ENEWS

A Monthly Forum for Sharing and Interchange

December, 2010 (Vol. 15 #3)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see http://smhp.psych.ucla.edu

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

We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.
Contact smhp@ucla.edu

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

WHAT'S HERE THIS MONTH

**Continuing Issue:

>If better instruction doesn't produce results, what about focusing on
addressing barriers to learning?

**News from around the country

**Recent publications relevant to

>Child and adolescent mental and physical health

>School, family, & community

>Policy, systems, law, ethics, finances & statistics

**This month's focus for schools to address barriers to learning

>December – *Re-engaging Students: Using student time off in ways that pay off!*

**Other helpful Internet resources

**Links to

>Upcoming initiatives, conferences & workshops
>Upcoming and archived webcasts, video, and online professional development
>Calls for grant proposals, presentations & papers
>Training and job opportunities

**UCLA Center Update

**Comments, requests, information, questions from the field

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

CONTINUING ISSUE:

>**If better instruction doesn't produce results, what about focusing on** *addressing barriers to learning*?

The Institute of Education Sciences released "The Nation's Report Card" on 11/18/10. Data from the 2009 *National Assessment of Educational Progress* (NAEP) was reported for reading (52,000 students) and math (49,000 students) across 1,670 districts.

>The overall average reading score for 12th graders was 4 points lower than in 1992.

>There were no significant changes from 1992 to 2009 in the reading or math score gaps between White and Black students or between White and Hispanic students.

In discussing the data, U. S. Education Secretary, Arne Duncan, said: "Today's report suggests that high school seniors' achievement in reading and math isn't rising fast enough to prepare them to succeed in college and careers."

We all need to ask*: How could so much effort in improving curriculum, instruction, and management leadership have resulted in so little progress?*

Is it bad teachers? bad principals? bad superintendents? bad parents? bad students?

>How do you understand the "plateauing" in test scores?
>What more do you suggest needs to be done?
>What are the implications for the reauthorization of the *Elementary and Secondary Education Act*?

Let us hear from you so we can share your comments. Send to: Ltaylor@ucla.edu

For our perspective on this see the brief we recently put together in collaboration with the National Assoc. of School Psychologists entitled: *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving From a Two to a Three Component Approach* online at http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf

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

NEWS FROM AROUND THE COUNTRY

MENTAL HEALTH VISITS RISE AS PARENT DEPLOYS
Young children in military families are about 10% more likely to see a doctor for a mental difficulty when a parent is deployed than when the parent is home, research report. Concerns like anxiety and acting out at schools were the only kind to increase during deployment. 11/8/10 http://www.nytimes.com/2010/11/08/us/08child.html

TEENS, PARENTS OFTEN LIE ABOUT ILLICIT DRUG USE
Researchers surveyed more than 200 teens and 200 caregivers. No teens said they'd recently used opiates such as heroin or prescription painkillers, but hair tests showed that nearly 7% had. Among parents, 3% admitted using opiates while testing revealed use by 7%. About 1% of teens reported recent cocaine use, while testing revealed the actual number with about one-third. Hair analysis showed 28% of parents had used cocaine but only about 6% admitted it. The under reporting leads researchers to conclude that health-care providers have to rely on other methods than self-reports. 10/25/10.
http://www.mentalhelp.net/poc/view_doc.php?type=news&id=132400&cn=14

NEW INDICATOR REPORT ON SCHOOL CRIME
The total at-school crime and theft victimization rates of students ages 12-18 declined between 2007 and 2008. In 2009, 11% of students in grades 9-12 reported they had been in a physical fight on school property during the previous 12 months. 11/22/10. Indicators of School Crime and Safety 2010.
Http://nces.ed.gov/programs/crimeindicators/crimeindicators2010/

