**ENEWS**

A Monthly Forum for Sharing and Interchange

**February, 2010 (Vol. 14 #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 Concern:**

>**Arguing about charters vs. "traditional" schools masks the failure of school improvement policy and practice to enhance equity of opportunity**

**\*\*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**

>**February – The mid-point of a school year: Report cars and conference, another barrier or a challenging opportunity?**

**\*\*Other helpful Internet resources**

**\*\*Links to**

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

**\*\*UCLA Center's Latest Reports**

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

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### Arguing About Charters *VS.* "Traditional" Schools Masks the Failure of School Improvement Policy and Practice to Enhance Equity of Opportunity

As the argument over charter vs. traditional schools burgeons, it is overshadowing discussion about the ongoing failure of the majority of charters and traditional schools to substantially increase the percentage of youngsters who succeed at school over the long run. This colludes with the tendency to downplay the fact that school improvement policy and practice lacks a primary emphasis on addressing barriers to learning and teaching and re-engaging disconnected students.

Last week the Center released a policy brief on this concern. It highlights what's missing in most analyses of school improvement policy and practice and what type of policy shift is needed to stimulate development of a comprehensive, cohesive, and coherent system to replace the prevailing piecemeal and marginalized approach to student and learning supports. See – http://smhp.psych.ucla.edu/pdfdocs/chartermissing.pdf

Does this reflect what you are experiencing in your locale? Let us hear from you so we can share your perspective. Send your comments to ltaylor@ucla.edu

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## NEWS FROM AROUND THE COUNTRY

### Youth now have more mental health issues

Five times as many high school and college students are dealing with anxiety and other mental health issues as youth of the same age who were studied in the Great Depression era. The study's author speculates that popular culture's increasing focuses on the external – from wealth to looks and status – has contributed to the uptick. 1/11/10
http://www.boston.com/news/nation/articles/2010/01/11/study_youth_now_have_more_mental_health_issues/

### Delaware lawmakers seek to change school discipline policies

Delaware lawmakers want to change school discipline policies, including mandatory reporting to police of cases involving young students, to keep children in school instead of in court. A task force was charged with reviewing the regulations to find ways to give greater flexibility to school officials when doling out punishments. The task force issued several recommendations, including making codes of conduct and appeal policies uniform across all districts and charter schools. (*Wilmington News Journal,* 01/27/10; task force report online at
http://wgmd.com/images/stories/local_news/government/DisciplineReport.pdf)

### Michigan preschool programs save $1B a year in crime, education costs

Michigan preschool programs over the past 25 years are saving the state $1 billion this year in crime and education costs, according to a new study. Among the savings cited: $220-million to schools because fewer students repeat grades and there is less need for special education; $584 million less for programs for juvenile corrections, child abuse, welfare and unemployment, and more work productivity when the children enter the

workforce; and $347 million less in social costs as a result of less crime and substance abuse, and more income for their parents. (*Detroit Free Press,* 01/25/10; study online at http://www.greatstartforkids.org/sites/default/files/file/ECIC_WilderStudy.pdf )

## Disadvantaged neighborhoods set children's reading skills on negative course

Study finds that the neighborhoods in which children reside at kindergarten predict their reading comprehension skills seven years later. Children who live in neighborhoods with higher rates of poverty show reduced scores on standardized tests seven years later regardless of the child's place of residence in Grade 7. The study is the first of its kind to compare the relative effects of neighborhood poverty at early childhood and early adolescence. 1/17/10 http://www.sciencedaily.com/releases/2010/01/100114143330.htm

## Bill puts emphasis on third-graders' reading

The Indiana General Assembly is considering a bill that would require third-graders be retained until they achieve grade level proficiency in reading. Schools would have to provide intensive reading intervention and support to students, such as small group instruction; transition classes; and extended school day, week, or year; and summer reading programs. 1/20/10 http://www.post-trib.com/news/1999851,retain-3-0120.article

## Vocational education upgrade

The Chicago Public Schools system is overhauling its Career and Technical Education program to provide about 25,000 teens the skills they'll need to land well-paying jobs – such as those in the medical or electrical fields – right out of high school. The new plan also calls for students to gain real-work experience through internships and job-shadowing. 1/5/10
http://www.chicagotribune.com/news/chi-cps-career-schools-05-jan05,0,5889164.story

