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(RE)EMERGING ISSUE

>>Corporal Punishment Goes to Court Again

The New York Times (May 3, 2001) reports on a new spate of suits against paddling children in schools. The article notes: "Though it gets little attention, corporal punishment in schools remains legal in 23 states, and the United States Education Department's most recent data show that 365,000 children were paddled in the 1997-98 school year, most in a swath of Southern states Some school districts and states say they must increasingly rely on physical discipline as the public pushes for a crackdown on student misbehavior. . . .

In many states that allow corporal punishment, individual districts ban it, and in most schools that allow it parents can sign a form exempting their children. Black students are 2.5 times as likely to be struck as white students, a reflection of what researchers have long found to be more frequent and harsher discipline for members of minorities. . . .

Court challenges have been largely unsuccessful, given a 1977 decision by the Supreme Court rejecting the notion that paddling is cruel and unusual punishment. A decade later, a federal appeals court ruled that a New Mexico girl held upside down and beaten had been denied due process, signaling that school officials could be held liable for severe beatings. But similar findings have been rare."

Do you have some thoughts about this? If so, let us know, so we can include it in our efforts to have this issue widely discussed.

To post your response directly on our website's Net Exchange page for others to read and respond to, go to <http://smhp.psych.ucla.edu>

Or you can send it to:

E-mail: smhp@ucla.edu Phone: (310) 825-3634

Write: Center for Mental Health in Schools

Department of Psychology, UCLA

Los Angeles, CA 90095-1563

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"We have become a nation of experts in rapid response something we should always be prepared to do. We have become experts in giving care to the bereaved and grieving as we should be. However, it is time that we become experts in the prevention of senseless violence. Because we have developed the capacity to respond let us now develop the capacity to prevent. There are things we can do and we can begin taking action now."

John Calhoun, National Crime Prevention Council

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****NEWS FROM AROUND THE COUNTRY****

>>Field-Defining Document on MH in Schools Announced<<

After an extensive period of revision, the Policy Leadership Cadre for Mental Health in Schools is circulating its field-defining resource and reference work entitled: "Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations." It is designed to address national policy and practice concerns about what mental health (MH) in schools is, is not, and should be.

Major topics covered include: definitional concerns, the rationale for mental health in schools, a set of guidelines to clarify the nature and scope of a comprehensive, multifaceted approach, the ways in which mental health and psychosocial concerns, currently are addressed in schools, advancing the field, and more.

Download/view the complete report or the executive summary at
<http://smhp.psych.ucla.edu/policy.htm>

>>National Survey on Bullying<<

Thirty percent of U.S. students in grades six through 10 report being involved in moderate or frequent bullying as bullies, victims, or both, according to a nationally representative survey of more than 15,000 students conducted by the National Institute of Child Health and Human Development and published in the Journal of the American Medical Association, April 25, 2001.

See: <http://jama.ama-assn.org/issues/v285n16/abs/joc01746.html>

>>Anti-bullying bill becomes law<<

Colorado Senate Bill 80 signed into law May 2, 2001, requires school districts to develop anti-bullying policies. A University of Colorado study found 10,000 Colorado high school students stay home once a month out of fear they will be assaulted or intimidated by fellow classmates, reported Attorney General Ken Salazar.

>>School-based interventions effective<<

Peaceful Conflict Resolution and Violence Prevention curriculum shows positive outcomes for middle school students, reports Robert DuRant, in the May edition

of the Journal of Adolescent Health. He says, "Although school-based violence prevention interventions will not solve the problem of youth violence in this country, they can be one component of a comprehensive, community-wide effort to reduce the use of violence by children and adolescents." For more information contact R. Beasley at rabeasle@wfubmc.edu or 336-716-6878.

>>New Programs to Bolster Community Efforts to Combat Youth Gangs<<
Ten sites have been funded by the Justice Department's Office of Juvenile Justice and Delinquency Prevention to mobilize the community, intervene with at risk youth, provide opportunities, suppress gang activity, and improve organizational structures for multi-disciplinary coordination. See <http://ojjdp.ncjrs.org/about/press/ojp010502.html>.