CAN CREDIT RECOVERY COURSES CUT DROPOUT RATES?
Self-paced make-up online courses for students who fail a class reflects a trend nationally as school districts seek cost-effective ways to bolster graduation rates. Little research exists on how much, or how little, students learn. 11/5/10
http://www.texastribune.org/texas-education/high-school-dropouts/can-credit-recovery-courses-cut-dropout-rates/

DISABILITY-RIGHTS GROUPS SPAR OVER SPECIAL ED. RESTRAINTS
A Senate bill that would prohibit restraint and seclusion from being used to control students with disabilities is causing a split among some disability-rights advocates. The measure does allow restraints or seclusion to be included as a planned intervention in a student's individualized education program if the student has a history of dangerous behavior. Some advocates say that school personnel will default to those techniques if they are an option. (Education Week, 11/09/10)
http://www.edweek.org/login.html?source=http://www.edweek.org/ew/articles/2010/11/10/11restraint.h30.html&destination=http://www.edweek.org/ew/articles/2010/11/10/11restraint.h30.html&levelId=2100

TIRED OF THE BLAME FOR FAILING STUDENTS, MORE TEACHERS TAKE CHARGE TO TURN AROUND SCHOOLS
Classroom teachers from Boston to Los Angeles are taking over their schools in a small but growing trend in the education reform movement. But the jury is still out on whether teacher-leaders really turn around troubled schools. Student achievement has been mixed according to a recent study. 11/13/10.
http://www.startribune.com/nation/107740218.html

PILOT PROGRAM COULD CHANGE TRADITIONAL HS MODEL
A consortium of 12 states are involved in a program designed to give students options other than the traditional four-year track to a diploma. The system, based on the result of an exam taken at the end of the 10th grade, would give the student several options. A student making a score showing the equivalent knowledge of four years of high school study could take a certificate or diploma and enter a community college full time or in addition to high school classes or go straight into the work force. 11/13/10.
http://www.dailycorinthian.com/view/full_story/10245741/article-Pilot-program-could-change-traditional-high-school-model?instance=secondary_story_right_top

SAMHSA AWARDS UP TO $22.4 MILLION TO HELP PREVENT SUICIDE
The award of additional funds over the course of the next five years was given to the Suicide Prevention Resource Center (SPRC) operated by the Education Development Center, Inc., in Massachusetts. The new funding is for SPRC to increase its focus on populations at high risk for suicide or suicide attempts, such as Lesbian, Gay, Bisexual and Transgender youth, young Latinas, youth in the foster care and juvenile justice systems, and American Indian/Alaska natives. The funding will yield greater focus on increasing the suicide prevention capacity of health and mental health providers to assess and manage suicide risk and to improve quality and continuity of care for persons at high risk of suicide, including individuals who have attempted suicide, those afflicted with mental illness, those with substance use disorders, and those seen in critical care settings such as primary care, hospital emergency departments, and substance abuse treatment programs. http://www.samhsa.gov/newsroom/advisories/1011034136.aspx

GUIDANCE TARGETING HARASSMENT OUTLINES LOCAL AND FEDERAL RESPONSIBILITY

Excerpt from U. S. Department of Education, Office for Civil Rights 10/26/10 press release: "the Department of Education issued guidance to support educators in combating bullying in schools by clarifying when student bullying may violate federal education anti-discrimination laws. The guidance explains educators' legal obligations to protect students from student-on-student racial and national origin harassment, sexual and gender-based harassment, and disability harassment. The Department plans to hold technical assistance workshops around the country in early 2011 to help educators better understand their obligations and the resources available to take prompt and effective steps that will end harassment and bullying in schools and on college campuses. To review the 'Dear Colleague' letter, visit
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html

> *Note*: Each week the Center highlights newsworthy stories online at
> http://smhp.psych.ucla.edu/whatsnew/newsitems.htm
> Also access other news stories relevant to improving addressing barriers to learning through links at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm
>
> Among the sources used in gathering the above items are
> The ECS e-clip at http://www.ecs.org/e-clips
> The Public Education Network (PEN) Newsblast at
> http://www.publiceducation.org/newsblast_current.asp
> The Update from the American Orthopsychiatric Association at
> http://www.aoatoday.com/news.php

#@#@#@#@#

> "It is time for educators, families, students, businesses, service providers, policymakers, and community members to collectively commit to excellence in health, safety, engagement and learning for each child...in each of our schools, in each community..."

