**ENEWS**

A Monthly Forum for Sharing and Interchange

**January, 2011 (Vol. 15 #4)**

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

<><><><><><><>

**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**

<><><><><><><>

**WHAT'S HERE THIS MONTH**

**\*\*Emerging Concern:**

> **>Needed: A Focus on School Engagement and Re-engagement to Address Chronic School Absence**

**\*\*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**

> **>January – New Year Resolutions –
>   A Time for Renewal; A New Start for Everyone**

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

**\*\*Links to**

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

**\*\*UCLA Center Update**

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

<><><><><><><><><><><><><><><><><><><><><><><>

## EMERGING CONCERN:

### >Needed: A Focus on School Engagement and Re-engagement to Address Chronic School Absence

In an October 2010 report,* the Vera Institute for Justice noted: "The most common responses to teenage chronic absence around the country are punitive, contrary to what adolescent development and school engagement research tell us about what motivates teens to go to school." In studying the situation in New York state, they found that "the child protective system—the network of state and local agencies that handle allegations of child abuse and neglect—is not well equipped to help teenagers improve their school attendance. At times, it can make matters worse."

The report concludes that legally designating chronic absence as educational neglect is counterproductive, and the institute recommends: "1) increasing schools' accountability, system incentives, and access to services for engaging chronically absent teens; and 2) developing new approaches to reducing teen absence that address the underlying problem observed statewide and nationally: *a lack of effective methods for re-engaging chronically absent teens."*

*Getting teenagers back to school: Rethinking New York State's response to chronic absence*
http://www.vera.org/download?file=3062/Ed-neglect-summary-revised-v5-copyedit.pdf

*Are you seeing schools doing an effective job in addressing chronic school absence?*
Let us know about them and share your views about this important issue.
Send comments to ltaylor@ucla.edu

Related to this, see the Center's new resource: *School Engagement, Disengagement, Learning Supports, & School Climate.*
Http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf

###############################################

## NEWS FROM AROUND THE COUNTRY

### More teens getting dangerous prescriptions

The chance that a teenager or young adult will receive a prescription for a controlled medication has nearly doubled in the last 15 years in the U.S. In 2007, one out of every nine teens and one out of six young adults in their 20s received prescriptions for medication that have the potential for abuse, such as pain killers, sedatives and stimulants like Ritalin. 11/29/10.  http://www.reuters.com/article/idUSTRE6AS4V820101129

### New data on increase in youth drug use

Data from the National Institute on Drug Abuse (NIDA) reveal increases in youth drug use in America, and a softening in young people's attitudes towards drugs, particularly marijuana. This year's Monitoring the Future survey indicates:
>Marijuana is by far the most commonly used drug after alcohol and there have been increases in the daily use of marijuana among teens, particularly 8th graders. The number of high school seniors who see great risk in 'taking heroin occasionally' decreased from 79.7% in 2009 to 74.8% in 2010.

>Fewer students reported disapproving of drug use or believing in the risks associated

with use and past surveys have found that such 'softening' of teen's perceptions of harmfulness has signaled future rises in the rates of drug use.
http://www.drugabuse.gov/newsroom/10/NR12-14.html

## Mental health needs seen growing at colleges

National surveys show that nearly half of the college students who visit counseling centers are coping with serious mental illness, more than double the rate a decade ago. More students take psychiatric medication, and there are more emergencies requiring immediate action. 12/19/10. http://www.nytimes.com/2010/12/20/health/20campus.html

## School boards group questions U.S. guidance on bullying

The National School Boards Association is warning the Department of Education that recent federal guidance to schools on bullying and harassment expands the standard of liability for school officials and "will invite misguided litigation." The NSBA letter called on the department to clarify that schools must operate under multiple local, state and federal legal requirements on harassment and bullying. (Education Week, 12/15/10) http://blogs.edweek.org/edweek/school_law/2010/12/school_boards_group_questions.html

## Thousands called dropout risks

More than a third of eighth graders attending urban school districts across Massachusetts at the end of the last academic year were at risk of dropping out of high school, according to newly compiled data from the state.  A host of factors – such as low state achievement test scores, high absenteeism, and numerous suspensions – combined to place more than 7,000 students at risk in the "early warning indicator index." The new system is meant to prompt local schools and parents to respond by proving tutoring, mentoring, or other assistance. 11/29/10.
http://www.boston.com/news/education/k_12/articles/2010/11/29/thousands_called_dropout_risks/

## "Dropout factories" on decline in US

The number of dropout factories – where fewer than 60% of students who started as freshmen remain enrolled four years later – fell nationally from 2,007 in 2002 to 1,746 in 2008. More than 30 states have raised the compulsory attendance age to 17 or 18 as a way to ensure students graduate. 11/30/10
http://detnews.com/article/20101130/SCHOOLS/11300380/Report--%E2%80%98Dropout-factories%E2%80%99-on-decline-in-U.S.

## Program builds school supports for foster pupils

Five districts in the Los Angeles area are weaving a web of interagency supports to catch youth in foster care who face a great risk for slipping through the cracks in school. Modeled on a framework developed by the Annie E. Casey Foundation, the program has shown the potential to become a national model for keeping foster students on track to graduate and go on to college. (Education Week, 12/08/10)
http://www.edweek.org/ew/articles/2010/12/08/14i3foster.h30.html

**Transfers swamping successful schools**

In some struggling school districts across the country, students transferring from failing schools are overwhelming the few successful ones in their areas, an unintended by product of the No Child Left Behind Law. School leaders are concerned that the moves could jeopardize any fragile progress at the failing schools. And parents of children at the successful schools worry that the wave of new students with overwhelm teachers and drag down the only programs that are meeting the new standards. 11/23/10
http://www.washingtonpost.com/wp-dyn/content/article/2010/11/23/AR2010112307421.html?wprss=rss_print

**Many officials willing to replace half of staff to turn around schools**

Education officials across the country have replaced the principals and at least half of the staff in about 150 struggling schools to obtain federal aid through the school improvement grant program. Data on the initiative looks at efforts to overhaul (and in some cases show down) at least 730 low performing schools in 44 states.  12/9/10.
http://www.washingtonpost.com/wp-dyn/content/article/2010/12/09/AR2010120904925.html

**Only one percent of 'bad' schools turn around**

A study of 2,000 of the worst performing district and charter schools in 10 states over five years, found that very few of them closed, and even fewer, about one percent, truly "turned around." Eleven percent of the district and nineteen percent of the charter schools closed. 12/14/10.
http://www.csmonitor.com/USA/Education/2010/1214/Report-Only-1-percent-of-bad-schools-turn-around

@#@#@#
Chester Finn quote from above article:
     "The number of schools being deemed in need to improvement in becoming vastly more than anybody in their right mind can expect to actually be improved."
                                                                    @#@#@#

*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

Among the sources used in gathering the above items are
The ECS e-clip at http://www.ecs.org/e-clips
The Public Education Netowrk (PEN) Newsblast at
http://www.publiceducation.org/newsblast_current.asp
The Update from the American Orthopsychiatric Association at
http://www.aoatoday.com/news.php

################################################

**RECENT PUBLICATIONS**
(In print and on the web)

**Child, Adolescent, Young Adult Mental and Physical Health**

>Cyberbullying and self-esteem (2010). J. Patchin & S. Hinduja.  *Journal of School Health 80*(12), 614-621. http://www.wiley.com/WileyCDA/Brand/id-29.html

>Mental health challenges and strengths of street-involved youth: The need for a multi-determined approach (2010). E. McCay, et al., *Canadian Journal of Nursing Research. 42*(3) 30-49. Http://cjnr.mcgill.ca

>Adolescents with depressive symptoms and their challenges with learning in school (2010). J. Humensky, et al. *Journal of School Nursing, 26*(5) 377-392. Http://jsn.sagepub.com

>Witnessed violence and youth behavior problems: A multi-informant study (2010). R. Lewis, et al., *American Journal of Orthopsychiatry, 80*(4) 443-450. Http://www.aoatoday.com

>Obesity, body dissatisfaction, and emotional well-being in early and late adolescence (2010). *Journal of Adolescent Health*. Online. Http://www.jahonline.org

>Listening to shy voices: shy adolescents' experiences with being bullied at school (2010). I. Lund, et al., *Journal of Child and Adolescent Trauma, 3*(3) 205. Http://www.informaworld.com

>College students' intentions to seek help for suicidal ideation: Accounting for the help-negation effect (2010). E. Yakunina, et al., *Suicide and Life Threatening Behavior, 40*(5) 438-450. Http://www.guilford.com

>Special Issue focused on diagnosing mental health problems of youth (2010). *Clinical Psychology: Science and Practice, 17.*
Http://www.wiley.com/bw/journal.asp?ref=0969-5893

**Schools, Family & Community**

>*School, family, and community partnerships: Preparing Educators and Improving Schools. Second Edition* (2011). J. Epstein. Westview Press.
http://www.westviewpress.com/book.php?isbn=9780813344478

>The effectiveness of middle and high school based suicide prevention programmes for adolescents: A systematic review (2010). M. Cusimano & M. Sameem. *Injury Prevention*, ePub. Http://www.injuryprevention.com

>Do actions speak louder than words? Classroom attitudes and behavior in relation to bullying in early adolescence (2010). R. Scholte, et al., *Journal of Clinical Child and Adolescent Psychology, 39*(6) 789-799. Http://www.leaonline.com

>Hanging out: Features of urban children's peer social networks (2010). J. Neal. *Journal of Social and Personal Relationships, 27*(7) 982-1000. Http://spr.sagepub.com

>Teaching kids to cope with anger: Peer education (2010) K. Puskar, et al., Journal of Children's Health Care, ePub. Http://chc.sagepub.com

>Using community based participatory research to create a culturally grounded intervention for parents and youth to prevent risky behaviors (2010). M. Bermudez Parsai, et al., *Prevention Science*, ePub. Http://www.springerlink.com

>Keeping the doors to the community open (2010). G. Melton. *American Journal of Orthopsychiatry, 80*(4) 451-461. Http://www.aoatoday.com

>School climate: Research, policy, teacher education and practice.  J. Cohen, E.M. McCabe, N.M. Michelli, & T. Pickeral (2009). *Teachers College Record, 111*, 180-213. http://www.tcrecord.org/Content.asp?ContentId=15220

>School climate research summary (2010). J. Cohen & V. Geier. *School Climate Brief, 1*. New York: National School Climate Center. http://www.schoolclimate.org/climate/research.php

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

>Nonmedical prescription drug use in a nationally representative sample of adolescents (2010). J. Havens, et al. *Archives of Pediatrics & Adolescent Medicine*, online first. Http://archpedi.ama-assn.org

>The development of the Social Bullying Involvement Scales (2010). S. Fitzpatrick & K. Bussey.  *Aggressive Behavior*, ePub.  Http://www.interscience.wiley.com

>Current trends in remediating adolescent self-injury: An integrative review (2010). B. Wilkinson.  *Journal of School Nursing*, ePub.  Http://jsn.sagepub.com

>A different kind of evidence?  Looking for "what works" in engaging young offenders (2010). D. Prior & P. Mason, *Youth Justice 10*(3) 211-226. Http://yjj.sagepub.com

>Estimating the costs of bad outcomes for at-risk youth and the benefits of early childhood interventions to reduce them (2010). M. Cohen, et al., *Criminal Justice Policy Review, 21*(4) 391-434. Http://cjp.sagepub.com

>Trends in high school dropout and completion rates in the united states: 1972-2008. Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011012

>2010 Monitoring the Future survey: Teen marijuana use increases as does ecstasy use and continued high levels of prescription drug abuse. Http://www.nih.gov/news/health/dec2010/nida-14.htm

>State test score trends through 2008-09, Part 2: Slow and uneven progress in narrowing gaps. Http://www.cep-dc.org

>   *FYI:* Safety Lit is a useful resource for abstracts related to injury prevention policy and practices 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

@#@#@@#
>   "I must take issue with the term ' a mere child,' for it has been my invariable experience that the company of a mere child is infinitely preferable to that of a mere adult."

<div align="right">Fran Lebowitz
@#@#@##</div>

**THIS MONTH'S FOCUS FOR SCHOOLS TO
ADDRESS BARRIERS TO LEARNING**

>**January – New Year Resolutions –
A time for renewal; A new start for everyone**

New Year resolutions are promises we make to ourselves that we just can't seem to keep (e.g., lose how many pounds?) Resolutions that work, usually involve a public commitment to a group of friends or colleagues who are also agreeing to make the promise a reality. The beginning of a year (coming back to school after a break) is a natural time for school staff to agree"work smarter" with school and community colleagues in engaging and re-engaging students in school learning and reducing dropout/push out rates.

*If there ever was a year for it, this one certainly calls for resolving to work smarter!*

Across the country, schools are focused on engagement and re-engagement particularly with concern for correcting learning, behavior, and emotional problems and enhancing school climate. Staff are interested in how to enhance the motivational match between the ways each student learns best and the teaching approaches used. (This needs to be a major emphasis of response to intervention practices.)

Schoolwide and classroom strategies for enhancing engagement can be drawn from available research. For example, review of the literature on motivation suggests that providing students with options and involving them in decision making are key facets of addressing engagement and re-engagement in the classroom and at school. Numerous studies have shown that opportunities to express preferences and make choices lead to greater motivation, academic gains, increases in productivity and on-task behavior, and decreases in aggressive behaviors.

In our new online resource "School engagement, disengagement, learning supports & school climate," you will see a discussion of conditions that promote intrinsic motivation for learning – Http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf . Those working schools (teachers, support staff, administrators) can use this brief as an aid in planning more effective strategies for engaging and re-engaging students in school learning.

(Other resources are readily accessed through the Center Online Clearinghouse Quick Find on Motivation – http://smhp.psych.ucla.edu/qf/motiv.htm

Send us your comments and questions about motivating students, families, and staff (including yourself) ltaylor@ucla.edu

For more resources related to motivation and engagement in learning see the Motivation Quick Find at
http://smhp.psych.ucla.edu/qf/motiv.htm

*Note:* Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen schools and minimize problems. For a calendar of monthly concerns and themes, see ideas for Enhancing Support at Your School this Month on the home page at http://smhp.psych.ucla.edu

A long holiday break provides the opportunity to think about working smarter, or as Winnie the Pooh says as Christopher Robin drags him down the steps with Winnie's head hitting every riser, "There's got to be a better way to do this if only I could stop bumping long enough to think of it."

## OTHER HELPFUL INTERNET RESOURCES

>Building a grad nation: Progress and challenge in ending the high school dropout epidemic
http://www.americaspromise.org/our-work/grad-nation/building-a-grad-nation.aspx

>A road map for learning: Improving educational outcomes in foster care
http://www.casey.org

>Supporting the education pipeline: A business engagement toolkit for community based organizations. http://www.corporatevoices.org/businessengagement

>The science of adolescent risk taking.
http://www.nap.edu/catalog.php?record_id=12961

>Many challenges arise in educating students who change schools frequently.
Http://www.gao.gov/products/gao-11-40

>The transition to adulthood: How states can support older youth in foster care.
Http://www.nga.org/files/pdf/1012fostercare.pdf

>A profile of disconnected young adults in 2010. Http://nccp.org

>Findings from the evaluation of the Office of Juvenile Justice and Delinquency Prevention's Gang Reduction Program
http://www.ojjdp.gov

>School violence threat risk assessment
http://www.psych-insight.com

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

"I'm not into working out.  My philosophy is no pain, no pain."

George Carlin

## LINKS TO

>Upcoming initiatives, conferences & workshops.
Http://smhp.psych.ucla.edu/upconf.htm

>Calls for grant proposals, presentations, and papers.
Http://smhp.psych.ucla.edu/upcall.htm

>Training and job opportunities. Http://smhp.psych.ucla.edu/job.htm

>Upcoming and 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 bases on our website. Just click on the indicated URL or on What's New on our website at http://smh.psych.ucla.edu

> If you would like to add information to these send it to ltaylor@ucla.edu

<div align="center">

############################################

</div>

## UCLA CENTER UPDATE

### New

> >*School Engagement, Disengagement, Learning Supports & School Climate* (a Resource Aid) – http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf

> >*Examples of the Focus on Intrinsic Motivation in the Six Learning Supports Arenas* (an Information Resource) – http://smhp.psych.ucla.edu/pdfdocs/exmotivls.pdf

> >*Intrinsic Motivation, Student Engagement, and the Work of Deci and Ryan* (an Information Resource) – http://smhp.psych.ucla.edu/pdfdocs/deciinforesource.pdf

> >*Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports* (an Information Resource coming online this week)

### *Revised*

> >*About School and Classroom Climate* (an Information Resource) http://smhp.psych.ucla.edu/pdfdocs/schoolclassroomclimate.pdf

(New and revised Center Resource are e-mailed over the month to those on our email address list.)

### This Month's Featured Center Resource – the *Quarterly News/Journal*

The new WINTER issue is a Special Edition focused on:
> *School Engagement, Disengagement, Learning Supports, & School Climate*

Contents:
I About School Engagement, Re-engagement, and Learning Supports
II Appreciating Intrinsic Motivation
III Motivation: A Key Concern of Any Intervention
IV Motivation and School Improvement: Beyond Reinforcement Theory
V A Caution about Over-relying on Extrinsics
VI About Psychological Reactance & Re-engagement
VII School Climate as an Emergent Quality
This special edition will be E-mailed and online shortly. As a special outreach to Superintendents and principals (as part of the Center's administrators' and call to action initiatives), a hardcopy also will be e-mailed to our regular mailing list of 20,000, to about 5,000 district superintendents, and to about 34,000 school principals.

