

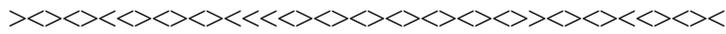
## ENEWS -A Monthly Forum for Sharing and Interchange

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

February, 2001 -(Vol. 5, #5)

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

>>What will be the New Administration's Agenda Related  
to Role of Schools in Addressing Barriers to Learning (including  
MH and Psychosocial Concerns)?<<

\*\*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

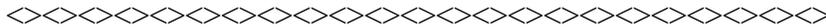
**\*\*News From the Two National Centers Focusing on MH in Schools**

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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 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:  
unsubscribe mentalhealth-L



**\*\*\*EMERGING ISSUE\*\*\***

>>What will be the New Administration's Agenda Related to Role of Schools in Addressing Barriers to Learning (including MH and Psychosocial Concerns)?<<

We all know that there has been a growing focus in recent years on the role of schools in addressing barriers to learning (including MH and psychosocial concerns). There also has been some effort to foster greater institutional and program collaboration, establish coalitions, and work toward cohesion in policy and practice.

With a new administration, it is inevitable that many voices will be vying to get the ear of newly installed policy makers. The aim of many will be to maintain the momentum of recent years. Some will try to reverse the trend. All will want to ensure that at the very least their immediate interests are addressed. As with all advocacy-based approaches to such matters, those with the strongest lobbies will be most heard, and some subset of their agendas will prevail at the expense of others. This, of course, is a recipe for exacerbating the fragmentation, competition, and marginalization that has long-characterized work in this arena. The issue before us all is whether there is any way to join together under a big enough umbrella to develop a cohesive advocacy and lobbying agenda so that the new administration will hear a unified set of voices. Some say it is not feasible to do this; others argue it is.

What's your view?

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-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu) Phone: (310) 825-3634

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

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"Not everything that can be counted counts,  
and not everything that counts can be counted."

-Albert Einstein

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\*\*\*NEWS FROM AROUND THE COUNTRY\*\*\*

>>Just Released:

\*Surgeon General report on Youth Violence<<

Examines factors leading to violence, reviews protective factors,  
and identifies effective research-based prevention strategies.

See <http://www.surgeongeneral.gov>.

\*Exemplary/Promising Programs for Safe, Disciplined, and Drug-Free School<<

Department of Education announced its expert panel's  
recommendation of nine exemplary and 33 promising programs.

See <http://www.ed.gov/offices/OESE/SDFS/programs.html>.

>>Interim Final Rule on Residential Treatment Definition<<

Health Care Financing Administration established a definition of a  
psychiatric residential treatment facility that may furnish covered  
Medicaid inpatient psychiatric services to individuals under age 21, rule  
governing use of restraint and seclusion, standards for safety.

<http://www.hhs.gov/news>.

>>Population Trend Could Bring Increased Juvenile Crime<<

According to a Youth Crime Alert report (November, 2000), as the juvenile population in the U.S. increases, youth crime is expected to more than double by 2010 unless proper prevention efforts are undertaken. <http://www.jointogether.org>.

>>Study Shows Grades and Activities are Better Risk Indicators than Race and Income<<

A University of Minnesota study found that key factors in determining whether teens are likely to drink, smoke, use weapons, have sex or think about suicide include how well the child does in school and how they spend their free time. The study asserts that income, ethnicity and residence in a single-parent home have little impact on whether a teen will get in trouble. Published in the Dec., 2000 issue of American Journal of Public Health. <http://www.apha.org>.

>>HHS Announces Final Regulation Establishing First-Ever National Standards to Protect Patients' Personal Medical Records<<

Mandated by Congress, the new regulation will protect medical records and other personal health information maintained by health care providers, hospitals, health plans and insurers, and health care clearinghouses:

<http://www.hhs.gov/news/press/2000pres/00fsprivacy.html>

>>CDC Funds 10 Academic Centers For Excellence on Youth Violence<<

The centers will foster collaboration between university researchers and communities to conduct research into risk factors for youth violence and effective interventions. <http://www.HealthCentersOnline.com>

A Survey Shows Youths Using Less Cocaine and Heroin, but More Ecstasy

The newly released 2000 Monitoring the Future Survey shows a continuing downward trend in overall illicit drug use among youth, but reveals a significant increase in ecstasy use, between 1999 and 2000, ecstasy use among 8th graders increased 82%. Alcohol use remained essentially unchanged.