> Gene Carter, ASCD Executive Director

#@#@#@#@#

RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

>Schools' mental health services and young children's emotional, behavior, and learning (2010) R. Reback. *Journal of Policy analysis and Management. 29*(4) 698-725.
http://onlinelibrary.wiley.com/doi/10.1002/pam.20528/pdf

>Mental health problems and help-seeking behavior among college students (2010). J. Hunt, & D. Eisenberg. *Journal of Adolescent Health, 46,* 3–10 .
http://www.jahonline.org/article/S1054-139X%2809%2900340-1/abstract

>Helping students with disabilities better address teasing and bullying situations (2010) J. Vessey & K. O'Neill. *Journal of School Nursing* ePub.
http://jsn.sagepub.com/content/early/2010/10/16/1059840510386490.full.pdf+html

>Subpopulations of older foster youths with differential risk of diagnosis for alcohol abuse or dependence. (2010) T. Keller, et al.*, Journal for the Study of Alcohol and Drugs, 71*(6) 819-30.
http://www.jsad.com/jsad/downloadarticle/Subpopulations_of_Older_Foster_Youths_With_Differential_Risk_of_Diagnosis_f/4822.pdf

>Witnessed violence and youth behavior problems: A multi-informant study (2010) T. Lewis, et al. *American Journal of Orthopsychiatry, 80*(4) 443-50.
http://onlinelibrary.wiley.com/doi/10.1111/j.1939-0025.2010.01047.x/abstract

>Effects of a psychoeducational group intervention for children victims of sexual abuse. (2010) M. Hebert & M. Tourigny. *Journal of Child and Adolescent Trauma, 3*(2) 143.
http://www.informaworld.com/smpp/section?content=a922104401&fulltext=713240928

>Restrictive emotionality, depressive symptoms, and suicidal thoughts and behaviors among high school students (2010) C. Jacobson, et al., *Journal of Youth and Adolescence*, ePub. http://www.ncbi.nlm.nih.gov/pubmed/20661633

>*Center for the Study of Collegiate Mental Health: Pilot study 2009.* B. Locke (2010). University Park: Center for Counseling & Psychological Services, Penn State University. http://www.sprc.org/grantees/campus/2010/Plenary_2_Locke.pdf

School, Family & Community

>Students feeling unsafe in school: Fifth Graders' Experiences (2010) G. Jacobson, et al., *Journal of School Nursing* ePub. http://www.ncbi.nlm.nih.gov/pubmed/20956581

>Predictors and Consequences of School Connectedness: The case for prevention. (2010) K. Monahan, et al., *The Prevention Researcher, 17*(3) 3-6.
http://www.tpronline.org/article.cfm/Predictors_and_Consequences_of_School_Connectedness

>Youth empowerment solutions for peaceful communities: Combining theory and practice in a community-level violence prevention curriculum (2010) M. Zimmerman, et al., *Health Promotion and Practice*, ePub.
http://hpp.sagepub.com/content/early/2010/11/06/1524839909357316.abstract

>Disseminating effective community prevention practices. (2010) D. Hawkins. *Research in Social Work 20*(5) 518.http://rsw.sagepub.com/content/20/5/518.abstract

>Resilience under conditions of extreme stress: A multilevel perspective (2010) D. Cicchetti. *World Psychiatry, 9*(3) 145-54.
http://www.ncbi.nlm.nih.gov/pubmed/20975856

>Learning the Language: Strategies for successful group work in schools. (2010) S. Bloom. *Journal of the Eastern Group Psychotherapy Society, 34*(3) 239-254.

