ENEWS: A Monthly Forum for Sharing and Interchange

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

January, 2002 (Vol. 6 #4)

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
    >ESEA Reauthorization: A Bit More of the Same?

**News from around the Country

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

**Upcoming Initiatives, Conferences, 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 Email request to Listserv@listserv.ucla.edu. Leave the subject line
blank, and in the body of the message type Subscribe mentalhealth-L

To remove your name from the mailing list, type Unsubscribe mentalhealth-L
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EMERGING ISSUE

>>>>ESEA Reauthorization: A Bit More of the Same?

How much does the new law move the nation forward in addressing the
achievement gap between rich and poor students and between those who are well-
protected and resilient and those who are vulnerable and troubled? The New York
Times (12/22/01) states: "The new education law could make a tangible
differences in the lives of disadvantaged schoolchildren." However, as in-depth
analyses are made of what Congress has passed, the equity question that will soon
resurface is: How well does the act address the major barriers to student learning
so that "no child is left behind?" Some will argue that it will fall far short because
the prescribed interventions virtually ignore and, indeed, may compound the real
problems hindering the well-being of so many schools, families, and
neighborhoods in large urban settings and poor rural areas.

What's your view? 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
Phone: 310/825-3634
Write: Center for Mental Health in Schools,
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

In response to December ENEWS Emerging Issue: Specific Programs or Complex
Strategies, Wayne Sailor sent in this response on the Center's website Net
Exchange:

"I think it is the wrong question. Specific programs or complex strategies are
likely to fail if outcome indicators cannot be directly referenced to the parameters
of the interventions. For example, math and literacy achievement test scores by
schools are being used to evaluate the effectiveness of Comprehensive School
Reform Program interventions in urban sites. Typically, these are a mix of
research-based interventions and structural elements that conventional wisdom
would suggest should work. As Larry Cuban and others have pointed out,
achievement test scores are strongly affected by life circumstances (poverty,
abuse, health) that are largely outside of the control of the educational system.
The best results appear to be coming from Community School applications where
the interventions are structured through school, family, and community
partnership arrangements (e.g., the enabling component). For our part, we are
pursuing a research agenda to address the "schoolwide discipline" piece of the
puzzle. We have a Community School structured intervention based on special
education research that is roughly analogous to Seligman's work on the concept of

positive psychology. The evidence, so far, suggests that this intervention called Positive Behavior Support will have an impact on the indicators identified with standards-based reform but will probably attain significance only with the bottom quartile. In any case, in my view, we need both research-based specific program interventions and complex strategies, both embedded in structural arrangements of the type Lisbeth Schorr, you, Hal Lawson, and others have discussed under the term 'Community School.'"

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"There is some evidence that alternatives to high-stakes testing, such as performance assessment, are useful not only for sorting and selecting students, but helping teachers enable their students to learn."
                    Linda Darling-Hammond
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NEWS FROM AROUND THE COUNTRY

>>ESEA REAUTHORIZED
Congress passed the "No Child Left Behind Act" which reauthorizes the Elementary and Secondary Education Act. Besides the continued focus on increasing standards and accountability through assessment, Title I funding has been increased. Also, there are expanded opportunities to transfer federal dollars among education programs which may enable more effective braiding of funds and programs to address barriers to learning. (http://www.ed.gov)

>>DRUG USE UNACCEPTABLY HIGH, SAYS NEW DRUG CZAR
New Drug Czar targets "unacceptably high" rates of drug use among students. Citing the 2001 Monitoring the Future Study, John Walters, Director of National Drug Control Policy said, "It is simply astounding that students today are almost as likely to light up a joint or use another illegal drug as they are to smoke a cigarettes." (29.5% of 12th graders report smoking, 25.7 report illicit drug use). (http://www.whitehousedrugpolicy.org)

>>MEDICATION USE HITS NEW HIGH
As prescriptions in U.S. hit a new high, a Kaiser Family Foundation shows that 30 percent of Americans have asked their doctor about a drug they saw advertised on television. Of those, 44% received a prescription for the drug. That translates into 1 in 8 Americans who saw a drug on TV and ended up with it. (http://www.csmonitor.com/cgi-bin/getasciiarchive?script/2001/11/30/p2s2.txt)

>>SHARP RISE IN HOMELESS CHILDREN AND FAMILIES
Conference of Mayors' announce hunger and homelessness up sharply in major U.S. cities. Requests for emergency food assistance climbed an average of 23% and requests for emergency shelter assistance increased an average of 13% in the 27 cities surveyed.
(http://www.usmayors.org/uscm/news/press_releases/documents/hunger_121101.asp)

>>LONGER SCHOOL DAY, SHORTER WEEK?
Osseo, Minnesota School Board is considering shortening the school week to four
days for next year in a dramatic cost-cutting move for the state's fifth largest
school district. Students and teachers could end up attending school about 70
minutes longer each of the remaining four days of the school week.. The savings
would be in busing, energy, and staff costs. They also are considering ending
recess for elementary students and restructuring the athletic programs.
(http://www.pioneerpress.com).

