ENEWS

A Monthly Forum for Sharing and Interchange

February, 2009 (Vol. 13 #5)

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

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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
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WHAT'S HERE THIS MONTH

**Emerging Issue

> **>Can the case be made that student support is essential to school improvement?**

**News from around the country

**Recent publications relevant to

> **>Child and adolescent mental and physical health**

> **>Family, school & community**

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

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

> **>February – The mid-point of a school year: Report cards and conferences – Another barriers or a challenging opportunity?**

**Other helpful Internet resources

**Links to

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

**UCLA Center update

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

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Emerging Issue

>Can the case be made that student support is essential to school improvement?

Current reductions-in-force of student support staff due to the local, state and nationwide budget crisis has turned this concern into a fundamental education issue.

Where there is a wholesale lay-off of such personnel, it is clear that school decision makers don't see that student support is essential to school improvement. Where wholesale lay-offs are not occurring, it is clear that schools recognize a need. Where there is a move to contract-out the work of such personnel, the need also is recognized, but the potential role school support staff should be playing in school improvement is not really appreciated.

In his confirmation hearing, U. S. Secretary of Education Arne Duncan stated:

> "...we know that only about 70 percent of high school students graduate. America once led the world in high school graduation, and now we're falling behind other industrialized nations. We can't continue down this path. We must identify students at risk of failure by the middle school years if not earlier — and target interventions to them. ... Appropriately supporting students with disabilities, helping English language learners to be successful ……"
>
> [In Chicago] "... we've fought very, very hard …… to give every child the opportunity to develop their skills, to develop their unique interests and talent and give them reason to be motivated to come to school every single day. …we want every child to have those kinds of opportunities to grow their unique skills and interests."

In order to accomplish the above, the role of student support is an issue that warrants considerable immediate attention as budget cutting proceeds and as discussion continues related to the reauthorization of the Elementary and Secondary Education Act. As a stimulus for this discussion, see *Opportunities for Change in Challenging Times: School Improvement and Learning Supports* online at
http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter09.pdf

Let us hear your views on this so we can air them. Send your ideas, suggestions, comments to
ltaylor@ucla.edu

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**NEWS FROM AROUND THE COUNTRY

> Senate Approves Children's Health Bill

The Senate passed H.R. 2, renewing and expanding the State Children's Health Insurance Program and extending critical mental health parity benefits to millions of recipients for the first time. Among other provisions, this legislation requires that mental health services must be offered at no more restrictive limitations than medical services for SCHIP recipients. 1/29/09. New York Times.
http://www.nytimes.com/2009/01/30/us/politics/30health.html?_r=1&scp=2&sq=Congress%20Passes%20SCHIP%20Bill%20&st=cse

>Child neglect cases multiply as economic woes spread

As the economic downturn takes its toll on struggling families, child welfare workers across the region are seeing a marked rise in child abuse and neglect cases, with increases of more than 20 percent in some suburban counties. Neglect investigations appear to have increased most, many resulting from families living without heat or electricity or failing to get children medical care. 1/29/08. The Washington Post.
http://www.washingtonpost.com/wp-dyn/content/article/2008/12/28/AR2008122801726.html

>**Middle School Disengagement**

Not enough attention has been paid to understanding the magnitude of student disengagement in high-poverty middle-grades schools, its impact on student achievement and ultimately the role it plays in driving the nation's graduation rate crisis. Utilize ECS' Research Studies Database to read a summary of a report from Johns Hopkins University Center for Social Organization of Schools and the Philadelphia Education Fund that employs longitudinal analyses of 12,000 Philadelphia 6th-grade students to better understand this issue. Http://www.ecs.org/00CN4205

>Recognizing children's successes in all areas may prevent teenage depression

Students' success in the first grade can affect more than their future report cards. Researchers found links among students' weak academic performance in the first grade, self-perceptions in the sixth grade, and depression symptoms in the seventh grade. Because differences in children's learning will continue to exist even if all students are given effective instruction and support, parents and teachers should acknowledge student's skills in other areas. 1/11/09. Science Daily.
http://www.sciencedaily.com/releases/2009/01/090108111425.htm

>Duncan hearing spotlights school reform

At his Senate confirmation hearing, Arne Duncan said kids with disabilities or kids learning English might struggle while the rest of the students make gains. But No Child Left Behind requires progress across every group. "Let's not take too blunt an instrument to an entire school. Those teachers are doing an Herculean job, and we need to recognize that." Duncan said. 1/13/09 USA Today. http://www.usatoday.com/news/washington/2009-01-13-education-secretary_n.htm