Policy, Systems, Law, Ethics, Finances & Statistics

>Election Results: What They Mean for Mental Health Policy. National Council publication (2010). Access at:
http://mentalhealthcarereform.org/election-2010-implications-for-federal-addiction-and-mental-health-policy/

>Lifetime prevalence of mental disorders in U.S. adolescents: Results from National Comorbidity Survey Replication -- Adolescent Supplement (NCS-A) (2010). K.R., Merikangas, J-P. He, M. Burstein, et al. *Journal of the American Academy of Child and Adolescent Psychiatry 49*, 980-989.
http://www.jaacap.com/article/S0890-8567%2810%2900476-4/abstract

>Just say "I don't": Lack of concordance between teen report and biological measures of drug use (2010) V. Delaney-Black, et al., *Pediatrics,* ePub.
http://pediatrics.aappublications.org/cgi/content/abstract/126/5/887

>Policy Statement – Alcohol Use by Youth and Adolescents: A Pediatric Concern (2010) *Pediatrics,* ePub. http://pediatrics.aappublications.org/cgi/reprint/peds.2010-0438v1

>How do adolescents view health? Implications for state health policy. (2010) M. Ott, et al., *Journal of Adolescent Health,* ePub.
http://www.jahonline.org/article/S1054-139X%2810%2900369-1/abstract

>Does a gatekeeper suicide prevention program work in a school setting? Evaluating training outcome and moderators of effectiveness (2010) T. Tompkins, et al., *Suicide and Life Threatening Behaviors, 40*(5) 506-515.
http://www.ncbi.nlm.nih.gov/pubmed/21034213

>Childhood poverty and the social safety net. (2010) C. Oberg & A. Aga. *Current Problems in Pediatric and Adolescent Health Care, 40*(10) 237-262.
http://www.epi.umn.edu/mch/index.php/Article/View/39

>Policies to promote the community use of schools: A review of state recreational user statutes (2010) J. Spengler, et al., *American Journal of Preventive Medicine, 39*(1) 81-88.
http://www.ajpm-online.net/article/S0749-3797%2810%2900260-6/abstract

   FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practices http://www.safetylit.org

   Note: The Quick Find online clearinghouse at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

#@#@#@#@#

   "One nice thing about egotists: they don't talk about other people."
                                                              George Carlin

                                                      #@#@#@#@#

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

   ### >December – Re-engaging students: Using student time off in ways that pay off!

For school staff and students the winter break is a welcome time for rest and relaxation. It is also an opportunity for appreciating what we have all accomplished in the first part of the school year as well as time to look at problems that need to be addressed. By December, school staff and students know that for some students "it isn't working." Since giving up is not an option, we need to focus on changes in the environment that are a better match with the student. Strategies for re-engaging students isn't just a student by student problem. What options can be offered that will provide disengaged students to chose what fits for them (how they learn best, what they are interested in learning).

The time leading up to the winter break is a good time for reflection, listening to students ideas about what changes can be made to enhance their engagement, and to propose plans for the winter break for personalizing learning.

For some students, the focus is on basic "behavioral engagement" –involvement in academic and enrichment activities. For others, "emotional engagement" is the key: enhancing positive relationships with school staff and peers to strengthen school connectedness. Most students need additional options to enhance "cognitive engagement" to strengthen problem solving, independent work styles, persistence and investment in learning. (See "School Engagement: Potential of the Concept, State of the Evidence" 2004, J. Fredricks, et al in Review of Educational Research 74, 59-109.)

An innovative way to learn from students about what would increase their engagement in learning is to ask. A good way to accomplish all this is for teachers to partner with a student support staff member in small "debriefing" groups with students that are of concern. What do they think would make a difference in their effort? How might they use the winter break to get connected to what they want to learn about?

For tools and resources to prepare for this, see
>"Re-engaging Students in Learning" and other resources at
http://smhp.psych.ucla.edu/qf/motiv.htm

Let us know what students are saying about what makes learning more engaging for them. Ltaylor@ucla.edu

Note: Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen schools and minimize problems. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the home page at http://smhp.psych.ucla.edu

#@#@#@#@#

Heard in a classroom:

Q: What do you get if you cross a snowman and a shark?