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 Father: (in a helpful tone): James don't forget that 4 o'clock is homework time.

 James: O.K., but if I don't remember, go ahead and start without me.
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RECENT PUBLICATIONS

   *CHILDREN'S MENTAL & PHYSICAL HEALTH

"Mental Health Care for Youth: Who gets it? How much does it cost? Who Pays?
Where does the money go?" (2001) Rand
(http://www.rand.org/publications/RB/RB4541)

"After 9/11: Stress and Coping Across America" (2001) Rand
(http://www.rand.org/publications/RB/RB4546)

"Mental Health and School Based Health Centers" (updated 2001). This 503 page
guide developed by the Center for Mental Health in Schools at UCLA is now
online and can be downloaded in it's complete form or in sections from
http://smhp.psych.ucla.edu/guidepak.htm

"School Health Leadership Training Kit" (2001) American Academy of
Pediatrics. (Http://www.schoolhealth.org/trnthtrn/trainmn.html)

"Bright Futures Case Studies for Primary Care Clinicians" (2001) Call 1-888-
ASK-HRSA to order copies.

"Brighter Futures: Improvements in depression care pay for themselves" (2001).
Rand (http://www.rand.org/rnb/randreview.html)

"Community-Based Health Plans for the Uninsured: Expanding Access,
Enhancing Dignity" (2001 Kellogg Foundation.
(Http://www.communityvoices.org)

"Toward Improving Birth Outcomes" (2001) Toolkit of Best Clinical and
Administrative Practices, Center for Health Care Strategies
(http://www.chcs.org/ManagedCare/ibo.html)

   *DELINQUENCY, VIOLENCE & SUBSTANCE ABUSE PREVENTION

"At what age are children most likely to be bullied at school?" (2001) M. Eslea, J. Rees. In Aggressive Behavior, (vol 27, no. 6) (http://www3.interscience.wiley.com/cgi-bin/issuetoc?ID=86513518)

"School Health Guidelines to Prevent Unintentional Injuries and Violence" (2001) Center for Disease Control and Prevention. (http://www.cdc.gov/mmwr/mmwr_rr.html)

"Exposure to Violence: Psychological and Academic Correlates in Child Witnesses" (2001) H. Hurt, E. Malmud. N. Brodsky, J. Giannetta. Archives of Pediatrics and Adolescent Medicine. (Vol 155 No. 12). (http://archpedi.ama-assn.org)

"Promoting Safety in Schools: International Experience and Action" (2001) Bureau of Justice Assistance, US Department of Justice. (http://www.ojp.usdoj.gov/BJA/html/pub1.html)

"Prevention violence and teaching peace: A review of promising and effective antiviolence, conflict-resolution, and peace programs for elementary school children." (2001) C. Clayton, B. Ballif-Spanvill, and M. Hunsaker. Applied & Preventive Psychology (vol 10, no. 1).

"The Unified Family Court: Preventive, Therapeutic and Restorative Justice for America's Families (2001). M. Town. (http://www.preventivelawyer.com/main/default.asp?pid=essays/town.htm)

"School-Associated Violent Deaths in the United States, 1994-1999" (2001) Division of Violence Prevention, Center for Disease Control and Prevention. JAMA, (vol. 286, no. 21). (http://jama.ama-assn.org/issues/v286n21/abs/joc11149.html)

   *FAMILY, COMMUNITY & SCHOOLS

"Rejecting the Isolation of Youth" (2001) (http://www.nonprofitquarterly.org/youth/rejectingisolation.php)

"Student Retention and Promotion"   Special Section, Bulletin, National Associations of Secondary School Principals. (2001) Includes "Alternatives to Retention" by J. Smink and "Legal Implications for Student Retention" by K. Murray and B. Murray. (http://www.principals.org/news/bltn_lgl_imp_stdnt_reten1201.html)

"IKSWAL: Interesting Kids Saddled with Alienating Lables" (2001) T. Armstrong. One of a series of articles in special edition Understanding Learning Differences, Educational Leadership, (vol 59. No. 3).

"Parent Involvement" Special Section, Bulletin, National Associations of
Secondary School Principals (2001). Includes "Practices and Conditions that Lead
to a Sense of Community in Middle Schools" S. Belenardo.
(Http://www.principals.org)

"Community programs to promote youth development" (2001) Board on
Children, Youth, and Families of the National Research Council and Institute of
Medicine (http://www.nap.edu/books/0309072751/html/)

"Building Capacity for Community Decisionmaking" (2001) A Series of Six
Learning Guides for Community Partners. Center for the Study of Social Policy.
(Http://www.cssp.org)

"The Educational Consultant: Helping Professionals, Parents, and Students in
Inclusive Classrooms." (2001). By T.E. Heron & K.C. Harris. Published by Pro-
ed.

   *POLICY, FINANCE, & STATISTICS

"Using Child Care and Development Fund to Finance Out-of-School Time and
Community School Initiatives" (2001) Finance Project.
(Http://www.financeproject.org/Brief7.pdf)

"Educational Achievement and Black-White Inequality" (2001) Education
Statistics Quarterly. (Http://nces.ed.gov/pubs2002/quarterly/fall/q6-1.asp)

"Merging System of Care Principles with Civil Rights Law: Olmstead Planning
for Children with Serious Emotional Disturbance" (2001) Bazelon Center for
Mental Health Law. (http://www.bazelon.org/planforchild.html)

"How Well are American Students Learning?" (2001) Brown Center on
Education Policy.
(Http://www.brook.edu/GS/brown/bc_report/BC_Report_hp.htm)

"National Evaluation of Welfare-to-Work Strategies. (2001) Prepared by
Manpower Demonstration Research Corporation and by Child Trends.
(Http://www.mdrc.org)

"Rhetoric Versus Reality: What We Know and What We Need to Know About
Vouchers and Charter Schools" (2001) Rand
(http://www.rand.org/hot/Press/vouchers.html)

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"The potency of a loving family relationship is much stronger than even the
best dare I say it potentially useful antiviolence program and certainly greater
than any single-minded, required zero-tolerance curriculum, and more productive

and less dramatic than any magnetometer or gun-sniffing dog."
        William Pollack
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**UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

Clinical Institutes for School-based Health Clinicians. January 28-29, in
Washington, DC; 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)

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, FL (http://rtckids.fmhi.usf.edu/rtcconference/rtcconf.htm)

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

Crossing Borders: The Globalization Challenge for Small and Rural Schools.
April 4 - 6, Biloxi, MS.
(Http://www.conferencepros.com/conferences/qualityschools/index.html)

Experiential Play Therapy Conference, April 8 - 12, Monterey, CA
(http://playtherapycentral.com/conference.html)

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 1, Portland, OR
(http://www.rtc.pdx.edu)

National Mental Health Association Conference, June 6-9, Washington, DC
(http://www.nmha.org/calendar/event.cfm?event_id=555)

National Conference on Community Volunteering and National Service, June 9 -
12, Salt Lake City, UT. (Http://www.PointsofLight.org)

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

The National Forum of the Coalition for Community Schools, June 23-25,

Washington, DC. (Http://www.communityschools.org)

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEB
SITE 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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Rothman's Rule:
    When things go wrong, don't go with them
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^ ^ ^ ^ ^CALLS FOR GRANT PROPOSALS/PAPERS ^ ^ ^ ^ ^

Community Action Grants for Service Systems Change (Center for Substance
Abuse Treatment, SAMHSA, (No. PA 00-002. Deadline January 10.
(Http://www.samhsa.gov)

Call for Presentations for Building on Family Strengths conference in Portland
OR May 30 - June 1. Deadline January 11 (http://www.rtc.pdx.edu)

National Institute of Justice, Office of Research and Evaluation, 2002 Solicitation
for Investigator-Initiated Research. Deadline January 16.
(http://www.ojp.usdoj.gov/nij/funding_app.htm)

Proposals for presentation to the Coalition for Community Schools conference
June 23-25 in Washington DC. Deadline for submissions is January 18
(http://www.communityschools.org/proposals.html)

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

School Nurse News soliciting manuscripts, send to 200 Valley Road, Suite 405A,
Mt. Arlington, NJ 07856.

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.

/ - / - / - / - /
Grown Child's Lament:
    Mother told me there would be days like this, but she never said there
would be so many.
/ - / - / - / - / - /

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

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

Making Health Academic, CDC/DASH, has a new website
(http://www.edc.org/makinghealthacademic/)

National Assembly on School-Based Health Care has a new web site for advocacy
and public policy. (Http://www.nasbhc.org/APP/APPIntro.htm)

National Center for Early Development and Learning. (Http://www.fpg.unc.edu)

Promising Practices Network, Rand. Results-oriented information for improving
the conditions of families and children (http://www.promisingpractices.net)

>>>>>Parents, Schools, and Community

After School, Harvard Family Research Project
(http://www.gse.Harvard.edu/hfrp/projects/afterschool/symposium/intro.html)

Inventing Partnerships in Early Childhood Education. Reconciling Policy
Contradictions: Strategies for Blending Different Early Childhood Funding in One
Classroom.
(Http://student.maxwell.syr.edu/nkranney/Policy%20contradictions.pdf)

National Child Care Information Center, Funding Resources and Child Care
Financing Matrix, (http://nccic.org/whatsnew.html#dec2001)

Balanced and Diversified Funding: A formula for long-term sustainability for after
school programs. (Http://www.nccenet.org/index.html)

Toolkit to End Violence Against Women, Department of Justice and Dept. of
HHS. (Http://www.ojp.usdoj.gov/vawo)

Resources for Grandparents raising their grandchildren:
Grandparent Support Groups database
(http://www.aarp.org/grandparents/searchsupport)
    Generations United (http://www.gu.org)
    GrandsPlace (http://www.grandsplace.com)

Working toward a "memorandum of understanding" to facilitate communication
between school and law enforcement.
(http://www.stopthehate.org/get_involved/educators/empower/towards_model_
memorandum.php)

**REQUESTS/INFORMATION/COMMENTS/QUESTIONS FROM THE

FIELD

>>>REQUEST: "I would appreciate information regarding alternative education programs that serve non-special educational students with chronic behavioral problems at the middle school level. I am interested in programs that are incorporated into the regular school environment as opposed to separate alternative schools. We are increasingly frustrated in trying to intervene on the behalf of students with behavioral problems who appear to function well in a self-contained environment. However, the only option for those who are not demonstrating emotional problems that require special education services are the rather extrememalternative education programs that do not effect long-term benefits."

    What would you share from your knowledge and experience on this topic? Either post your comment on Net Exchange at http://smhp.psych.ucla.edu or email us at smhp@ucla.edu.

>>>Our Center's REQUEST To you: As we meet with school-based staff across the country, there is growing concern about the ripple effect from the downturn in the economy. Local, county, and state funds are being reduced, hiring is "frozen," and those seen as providing "supplemental or auxilliary services" at schools are being laid off. It is a critical time for showing the "evidence" to those who make budget decisions at schools that (1) educational outcomes can't be reached if children face barriers to learning, and (2) the staff, programs, and services that reduce these barriers are essential and cost-effective. Crisp, clear, and compelling facts are needed to influence busy decision makers. The Center has been accumulating such information and disseminating it in various forms (e.g., a resource packet entitled "Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning" and a Center Brief entitled: Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base). WHAT HAVE YOU FOUND TO BE THE MOST EFFECTIVE WAY TO MAKE THE CASE?

Send us your responses by phone, fax, email, or on our website Net Exchange, and we will compile and share it with others. Thanks for your help in this crucial matter.

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Kurtin's Law of Survival:
   "It's not who is right, it's who is left.
         + + + + + +

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

<Project Coordinator>
Illinois Afterschool Initiative, Illinois Center for Violence Prevention. Contact

Debbie Bretag at dbretag@icvp.org

<Postdoctoral Clinical Researcher>
Treat-outcome evaluation of anxiety disorders in youth. Contact
twonets@nimbus.temple.edu

<Postdoctoral Fellowship>
Center for the Study and Prevention of Suicide, University of Rochester. Contact
Yeates Conwell at yeates_conwell@urmc.rochester.edu

<Administrative/Special Assistance>
National Center for Policy Research for Women & Families, Washington, DC.
See http://www.center4policy.org

<Postdoctoral Fellowship>
University of Texas Medical Branch at Galveston. Position in pediatric
psychology with a focus on adolescent health. See
http://www.utmb.edu/psychology.

<Postdoctoral fellowship>
University of Rochester, Interdisciplinary Leadership Education in Adolescent
Health. Applications due April 1. E-Mail: LEAH@urmc.rochester.edu.

