26 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

January, 2013 (Vol. 17 #4)

ENEWS is one of the m any resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic journal/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 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

**Ongoing Concern

>Safe Schools

**News from around the country

**Recent publications relevant to

>Child, adolescent, and young adult's 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: Re-engaging disconnected students

**Other helpful Internet resources

**Initiative for New Directions for Student & Learning Supports

**UCLA Center Developed Resources Update

**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

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

ONGOING CONCERN

Safe Schools

For the past 20 years, there has been a constant focus on making schools safe (and drug free). School security measures undoubtedly have averted some events. And the school shooting in Newtown will undoubtedly lead to enhancing such measures for the immediate future. One concern being raised is that the reactive response will end there. This concern is accompanied by calls for enhancing fragmented initiatives that target specific problems, such as bullying and social rejection. Others are calling for more mental health services. All these concerns are worthy of attention; however, all focus only on a piece of the complex problems school face and exacerbate what is already a fragmented and marginalized approach to such problems. This is not the time to simply react. It is a time for proactive and creative renewal and reculturing of schools with full appreciation of those students who currently are not being well-served. For example, as local schools move to tighten security and identify students who are "loners" and possible "threats," it is imperative that every stakeholder ask: What changes would yield the type of comprehensive support system that ensures alienated young people are integrated into a school community where they experience caring peers and adults and a generally nurturing school climate?

Please share what your local schools are doing in response to the Newtown tragedy so we can let others know. Send to Ltaylor@ucla.edu

>For our take on isolated students, see *About Loners*
http://smhp.psych.ucla.edu/pdfdocs/youth/loners.pdf
>Also see the January Theme below: *Re-engaging disconnected students*

NEWS FROM AROUND THE COUNTRY

Tapping the power of friendship to boost teen mental health. An effort to bolster teen mental health by harnessing the power of peer influence has shown success in its first year. The initiative, called Sources of Strength, is one of several teen wellness programs at a school in Palo Alto which suffered a devastating string of student deaths by suicide in 2009. Fifty students volunteered to be "peer leaders" and were taught to help their friends change their coping practices, by identifying a trusted adult from whom they could seek help when faced with depression, stress or other problems. Twenty-seven adults on campus also participated in the training. The ideas is to use the "natural resources" of positive activities, friends and adult mentors to help kids get through difficult times. 12/7/12. Http://www.paloaltoonline.com

Data on marijuana use by teens. The National Institute on Drug Abuse's 2012 Monitoring the Future survey shows rates stable or down for most drugs. However, the survey found continued high use of marijuana by the nation's eighth, tenth, and twelfth

graders combined with a drop in perceptions of its potential harms. Just over 36 percent say they smoked it within the previous year. 12/19/12. Http://www.nih.gov/news/

Some reactions to changes in the DSM:. The Diagnostic and Statistical Manual of Mental Disorders is one step closer to its overhaul, a task that has taken more than a decade and continues to produce controversey. The new edition is due out in May. Among the changes: Asperger's disorder will not longer be classed as a separate condition but will be folded into an umbrella category called autism spectrum disorder. "Disruptive mood dysregulation disorder" is a new psychiatric category for children and adolescents who exhibit persistent irritability and frequent episodes of behavior outbursts. Many such kids are today diagnosed with bipolar disorder. 12/9/12. Http://www.chicagotribune.com

The repercussions of national education standards. Not only are student test scores expected to drop drastically when standardized tests based on national standards are adopted in 2015, but the shift is expected to cost districts millions to update their textbooks, teaching materials, technology to administer the new tests on computers and to train teachers to align lessons with the next standards. 12/5/12. Http://ctmirror.com

McDonalds staff helping to pioneer suicide prevention strategy. Partnership working across health and social care is a key element of any mental health policy. But one local authority has set a new standard by forging links with business and the wider community as part of its suicide prevention strategy. Staff at McDonalds in North Lanarkshire, Scotland, are being trained in SafeTALK, a suicide alert counseling course normally offered to health and social workers. During the training sessions staff are taught to not be afraid to ask someone in distress if they are considering suicide. An evaluation of the scheme found the campaign has helped remove some of the stigma surrounding mental ill-health. 11/20/12. Http://www.guardian.co.uk/