>>State exit exam discriminates, lawsuit alleges<<
Disability rights advocates filed a lawsuit May 8 against California's Department of Education, challenging its high school exit exam. They argue the exam discriminates against those with learning difficulties and provides no alternate assessment, accommodation, or appeal.

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"Good assessment should be thought of as a photo album rather than a snapshot. We should use different pictures and different lenses to get at different aspects ...  
."

Jay McTighe  
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****RECENT PUBLICATIONS****

***CHILDREN'S MENTAL & PHYSICAL HEALTH**

"Evaluation of indicated suicide risk prevention approaches for potential high school dropouts. (2001) E. Thompson, L. Eggert, B Randell, et al. American Journal of Public Health 91(5):742-752.

"Person-Environment Psychology and Mental Health. Edited by W. Martin and J. Swartz-Kulstad. (2000) Lawrence Erlbaum Publisher (<http://www.erlbaum.com>)

"National Directory of Mental Health Organizations" (2001) Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. 22,000 local programs sorted by cities for quick reference. Free. Contact (800) 789-2647. This complements the CMHS Mental Health Services Locator, an internet resources accessed at <http://www.mentalhealth.org>.

"Leading Urban Health Department Initiatives in Maternal and Child Health" in Lessors Learned 2000, profiles collaborations. Contact: nmchc@circsul.com or

703-356-1964.

"Eliminating Health Disparities in the United States" (2000) Health Resources and Services Administration. Contact 1-888-ASK-HRSA.

"Changing Lives, Changing Communities: Through Primary Health Care" (2001) DHHS, HRSA, Bureau of Primary Health Care. See <http://www.bphc.hrsa.gov>.

DELINQUENCY, VIOLENCE & SUBSTANCE ABUSE PREVENTION

Office of Juvenile Justice and Delinquency Prevention Fact Sheets (2001):

"Children's Exposure to Violence: The Safe Start Initiative,"

"The YMCA's Teen Action Agenda,"

"Promising Practices: Drug-Free Communities Support Program,"

"Career Academy Concept." See <http://ojjdp.ncjrs.org/pubs/pubs.html> or call 800-638-8736.

"Protecting Teens: Beyond Race, Income, and Family Structure" (2000) R. Blum, T. Beuhring, & P. Rinehart. Center for Adolescent Health, University of Minnesota. Contact aph@umn.edu.

FAMILY, COMMUNITY, & SCHOOLS

"Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused

Enabling" -- a set of continuing education modules specifically designed to help schools design regular classrooms to provide all students with an equal opportunity to succeed at school. Particular attention is given to how to engage and reengage students who are not performing well. An accompanying set of readings and resource tools is also available.

Download/view the work at <http://smhp.psych.ucla.edu> or order a hardcopy 310/825-3634.

"Helping your Children Navigate their Teenage Years: A Guide for Parents" (2000) White House Council on Youth Violence. Call 1-800-789-2647.

"Schooling in the Workplace: Increasing Work-Based Learning. (2001). See <http://www.mathematica-mpr.com/PDFs/schooling.pdf>.

"Lesson Plans for Engaging Youth in Community Planning" (2001). See http://www.planning.org/ResourcesZine/display_category.asp?CatType=Category&Cat=19.

"Discipline without Stress, Punishments, or Rewards: How Teachers and Parents Promote Responsibility and Learning" (2001) M. Marshall. See

<http://www.DisciplineWithoutStress.com> or call 800-606-6105.

"Child & Adolescent Development for Educators" (2001) J. Meece. McGraw Hill Publisher. Call 1-800-338-3987.

"Early Childhood Education: A Meta-analytic Affirmation of the Short- and Long-Term Benefits of Educational Opportunity" (2001) K. Gorey. School Psychology Quarterly, 16(1) p 9-30.

"Beyond Class Time" Special Issue of Educational Leadership, April 2001, 58(7). Articles on after school programs, school-community partnerships, homework and tutoring, and enrichment. Contact: el@ascd.org or 703-578-9600.