>The parent-teacher talk gains a new participant

Student-led conferences are gaining ground at elementary and middle schools nationwide. Although researchers have long hailed the benefits of such conferences, their popularity appears to be increasing in part because of the rapidly shifting demographics at public schools nationwide. At some schools, not only are students on hand for conferences, but their siblings are also welcome, as are grandparents, aunts and uncles, even family friends. 12/28/08 The New York Times.
http://www.nytimes.com/2008/12/28/education/28conferences.html?_r=1&scp=1&sq=The%20parent-tea
cher%20talk%20gains%20a%20new%20participant&st=cse

>Schools tap 21st century skills

To prepare students for a fast-changing future, teachers are reaching beyond the R's. In a knowledge economy, the reasoning goes, the ability to articulate and solve problems, to generate original ideas, and to work collaboratively across cultural boundaries is growing exponentially in importance. 1/8/09 Christian Science Monitor.
http://www.csmonitor.com/2009/0108/p03s03-usgn.html

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"Often children with poor academic skills believe they have less influence on important outcomes in their life. ..Along with reading and math, teachers and parents should honor skills in other areas, such as interpersonal skills, non-core academic areas, athletics and music."

Keith Herman

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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

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**RECENT PUBLICATIONS (In Print and on the Web)

Child and Adolescent Mental and Physical Health

>Ending the marginalization of mental health in schools: A comprehensive approach (2009). H. Adelman & L. Taylor. In *School-Based Mental Health: A Practitioner's Guide to Comparative practices.* R. Christner & R. Minnuti (Eds). Routledge.

>*School mental health services for the 21st century: Lessons from the District of Columbia School Mental Health Program.* (2009) Center for Health and Health Care in Schools. Http://healthinschools.org/health-in-schools/health-services/school-based-mental-health.aspx

>Stigmatization. Special issue of *Focal Point: Research, Policy, & Practice in Children's Mental Health.* (2009). Portland Research Center on Family Support and Children's Mental Health. http://www.rtc.pdx.edu/

>Low academic competence in first grade as a risk factor for depressive cognitions and symptoms in middle schools (2008) K. Herman, et al*., Journal of Counseling Psychology, 55*(3) 400-410. http://www.apa.org/journals/releases/cou553400.pdf

>Concepts of bullying: Developmental and cultural aspects. (2008) P. Smith & C. Monks. *International Journal of Adolescent Medicine and Health. 20*(2) 101-112. Http://www.freundpublishing.com/

>*Medicating children: ADHD and pediatric mental health* (2009) R. Mayes, et al., Harvard University Press. Http://www.hup.harvard.edu/pdf/maymed_excerpt.pdf

>Suicide prevention by online support groups: An action theory-based model of emotional first aid. (2009) I. Gilat & G. Shahar. *Archives of Suicide Research. 13*(1) 52-63. Http://www.tandf.co.uk/journals/titles/13811118.html

>Unique associations between peer relations and social anxiety in early adolescence (2008) S. Kelly, et al., *Journal of Clinical Child and Adolescent Psychology 37*(4) 759-769.

>*Mental Health Problems in Early Childhood Can Impair Learning and Behavior for Life*. (2009) Working Paper #6. National Scientific Council on the Developing Child. http://www.developingchild.net/pubs/wp-abstracts/wp6.html

Family, School, and Community

>*Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students*. (2009). H. Adelman & L. Taylor. New York: Scholastic.

>*Making the right turn: A guide about improving transition outcomes for youth involved in the juvenile corrections system.* (2008) J. C. Gagnon & C. Richards. Institute for Educational Leadership. Http://www.ncwd-youth.info

>School contextual influences on the risk for adolescent alcohol misuse. (2009) A. Botticello. *American Journal of Community Psychology* ePub
http://www.springerlink.com/link.asp?id=104830

>Well-being among same-sex- and opposite-sex-attracted youth at school. (2008). I. Rivers & N. Noret. *School Psychology Review, 37*, 174-187. (Entire issue of Volume 37 is devoted to *Homophobia and Bullying*.)

>Developing a comprehensive approach to youth violence prevention in a small city. (2008) A. Meyer, et al., *American Journal of Preventive Medicine 34*(3) S13-20.
Http://sciencedirect.com/science/journal/07493797

>Disaster planning for schools (2008) *Pediatrics, 122*(4) 895-901. Http://www.pediatrics.org/

>Family advocacy, support and education in children's mental health: Results of a national survey. (2008) K. Hoagwood, et al., *Administration and Policy in Mental Health, 35*: 73-83. Summarized at http://datatrends.fmhi.usf.edu/summary_152.pdf

>Longitudinal associations between community violence exposure and suicidality. (2008) S. Lambert, et al., *Journal of Adolescent Health, 43*(4) 380-6. Http://www.ashaweb.org

Policy, Systems, Law, Ethics, Finances & Statistics

>*Adolescent health services: Missing opportunities* (2009). RS Lawrence, J Appleton Gootman, LJ Sim, editors. Washington, DC: The National Academies Press.
 Information on the report can be downloaded from
http://www.iom.edu/CMS/12552/35625/60680.aspx

>*State of America's Children* 2008. Children's Defense Fund. Http://www.childrensdefense.org

>Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. (2008) *American Psychologist, 63*(9) 852-862.

>Suicide trends among youths aged 10 to 19 in the United States, 1996-2005. (2008) J. Bridge, et al., *Journal of the American Medical Association, 300*(9) 1025-6. Http://jama.ama-assn.org/

>A national profile of the health care experiences and family impact of autism spectrum disorder among children in the United States, 2005-2006. *(2008)Pediatrics 122*(6) e1149-1158 http://pediatrics.aappublications.org/cgi/content/abstract/122/6/e1149

>A large scale study of the assessment of the social environment of middle and secondary schools: the validity and utility of teachers' ratings of school climate, cultural pluralism, and safety problems for understanding school effects and school improvement. (2008) S. Brand, et al., *Journal of School Psychology 46*(5) 507-35.
Http://www.sciencedirect.com/science/journal/00224405

>*No Child Left Behind: High School Graduation Rate. Non-regulatory guidance* (2008)
http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf

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

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        "Just think how far we've come in the 20th century.
         The person who used to be a cog in the wheel is now a digit in the computer."
                                                                          Robert Fuoss
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**THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

**February – The mid-point of a school year: Report cards and conferences –
Another barriers or a challenging opportunity?**

Now is the time for school staff to prepare themselves, their students, and families for the upcoming concentrated dose of student conferences. Here are some matters to consider with respect to addressing barriers to learning and teaching.

Conferences can raise strong emotions and defensive reactions on the part of any and all participants. To minimize negatives and maximize positive results:

    >Schools need to prepare staff for handling challenging questions about a student, a classroom, or school-wide matters. Staff need to be prepared with ways to convey "bad news" and handle reactions in ways that don't jeopardize the problem solving relationship with families. Staff also may need help for themselves in coping with their own feelings as they anticipate and experience the stresses of conferences.

    >Schools need to prepare family members and students for conferences. Preconference communications need to help parents understand that concerns may be raised but the intent is to find ways to ensure student success. (Remember how hard it is to receive negative feedback, especially from someone you don't know well but who has an important role in your family's life.) Where there are major concerns to be explored, several special, personalized contacts with families are wise before or in place of a standard regular conference.

>The trend to include students in the conference process is an important step to consider. Including students and even having them take the lead has been growing in popularity in middle schools, and elementary schools are beginning to move in this direction. Students are the bridge between school staff and family. They are the ones who interact on a daily basis with everyone participating in a conference. They can demonstrate in the meetings what they have accomplished and their competence. And, they can participate in discussions of how to address concerns. Of course, for student participation to be successful, steps must be taken to prepare students and their families for the process.

Ironically, many high schools don't have regular contact with families unless there is a request or a problem. As Patrick Welsh, a high school English teacher observed,

> "Parent involvement with teachers tends to taper off after kids get into high school and some high schools have given up altogether on formal meetings. ...This year I have 130 students in classes. Try as I might, there is no way I can know what is going on in the lives of every one of them. But after meeting their parents, students are no longer just names in a grade book. They become real people from families that are deeply concerned about them. After a parent conference, I can't help but take special notice of them. That's not favoritism; it's just human nature. Even if it is only for five or 10 minutes, the time parents take to spend with teachers can have an enormous impact on their children's attitude toward learning and success in the classroom. I'm talking about face-to-face meetings, not telephone conversations or using guidance counselors are intermediaries. ...Despite my angst. I usually come away from the parent conferences just plain inspired..." USA Today's Teachers: The anti-drug

And, as the *Small Schools Project* notes: "The evidence is clear: when schools work together with families and communities to support learning, students are successful – not just in school – but throughout life. Studies suggest that meaningful family-school partnerships increase student achievement, regardless of socioeconomic status, race, and family education levels."

Rather than a "obligatory ritual" of mid-year conferences, think about this as another opportunity to enhance positive connections with families and to re-engage those who have become disengaged. And, more generally, think about what needs to change in format, frequency, and content with respect to school contacts with families.

There are important roles for student support staff in working with and supporting teachers in making family contacts positive and productive. In the end, the concern always needs to be: *Did the contact make the family want to keep in contact and engage in solving problems?*

For more on involving families to support student learning, see
>Parent/Home involvement in schools
http://smhp.psych.ucla.edu/qf/homework.htm

For more on including students in school-family conferences, see ideas for February in
>Improving Teaching and Learning Supports by Addressing the Rhythm of a Year
http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf

Note: As the above suggests, it is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see "Ideas for Enhancing Support at Your School this Month" on the Center's homepage at http://smhp.psych.ucla.edu

"The parent-teacher conference became a staple of the school year about 50 years ago. In most schools, the basic arrangement probably hasn't changed much since. Parents sit down with their child's teachers, go through a portfolio of the kid's work (if they're lucky), force out a few questions, and leave feeling somewhat enlightened or somewhat downcast...we could consider another way to shake up an old staid system that would actually improve it for everyone."

Emily Bazelon

**OTHER HELPFUL INTERNET RESOURCES

>Children and electronic media – http://www.futureofchildren.org

>Health and Academics
http://www.cdc.gov/healthyyouth/health_and_academics/index.htm

>Resources for Out-of-School Time – The Wallace Knowledge Center
http://www.wallacefoundation.org/KNOWLEDGECENTER/Pages/default.aspx

>A Guide to Resources for Creating, Locating, and Using Child and Youth Indicator Data
http://www.childtrends.org/files/child_trends-2009_01_05_FR_childindicatorguide.pdf

>Attention Deficit Hyperacticity Disorder brochure for families
http://www.nimh.nih.gov/health/publications/adhd/nimhadhdpub.pdf

>National Center for Parents with Disabilities and their Families
http://lookingglass.org/ncpd/index.php

>Program Evaluation Tools and Resources
http://www.cdc.gov/healthyyouth/evaluation/resources.htm

>A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings - http://www.nichcy.org/research/summaries/pages/abstract61.aspx

>Domestic Violence Knowledge Path
http://mchlibrary.info/knowledgepaths/kp_domviolence.html

>Building capacity in evaluation outcomes: A teaching and facilitating resource for community based programs and organizations - http://www.uwex.edu/ces/pdande

>Working systemically in action: A guide for facilitators - http://www.sedl.org/ws/

>Enhancing school reform through expanded learning
http://www.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf

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

Reporter interviewing a 104 year old woman:
"What is the best thing about being 104?"
She replies "No peer pressure."

Sylvia Shiner

>Upcoming Initiatives, Conferences & Workshops
    http://smhp.psych.ucla.edu/upconf.htm

>Calls for Grant Proposals, Presentations & Papers*
    http://smhp.psych.ucla.edu/upcall.htm

*Special note new mental health in school journal calls for papers:
    >>*School Mental Health: A Multidisciplinary Research and Practice Journal*.
    Described as a forum for the latest research related to prevention, education, and
    treatment practices that target the emotional and behavioral health of children in
    our education system. The journal publishes empirical studies, theoretical papers,
    and review articles from authors representing the many disciplines that are
    involved in school mental health including: education, pediatrics, psychiatry,
    psychology, counseling, social work and nursing.

>Training and Job Opportunities
    http://smhp.psych.ucla.edu/job.htm

>Upcoming/Archived Webcasts
    http://smhp.psych.ucla.edu/webcast.htm

Note: Information on each of these is updated on an ongoing bases 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 on these, please send it to ltaylor@ucla.edu

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**UCLA CENTER – BRIEF UPDATE

>New Publications
>Ending the marginalization of mental health in schools: A comprehensive approach
(2009). H. Adelman & L. Taylor. In School-Based Mental Health: A Practitioner's Guide
to Comparative practices. R. Christner & R. Minnuti (Eds). Routledge.

>*Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging
students*. (2009). H. Adelman & L. Taylor. New York: Scholastic.

Coming soon:
    Corwin Press will be following up our books on *Student Learning Supports* with
    an indepth book entitled:
        *Mental health in schools: Engaging learners, preventing problems,
        improving schools*

>Supporting the President's call "to serve"

Over the past two weeks, we sent out some thoughts and resources related to President Obama's
proclamation calling on all Americans "to serve one another and the common purpose of
remaking this Nation for our new century." See *Schools and Their Communities: Common
Purpose in Remaking the Nation*
    online at http://smhp.psych.ucla.edu/whatsnew/announcement(1-22-09).pdf

The feedback we have received suggests that the self-study surveys for mapping what a school has and what it could have related to engagement with the community are helpful. At the same time, for those who have participated in school-community collaboratives, there is a concern that too often efforts to collaborate begin with great promise but soon become "just another monthly meeting." Our research finds that the problem stems from failure to build an effective operational infrastructure. We have explored this matter in various reports and publications. As a resource aid, we have now created a brief set of guidance notes entitled:

Schools, Families, and Community Working Together:
Building an Effective Collaborative
Online at: http://smhp.psych.ucla.edu/pdfdocs/buildingeffectivecollab.pdf

>What are Learning Supports?

This is a question that arises frequently. So we have prepared a single page resource to help clarify the matter. It provides a definition and stresses that, just as efforts to enhance instruction emphasize well delineated and integrated curriculum content, so must efforts to address external and internal factors that interfere with students engaging effectively with that curriculum.
Online at: http://smhp.psych.ucla.edu/pdfdocs/whatlearnsupports.pdf

>Policy and Practice Analyses

We are currently doing two major reviews and analyses and would appreciate any information you can provide.

(1) We are profiling (via their websites) how state departments of education organize in terms of focus and operational infrastructure with respect to addressing barriers to learning and teaching and whether they are thinking in terms of learning supports.

(2) We are gathering information from various sources about how small schools (on single and multisite campuses) address barriers to learning and teaching and how they organize their learning supports.

Please send us any information you can about either of these matters. We hope to have the two reports prepared by the end of this school year.

>Rebuilding for Learning Initiative, our collaboration with Scholastic, Inc.

See the recent announcement online at:
http://smhp.psych.ucla.edu/whatsnew/announcement(1-27-09).pdf

At this time of transition in school reform and improvement, this initiative and the *New Directions for Student Support Initiative* are taking on even greater importance. Shortly, we will be announcing involvement with several national educational leadership associations who will be advancing comprehensive learning supports and with some state departments of education. Let us know if the leadership in your state would like to learn more about this work.

For more on the *National Initiative: New Directions for Student Support*, see
http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information on 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, other centers focusing on the topic, and relevant

publications. Go to http://smhp.psych.ucla.edu and click on Quick Find. If you would like to add a resource, let us know. Ltaylor@ucla.edu

For more information on the UCLA Center for Mental Health in Schools, go to the website at http://smhp.psych.ucla.edu or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project/Center for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095-1563. Phone (310) 825-3634. Toll Free (866) 846-4843; Fax (310) 206-8716; Email: smhp@ucla.edu

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Check out our sister center, the Center for School Mental Health at http://csmh.umaryland.edu or contact Mark Weist, Director, CSMH, 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

Proposals are now being accepted for their *14th Annual Conference* to be held November 2-4, 2009 at the Hilton Minneapolis, Minneapolis, Minnesota. The theme of this year's conference is *School Mental Health: Promoting Success for All Students*. The conference features twelve specialty tracks and offers speakers and participants numerous opportunities to network and advance knowledge and skills related to school mental health practice, research, training, and policy. **The deadline for submissions is February 6, 2009.** For more information on their conference and the call for papers, see their website or our website section on conferences and call for papers.

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Overheard:
    "Yesterday I got my tie stuck in the fax machine.
       Next thing I knew, I was in Los Angeles."
                              Steve Haupt
                         @#@#@##

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

>>"Would like to suggest a link....After my stint as elementary vp of ASCA, and getting their listservs going, I started my own for elementary counselors in 2002. We are about 1500 strong now and have an online resource of lesson plans, ppt presentations, group agendas, etc which members have submitted. I would love it if you would consider adding the group as a link- many of the SCA's have it listed as well. http://groups.yahoo.com/group/elementary-counselors/"

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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 Center's 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