The winter edition begins Volume 16; all the previous editions are online (http://smhp.psych.ucla.edu/news.htm ). They provide a reader friendly introduction to a range of resources and ideas related to the Center's mission and goals.  Hardcopies of some back editions are available if they would be helpful. Let us know. Ltaylor@ucla.edu

For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at http://smhp.psych.ucla.edu or contact Howard Adelman and Linda Taylor, Co-directors. The Center operates under the auspices of the School Mental Health Project, Department of Psychology, UCLA, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-5895. Email: smhp@ucla.edu

###############################################

Check out our sister center, the Center for School Mental Health at the University of Maryland at Baltimore, Department of Psychiatry, http://csmh.umaryland.edu 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: csmh@psych.umaryland.edu - Nancy Lever and Sharon Stephan, Co-directors

The CSMH just announced: "Proposals are now being accepted for the 16th Annual Conference on Advancing School Mental Health to be held  September 22-24, 2011 at the Charleston Area Convention Center, Charleston, S.C. The Conference is sponsored by the Center for School Mental Health (CSMH) and the IDEA Partnership (funded by the Office of Special Education Programs (OSEP), sponsored by the National Association of State Directors of Special Education). The theme of this year's conference is *School Mental Health: Achieving Student Success through Family, School, and Community Partnerships*. The conference features twelve specialty tracks and offers speakers and participants numerous opportunities to advance knowledge and skills and to network related to school mental health practice, research, training, and policy. The deadline for submissions is January 31, 2011--all proposals must be submitted online, http://csmh.umaryland.edu

###############################################

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

(1) "I would like to share our newest Fall 2010 issue of New Directions for Youth Development entitled "Putting all students on the graduation path. I hope you might pass this on to your listserv. Http://www.pearweb.org

(2) Federal Bullying Prevention Task Force Requests Input – Field-based practices to prevent and address bullying can be submitted to the Federal Partners in Bullying Prevention Task Force and if selected will be posted on the website. Submissions can include formats ranging from research articles to youth-produced public service announcements. Submission forms for these resources and procedures to nominate evidence-based programs are at http://www.Findyouthinfo.gov, an inter-agency federal government website.

(3) Provide Your Input on the Strategic Plan for Youth Policy – The Interagency Working Group on Youth Programs requests public comments to inform the development of a strategic plan for Federal youth policy. The Working Group is focusing on youth across several developmental stages, including (1) early adolescence (ages under 14); (2) middle adolescence (ages 15-17); and (3) late adolescence/early adulthood (ages 18-24). The Working Group is focused on three overarching outcomes for youth through this framework: (1) basic needs:

health, safety, and wellness; (2) school, family, and community engagement and connections; and (3) education, training, employment, transitions, and readiness for careers and adulthood. Provide your input, http://www.findyouthinfo.gov/provideinput.aspx
　　To learn more, read the Federal Register notice -- http://www.findyouthinfo.gov/spotlight_strategicPlan.shtml

(4) The National Prevention Council invites input and comments on Draft Recommendations developed for the National Prevention Strategy.*  The National Prevention Strategy provides an unprecedented opportunity to shift the nation from a focus on sickness and disease to one based on wellness and prevention.  It will present a vision, goals, recommendations and action items that public, private, nonprofit organizations and individuals can take to reduce preventable death, disease and disability in the United States. Provide input by visiting http://www.healthcare.gov/center/councils/nphpphc/draft_recommendations.pdf

*This round of public comment will remain open through January 13, 2011.*

　　*On June 10, 2010 the President signed an Executive Order creating the National Prevention, Health Promotion, and Public Health Council. The National Prevention Council, chaired by Surgeon General Regina Benjamin, is charged with providing coordination and leadership at the federal level and among all executive departments and agencies with respect to prevention, wellness and health promotion practices. With input from the public and interested stakeholders, the National Prevention Council is charged with developing a National Prevention and Health Promotion Strategy (National Prevention Strategy) by March 23, 2011.
　　A Draft Framework to guide the development of the National Prevention Strategy was made available for public comment from October 1 – December 5, 2010.  Guided by this public input, the National Prevention Council has now developed a preliminary set of Draft Recommendations - overarching priorities with a focus on communities - that will greatly improve health and wellness in the United States.


#################################################

## 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 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