POLICY & STATISTICS

"Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century U. S. History" (2001) A. O'Connor. Princeton University Press. [Http://www.pup.princeton.edu](http://www.pup.princeton.edu).

"Addressing the Mental Health Needs of Latino Youth with Emotional and Behavioral Disorders: Practical Perspectives and Policy Implications." (2001) Harvard Journal of Hispanic Policy. <http://www.ksg.harvard.edu/hjhp/currenti.HTM>.

"Condition of Education 2000" (2001) National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001045>

"The State of America's Children Yearbook 2001" Children's Defense Fund. <http://www.childrensdefense.org>.

"The 21st Century Challenge: Moving the Youth Agenda Forward." (2001) Sar Levitan Center for Social Policy Studies. <http://www.levitan.org>.

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"Years ago, fairy tales all began with "Once upon a time..."
now we know they all begin with "If I am elected."

Carolyn Warner

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^^^ UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS ^^^

Policy and Practice to Ensure High Quality Teachers for Children and Youth with Disabilities, June 8-10, Washington, DC. Contact: <http://www.special-ed-careers.org>.

Politics, Policy and Social Change: Bringing it all together, June 16-19, Charleston, SC. Contact <http://www.sc.edu/cosw/polconf2001.html>.

School-Based Health Centers and their Communities: A Catalyst for Children's Health, June 24-26, Miami, FL. Contact: <http://www.nasbhc.org>.

Community Volunteering and National Service, June 28-July 1, Minneapolis, MN. Email registration@pointsoflight.org.

Partners for Success: Linking Communities, Families, and Schools, July 9-11, Yale University, New Haven, CN. Contact: <http://www.yale.edu/21c>.

Pathways to Excellence; Foster Family-Based Treatment, July 13-18, Atlanta, GA, Contact ffta@ffta.org.

Second Biennial Niagara Conference on Childhood and Adolescent Mental Health Problems, July 26-28, Niagara, Ontario, Canada. Contact: <http://www.specialevents.buffalo.edu/nc.shtml>.

Building on Success Sharing Prevention Applications that Work, August 5-8, 2001, New Orleans, LA. Contact: <http://www.etpinc.org/ptt>.

Drug Abuse Prevention Research: A Progress Update, August 9-10, Washington, DC. Contact: <http://www.drugabuse.gov>.

Your City's Families, National League of Cities' Institute for Youth, Education, and Families. September 19-22. Minneapolis, MN. Contact <http://www.nlc.org>.

8th Annual Institute for Psychology in Schools, The Surgeon General's Reports on Children's Mental Health and Youth Violence: Implications for psychology and the schools, August 23, San Francisco, CA, Contact: opas@apa.org. The American Psychological Association follows August 24-28. Contact <http://www.apa.org/convention>.

National Mental Health Consumers' Self-Help Clearinghouse, August 23-26, Philadelphia, PA. Contact: <http://www.mhselfhelp.org>.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT: <http://smhp.psych.ucla.edu>. (Go to "contents" then click on "Upcoming Events of Interest.")

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In defining mental health, it is worth noting that the Institute of Medicine defines health as

"a state of well-being and the capability to function in the face of changing circumstances. Health is, therefore, a positive concept emphasizing social and personal resources as well as physical capabilities."

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^^^ ^CALLS FOR GRANT PROPOSALS/PAPERS ^^^

Parental Assistance Program (CFDA#84.310A) to increase parents' knowledge and confidence in child rearing activities, strengthen partnerships, and enhance developmental progress. Due date: June 21. See <http://www.ed.gov/legislation/FedRegister/announcements/2001-2/050701d.html>.

Building Quality Parent Components for School-Based Health Programs in Elementary and Middle Schools. (CFDA# 93.938). Deadline June 22. Contact: <http://www.cdc.gov>.. Click on Funding, then Grants.

Drug-Free Communities Support Program, U. S. Office of Juvenile Justice and Delinquency Prevention. Deadline: June 25. Contact: <http://ojjdp.ncjrs.org/grants/current.html>.

Early Childhood Educator Professional Development Programs (CFDA# 84.349A) to improve the knowledge and skills of early childhood educators serving low income families. Deadline: June 25. Contact <http://www.ed.gov/legislation/FedRegister/announcements/2001-2/042401a.html>.

Recreational Programs (CFDA# 84.128J) to provide grants for recreational programs for individuals with disabilities. Deadline: June 29. Contact <http://www.ed.gov/legislation/FedRegister/announcements/2001-2/041901h.html>.

Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families announces a Small Grants Program competition to fund research to develop and test innovative ways of measuring social capital and community capacity at the community level. Deadline: July 13. Contact <http://www.aspenroundtable.org>.

Safe Schools/Healthy Students Initiative (CFDA# 84.184L) to fund the implementation and enhancement of comprehensive community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development. Deadline: July 16. Contact <http://www.ed.gov/offices/OESE/SDFS>.

Dropout Prevention Demonstration Program (CFDA# 84.215W) to strengthen and expand dropout prevention demonstration projects that combine, in a coherent fashion, strategies that have been demonstrated to be effective in (1) assisting students at risk of dropping out to remain in and graduate from high school, and (2) raising standards and expectations for these students. Deadline: July 23. Contact: Christine Jackson, Dropout Prevention Demonstration Program, email: christine.jackson@ed.gov.

Note: If you want to surf the Internet for funds, go to:
<http://smhp.psych.ucla.edu> and click on What's New: scroll to "new Materials"
click on "Surfin for Funds". You can also go to Quick Find and scroll down
Center Responses to Financing and Funding, for direct links.

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"In saying what is obvious, never choose cunning.
Yelling works better."

Cynthia Ozick

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^^^ OTHER HELPFUL RESOURCES ^^^

>>Mental Health/Substance Abuse/Health

The School Zone, a web based resource designed for youth and teachers to
promote a healthy, drug free lifestyle, Office of National Drug Control Policy.
<Http://www.whitehousedrugpolicy.gov/prevent/schoolzone/>

The National Technical Assistance Center for Children's Mental Health is
sponsoring a series of conference calls on systems of care, federal updates, and
hot topics. For information see <http://gucdc.georgetown.edu/tacalls.html>.

Office for Victims of Crime provides access to funding information, training and
technical assistance, publications, tools, and other resources at
<http://www.ojp.usdoj.gov/ovc/>

Maternal and Child Health Alert from the National Center for Education and
Child Health seeks to make maternal and child health news and policy more
accessible through a weekly electronic newsletter sent via an email listserve. You
can subscribe through the website at <http://www.ncemch.org/alert>.

Mid-America Addiction Technology Transfer Center and the University of
Missouri, Kansas City announce a credited online course: Drug Education in the
Schools, EDUC 469. Development and delivery of this pilot course is funded by
SAMHSA and the Center for Substance Abuse Treatment. The course begins on
June 4. For information email the instructor at Shandley@Prodigy.net.

Healthy People 2010 and Environmental Health; an online resource at
<http://www.phf.org/EH>.

Mobilizing for Action through Planning and Partnerships. Web based tools to
assist in community improvement, developed by National Association of County
and City Health Officials in collaboration with CDC. Contact
<http://www.naccho.org/tools.cfm>.

>>Parents, Schools, and Community

Youth Service: a Win/Win Situation. Examples of community service opportunities and their benefits. [Http://www.theantidrug.com/news/guest.html](http://www.theantidrug.com/news/guest.html).

National Service Learning Partnership, links learning to real world problems. [Http://www.learningindeed.org](http://www.learningindeed.org).

Council for Exceptional Children, Division for Learning Disabilities and Division for Research, Current Practice Alert: A focus on high stakes assessment, <http://www.cec.sped.org/fd-menu.html>.

The Century Foundation, Online Dialogue Series: Economic School Integration, <http://www.ideas2000.org>

Internet Access in U.S. Public Schools and Classrooms: 1994-2000, information on access to the internet in schools, outside of school, and schools' acceptable use policies. See <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001071>.

"That's a Family" is the first in a three part media series, Respect for All, that will be distributed with a comprehensive curriculum guide that gives teachers suggestions about classroom activities and books to complement the film. The film will be distributed to organizations that work with children and families. For information see <http://www.womedia.org>.

ETR Associates' Resource Center for Adolescent Pregnancy Prevention web site provides practical tools and information. See <http://www.etr.org/recapp>.

American Psychological Association's Healthy Lesbian, Gay and Bisexual Students Project website offers information on health and mental health, a searchable data base of articles and books, and links to media coverage of LGB youth. See: <http://www.apa.org/ed/hlgb.html>.

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

<Registered Nursing Consultant>

Coordinated School Health Infrastructure Project, Florida Department of Health. Contact Dominique Francis at (850)245-4445.

<Clinical Psychologist>

Project Director for two NIMH funded projects, Social Skills Training for Medicated ADHD Children. Los Angeles. Contact Fred Frankel at ffrankel@mednet.ucla.edu.

<Managing Director>

Beacon Initiative, Community Network for Youth Development, in San Francisco. Contact foxgroupsearch@aol.com.

<Coordinator>

School Wellness Center, Caroline County, Maryland. Contact Human Resources, Choptank Community Health System, Inc. P.O.Box 660, Denton, MD 21629.

<Assistant Professor>

Department of Educational Foundations & Counseling Programs, Hunter College, City University of New York. Contact Dr. Sherryl Browne Graves, Chairperson, Dept. of Educational Foundations and Counseling, Hunter College, CUNY, 695 Park Ave, NY, NY 10021.

FELLOWSHIPS

<Post Doctoral Fellowships>

The University of Maryland School of Medicine has up to three new post doctoral fellowship positions for school based mental health services. Contact Mark Weist at mweist@psych.umaryland.edu.

<Early Childhood Policy Fellows>

Zero to Three and the National Governors Association Center for Best Practices seek applicants for the State Early Childhood Policy Leadership Forum for improving statewide coordination of comprehensive early childhood services. Contact Sheri Lacey at s.lacy@zerotothree.org.

****REQUESTS/INFORMATION/COMMENTS/QUESTIONS FROM THE FIELD****

Excerpts from two of the responses to last month's ENEWS Issue "The Push for Small Schools: Good or Bad?"

"...I believe that it is not as much the size of the school...as it is the need for continual community that makes the difference...We have a fairly large school which...is now a 6-12 school...because they stay in the same place for 6 years children are able to embrace a greater sense of community...Creating a school community is what I believe makes the difference. And in order to create and maintain that community I believe that children need to spend longer periods of time in the same school allowing them to build and maintain relationships."

"...small schools create better conditions for both teaching and learning. For these small learning communities to be better schools, their size needs to be accompanied by a clear and focused vision on desired student outcomes AND the teacher practices that help students achieve them; the expectation that each and

every student is being prepared for either post secondary education or the primary labor market; restructured curriculum...continuous professional development...services and activities that support students' development and respond to their difficulties; active roles for students in all aspects of their school life..."

For the full comments or to respond to these comments, go to Net Exchange on our website at <http://smhp.psych.ucla.edu>

Other comments received in response to our articles in our quarterly Newsletter: Addressing Barriers to Learning.

"School-financed student support services can work effectively, especially if MH staff are building based. Transient centralized staff serving several buildings are often fragmented and less effective. Building based services are good because they allow MH team (SW, Psych., Co.) To collaborate and complement each other."

"...My experience has taught me well in approximately 22 years as a counselor that developmental classroom guidance activities provide all students the opportunity to learn new skills and to apply their knowledge to assist them in making better decisions and developing and maintaining positive self esteem. In monitoring my counseling guidance activities, I've found this strategy reduces significantly the number of students counseled (more than one time). Prevention is better than intervention that is most often done by counseling professionals."

WANT TO SHARE YOUR VIEWS? Go to our Website (<http://smhp.psych.ucla.edu>) click on Net Exchange, or send us an email at (smhp@ucla.edu).

SHARING from the field:

"Please include this in the next issue of ENEWS. Free publication available: Strengthening the Safety Net: How Schools Can Help Youth with Emotional and Behavioral Needs Complete their High School Education and Prepare for Life After School..." See website at <http://www.air.org/cecp/safetynet>

"Please consider posting this announcement in the next issue of ENEWS. RAD Educational Programs just published (April 2001) the Revised Edition of Everybody: Preventing HIV and Other Sexually Transmitted Diseases Among Young Teens. Everybody is a developmentally appropriate, research based curriculum about HIV and other STD prevention for fifth through ninth grade students. The curriculum engages young teens in active learning with twenty-four sequential, student centered activities correlated to national Science and Health Education Standards. Two FREE activities plus information about Everybody are

available at <http://www.preventaids.net>

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

Note: Both Centers are in the process of evaluating the impact of our work. If you want to share an example of how either Center's efforts has had an impact, let us know at (310) 825-3634 or email smhp@ucla.edu.

^^^Updates from our Center at UCLA:

Now Ready -- An Introductory Packet on Early Childhood Education and Addressing Barriers to Learning. (Explores research, model programs, and policy implications.) Download/view the packet at: <http://smhp.psych.ucla.edu> or order a hardcopy from the Center.

After an extensive period of revision, the Policy Leadership Cadre for Mental Health in Schools is circulating it field-defining resource and reference work entitled: "Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations." It is designed to address national policy and practice concerns about what mental health (MH) in schools is, is not, and should be. Major topics covered include: definitional concerns, the rationale for mental health in schools, a set of guidelines to clarify the nature and scope of a comprehensive, multifaceted approach, the ways in which mental health and psychosocial concerns, currently are addressed in schools, advancing the field, and more. Download/view the complete report or the executive summary at <http://smhp.psych.ucla.edu/policy.htm> or order a hardcopy.

"Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused

Enabling" -- a set of continuing education modules specifically designed to help schools design regular classrooms to provide all students with an equal opportunity to succeed at school. Particular attention is given to how to engage and reengage students who are not performing well. An accompanying set of readings and resource tools is also available.

Download/view the work at <http://smhp.psych.ucla.edu> or order a hardcopy.

The Quick Finds section of our website continues to expand to provide easy access to online documents and resource centers for quick technical assistance. We continuously update topics as we identify relevant resources. Go to the website at <http://smhp.psych.ucla.edu>, click on Quick Find, scroll down Center Responses to see what's there.

We are working with other Resource Centers to plan ways to enhance the combined impact by sharing resources and working together. To this end, we

recently hosted a meeting of 19 centers and are preparing a report on the initiative. If this is a matter of interest to you, please let us know so we can include you in the discussion.

We are in the final stages of developing a new resource:
>>A Guidebook and Toolkit on: Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth. (This is being develop in collaboration with the Safe Schools/Healthy Students Action Center consultant brokers.) This should be available in draft form online over the next few weeks. Watch for it and let us know if you have any improvements.

Contact the Center at SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone (310) 825-3634/ Fax: (310) 206-5895
Email: amhp@ucla.edu.

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To post messages to ENEWS, Email them to smhp@ucla.edu.

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***Update from our Sister Center, Center for School Mental Health Assistance, University of Maryland, Mark Weist, Director

See their website at <http://csmha.umaryland.edu> for information on two upcoming conferences:

>School Health Institute Programs, July 23-27 in Maryland.

>6th Annual Conference on Advancing School-Based Mental Health Programs, September 20-22 in Portland, OR.

For more information contact: Mark Weist, Director,
Center for School Mental Health Assistance
University of Maryland at Baltimore, Dept. of Psychiatry
680 West Lexington St., 10th fl., Baltimore, MD 21201
Ph. 888/706-0980/ Email: csmha@umpsy.umaryland.edu
<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

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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 policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

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 or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools

Phone: (310) 825-3634; Fax: (310) 206-5895

E-mail: smhp@ucla.edu

Web Site: <http://smhp.psych.ucla.edu>

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

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