<http://www.drugabuse.gov/DrugPages/MTF.html>

>>Council Project to Help Urban Schools Recruit Teachers<<

The Council of the Great City Schools has teamed up with Recruiting New Teachers, Inc. to launch the Urban Teacher Academy Project. The aim is to help Urban school districts produce future teachers through links with higher education by developing teaching career academies for middle and high school students who express an early interest in the

teaching profession.

[http://www.cgcs.org/newslett/educator/2000/Nov-Dec/article\\_5.html](http://www.cgcs.org/newslett/educator/2000/Nov-Dec/article_5.html)

>>Report Cards on Parents<<

Chicago Public Schools recently issued its first parents' report cards. Their stated aim is to nudge parents to participate in schools and create a supportive home environment to enhance learning.  
<http://www.chicagotribune.com>.

>>New Arizona Law Affects Principals<<

The Local Education Accountability Program will grant principals authority to receive money directly for teacher and student costs, power to choose whether to use district services, and to contract independently with vendors. Opposition is anticipated from school boards and teacher unions; for discussion of the controversy,  
see <http://www.edweek.com/ew/ewstory.cfm?slug=18arizona.h20>

>>Study Shows Link Between School Breakfast and Academic Achievement<<

According to researchers at Massachusetts General Hospital, increasing school breakfast participation is associated with a reduction in child hunger and with improved nutrition, school attendance, emotional functioning, and math grades. See: [http://www.meals4kids.org/sb/nutrition\\_n\\_learning.html](http://www.meals4kids.org/sb/nutrition_n_learning.html)

>>Iowa Project Links Rural Areas Cross-State to Top-Notch Medical Advice<<

The University of Iowa's Child Interdisciplinary Disability Project (CIDP), utilizes interactive audiovisual devices to perform clinical evaluations and plan care, for children hundreds of miles across the state.  
<http://www.medicine.uiowa.edu/uhs/execsum.cfm>

>>Teaching Anti-Smoking Units<<

Most school-based programs that teach students how to resist social influences to smoke have little effect, according to one 15-year study.  
<http://washingtonpost.com/wp-dyn/articles/A28559-2000Dec19.html>

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Inside each school are desks,  
blackboards, computers,  
and the world's future.

--Anon

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

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

Coalition for Juvenile Justice's Annual Report to Congress:

Report stresses that too few programs to help juveniles with mental health problems. At least half of all jailed juveniles in the U.S. suffer from mental illness but few programs exist to help them, according to a report by a congressional advisory group. The calls for federal spending to create community-based mental health programs for youth and their families. <http://www.juvjustice.org>

Blamed and Ashamed:

Based on this two-year project of treatment problems, the Federation of Families for Children's Mental Health is calling for major improvements in delivery and access to services for co-occurring mental health and substance abuse problems. For info, call: 800/487-4890

\*Ritalin: Better Living Through Chemistry:

Reports on the Ritalin's growing popularity and psychological risks. See: <http://www.worldandi.com/public/2000/november/sax.html>

Change Your Mind About Mental Health, American Psychological Association (2000).

This anti-stigma brochure discusses mental health problems and ways to get help. <http://www.helping.apa.org>

Health, Mental Health, and Safety in Schools Project, American Academy of Pediatrics (2000). Newsletter providing information on this guidelines development project. <http://www.schoolhealth.org/hmhs.htm>

A Clinic for Teens by Teens: The Peer Provider Model, The California Family Health Council (2000).

An outreach and clinical services delivery model for teens to plan and provide services to their peers. 213/386-5614.

The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn, and Flourish, by T. Berry Brazelton and Stanley I Greenspan (2000).

Describes seven needs of all children. <http://www.perseusbooksgroup.com>

Research Priorities in Adolescent Health: An Analysis and Synthesis of Research Recommendations, National Adolescent Health Information Center (2000). Reviews national reports on adolescent health <http://youth.ucsf.edu/nahic>

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

Schools and Delinquency, by Denise C. Gottfredson, Cambridge U. Press (2001). Reviews current research on causes of delinquency, substance abuse, dropout and truancy, and the role of the school in prevention. <http://cambridge.org>.

Safe From the Start: Taking Action on Children Exposed to Violence. A new blueprint for federal, state and local action to help children who have been exposed to violence offers principles and programs for children who were victims or witnesses to violence. Ph: 800/638-8736 <http://www.usnewswire.com/OJP/docs/OJJDP01023.html>  
<http://www.ojjdp.ncjrs.org>

Confront Youth Violence with Prevention, Not Punishment: A report from the Commission for the Prevention of Youth Violence urged leaders to focus on prevention rather than school suspensions or prison. <http://www.jointogether.org>.

Changing the Conversation: Improving Substance Abuse Treatment: The National Treatment Plan Initiative, the Center for Substance Abuse Treatment (2000). Recommendations for improving the way in which alcohol and drug treatment for children, adolescents, and adults are delivered and paid for. <http://www.natxplan.org>

Youth on Trial: A Developmental Perspective on Juvenile Justice, Research Network on Adolescent Development and Juvenile Justice (2000). Examines changes in the juvenile justice system through the lens of developmental psychology. 800/621-2736

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

Predictable Losers in Testing Schemes:  
This publication states: The losers in high-stakes testing schemes always have been children of the poor, the working class and undereducated. And the winners always have been children of the privileged, well educated and affluent. The accountability movement has been curiously oblivious to the collateral damage to the learning environment. See: [http://www.aasa.org/publications/sa/2000\\_12/sacks.htm](http://www.aasa.org/publications/sa/2000_12/sacks.htm)

Evaluation of Community Schools: An Early Look, by Joy Dryfoos (2000). Examines the relation between the program and students' academic gains. <http://www.communityschools.org>

Morale Matters in American School Board Journal (2000). Research showing that student achievement rises with teacher job satisfaction. <http://www.asbj.com/current/research.html>

The Impact of Adolescent Pregnancy and Parenthood on Educational Achievement, National Association of State Boards of Education (2000). Reviews consequences of teen pregnancy and offers promising research-based prevention strategies. <http://www.nasbe.org/healthyschools/index.mgi>

Understanding the Magnitude and Effect of Class Size on Student Achievement, Economic Policy Institute (2000). A cost-benefit analysis of small class size. <http://www.epinet.org>

#### \*POLICY & STATISTICS<=<=<=<

School-Based Mental Health Program Development: A Case Study of Interorganizational Collaboration in Journal of Health Politics, Policy, and Law, October (2000). <http://www.jhpl.org>.

Emotional Intelligence: What the Research Says in Educational Leadership, November (2000). Describes models and research aimed at integrating emotional intelligence into curriculum. <http://www.ascd.org>.

Major Health Care Policies: 50 State Profiles by Health Policy Tracking Service (2000). Identifies state health policies/programs. <http://www.hpts.org/info>

Participating Dialogues: A Guide to Organizing Interactive Discussion on Mental Health Issues among Consumers, Providers, and Family Members, Center for Mental Health Services (2000). Guide on organizing mental health provider-consumer group meetings. <http://www.samhsa.gov>

New Study of Five State CHIP Programs, Kaiser Commission on Medicaid and the Uninsured (2000). Shows that features are in place for special needs children, but problems exist in provider availability and service authorization. <http://www.kff.org/content/2000/2226>

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Third Law of Solutions:  
The obvious answer is always overlooked.

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

National Association of School Psychologists: April 17-21, 2001 in Washington, DC. Theme: Risk Prevention for All Kids, A Capital Idea.  
[http://www.naspweb.org/conventions/main\\_conventions.html](http://www.naspweb.org/conventions/main_conventions.html)

Mental Health Statistics: May 29-June 1, 2001, in Washington, DC. Theme: Information Odyssey: Celebrating the Past 50 Years & Promoting the Future.  
<http://www.mentalhealth.org/cmhs/MentalHealthStatistics/NatlConf2001.htm>

Society for Prevention Research: May 31-June 2, 2001, in Washington, DC. Theme: Realizing Effective Policies and Practices through Prevention Science. <http://www.oslc.org/spr/dc2001.html> Ph: 410/385-5211

ERIC/CASS (Educational Resource Information Center/Counseling and Student Services Clearinghouse)  
Workshop: August 1-3, 2001 in Tucson, AZ. Theme: The New Wave in Comprehensive School Guidance Programs.  
<http://ericcass.uncg.edu> 800/414-9769

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

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To put it quite simply, America is a diverse society in which educational differences have the potential to become a progressively larger source of inequality and social conflict. Many people now recognize that eliminating these differences has become a moral and pragmatic imperative.

-Gary Marx

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

### GRANTS

Safe & Drug-Free Schools & Communities National Program  
Grants for Middle School Drug Prevention & School Safety  
Program Coordinators: CFDA#: 84.184K.  
<http://ocfo.ed.gov/fedreg/grantann/q400/122700g.txt>  
Deadline: February 23, 2001.

21st Century Community Learning Centers Program: CFDA#:  
84.287. To plan, implement, or expand projects that benefit the  
educational health, social services, cultural and recreational  
needs of the community. Provide safe, drug-free, supervised and  
cost-effective after-school, weekend or summer haven.  
<http://ocfo.ed.gov/fedreg/grantann/q101/010301b.txt>  
Deadline: March 30, 2001.

Gaining Early Awareness & Readiness for Undergraduate  
Programs GEAR UP:  
To increase the number of low income students prepared to  
enter and succeed in college. For higher ed in partnership with  
local districts. Deadline March 30,2001. CFDA# 84.334.  
<http://ocfo.ed.gov/fedreg/grantann/q101/011801b.txt>

Pillsbury Company Foundation seeks grant proposals from  
nonprofits that work towards preparing and empowering  
economically disadvantaged youths, via mentor and community-  
based programs. Contact: 612/330-7230.

### CALL FOR PAPERS

Kansas Community Mental Health-Education Alliance call for  
presentation for the Kansas School Based Mental Health Summit,  
March 13,2001. Contact [jnyre@usd497.org](mailto:jnyre@usd497.org). Deadline: February 14,  
2001

Childrens Environment Health II: A Global Forum for Action  
conference in Washington, DC September 8-11, 2001.  
Submissions to [scall@magma.ca](mailto:scall@magma.ca). Deadline February 15, 2001.

Health Promotion Practice Journal announces call for  
manuscripts for a theme issue on Eliminating Racial and Ethnic

Health Disparities. <http://www.sophe.org/public/callpapers.html>  
Deadline: May 1, 2001

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We're all working hard, conscientiously paying attention  
to our children. But, boy, we have a long way to go.

-Richard W. Riley

||:~::~|:~::~|:~::~|:~::~||

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

##### >>Mental Health/Substance Abuse/Health

National Adolescent Health Information Center 2000 Fact  
Sheets for Adolescents provide data on suicide, mortality,  
demographics, and injury across race, gender and SES.  
<http://youth.ucsf.edu/nahic>

American Psychological Association, Division 17- Counseling  
Psychology features Guidelines for Multicultural Counseling  
Proficiency for Education and Training, Research and Clinical  
Practice. <http://www.div17.org/mccomp.html>

Children Health Act of 2000" contains provisios from 36 bills,  
including Youth Drug and Mental Health Services Act and The  
Mental Health Early Intervention, Treatment and Prevention Act.  
Detailed examination of the aggregate bill available at  
<http://www.apa.org/ppo/cha2000.html#s976>.

A Decade of Behavior initiative presents FundSource a  
searchable website devoted to funding opportunities across  
behavioral and social sciences. <http://www.decadeofbehavior.org>

##### >>Parents, Schools, and Community

National Academy of Sciences web page on children youth and  
families focuses on programs that affect health and development,  
and includes electronic newsletter.  
<http://www4.nationalacademies.org/cbsse/bocyfweb.nsf>

Columbia University Institute for Child and Family Policy web-  
based databank contains cross-national, comparative information  
on policies, programs, benefits and services provided by major

industrialized countries to children, youth and families.  
<http://www.childpolicyintl.org>

Web-based resource for prevention of youth violence and suicide. The National Youth Violence Prevention Resource Center in partnership with the White House Council on Youth Violence offers access to information on programs, publication, research, fact sheets. <http://www.safeyouth.org>

^^^^^^TRAINING & JOB OPPORTUNITIES

(including fellowships and scholarships)^^^^^^

<Project Manager>

The Center for Pediatric Research in Norfolk, VA conducts research and community-based interventions in child mental and school health. Required: MA or Ph.D. Contact: Gretchen B. LeFever, Ph.D., [glefever@chkd.com](mailto:glefever@chkd.com)

<Director>

Training Resources Academy of the Child Health & Development Institute of Connecticut seeks individual to develop a new enterprise to improve training, tech assistance, and career development . Contact: Laura Gassner Otting, [LGO@ExecSearches.com](mailto:LGO@ExecSearches.com) Deadline: February 16, 2001.

<Early Childhood Prevention/Education Specialist>

To implement classroom, family, and community intervention to promote prosocial behavior and prevent aggress. Email [tpg@cfapress.org](mailto:tpg@cfapress.org).

<Director, Outcome Measurement Resources>

Identify and develop resources reflecting state of the art program outcome measurement practices and use of those resources. Email [paul.springer@uws.unitedway.org](mailto:paul.springer@uws.unitedway.org).

<Coordinator for Coordinated School Health>

Provide leadership for promoting and supporting school health, interagency collaboration, and policy to promote positive outcomes. Contact Betty Frederick, Vermont Dept.of Ed at (802) 828-0584.

< Professor >

Texas A&M University is recruiting two full professors with research interests in minority health psychology or minority child health psychology. Contact: Mary Meagher, Ph.D., Email: M-MEAGHER@TAMU.EDU, Ph: 979/845-2564; Fax: 979/845-4727. <http://MeagherLab.TAMU.EDU/>

## FELLOWSHIPS

<Post-Doctoral NIMH Study Coordinator>

Ohio State Univ. Child and Adolescent Psychiatry efficacy study. Contact Mary Fristad at [fristad.1@osu.edu](mailto:fristad.1@osu.edu). Deadline March 15.

<AERA/Spencer Predissertation Fellowship Program>

Invites doctoral students in education research to apply for a one-year fellowship. Contact: AERA, Spencer Fellowship, 1230 17th St., NW, Washington, DC 20036. Deadline: May 7.

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\*\*\*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](mailto:smhp@ucla.edu)).

## COMMENTS:

In response to a request for information on new, innovative school mental health projects, a colleague in Iowa wrote: We have developed and implemented school based mental health counseling services in all four of our county districts. This program works off referrals from each school's Student Assistance Team (SAT). Our local mental health center provides qualified professionals (LMSW and Psychologists) that counsel referred children and families in the school. This program has had enormous benefits. One school reports a reduction in school discipline of 40%. We eliminated referrals to the juvenile court system and reduced the teen pregnancy rate to almost zero! This program provides direct immediate counseling for children and reduces the burden on families to get their child to an office for counseling. [It] is funded through insurance payments, county

and state tax dollars and a few small grants. The total program costs about \$250,000 each school year. We would be interested in hearing from other programs of a similar nature.

For more on exemplars of MH in schools, see the first draft of Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations on our website (see below).

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

^^^Updates from our Center at UCLA:

The Quick Finds section of our website added the following new subjects:

Empirical/Evidence Based Interventions for Children's  
Mental Health

Education and Mental Health National Reports

Technology and Schools

Available are online documents and links to resource centers on each topic. Go to: <http://smhp.psych.ucla.edu>. Go to Search, Quick Finds, Center Responses.

The first draft of Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations compiled by a subgroup of the Policy Leadership Cadre for Mental Health in Schools is now available for review and response. If you would like a draft go to the Policy Leadership hosted site on our website or call/fax to request a hard copy. We welcome your feedback.

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

Email: [smhp@ucla.edu](mailto:smhp@ucla.edu).

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To post messages to ENEWS, Email them to [smhp@ucla.edu](mailto:smhp@ucla.edu).

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

\*CSMHA is currently planning the 6th Annual 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 information.

CSMHA launched an updated website in January.

CSMHA is seeking research studies documenting outcomes related to participation in school based mental health programs and articles for its newsletter (on mental health needs of homeless children, substance abuse in schools, and dating violence).

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  
Ph: 888/706-0980 Email: csmha@umpsy.umaryland.edu  
<http://csmha.umaryland.edu>

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**THIS IS THE END OF THIS ISSUE OF ENEWS**

Below is a brief description of our Center.

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**WHO ARE WE?**

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we 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-mail: [smhp@ucla.edu](mailto:smhp@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.

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