<Faculty and Postdoctoral Positions>
Center for At-Risk Children's Services, University of Nebraska-Lindoln, federally
funded center on family-school connected prevention services. Contact Ron
Nelson at rnelson8@unl.edu

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 sites.

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

As sister Centers, we 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. They work to enhance network building for program
expansion and systemic change and do catalytic training to stimulate interest in
such activity. They demonstrate the catalytic use of technical assistance, internet,

publications, resource materials, and regional and national meetings to stimulate interest in program expansion 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.

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

NEXT STEPS IN ENHANCING TRAINING RELATED TO MH IN SCHOOLS

The Center is pleased to announce a new initiative to enhance inservice efforts at schools related to mental health and psychosocial concerns. We are developing and putting online two major forms of assistance:

 >QUICK TRAINING AIDS   Each of these offers a brief set of resources to guide those providing an inservice session. (They also are 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) facts sheets, (d) tools, and (e) a sampling of other related information and resources

 The first two are now online and is available in a hardcopy format. Go to http://smhp.psych.ucla.edu, click on the Quick Find link, scroll down to Crisis Prevention and Response. The first item you will see is the new QUICK TRAINING AID. Please look it over and tell us what you think. A similar Aid has been developed for Suicide Prevention. Take a look. Then, (1) provide feedback for improving them and (2) propose topics you would like us to develop into Quick Training Aids. (In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please let us know so that we can make improvements.)

 >TRAINING TUTORIALS   These are designed as self-directed opportunities for more in-depth learning about specific topics. They can be used as a self-tutorial or as a guide/syllabus for staff development or training course. They provide an outline for learning about a broad subject (e.g., classroom changes to enhance learning, crisis response and prevention, home involvement in schooling, community outreach, student and family assistance, transitions, infrastructure to address barriers to learning). The outlines will show how the downloadable materials on our website can be used in ways to provide an initial overview of the topic, a sequential look at the readings and specific resource materials and tools that will help in going into the topic in depth.

 The first of these entitled: "Classroom Changes to Enhance and Reengage Students in Learning" Will be online soon. We invite you to look at it (http://smhp.psych.ucla.edu) and then (1) provide feedback for improvement and (2) propose topics you would like us to develop into Training Tutorials.

LEADERSHIP FOR AN ENABLING COMPONENT (LEARNING SUPPORTS)
AT SCHOOL SITES

In response to requests from school staff working on establishing a Enabling
(Learning Supports) Component, we have just updated the job descriptions for the
Staff Lead and the Administrative Lead for the Component. They will be added
to the relevant Center materials, such as Getting from here to there: A Guidebook
for the Enabling Component. If you would like to receive a copy of these job
descriptions, let us know. Email smhp@ucla.edu

FALL NEWSLETTER

By now you should have received our Fall, 2001, Newsletter in the mail. The
feature article is "Comprehensive & Multifaceted Guidelines for Mental Health in
Schools". We have included excerpts from the Department of Justice's Office for
Victims of Crimes handbook Coping after Terrorism: A guide to healing and
recovery. Also included is a guideline on "Making a Memorandum of
Understanding Meaningful" with an example of an agreement between school and
community staff related to establishing an Enabling (Learning Support)
Component at a school. In our Lessons Learned section we have an article on
Bullying: a Major Barrier to Student Learning. If you don't receive this hardcopy
quarterly newleter and would like to, let us know.

Finally, as noted above, the Center guide entitled: "Mental Health and School
Based Health Centers" is now online. This 503 page guide can be downloaded in
it's complete form or in sections to better fit the capacity of your computer. You
can browse through the Guidebook to view and print forms, procedures, and
frameworks that will aid you in your work. If you have any trouble accessing this
new online resource, please let us know.

Contact us at:
SCHOOL MENTAL HEALTH PROJECT
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
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Email: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu

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To post message to ENEWS, Email them to smhp@ucla.edu
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**UPDATE from our Sister Center, Center for School Mental Health Assistance
(CSMHA) at the University of Maryland at Baltimore, Mark Weist, Director

You still have time to meet the January 15 deadline for submitting proposals for the National Conference on Advancing School Based Mental Health Programs, September 19-21, 2002, in Philadelphia.

For more information contact:
Center for School Mental Health Assistance
University of Maryland at Baltimore
Department of Psychiatry
680W 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. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

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

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
Phone (310) 825-3634   Fax (310) 206-5895
Email: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu

Write: UCLA School Mental Health Project/
Center for Mental Health in Schools
Box 951563
Los Angeles, CA 90095-1563