## 5 keys to urban school success

A new book based on data on Chicago elementary schools identifies five tried-and-true ingredients that work, in combination with one another, to spur success in urban schools. The ingredients are: strong leadership, in the sense that principals are "strategic, focused on instruction, and inclusive of others in their work;" a welcoming attitude toward parents, and formation of connections with the community; development of professional capacity of teachers; a learning climate that is safe, welcoming, stimulating and nurturing to all students; and strong instructional guidance and materials. (*Education Week*, http://www.edweek.org, 01/25/10)

## Education grant effort faces late opposition

Race to the Top, the administration's main school improvement initiative, has spurred education policy changes in states across the nation, but it is meeting with some last-minute resistance. Thousands of schools district have declined to participate. Several states have said they will not apply, partly because of the emphasis on charter schools which would draw resources from public schools. The governor of Texas said his state would not compete, calling it an intrusion on states' rights. 1/19/10
http://www.nytimes.com/2010/01/19/education/19educ.html

**Recession fuels shift from private to public schools**

It's too early to tell whether the recession has had a profound effect on public schools' educational mission.  But parents and educators across the nation say it's already brining subtle changes to the culture of many public schools as some families seek the personal attention they received from private schools. 1/6/10
http://www.usatoday.com/news/education/2010-01-06-1Apublicprivate06_CV_N.htm

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> Quote from above article from a parent who switched from private to public school:
>
> > "We ask a lot of questions – we follow up on things. We contact the school board.  We'll challenge teachers, we'll challenge coordinators. My kids are mortified because they don't want to be singled out. Those of us who have seen other options are not as likely to accept the P.R. They tell me 'It can't be done, it can't be done' and I don't understand why it can't be done, because the private schools managed to do it."
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> > @#@#@#
>
> Note: Among the sources used in gathering the above items are ECS e-Clips http://www.ecs.org/e-clips and the Public Education Network (PEN) Newsblast http://www.publiceducation.org/newsblast_current.asp
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> 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, Adolescent, Young Adult Mental and Physical Health

>Attitudes and beliefs of adolescents and parents regarding adolescent suicide (2010). K. Schwartz, et al. *Pediatrics ePub* http://pediatrics.aappublications.org/

>Reactive and proactive aggression in adolescent males (2010). P. Fite, et al., *Criminal Justice and Behavior, 37*(2) 141-157. Http://cjb.sagepub.com/

>Adolescent risk behavior subgroups: An empirical assessment (2009) C. Sullivan, et al., *Journal of Youth and Adolescence ePub* http://www.springerlink.com/content/1573-6601/

>How and why children change in aggression and delinquency from childhood to adolescence (2009). A. deHaan, et al., *Journal of Child Psychology and Psychiatry ePub.* Http://www.interscience.wiley.com/jpages/0021-9630

>Distinguishing between subgroups of adolescents who self-harm (2009). E. Hargus, et al. *Suicide and Life Threatening Behavior.* Http://www.guilford.com/pr/jnsl.htm

>Children's enduring PTSD symptoms are related to their family's adaptability and cohesion (2009). P. Birmes, et al., *Community Mental Health Journal ePub.* Http://www.springerlink.com/content/1573-2789/

>*Drive: The surprising truth about what motivates us.* (2010). Penguin Group. See review at http://www.time.com/time/business/article/0,8599,1952993,00.html

>*Improving Early Identification & Treatment of Adolescent Depression: Considerations & Strategies for Health Plans* (2010). The National Institute for Health Care Management (NIHCM) Foundation. http://nihcm.org/pdf/Adol_MH_Issue_Brief_FINAL.pdf

>Negative effects from psychological treatments. (2010) D. Barlow. *American Psychologist, 65*, 13-20.

## School, Family & Community

>*Organizing Schools for Improvement: Lessons from Chicago* (2010). A. Bryk, P. Bender Sebring, E. Allensworth, S. Luppescu, & J. Easton. Chicago: University of Chicago Press. http://www.press.uchicago.edu/presssite/metadata.epl?isbn=9780226078007

>"Does it take a village?" Assessing neighborhood influences on children's self-control. (2010) C. Gibson, et al., *Journal of Research on Crime and Delinquency, 47*(1) 31-62. Http://jrc.sagepub.com/

>Social network effects in alcohol consumption among adolescents (2010. *Addictive Behavior, ePub.* Http://sciencedirect.com/

>Children on the homefront: The experience of children from military families (2010) A. Chandra, et al., *Pediatrics, 125*(1) 16-25. Http://pediatrics/aappublications.org/cgi/content/abstract/125/1/16

>Student discipline problems and the transition from elementary to middle school (2010) M. Theriot & D. Dupper. *Education and Urban Society, 42*(2) 205-222. Http://eus.sagepub.com/