A: Frost Bite!

#@#@#@#@#

OTHER HELPFUL INTERNET RESOURCES

>SaferSanerSchools: A program of the International Institute of Restorative Practices --
http://www.safersanerschools.org

>Resilience and recovery after war: Refugee children and families in the United States --
http://www.apa.org/pi/families/refugees.aspx

>National Commission on Children and Disasters: 2010 Report to the President and Congress – http://www.ahrq.gov/prep/nccdreport/

>Increasing prevalence of parent-reported attention deficit/hyperactivity disorder among children –
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5944a3.htm?s_cid=mm5944a3_e

>Health Care Reform:

>>What's in it for adolescents? – Http://www.amchp.org/advocacy/health-reform/ documents/adolescent-health-aca-fact-sheet.pdf

>>What's in it for children and youth with special health care needs? –
Http://www.amchp.org/advocacy/health-reform/documents/cyshcn-aca-fact-sheet.pdf

>Engaging older youth: program and city-level strategies to support sustained
participation in out of school time. –
http://www.hfrp.org/out-of-school-time/publications-resources/engaging-older-youth-pro
gram-and-city-level-strategies-to-support-sustained-participation-in-out-of-school-time

>Evaluating collaborations: challenges and models –
http://danr.ucop.edu/eee-aea/rossing.html

>Delivering culturally appropriate health care to adolescents –
http://www.ama-assn.org/ama/pub/category/1947.html

Note: For a wide range of relevant websites see our Gateway to a World of
Resources at http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

#@#@#@#@#

"Welcome to homework helpline. For help with science, press 2. For help with
math, press the square root of nine."

Aaron Bacall

#@#@#@#@#

LINKS TO

>Upcoming initiatives, conferences & workshops.
Http://smhp.psych.ucla.edu/upconf.htm

>Calls for grant proposals, presentations, and papers.
Http://smhp.psych.ucla.edu/upcall.htm

>Training and job opportunities. Http://smhp.psych.ucla.edu/job.htm

>Upcoming and archived webcasts and other professional development opportunities.
Http://smhp.psych.ucla.edu/webcast.htm

Note: Information of each of these is updated on an ongoing basis on our website.
Just click on the indicated URL or on What's New on our website at
http://smhp.psych.ucla.edu

If you would like to add information to these send it to ltaylor@ucla.edu

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

UCLA CENTER UPDATE

>New Resources

>Guidance Notes -- Implementing a Comprehensive System of Learning Supports:
A Brief District Guide for Moving Forward
http://smhp.psych.ucla.edu/pdfdocs/implementingls.pdf

>Addition to Series of Information Resources on Diffusion of Innovations
"Some recent work related to systemic change involving innovation in complex
organizations" http://smhp.psych.ucla.edu/pdfdocs/choichange.pdf

>This Month's Featured Center Resource – *Where's It Happening?*

As we have worked with districts and state departments of education in developing
comprehensive systems of learning supports we have included samples of their work
online. To access: Go to the Center website at http://smhp.psych.ucla.edu and click on
New Directions Initiative. Then click on "Where's it happening?" In the coming months,
we will be updating and adding to this resource. (We have begun our work with the new
cadre of Learning Supports Coordinators in the Tucson Unified School District; watch
for information as this group moves forward in creating a comprehensive system for their
district.)

>Thanks to all who wrote letters of support for the Center!

For more information on the national Center for Mental Health in Schools at UCLA and
its many resources, go to the website at http://smhp.psych.ucla.edu or contact Howard
Adelman and Linda Taylor, Co-directors. The Center operates under the auspices of the
School Mental Health Project, Department of Psychology, UCLA, Los Angeles, CA
90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-5895.
Email: smhp@ucla.edu

<><><><><><><><><><><>
Check out our sister center, the Center for School Mental Health at
http://csmh.umaryland.edu
University of Maryland at Baltimore, Department of Psychiatry,
737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980.
Email: csmh@psych.umaryland.edu - Nancy Lever and Sharon Stephan, Co-directors

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

COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

(1) "Thank you for requesting input on 'Academic and Social and Personal Functioning'.
After nearly 35 years in education as a classroom teacher, school counselor, urban youth-
community-development extension agent, principal, and for the past two years; federal
grant project coordinator, I am convinced that stand-alone programs are very limited in
their efficacy. As a part of larger school-wide efforts to change the culture and climate,
these programs can have far greater immediate and long term impact.
    We have been implementing several SEL initiatives at the universal, selected and
intensive levels through our federal counseling grant. We started with *Caring School
Community* by the Developmental Studies Center, a universal SEL program, we
developed school-wide behavior expectations at each building to teach the principals of
safety respect and responsibility, added two bullying prevention programs; one at the k-3
level from Rob Horner and one from our State DPI for 4th and 5th grade students. We
have implemented the *Peaceful Bus Program* for all students, staff and drivers. These
universal initiatives along with our bi-monthly developmental classroom counseling are
beginning to make a difference.
    At the selective and intensive levels, we have added *Check and Connect* from the
University of Minnesota to help families find ways to get their children to school daily,
on time; started implementation of LEAPS, an online SEL assessment and prescribed
SEL curriculum matched with the assessed needs of the children, and are currently in a
30-hour (over a 30 week period) training with Ross Greene on using *Collaborative*

Problem Solving. WE have contracted with our local *Family Resource Connection* for family visits in crisis situations. WE are also working to expand our wrap-around services with medical and mental health professionals and family agencies.

To help insure systemic efficacy, we are involved in a pilot of PBIS training in two of our elementary schools, with the intent of having the others join next year.

By implementing these programs in unified manner as part of a total make-over of school culture and climate, we are beginning to see some important changes for children and staff.

From my perspective there is no other way to make the necessary changes to meet the needs of children, families, staff and communities, than comprehensive reform."

(2) "Just a quick note to suggest schools include a seldom-used policy for bullying prevention by teaching ALL students -- starting in elementary school -- healthy coping skills they need to get over 'emotional wounds'. Otherwise, kids will often transfer their emotional pain into social cruelty toward peers. Brain-based programs are 'no fault' since they simply teach kids to understand how instinctive brain impulses often overtake rational brain control during adolescence, when pre-frontal cortex not yet fully developed in teens' brains (until their mid 20's!).

My frustration with anti-bullying school strategies is reluctance to use brain-based "education programs" to help pre-teens and teenagers understand what makes kids bully others -- so they can learn to develop and practice ways of getting over everyday stress and upsets in a healthy way. Kids with healthy coping skills are also more self-accepting, and thus have no need to "punish" other students with emotional or physical harm."

(3) "I am an MSW student at Portland State University and I came across your website while at my field placement. I am really excited about the work you all are doing!

I wanted to alert you to the research center I work for, because I think there might be some relevant information we'd love to share with you. Our goal is to disseminate information as widely as possible. The center is called The RTC for Pathways to Positive Futures, and we are looking at young adults of transition age that have serious mental health conditions.

>Here's the website: http://pathwaysrtc.pdx.edu/about.shtml

>And here's a link to our webinars: http://pathwaysrtc.pdx.edu/webinar.shtml

We also have a training collaborative that has developed a list of core competencies for working with youth and young adults with serious mental health conditions. You can find that document here: http://pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtml

These aren't school-specific projects, but schools certainly play a huge role in this population."

THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established 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 focus on advancing efforts to enhance how schools address mental health and psychosocial

concerns. A description and evaluation of the work and impact is available at http://smhp.psych.ucla.edu

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools; Box 951563, Los Angeles, CA 90095-1563

Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu