ENEWS: A Monthly Forum for Sharing and Interchange

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

February, 2002 (Vol. 6 #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.

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

**Emerging Issue
    >IDEA Reauthorization

**News from around the Country

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

**Upcoming Initiatives, Conference, 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 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

**EMERGING ISSUE

>>>>>>IDEA Reauthorization

Now that the ESEA has been reauthorized, attention has already turned to the next year's reworking of the Individual with Disabilities Education Act (IDEA) which governs most of special education in the nation's schools. President Bush recently established a commission to recommend reforms. In an editorial page article in the L.A. Times (12/26/01), Chester Finn, Jr. and Andrew Rotherham began laying out their view of the issues to be addressed and the "reforms" they advocate. These include "streamlining" special education categories, stressing the prevention of reading problems, screening for early identification, ending "double standards" for student discipline, eliminating "red tape" for charter schools, and more. Obviously, the issue is not whether there should be some reforms; the arguments are over what changes should be included in the new law.

Now is the time for all of us to generate a discussion and appropriate input into the process. What are your views? 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 to: smhp@ucla.edu

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Public Comments on the Individuals with Disabilities Education Act and its implementation. Deadline February 25. Send comments to Thomas Irvin, Office of Special Education and Rehabilitative Services, U. S. Department of Education. At Comments@ed.gov. Use the term IDEA Reauthorization in the subject line of the message. You may view the documents at
http://www.ed.gov/legislation/FedRegister

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**NEWS FROM AROUND THE COUNTRY

>>PRESIDENT'S COMMISSION ON EXCELLENCE IN SPECIAL EDUCATION
    HOLDING REGIONAL MEETINGS
The meetings are designed to hear from experts and members of the public in anticipation of their report to the president by this summer. February in Houston; March in Des Moines, San Diego, and Los Angeles; April in Miami, New York, and Nashville; and May in Washington DC.
http://www.ed.gov/inits/commissionsboards/whspecialeducation/index.html

>>DISTRICT SUPPORT SERVICE STAFF AMONG FIRST LAID OFF
    IN DETROIT PUBLIC SCHOOLS
Due to budget deficits, Detroit Public Schools has sent layoff notices to 150
nonteaching staff including 50 of the 271 social workers and 11 of the 50 truancy
officers. (Detroit Free Press, January 8, 2002)

>>EACH DAY IN AMERICA, NINE CHILDREN AND TEENS DIE BY GUNFIRE
For the first time since 1986, the number of children and teenagers killed in one
year dropped below 3,400. However, each day in America, nine children and teens
die by gunfire. Children's Defense Fund Annual Data Report on Child and Teen
Gun Deaths. www.childrensdefense.org The organization also released a new
Community Action Toolkit Kit to prevent gun violence.

>>PROMOTING SAFE & STABLE FAMILIES AMENDMENTS SIGNED
INTO LAW
These support services to improve parenting skills to prevent child abuse and
neglect while also promoting timely family reunification when children must be
separated from their parents for their own safety. www.hhs.gov/news

>>INCREASE IN ADOLESCENT ADMISSIONS FOR SUBSTANCE TREATMENT
The number of adolescents aged 12-17 admitted to substance abuse treatment
increased 20 percent between 1994 and 1999.(SAMHSA, Treatment Episode Data
Set 1994-1999.) Youth drug related emergency department visits increased in
1999-200 by 20% (SAMHSA Year-End 2000 Emergency Department Data from
the Drug Abuse Warning Network) http://www.samhsa.gov

>>INCREASE IN OUTPATIENT TREATMENT FOR DEPRESSION
There was a marked increase in those receiving outpatient treatment for
depression between 1987 and 1997 with greater involvement of physicians,
greater use of psychotropic medications, and expanding availability of third-party
payment, but fewer outpatient visits and less use of psychotherapy. JAMA,
January 9, 2002. http://jama.ama-assn.org/issues/v287n2/rfull/joc11356.html

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"(The President) is committed to the bold proposition that every child can
learn...This doesn't mean that, after you siphon off the children who have
disabilities; or the children who were never properly taught how to read; or the
children who never learned English; or the children who disrupted their
classrooms, most the rest of then can learn. It means that all of our kids, even the
ones our system calls 'hard to teach' can learn..."
                    Rod Paige, U.S. Secretary of Education
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RECENT PUBLICATIONS

   >>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Assessment for crisis intervention: A triage assessment model" (2001) R. Myer. Brooks/Cole Thomson Learning.

"Attention-Deficit/Hyperactivity Disorder: An Educational Cultural Model" (2001) J. Lundhold-Brown & M. Dildy. Journal of School Nursing. December, 2001, Vol 17.

"Childhood Abuse, Household Dysfunction, and the Risk of Attempted Suicide throughout the Life Span: Findings from the Adverse Childhood Experiences Study" (2001) http://jama.ama-assn.org/issues/v286n24/abs/joc11276.html

"Variables Effecting Primary Care Physicians' Treatment of Children's Psychological Problems (2002) Data Trends. Http://www.rtc.pdx.edu/pgDataTrends.shtml

"Helping those who hurt themselves" (2002) T. Alderman. "The School Nurse Perspective on Self-Injury". School Nurse News, January, 2002, Vol 19, n. 1.

"The Fragile Alliance: An Orientation to Psychotherapy of the Adolescent (2001) J. Meeks & W. Bernet. Review in JAMA, January 9, 2002, vol. 287, No. 2. http://jama.ama-assn.org/issues/v287n2/ffull/jbk0109-1.html

"Effects of Interventions to Promote Self-Determination for Individuals with Disabilities" (2001) B. Algozzine, et al. Review of Educational Research, Vol 71, no. 2.

"Evaluation/Assessment of Navajo Peacemaking" (2001) E. Gross. http://www.ncjrs.org/rr/vol2_3/3.html

"Good Kids in Bad Circumstances: A Longitudinal Analysis of Resilient Youth. (2001) M. Turner. http://www.ncjrs.org/rr/vol2_3/10.html

"Taking Stock of Risk Factors for Child/Youth Externalizing Behavior Problems. (2001) D. Hann & N. Borek (Eds) http://www.nimh.nih.gov/childhp/takingstock.pdf

"Hate Crimes on Campus" (2001) S. Wessler & M Moss. Bureau of Justice Assistance. http://www.ojp.usdoj.gov/BJA

"Prevention in the 21st century" special issue of Prevention & Treatment. Http://journals.apa.org/prevention

   >>FAMILY, COMMUNITY & SCHOOLS

"Challenges for multilevel models of school disorder (2000) W. Welsh et al. http://www.ncjrs.org/rr/vol2_3/37.html

"Instrumentation for State Readiness Assessment: Issues in Measuring Children's

Early Development and Learning" (2001) J. Love.
http://www.mathematica-mpr.com/PDFs/redirect.asp?strSite=assapaper.pdf

"NIDA High School Curriculum   The Brain: Understanding Neurobiology
through the study of addiction. A compilation of Information on Stress and Drug Abuse (2001)
http://165.112.78.61/Curriculum/HSCurriculum.html

"Youth Transition from Foster Care to Adulthood" (2001) AdvoCasey
http://www.aecf.org/publications/advocacey/fall2001/index.htm

"Creativity, Culture, and Education in the Workforce" (2002). A. Galligan.
Http://www.culturalpolicy.org/pubs/education.pdf

"Transforming the American High School" (2001) M. Cohen,
Aspen Institute and Jobs for the Future.
http://www.jff.org/pdfs%20and%20downloads/transforminghs.pdf

"Co-Teaching" (2001) Council for Exceptional Children Current Practice Alerts.
Http://www.dldcec.org/alerts/

"Making Choices - Improving Behavior - Engaging in Learning" (2002) K.
Jolivette et al. Teaching Exceptional Children, Vol 34, No 3.

"Interim Alternative Educational Settings for Children with Disabilities. (2001)
IDEA Partnerships. http://www.ideapractices.org

"Promoting Family Wellness and Preventing Child Maltreatment: Fundamentals
for Thinking and Action." (2001) I. Prilleltensky et al.
http://www.vu.edu.au/wellness

"Quality Counts 2002: Building Blocks for Success.(2002) Education Week.
Http://www.edweek.org/sreports/qc02/templates/article.cfm?slug=17exec.h21

"Do we know whom to serve? Issues in using risk factors to identify dropouts". P.
Gleason & M. Dynarski. "How can we help? What we have learned from recent
federal dropout prevention programs" M. Dynarski and P. Gleason. Journal of
Education for Students Placed at Risk, January, 2002.
Http://www.csos.jhu.edu/jespar/Mark

"A Primer on America' Schools" (2001) Hoover Institution.
Http://www-hoover.stanford.edu/pubaffairs/releases/0901primer.html

   >>POLICY, FINANCE & STATISTICS

"Add it up: using research to improve education for low-income and minority
students" (2001) Poverty & Race Research Action Council.
http://www.prrac.org/additup.html

"National estimates of mental health utilization and expenditures for children in 1998" J. Ringel & R. Sturm. Journal of Behavioral Health Services.(2001). http://www.rand.org/publications/RB/RB4541

"Building services and systems to support the healthy emotional development of young children   An action guide for policymakers. (2002) J. Knitzer. National Center for Children in Poverty. http://cpmcnet.columbia.edu/dept/nccp/

"Children's Health Under Medicaid: A National Review of Early and Periodic Screening, Diagnosis and Treatment 1997-1998 Update (2001). http://www.healthlaw.org

"Learning from Starting Points: Key Lessons for Funders and Policymakers" (2001) National Center for Children in Poverty. http://cpmcnet.columbia.edu/dept/nccp/

"Impacts of Poverty on quality of life in families of children with disabilities" (2002) J. Park et al. Exceptional Children, Vol 68, N. 2.

"Socioeconomic disadvantage and adolescent women's sexual and reproductive behavior. (2001) S. Sing et al, Family Planning Perspectives. http://www.guttmacher.org/pubs/journals/3325101.html

"Understanding the Law" Special Edition of Educational Leadership (2002). Vol 59, n. 4.

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"...public policy discourse...rarely provides a systematic analysis of the way that schools are only one part of a larger set of problems...Connecting school-based solutions to the larger society in which they exist is needed."
                                        Alan Sadovnik and Susan Semel
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

Moving Towards Evidence-Based Systems of Care. February 10-12, Baltimore. http://www.rdmc.org/nri/calendar.htm

Clinical Institutes for School-based Health Clinicians. February 25-26 in Dallas, March 25-26 in San Francisco, April 8-9 in Boston, and April 29-30 in Chicago. http://www.clinicalmeetings.com

Leading and Managing Comprehensive School Guidance Programs Conference. February 14-16. Greensboro, NC http://ericcass.uncg.edu

America's At-Risk Youth National Forum. February 24-27, Myrtle Beach, SC. http://www.dropoutprevention.org

Creating a New Vision for Health Promotion. February 25 - March 1, Lake Tahoe, NV. Http://www.healthpromotionconference.org

National Association of School Psychologists. February 26 - March 2. Chicago, http://www.nasponline.org

A System of Care for Children's Mental Health: Expanding the Research Base. March 3 - 6, Tampa http://rtckids.fmhi.usf.edu/rtcconference/rtcconf.htm

Leave no Child Behind: Improving Under-performing Urban Schools. March 14-16, Albany, NY. For additional information contact Hal Lawson at hlawson@albany.edu

Working together to help young children with special needs. March 23, Los Angeles. 1-800-325CICC.

American Counseling Association Conference, March 23 - 25. New Orleans. http://www.counseling.org

Council for Exceptional Children. April 3-6, New York. Http://www.cec.sped.org

National Conference on Creating Quality Schools. April 4-6. Biloxi, MS. Http://www.conferencepros.com/conferences/qualityschools/index.html

Pilots to Policy: What works for children. April 11-12, Oakland, CA http://www.FoundationConsortium.org

Society for Research on Adolescence. April 11-14. New Orleans. Http://www.s-r-a.org

National Student Assistance Conference. April 11-14. Dallas. 1-800-453-7733.

Parents for Public Schools. April 19-21. Portland. OR http://www.parents4publicschools.com

National Summit on Performance Measurement and Case Management for Mental Health and Substance Abuse Programs. April 22-23, Washington, DC. Http://www.performanceweb.org/

Community-Campus Partnerships for Health. May 4 - 7 Miami http://futurehealth.ucsf.edu/ccph/projects.html#naticonf

Building on Family Strengths Conference, May 30 - June 2, Portland, OR http://www.rtc.pdx.edu

National Mental Health Association Conference, June 6 - 9. Washington, DC http://www.nmha.org

National School-Based Health Care Conference, June 20 - 22. Denver
http://www.nasbhc.org

National Peer Helpers Association. June 20-25, Baltimore.
http://www.peerhelping.org

The National Forum of the Coalition for Community Schools, June 23 - 25,
Washington, DC. Http://www.communityschools.org

National Association of School Nurses. June 30-July 3, Lake Buena Vista, FL
http://www.nasn.org/conference/conference.htm

Developing Local Systems of Care for Children and Adolescents with Emotional
Disturbances and their Families: Family Involvement and Cultural Competence.
July 10 - 14. Washington, DC http://gucdc.georgetown.edu/institutes.html

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

If you want your conference listed, send the information to smhp@ucla.edu

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If you give folks a fish they eat for a day...
if you teach folks to fish they eat every day...
and if you come to town to talk to folks about fishing...
you must be a consultant!
       = = = = = = = = = = = =

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

*From HRSA: (http://www.mchb.hrsa.gov/html/grantsguidance.html)

    >>Partnership for Information and Communication (CFDA 93.110G)
      Due January 22.
   >>Healthy and Ready to Work National Center (CFDA 93.110D)
      Due January 25
    >>Statewide/Regional Implementation of Health Insurance and
    Financing Initiatives for Children with Special Health Care Needs (CFDA 93.110C)
      Due February 15.
   >>Integrated Community Systems: Statewide Implementation (CFDA 93.100E)
      Due February 15

*HHS Awards for Family Domestic Violence Prevention Grants. Due February
11. Call Sunni Knight at 202-401-5319.

*Call for Papers on Violence. Archives of Pediatrics & Adolescent Medicine. Due February 15. Http://www.archpediatrics.com

*Smaller Learning Communities Program (CFDA#84.215L) Deadline February 19. (Http://www.ed.gov/legislation/FedRegister/announcements/2001-4/121901b.html)

*NIDA National Prevention Research Initiative:
>>Community Multi-Site Prevention Trials (RFA-DA-02-004) and Transdisciplinary Prevention Research Centers (RFA-DA-02-005). Letter of Intent due March 26.

>>Using Basic Science to develop new directions in drug abuse prevention research. (RFA-DA-02-010) Letter of Intent due March 29.
Http://www.ed.gov/grants/funding/

*Call for Papers: Advances in School-Based Mental Health. Due March 31. Krisrobinson@attbi.com

*SAMHSA Community Action Grant Program (PA 0 3) Due May 10. Http://www.samhsa.gov/grants

*Behavior and Social Sciences Research Guide to Grants at the NIH. A new e-mail service for announcing NIH funding opportunities. Sample issue posted at http://obssr.od.nih.gov/publications/bssr-guide/sample.htm. Send an e-mail message to listserv@list.nih.gov. The message should read SUBscribe BSSR-Guide-L (your full name). Capitalize the first letters of your name. Leave subject line blank.

(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.)

/ - / - / - /
 Advice is what we ask for
when we already know the answer
but wish we didn't.
        / - / - / - / - /

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

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

Healthy People 2010 Information Access Project   Partners in Information Access for Public Health Professionals at http://nnlm.gov/partners/hp

Psychology in the Schools is online at http://www3.interscience.wiley.com/cgi-bin/jtoc?Type=DD&ID=10049909

>>>>Parents, Schools, and Community

National Academies Board on Children, Youth and Families at
http://www.national-academies.org/bocyf

Annie E. Casey Foundation Celebrating Families at
http://www.celebratingfamilies.org

ESEA What's in it for your state? Department of education tables at
http://www.ed.gov/offices/OUS/Budget02/02bystate.pdf

Career Academies 10 year longitudinal study by Manpower Demonstration
Research Corporation at
http://www.mdrc.org/Reports2001/CareerAcademies/CareerAcad-Overview.htm.

Trends and Issues: Social and Economic Context. ERIC Clearinghouse of
Educational Management at http://eric.uoregon.edu/trends

National Child Care Information Center Sources of Funding for Youth Services at
http://nccic.org/whatsnew.html

Paraprofessionals in Educational Settings, Data Trends at
http://www.rtc.pdx.edu/pgDataTrends.shtml

NCES K-12 Practitioners' Circle at http://nces.ed.gov/practitioners/

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE
OUR GATEWAYS TO A WORLD OR RESOURCES.
Http://smhp.psych.ucla.edu.

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

>>>In response to our request for best ways to make the case in showing the value
of programs and staff focused on addressing barriers to learning in schools, Bob
Tyra, Counselor, sent this: "The Support Personnel Accountability Report Card
we have developed this year has gotten some state and national attention. It's
modeled after the School Accountability Report Card...take a look at it and let us
know what you think. It's at www.lacoe.edu/ccla."

(Note: We have included this link on our Quick Find, Staffing Student Support
Systems. You may find some other relevant links and internet documents there as
you look for strategies to escape the threat of budget cuts.)

>>>Charlene Vega (Chicago Public Schools) has shared a "White Paper on
Mental Health Services for Children and Youth in Illinois"   prepared by the

Mental Health for Children Working Group in March 2001, the paper was presented to state legislators for action. If you are interested in this, let us know, and we'll contact Charlene about sharing it.

>>>Gary Melton (Clemson University, Institute on Family & Neighborhood Life) has shared "Principles for School-Based Services." These were composed by the Leadership Team for Ecologically Oriented Services, Anderson School District 5 as a set of guidelines for implementing school based interventions. Gary has indicated that we can share copies; let us know if you are interested.

SEND US YOUR REQUESTS/RESPONSES by phone, fax, email, or on our website Net Exchange, and we will compile and share it with others.

+ + + + + + +
Is it true?
    If you are good, you will be assigned all the work.
    If you are really good, you will get out of it.
          + + + + + + + + + +

^^^^TRAINING AND JOB OPPORTUNITIES ^^^^^^^^
    (Including fellowships and scholarships)

<Leader in adolescent health>
Department of Population and Family Health Sciences of the Johns Hopkins Bloomberg School of Public Health. See http://www.jhsph.edu

<Project Assistant>
School Health Project, Resource Center on Educational Equity, Council of Chief State School Officers. Contact Director of Personnel, CCSSO, One Massachusetts Ave.,NM, Suite 700, Washington, DC   20001-1431.

<Postdoc in Pediatric Psychology>
Children's Hospital of the Cleveland Clinic. Deadline February 15. Contact Hannah Swallow, Desk A 120. The Cleveland Clinic, 9500 Euclid Ave., Cleveland, OH   44195.

<Child/Adolescent Faculty Position>
University of Vermont Psychology Department. Review beings March 8. Http://www.ubm.edu~psych/PsychAtUVM/Overview.html

<Research Postdoc>
NIMH Intervention study with preschoolers with behavior disorders, Department of Clinical Health Psychology, University of Florida. Deadline April 1. Contact Sheila Eyberg, POB 100165 Health Sciences Center, University of Florida, Gainesville, FL 32610.

<Social Scientist>
Department of Psychiatry, University of Rochester School of Medicine and
Dentistry. Http://www.urmc.rochester.edu/smd/Psych

(NOTE: FOR MORE INFORMATION ON EMPLOYMENT: GO TO
http://smhp.psych.ucla.edu, click on Contents, scroll down to Jobs. Following the
listing of current openings, you will see links to HRSA, SAMHSA and other
relevant job posting sites.)

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

 >>UPDATES from our Center at UCLA   http://smhp.psych.ucla.edu

NEW INITIATIVE TO ENHANCE TRAINING
FOR PROFESSIONALS WORKING IN SCHOOLS

The Center is pleased to announce this new initiative designed to enhance learning
opportunities related to mental health and psychosocial concerns for those
working in schools. In addition to the Continuing Education Modules we have
been developing, we also have started to develop and put online two major forms
of assistance:

    QUICK TRAINING AIDS: Each offers a brief set of resources for
inservice or staff development. (They are also a form of quick self-tutorial) They
encompass (a) key talking points for a short training session, (b) a brief overview
of the topic, (c) fact sheets, (d) tools, and (e) a sampling of other related
information and resources. The first three are now online (Bullying Prevention,
Suicide Prevention, School-Based Crisis Intervention). Several more will be
online in the next couple of weeks (Violence Prevention, Financing).
    Go to http://smhp.psych.ucla.edu, click on What's New, then click on
Quick Training Aids to get to these new resources. Let us know what you think
and what other topics you would find useful in this format.

    TRAINING TUTORIALS: These are designed as self-directed
opportunities for more in-depth learning about specific topics. They can also be
used in training others. The first of these entitled: "Creating the Infrastructure for
an Enabling (Learning Support) Component to Address Barriers to Student
Learning" is now online. Six others will go online in the next month (Classroom
Changes to Enhance and Reengage Students in Learning, Support for Transitions,
Home Involvement in Schooling, Community Outreach, Crisis/Emergency
Assistance and Prevention, and Student and Family Assistance). See
http://smhp.psych.ucla.edu, click on What's New, then click on Training
Tutorials.

While these were designed as web based and interactive, we have also prepared

hardcopies of the the Quick Training Aids and Training Tutorials which are available for the cost of copying and postage.

The ones online are prototype examples and we are eager to get feedback on how to improve these formats for capacity building. Let us know what you think.

NEW QUICK FIND on Barriers to Learning   (Quick Finds feature Center materials, online documents, clearinghouse materials, and special centers dealing with this topic. They provide current and updated resources and related documents.)

 "MENTAL HEALTH AND SCHOOL-BASED HEALTH CENTERS"   a guide to practice The Center has again updated and for the first time put on the internet its guide for the mental health facets of school-based health centers . The introductory overview focuses on where the mental health facets of school-based health centers (SBHCs) fit into the work of schools. This is followed by three modules. Module I addresses problems related to limited center resources (e.g., limited finances) and how to maximize resource use and effectiveness); Module II focuses on matters related to working with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Each module is organized into a set of units with many resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day SBHC operational focus on mental health and psychosocial concerns. A coda highlights ways to and benefits of weaving together all resources for addressing barriers to student learning into a comprehensive, integrated Enabling Component.

DOWNLOAD - entire guidebook (1.4M; 504pp) or in sections
http://smhp.psych.ucla.edu/guidepak.htm

If ordered by mail, the cost is $30.00 for copying and handling.

MH IN SCHOOL PRACTITIONER LISTSERV: The requests posted on this weekly exchange of information among practitioners are now posted on the Net Exchange of our website. Please review these requests for sharing information and ideas and post your responses on Net Exchange at
http://smhp.psych.ucla.edu/cgi-bin/WebBBS/bbs_forum.cgi?forum=enews

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
Email: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu

**UPDATE from our Sister Center, Center for School Mental Health Assistance
at the University of Maryland at Baltimore, Mark Weist, Director
http://csmha.umaryland.edu

National Conference on Advancing School Based Mental Health Programs,
September 18-21, Philadelphia.

From "On the Move with school-based mental health", Fall, 2001, newsletter:
In an effort to promote and support the use of effective interventions by school-based
mental health providers, the CSMHA is now offering technical assistance in the use of
empirically-supported treatments and preventive interventions. If you are interested in
receiving technical assistance about the use of empirically-supported interventions,
please contact Cindy Schaeffer at 888/706-0980 (toll free) or
email her at cschaeff@jhsph.edu.

For more information contact:
Center for School Mental Health Assistance
University of Maryland at Baltimore
Department of Psychiatry
680 W Lexington, St., 10th Fl.
Baltimore, MD 21201
Phone (888) 706-0980
Email: csmha@umpsy.umaryland,edu
Website: 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 at UCLA

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. This Project and Center are co-directed by Howard Adelman and Linda
Taylor.

Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development. 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.

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.

As sister Centers, the Center at UCLA and the one at the University fo Maryland provide support (training and technical assistance) for mental health and psychosocial concerns in schools. We focus on interventions that range from systems for healthy development and problem prevention through treatment for severe problems. We 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 Centers connect with major initiatives of foundations, associations, governmental, and school and mental health departments. We work to enhance network building from program expansion and systemic change and do catalytic training to stimulate interest in such activity. 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. Evaluations indicate the Centers have had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.