Does suspending students work? Suspensions may do more harm than good. Research shows most school districts continue to use out of school suspensions even for minor disciplinary issues, even through they tend to actually exacerbate problem behaviors and also may lead to academic problems. Further, out of school suspensions are not fairly applied with minority youth being assigned punitive suspensions at greater rates than non-minority youth. 12/5/12. Http://ideas.time.com

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Among the sources used in gathering the above items are:
>The ECS e-clip at http://www.ecs.org
>The Public Education Network Newsblast at http://www.publiceducationorg
>The Update from the American Orthopsychiatric Association at http://www.aoatoday.com/news.php

Note: Each week the Center highlights newsworthy stories online at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

If you see a story that should be included, let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

Quote from the Palo Alto story:

> "You start with peer leaders and propagate it through social messaging. Peer leaders are your agents of change, not the only ones, but important ones."
>
> Shashank Joshi

RECENT PUBLICATIONS (in print and on the web)

Child, adolescent, and young adult mental and physical health

>Adolescent mental health, behavior problems, and academic achievement. McLeod J.D., Uemura, R., & Rohrman, S. (2012). *J. Health Soc. Behav. 53*, 482-497. Http://hsb.sagepub.com/content/53/4/482

>The effects of victim and bullying reputation on adolescent's choice of friends. Boulton, M. (2012). *J. Exp. Child Psychol,* 3Pub http://www.sciencedirect.com

>Exposure to violence and socioemotional adjustment in low income youth: An examination of protective factors. Hardaway, C. et al. (2012). *American Journal of Community Psychology, 49*, 112-126. http://www.springerlink.com

>Adolescent suicide prevention in a school setting: Use of a gatekeeper program Johnson, L.A., Parsons, M.E. (2012). *NASN Sch. Nurse 27*, 312-317. http://nas.sagepub.com

>Associations between suicidal high school students' help-seeking and their attitudes and perceptions of social environment. Pisani, A.R., Schmeelk-Cone, K., Gunzler, D., Petrova, M., Goldston, D. B., Tu, X., & Wyman, P. A. (2012) *Journal of Youth and Adolescence, 41*,1312-1324 http://www.springerlink.com

School, family & community

>How youth development and community collaboration contribute to safe communities. Davis, R. (2012). *Inj. Prev. 18,* (Suppl. 1) A42. http://injuryprevention.bmj.com/content/18/Suppl_1/A42.1

>Risk and resilience in the educational success of homeless and highly mobile children. (2012). In special section of *Educational Researcher, 41*.

>Bullies, gangs, drugs, and school: Understanding the overlap and the role of ethnicity and urbanicity. Bradshaw, C.P., Waasdorp, T.E., Goldweber, A., & Johnson S.L. (2012). *J. Youth Adolesc.* ePub http://link.springer.com/article/10.1007%2Fs10964-012-9863-7

>School belonging and school misconduct: The differing role of teacher and peer attachment. Demanet, J. & Van Houtte, M. (2012). *Journal of Youth and Adolescence, 41,* 499-514. http://www.springerlink.com

>Parental influence on adolescent risk behaviours: A strategy to empower parents. Groff, P., Morrish, J., & Smith, V. (2012). *Inj. Prev. 18* (Suppl. 1), A108-A109. http://injuryprevention.bmj.com/content/18/Suppl_1/A108.4

>Role of home environment, parental care, parents' personality and their relationships with adolescents' mental health. Deb, S. (2012) *Inj. Prev. 18* (Suppl. 1), A44-A45. http://injuryprevention.bmj.com/content/18/Suppl_1/A44.4

>Associations of participation in service activities with academic, behavioral, and civic outcomes of adolescents at varying risk levels. Schmidt, J. et al. (2012). *J Youth Adolescence, 41*, 932-947. http://link.springer.com

>Strengthening effective parenting practices over the long term. Hagan, M. et al.(2012). *Journal of Clinical Child and Adolescent Psychology, 41,* 177-188. http://www.tandf.co.uk

Policy, systems, law, ethics, finances & statistics

>School shootings in the USA: Popular culture as risk, teen marginality, and violence against peers. Venanzi A.D. (2012). *Crime Media Culture 8*, 261-278. http://cmc.sagepub.com/content/8/3/261

>Challenging the status quo: Engaging youth in the development of a curriculum resource about alcohol and young people. Stuart, S. & Cvitanovic L. (2012) *Inj. Prev. 18* (Suppl. 1) A174. http://injuryprevention.bmj.com/content/18/Suppl_1/A174.3

>Communities are not all created equal: Designing environments to prevent violence. Tsao, B., Davis, R., & Cohen, L. (2012)*. Inj. Prev. 18* (Suppl. 1), A44. http://injuryprevention.bmj.com/content/18/Suppl_1/A44.3

>Mental health promotion in a school community by using the results from the well-being profile: An action research project. Puolakka, K., Haapasalo-Pesu, K.M., Konu, A., Astedt-Kurki, P., & Paavilainen, E. (2012). *Health Promot. Pract*. ePub http://hpp.sagepub.com/content/early/2012/10/24/1524839912464876

>Understanding the ecology and development of children and families experiencing homelessness: Implications for practice, supportive services, and policy. Kilmer, R. et al. (2012). *American Journal of Orthopsychiatry, 82*, 389-399. http://www.aoatoday.com

>Do peers matter in the development of self control: Evidence from a longitudinal study of youth. Meldrum, R. & Hay, C. (2012). *Journal of Youth and Adolescence, 41*, 691-703. http://www.springerlink.com

Current Reports of Relevance to School Shootings and Violence

Violence and School Shootings (2013). Daniel J. Flannery, William Modzeleski, & Jeff M. Kretschmar. *Curr Psychiatry Rep. 15*, 331.
   http://link.springer.com/content/pdf/10.1007%2Fs11920-012-0331-6

Abstract: "Multiple homicide school shootings are rare events, but when they happen they significantly impact individuals, the school and the community. We focus on multiple-homicide incidents and identified mental health issues of shooters. To date, studies of school shootings have concluded that no reliable profile of a shooter exists, so risk should be assessed using comprehensive threat assessment protocols. Existing studies primarily utilize retrospective case histories or media accounts. The field requires more empirical and systematic research on all types of school shootings including single victim incidents, those that result in injury but not death and those that are successfully averted. We discuss current policies and practices related to school shootings and the role of mental health professionals in assessing risk and supporting surviving victims."

Excerpt:
   "...Moore et al. [29] identified some differences between urban and suburban school shooting incidents. In urban environments, social and physical conditions seemed to create a milieu that contributed to youth violence, whereas in suburban and rural communities characterized by lots of social capital, it was the youth? s sense of alienation, association with delinquent peers, mental health problems and access to firearms that appeared to contribute to risk for violence perpetration [29 , 30]. Consistent across settings was the finding that communities had experienced significant recent social change that affected the adolescent shooters? perceived social standing at school and among their peers....
   Newman et al. [33] identified five community characteristics that they asserted contributed to rampage school shootings: marginality, individual vulnerabilities, cultural scripts, being under the radar and access to firearms. They describe school shooters as being socially ostracized, coming from dysfunctional homes with underlying mental health issues and having a fascination with guns."

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Task Force on Children Exposed to Violence Report
   http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf

The Attorney General's Task Force on Children Exposed to Violence has released its final recommendations for a national response to address children's exposure to violence. The report emphasizes prevention and intervention and underscores the importance of trauma-informed care and victim-tailored services.

> "... a school is a community, it's a bunch of moving parts and you have to try to address the whole community and many of those moving parts simultaneously in order to make a difference."
>
> Trey Beck

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

January: Re-engaging Disconnected Students

By this point in the year, school staff and students know that for some students "it isn't working." Some of these students are passively disengaged and seemed bored or burned out; others are actively disconnected – often to the point of acting out at school or not attending. Disengaged students reflect low and negative intrinsic motivation and tend to have a negative effect on staff intrinsic motivation. That is, staff feel discouraged when experiencing a lack of success with students. The failure threatens feelings of competence and self determination and too often disconnects staff from kids who need help.

Since giving up on these students is no option, we need to focus on *re-engagement.* Now is a time for mid-course corrections to turn this all around. A time to think how to do some things differently to get results.

For support staff and teachers, here are a few ideas for starting to turn things around.

The first step is for support staff and teachers to establish the kind of working relationship that is motivated by the desire to (a) understand the causes for students' lack of engagement and difficult behavior and (b) try some different strategies. While the initial focus may be on a particular student, move toward thinking more generally about that student as one of a type who experiences learning or relationship problems and how changes in strategy would benefit as many as we can. That makes the potential pay off much greater.

Ask why

Why are some students not engaged in classroom learning? Why are they misbehaving? Real pathology as the cause is relatively rare. Factors away from school can be barriers, but at this time, we should focus on some of the common school-related reasons. These include:

- not experiencing sufficient success in learning, so they give up
- not having a good relationship with the teacher, so they react/resist
- not having connected with a supportive group of friends, so they feel isolated/alienated

Worse yet, a few students may be experiencing a lack of success related to all three matters. Any of the above can set a negative cycle into motion. And, once students have a negative

image and reputation, we are all in trouble. For many students there is nothing as important in school as the social dynamics: Who's in and who's out? Who is my friend? Who likes me and who do I like?

While schools focus on cognitive skills, they too seldom address the development of social and emotional skills. There are programs and curriculum designed for this important area of development, but every day there are natural opportunities for schools to enhance students' positive relations with each other. In class, during breaks, before and after school, during lunch, at student activities, in the community.

This is the time of year to consider how the school is promoting social and emotional development and to plan ways to enhance the focus on such matters as:

> • cooperative learning and team play
> • students as leaders at school
> • groups of students engaged in project learning
> • students involved in service learning in the community
> • same-age and cross-age peer contact

Some students need just a bit more help in connecting with other students in a positive way. Teachers working with student and learning supports staff can create a range of opportunities both inside the classroom, schoolwide, and in the neighborhood to address these problems.

For resources related to re-engaging students, see the following Center Online Clearinghouse Quick Finds:

>*Motivation* – http://smhp.psych.ucla.edu/qf/motiv.htm
>*Classroom Focused Enabling* – http://smhp.psych.ucla.edu/qf/classenable.htm
>*Response to Intervention* – http://smhp.psych.ucla.edu/qf/responsetointervention.htm
>Re-engaging Students in Learning – http://smhp.psych.ucla.edu/qf/reengage_qt/

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

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"What the world needs is more geniuses with humility.
There are so few of us left."

Oscar Levant

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OTHER HELPFUL INTERNET RESOURCES

>A call for more effective prevention of violence –
http://curry.virginia.edu/articles/sandyhookshooting

>Crisis preparedness, response, and recovery resource center –
http://crisisresponse.promoteprevent.org/

>Teaching Healthy Relationships to Adolescents and Young Adults –
http://www.childtrends.org/Files/Child_Trends-2012_12_01_FR_RelationshipEduc.pdf

>College Students: Coping After the Hurricane –
http://www.nctsn.org/sites/default/files/assets/pdfs/coping_college_hurricane.pdf

>Using College Students as Mentors and Tutors –
http://www.communitiesinschools.org/media/uploads/attachments/Cindy_Kowal_
Fellows_Report.pdf

>From Soft Skills to Hard Data: Measuring Youth Program Outcomes –
http://www.readyby21.org/resources/soft-skills-hard-data-measuring-youth-program-
outcomes?utm_source=Ready+News+N4&utm_campaign=Ready+News&utm_medi
um=email

>Collective Ideas to Collective Impact –
http://www.nfocus.com/company/collective-ideas-to-collective-impact?utm_source=
Ready+News+N4&utm_campaign=Ready+News&utm_medium=email

>Teen Health Law – http://www.teenhealthlaw.org/confidentiality/

>Mental Health Minor Consent for Services and Parents Access –
http://www.teenhealthlaw.org/fileadmin/teenhealth/teenhealthrights/ca/
CaMCConfMentalHealthChart12-10.pdf

>Reforming Juvenile Justice: A developmental approach –
http://www.nap.edu/catalog.php?record_id=14685

>National & state revenues & expenditures for public elementary/secondary education –
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013305

>Defending Childhood: Report of the Attorney General's National Task Force on
Children Exposed to Violence –
http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf

>A New Wave of Evidence: The Impact of School, Family, and Community Connections
on Student Achievement – http://www.sedl.org/pubs/catalog/items/fam33.html

>Achieving Excellence and Innovation in Family, School, and Community Engagement
(webinar series) – http://www.nationalpirc.org/engagement_webinars/

Note: For a wide range of websites offering relevant resources, see our *Gateway to a
World of Resources* – http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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"It's amazing what you can observe just by watching."
Yogi Berra
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(1) In working with a district learning supports leader related to moving from reacting to crises to building a comprehensive system of learning supports, we noted:

> Probably the most important matter is to focus in on 2-3 schools where you and the school's learning supports coordinator can meet (during the regular school day or afterschool) with potential leaders for learning supports at each of the schools. The aim is to establish a small work group to (a) identify the types of problems that are causing "daily crises" and (b) develop some strategies to pre-empt so many student problems from arising. (Examples of possible strategies are to identify frequent types/times/locations of problems and make effective situational changes; plan interventions to mediate crises; introduce volunteers into classrooms to work with high-risk students; recruit interns from social work/ counseling/psych programs to provide work with specific students as necessary, etc.) After developing 2-3 schools as demonstrations showing that it can be done, you can work directly at a few more schools to help the learning supports coordinators be successful and then move on to eventually replicate the successes at all the schools. You will also be able to write up and publicize a description of the work at any school that is off to a good start. This will enhance visibility and provide a foundation for enlisting the principal of that school as a spokesperson for learning supports with colleagues, district leadership, and other stakeholders.

(2) In working with superintendents building unified and comprehensive systems of learning supports in their districts, we identified the need for several new resources:

> >*Policy Prototype* – a model of policy for learning supports to strengthen implementation and sustainability. Added to our Learning Supports Toolkit, Section A.
> http://smhp.psych.ucla.edu/pdfdocs/policyproto2012.pdf
> >*Developing a Unified and Comprehensive System of Learning Supports: First Steps for Superintendents Who Want to Get Started.*
> http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf
> >*About Demonstration Sites* – What would observers find at the best school the district develop a unified and comprehensive system of learning supports?
> http://smhp.psych.ucla.edu/pdfdocs/demosite.pdf

(3) In our work with Scholastic focused on developing a professional development component, we also updated our tool for looking at leadership for learning support. See *Leadership Infrastructure: Is What We Have What We Need?* A mapping and analysis tool outlining a four step process for use by planners and decision makers. http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

(4) We were invited to do a blog on Common Core Standards for Learning Supports for ASCD's Whole Child initiative. It is online at:
http://www.wholechildeducation.org/blog/whole-child-and-all-children-expanding-the-common-core-standards-movement

"Life is a great big canvas, and you should throw all the paint on it you can."
Danny Kaye

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UCLA CENTER DEVELOPED RESOURCES UPDATE

New Resources:

>*Comprehensive Learning Support System Policy Prototype*
http://smhp.psych.ucla.edu/pdfdocs/policyproto2012.pdf

>*Developing a Unified and Comprehensive System of Learning Supports: First Steps
for Superintendents who want to get started*
http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf

>*A Unified & Comprehensive System of Learning Supports: About Demonstration Sites*
http://smhp.psych.ucla.edu/pdfdocs/demosite.pdf

>Whole Child and All Children: Expanding the Common Core Standards Movement
http://www.wholechildeducation.org/blog/whole-child-and-all-children-
expanding-the-common-core-standards-movement

>Weekly School Practitioner's Community of Practice Exchange
http://smhp.psych.ucla.edu/practitioner.htm
(12/10) *How to respond to parent requests for record of their child's
school counseling?*
(12/17) *Resources for parents and school staff as they react to the CT
school shooting*
(12/17) *How to evaluate online resources?*

Updated Resource:

>*Leadership Infrastructure for Learning Supports: Is What We Have What We Need?*
http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

Featured Center Resource:

An additional resource initiated by one of our students:

>*University Volunteer Tutor Programs and Secondary School Classrooms:
Outline Focused on Key Questions and Concerns –*
http://smhp.psych.ucla.edu/pdfdocs/tutout.pdf

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: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at http://smhp.psych.ucla.edu

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

COMMENTS AND SHARING FROM THE FIELD

(1) "I have intervened following school shootings and edited a book that discusses some of the methods used that have averted school shootings, areas that need focus, and some preventive interventions that have programs for different age groups. Nader, K. (Ed.). (2012). School Rampage Shootings and Other Youth Problems: Early Preventive Interventions. New York: Routledge."

(2) "Any chance you could include some information from my new book on "School-wide Discipline and Positive Behavioral Support" approaches in your January ENEWS?
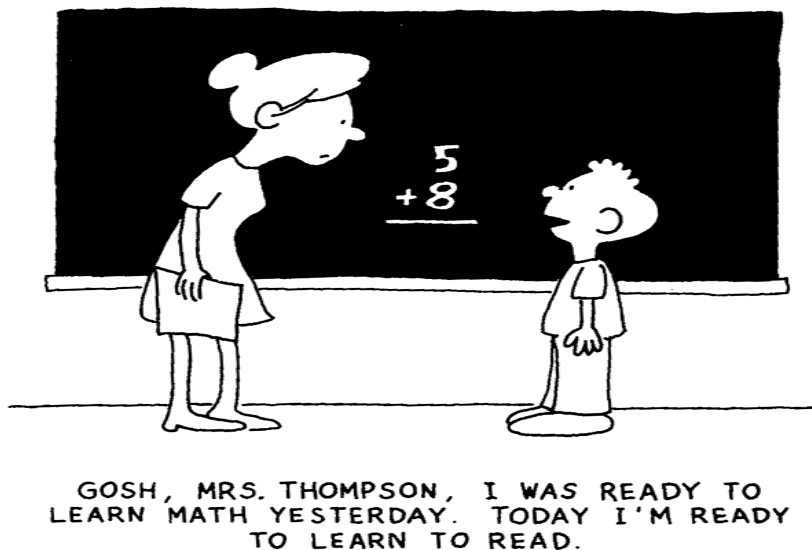
Excerpt from the Corwin flyer:
How do you help students who "act out" or "shut down" due to academic frustration or whose social and emotional issues keep them from achieving success in school? Based on Project ACHIEVE, a nationally recognized model of school effectiveness and continuous improvement program, this book shows you how. Educators will find a pragmatic, easy-to-follow blueprint for Positive Behavior Support Systems (PBSS) implementation that integrates academics, instruction, and achievement with discipline, behavior management, and student self-management. Award-winning author Howard M. Knoff provides guidance on:
>Implementing a schoolwide discipline and safe schools program
>Teaching students interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills
>Guiding professional development, staff-student buy-in, and evaluation
>Strengthening parent and community outreach and involvement

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health and behavioral care providers, school officials, and children's health stakeholders in Long Beach on March 14-15 for Vision & Voice for Healthy Students. This year, in addition to four workshops on behavioral health, we will have a special pre-conference workshop on trauma-informed mental health in schools." Register at www.schoolhealthcenters.org

(4) "I'm pleased to announce a recent publication that I co-wrote that came out in the September copy of School Social Work Journal. Chung, Irene, Chu, Hsiao-Ching Chu, Bloom, Scott. (2012). ***Engaging Immigrant Parents in Suicide Prevention for Asian Adolescents: Shifting Parenting Paradigm in a Culturally Relevant Context***. *School Social Work Journal*. Vol. 37; Number 1.

GOSH, MRS. THOMPSON, I WAS READY TO LEARN MATH YESTERDAY. TODAY I'M READY TO LEARN TO READ.

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at http://smhp.psych.ucla.edu or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu