEALTH IN SCHOOLS

^ ^ ^ Updates from our Center at UCLA

>>>REPORT FROM THE SUMMIT ON NEW DIRECTIONS FOR STUDENT
SUPPORT

        Recommendations from the Summit have been sent to participants
    for feedback. The following summit documents already are on the
    Center's website

 >>Rethinking Student Support to Enable
                Students to Learn and Teachers to Teach

 >>New Directions for Student Support.

   The revised final report will be available in hardcopy and online in
 another week or so. A summary report containing Summit
 recommendations is in the Fall (quarterly) newsletter which is about to be
 mailed out and will be online shortly.

 Next steps for this nationwide Turning Point Initiative include a series of
 Regional and State level summits.

 ****If you want to be part of this initiative, let us know.

>>>CENTER'S YEARLY IMPACT EVALUATION UNDERWAY

In addition to the evaluation feedback we elicit on an ongoing basis, each year we
conduct an impact evaluation study for purposes of accountability to our funding
agencies. Those on our mailing list should have received the brief questionnaire
by now. The same questionnaire is provided as an insert in the newsletter for
purposes of follow-up and to allow for feedback from others who receive this
newsletter indirectly.

For those who prefer to respond over the internet, the questionnaire can be
accessed on our website at http//smhp.psych.ucla.edu/eval2002.htm. Or,
respondents can simply call Perry Nelson at (310) 825-3634, and we will enter
responses directly.

Responses are of major importance to us. We really need help with this. The brief
questionnaire is designed to only take about 10 minutes.

>>>FALL NEWSLETTER ON ITS WAY

In addition to the lead article on the recent Summit for New Directions for Student
Support, the newsletter includes

 >>a table outlining the various available lists of research-based practices and
 >>a discussion of putting adolescent depression into proper perspective.

If you don't receive the newsletter, email the Center and we will put you on the mailing list.

>>>NEW RESOURCES

 >>Quick Find on Group Counseling

 >>Quick Training Aids on
     >Attention Problem in Schools

>>>REVISED/UPDATED RESOURCES

 The following frequently requested resources have new info on guidelines, policy,
  procedures, research

 >> Confidentiality and Informed Consent

 >>School-Community Partnerships A Guide

 >>Teen Pregnancy Prevention and Support

***All our materials can be downloaded at no cost.   See our list of materials on line at http://smhp.psych.ucla.edu or contact us and we'll send it to you.

>>>Web feature This month's ideas for your enhancing support at your school.

 Schools have a yearly rhythm   a cycle that changes with the demands of
 the school calendar. Each month we compile ideas and activities for
 supporting students, families, and staff September featured "Getting Off
 to a Good Start;" October dealt with "Enabling School Adjustment;"
 November's focus was on "Responding to Referrals in Ways that can
 'stem the tide.'" For December the focus is on "Re-engaging Students
 Using Student time off in ways that pay off."

MH IN SCHOOLS PRACTITIONER'S LISTSERV EXCHANGE

If you would like to be part of a weekly exchange among school mental health providers and our consultation cadre, please let us know. Email smhp@ucla.edu and ask to be added to the Mental Health in Schools Practitioner Listserv. Hear what others are doing, share your progress (and your questions).

FEEDBACK PLEASE Even if you don't respond to our Impact Evaluation survey, please let us know what you need to make your work with mental health in schools more successful. New resources can be developed and best practices identified.
Contact us at
SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634 Fax (310) 206-8716
Emailsmhp@ucla.edu
Website http://smhp.psych.ucla.edu
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To post messages to ENEWS, Email them to smhp@ucla.edu
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**FOR UPDATES FROM OUR SISTER CENTER
See their website (http//csmha.umaryland.edu)
Or contact Mark Weist, Director, Center for School Mental Health Assistance,
University of Maryland at Baltimore, Department of Psychiatry, 680W. Lexington
St., 10th fl. Baltimore, MD 21201 Phone (888) 706-0980; Email
csmha@umpsy.umaryland.edu
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THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center at UCLA for more see our website
http://smhp.psych.ucla.edu
Who are we?
Under the auspices of the School Mental Health Project in the Department of
Psychology at UCLA we established a Center for Mental Health in Schools in
1995. The Project and Center are co-directed by Howard Adelman and Linda
Taylor.
As sister Centers, the Center at UCLA and the one at the University of Maryland
provide support (training and technical assistance) for mental health and psychosocial concerns in schools.

Our group at UCLA approaches mental health concerns from the broad
perspective of addressing barriers to learning and promoting healthy development.
Activities include gathering and disseminating information, materials,
development, direct assistance, and facilitating networking and exchanges of
ideas. We demonstrate the catalytic use of technical assistance, internet,
publications, resource materials, and regional and national meetings to stimulate
interest in program and systemic change. Specific attention is given to policies
and strategies that can (a) counter fragmentation and enhance collaboration
between school and community programs, and (b) counter the marginalization of
mental health in schools. Center staff are involved in model development and
implementation, training and technical assistance, and policy analysis. We focus
on interventions that range from systems for healthy development and problem
prevention through treatment for severe problems and stress the importance of
school improvement and systemic change. There is an emphasis on enhancing
collaborative activity that braids together school and community resources.

The Center works to enhance network building for program expansion and
systemic change and does catalytic training to stimulate interest in such activity.
We connect with major initiatives of foundations, associations, governmental, and
school and mental health departments. Evaluations indicate the Center has had
considerable impact in strengthening the network of professionals advancing the
field of mental health in schools and in changing policies and practices.

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

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