>Influences of social and community capital on student achievement in a large urban school district (2009) E. Porfell, et al., *Education and Urban Society, 42*(1) 72-95 http://eus.sagepub.com/

>Working with culturally and linguistically diverse families (2009). Special Issue of *Intervention in School and Clinic, 45* (2) http://isc.sagepub.com

## Policy, Systems, Law, Ethics, Finances & Statistics

>*Kid's Share: An Analysis of federal expenditures on children* http://www.brookings.edu/reports/2009/1209_kids_share_isaacs.aspx

>Public health surveillance for mental health (2010) L. Colpe, et al., *Prevention of Chronic Disease, 7*(1) A17. Http://www.cdc.gov/pcd

>Counseling suicidal adolescents within family systems: Ethical issues (2009) R. Berg, et al., *The Family Journal, 17*(1) 64-68. Http://tfj.sagepub.com

>Structural analysis of 1995-2005 school crime supplement datasets: Factors influencing students' fear, anxiety, and avoidance behaviors (2010) M. Mayer. *Journal of School Violence, 9*, 37-55. Http://www.sciencedirect.com

>Prevalence and treatment of mental disorders among US Children (2010) K. Merikangas, et al., *Pediatrics, 125*(1) 75-81. Http://pediatrics.aappublications.org/cgi/content/abstract/125/1/75

>Developing a science of treatment integrity (2009). Special Series: *School Psychology Review, 38*(4) http://nasponline.org

>Resilience in the face of disasters: bridging micro- and macro-perspectives (2009) R. Greene & D. Greene. *Journal of Human Behavior and the Social Environment, 19*(8) 1010-1024. Http://www.informaworld.com

>See SafetyLit for updated abstracts to articles, such as the above
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

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"We should all seek to live a well-adjusted life...But there are some things within our social order to which I am proud to be maladjusted and to which I call upon you to be maladjusted. I never intend to adjust myself to segregation and discrimination. I never intend to adjust myself to mob rule. I never intend to adjust myself to the tragic effects of the methods of physical violence and to tragic militarism. I call upon you to be maladjusted to such things."
Martin Luther King, Jr.
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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?**

If you look at online resources on preparing for parent-teacher conferences, many convey a sense that neither parents or teachers or other staff look forward to the encounter and a picture emerges of hostile adversaries facing off (e.g., cited are strategies for defusing the angry parent and tips for conveying negative information).

In the spirit of "transforming" education, what if we didn't do it this way anymore?

The process begins by addressing "set ups" that work against positive conferences, such as:

>*Lack of an ongoing working relationship* with the parents/family.  Building a working relationship requires sharing frequent and mostly positive contacts (e.g., through special events family members attend, frequent phone calls to get to know each other, easy access to teachers and other staff so parents can initiate contact when they want to share).

>*Limited time.* Schools have been described as "prisoners of time" and this is usually the case when too little time is set aside for each conference and the expectation is that all parents will be seen during a concentrated couple of days. How about spreading conferences out over the year (e.g., see two families a week every week).

>*Too little dialogue.* Usually conferences are teachers and others talking and parents listening.  How about reversing this and encouraging parents, students, and other family members to do the talking (asking the questions, sharing perspectives, hopes and concerns).  Teachers and other staff would be able to focus in more on family interests and needs?

>*Teachers alone.* What if teachers weren't expected to be alone in meeting with families? How about including school support staff as partners in the process. This means such staff would need to spend time in the classroom getting to know the students and perhaps could take a facilitator role in difficult conferences.
          And think about *Student led conferences.* As we have shared on our monthly focus for schools to address barriers to learning, engaging the students in preparing to lead the conferences changes the dynamics dramatically.

*Sometimes burnout is the result of the match we light ourselves*

For more on this, see *Ideas for Enhancing Support at Your School this Month* at http://smhp.psych.ucla.edu and scroll down to February.
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For a broad range of ideas about parent/family involvement of school, see Parent/Home Involvement in schools – http://smhp.psych.ucla.edu/qf/homework.htm

   Note: 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 homepage at http://smhp.psych.ucla.edu

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   Student to Teacher
      I don't want to scare you, but my dad said if I don't come home with better
      comments on my papers, *somebody* is in for trouble.
                                                                @#@#@#


## OTHER HELPFUL INTERNET RESOURCES

>Mental health and mental disorders – a rural challenge
http://www.srph.tamhsc.edu/centers/rhp2010/08Volume1mentalhealth.htm

>Center for Research, Education, Training, and Strategic Communication on Minority Health Disparities. http://cretscmhd.psych.ucla.edu/

>Social and emotional learning and bullying prevention
http://www.promoteprevent.org/publications/sel/sel_bullying.pdf

>Guide for prevention and responding to school violence
http://www.ojp.usdoj.gov/bja/pdf/IACP_School_Violence.pdf

>*Monitoring the future 2009* http://monitoringthefuture.org

>State laws on family engagement in education http://www.pta.org/3717.asp

>*Pathways to positive futures: Supporting successful transitions for youth and young adults with mental health conditions.* http://www.pathwaysrtc.pdx.edu

>*Student engagement* http://ceep.indiana.edu/hssse/pdf/hssse_2009_report.pdf

>*Pathways to college network* http://www.pathwaystocollege.net

>*Rethinking high school: Five profiles of innovative models for student success*
http://www.wested.org/cs/we/view/rs/842

>Collaboration framework – Addressing community capacity
http://crs.uvm.edu/nnco/collab/framework.html

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

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   Mother:    *Does your teacher like you?*
      Child:    *Like Me, she loves me.  Look at all those X's on my test paper!*
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**LINKS TO**

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

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

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

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

   **Note:** Information on 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 on these, please send it to ltaylor@ucla.edu


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## UCLA CENTER UPDATE

### >Evaluation of Impact Update

We have just completed and put online our annual update of our continuous efforts to evaluate the Center's impact. See this year end report at
http://smhp.psych.ucla.edu/pdfdocs/evaluation/evaluationupdate2009.pdf

For the full impact evaluation report, go to *Cummulative Evaluation of Impact: Volume l* – http://smhp.psych.ucla.edu/pdfdocs/evaluation/impactevalrept.pdf

### >Some New Resources

*Quarterly Newsletter/Journal* – The issue is entitled: *Addressing Disparities by Enhancing Equity of Opportunity at School* http://smhp.psych.ucla.edu/news.htm You should have received this by email. Also watch for a posted hardcopy in the next week or so that you could share with others.

*Policy Brief* – *Arguing about Charters vs. "Traditional" Schools Masks the Failure of School Improvement Policy and Practice to Enhance Equity of Opportunity*
http://smhp.psych.ucla.edu/pdfdocs/chartermissing.pdf

*Information Resources* – *Defining multiple pathways for high school graduation*
http://smhp.psych.ucla.edu/pdfdocs/definingmp.pdf

*Policy Report* – *Interventions to support readiness, recruitment, access, transition, and retention for postsecondary education success*
http://smhp.psych.ucla.edu/pdfdocs/intsupportread.pdf

*Information Resource* – *What researchers are saying about enhancing early attitudes and readiness for postsecondary education and careers*
http://smhp.psych.ucla.edu/pdfdocs/enhancingearly.pdf

### >Focusing on youth subcultures New Work Being Developed – Input Needed

We all know that what is referred to as "youth culture" is multifaceted and complex. The many subcultures often have differing values, beliefs, attitudes, and interests with respect to education, health, risky behaviors, and so forth. For examples, think about gangs, skateboarders, Social-networkers, college prep, Stoners, Goths, hip hoppers, surfers, etc.We know there are a lot of stereotypes and often more of a focus on problems than discussion of what young people gain from their subgroup associations. Each group may provide some unique supports; each may have an impact on behaviors (healthy? unhealthy?). As always, the more we know about all this should help improve efforts for the promotion of healthy development, prevention of problems, early intervention when problems arise, and correction of problems that are rather intractable.

As you can tell, we are just beginning to puzzle through all this to better understand the implications for public health and public education. Our first focus is on finding any general classification schema that may have been developed. (We are looking at the

social psychology, sociology, and anthropology literature.) So far we have found nothing very comprehensive -- a lot on specific groups such as youth gangs.  Once we get a big picture, we are planning to initiate a series of brief Information Resources that focus on specific youth culture subgroups, but doing so in ways that contextualize them with respect to other subgroups. From there, we will do a policy and practice analysis.

Our Young Adult Advisors are working with us on this and are providing considerable personal insight as well as surveying the literature.

We would appreciate your help in identifying any relevant resources, reports, research. We will, of course, share the briefs with you. If you have any ideas, suggestions, resources, please let us know.


## >Join us in Phoenix

If you are attending the National Conference on Education in Phoenix on Feb 11-13, please join us for the two sessions in which we will be presenting on Feb 11.
>Thought Leaders Session: 2:15-3:15
*Rethinking Student Supports as Key to Rebuilding Learning*
>Concurrent Session: 3:30 - 4:30
*Strengthening School Improvement by Rethinking Student and Learning Supports*

If anyone from your district is attending, please encourage them to join us.

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 for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. 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

*CSMH announcement:* The 15th Annual Conference on Advancing School Mental Health October 7-9, 2010 — Hyatt Regency Albuquerque, Albuquerque, New Mexico. The conference is conducted by the Center for School Mental Health (CSMH) University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry in partnership with The IDEA partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education (NASDSE). Seeking proposals: Deadline for submission: February 6, 2010

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## COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

### >We were asked to share the following:

(1) Please announce the Community Schools, National Forum, April 7-9, 2010 Philadelphia, PA at the Marriott Downtown. Register at www.communityschools.org Contact Maame Ameyaw, 202.822.8405, x156, ameyawm@iel.org

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(2) "We wanted to bring your attention to a recent publication ... in the *Journal of Adolescent Health*: 'Trends in Adolescent and Young Adult Health in the United States.' This article reviews health trends for adolescents and young adults, providing a single source for a national health profile. This article replaces the National Adolescent Health Information Center's monograph 'America''s Adolescents: Are They Healthy?' which focused exclusively on adolescents. It also updates our 2006 article on young adult health." Article is available free at the *Journal of Adolescent Health* website: http://www.jahonline.org/article/S1054-139X(09)00124-4/abstract

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(3) "Would you please share the following link to a video about my two new recently published books (one for parents; the other for educators) with anyone who is interested in the welfare of African American youth? The video can also be viewed on YouTube or via my website. – http://www.cgu.edu/pages/4546.asp?item=3551
Website: http://www.drgailthompson.com  "

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(4)Getting Students Healthy and Ready to Learn - The California School Health Centers Association (CSHC) is hosting three regional conferences (Fresno- 2/19/10; Los Angeles-3/9/10; Oakland-4/21/10) focusing on resources and strategies for starting and operating school health centers and delivering other school health services, such as comprehensive student support and mental health programs. A Healthy Path to Student Success: Practical Tools and Strategies for School Health Partnerships will include local staff highlighting successful case studies, key partners to engage, and an opportunity to network with local, like-minded stakeholders. Space is limited. Register today at: http://www.schoolhealthcenters.org/2010_RegionalConf.asp.
Contact Aileen Olson at aolson@schoolhealthcenters.org; 510-268-1260.

### >Feedback on the news article "Poor children likelier to get antipsychotics"

(1) "Maybe Medicaid parents are not as educated, thus do not feel comfortable questioning their physician, or have the resources that middle class parents have to research their child's possible problems or medication."

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(2) "I have been working with school based mental health through Medicaid for 9 years as a supervisor and coordinator and these students are getting better care than those students that don't have Medicaid. I get many referrals for students that we can't provide services for because they have other insurance or no insurance, and they are just as in need as Medicaid eligible students. I have medical insurance through my work and I don't get the good mental health service that these students that we serve receive. I don't believe that health care including mental health should be contingent on anyone's profit margin and thus we should have a national single payer system."

(3) "This is such a tricky and complicated topic, because I think there are a whole range of related issues. I believe that, in some cases, the children with medicaid may have better access to drugs for mental health problems, and this is a good thing only IF the child or teen has been carefully assessed and diagnosed. It is also imperative that psychotropic medications be carefully monitored to make sure that the choice of medication/s and the dosage are effective.

What I see all too often is low income children who are either poorly diagnosed or inappropriately medicated, with inadequate monitoring, and parents who are not given sufficient education about the brain disorder AND the medication, and what to look for to insure that the medication treatment is effective - much less needed. Parents and children too often become discouraged because the medication side effects are troubling, then they get off of the medication and are completely against further treatment. Then too many people in the public and mental health fields cry out against the use of psychotropic medications altogether - lumping them into one "BAD" category. It can be a vicious cycle.

Psychotropic medications, when used properly, can make a tremendous difference for anyone with a brain disorder - and greatly increase their chances of success. But parents need more education and support in understanding and working with their children who are diagnosed and given medication - whether that is in the form of family therapy or parent coaching - easy accessibility to docs or nurses with psychiatric medical expertise to answer their questions and teach them to monitor their children, understand the importance of finding the right medication and dosage, and be fully informed of other treatment modalities. But once again, access is critical. In general, I feel that access to quality mental health assessments and treatment services for low income families is so tragically poor, and this result is only one fall out of that."

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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