ENEWS -A Monthly Forum for Sharing and Interchange

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

November, 2000 -(Vol. 5, #2)

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.
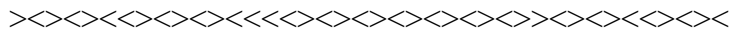
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      Feel Free to Forward This to Anyone
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WHAT'S HERE THIS MONTH

   **Emerging Issue
       Values, Character, Civility - Morals, Manners, or Social Control

   **News from around the Country

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

   **Upcoming Initiatives, Conferences, Workshops

   **Calls for Grant Proposals/Papers

   **Helpful Resources

   **Training & Job Opportunities
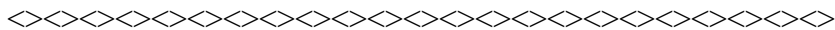   (including fellowships and scholarships)

   **Requests/Information/Comments/Questions from the Field

   **News From Our Center and Our Sister Center

EMERGING ISSUE

Values, Character, Civility - Morals, Manners, or Social Control

The longstanding interest in fostering positive social and emotional development in
schools frequently becomes a mental health issue as various forces push for
specific agendas. On one side are those who don't want the school infringing on
the family's efforts to shape the values, morality, and character of their children.
On the other side are those who believe the school must play a proactive role in
socializing the young. Among the latter there are issues about the nature and scope
of the socialization agenda. A recent item from the Houston Chronicle (9/24/00)
cited in the SmartBrief sent out by the Association for Supervision and Curriculum
Development (ASCD) highlights the question of whether the focus is on moral
development or the teaching of manners or represents an expansion of social
control practices. The item states: "Southern schools increasingly are requiring
students to take 'character' classes as part of an effort to combat disrespectful
behavior. Louisiana lawmakers, for instance, recently passed 'courtesy conduct'
legislation that requires elementary students to address their teachers as 'ma'am'
and 'sir.'"

What's your view on this?

    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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   "Greatness resides in every child and it's our task to uncover it"
                    -Maurice Elias
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  NEWS FROM AROUND THE COUNTRY

>>President Signs Children's Health Act of 2000<<
H.R. 4365   the Children's Health Act of 2000 became law in October. The act
contains provisions from 36 different bills, including the "Youth Drug and MH
Services Act" (S.976), the MH Early Intervention, Treatment and Prevention Act"
(S.2639/H.R.5091), and "The Drug Addiction Treatment Act" (S.2634). The
"Youth Drug and MH Services Act" (S.976) reauthorizes the Substance Abuse
and Mental Health Services Administration (SAMHSA) and various MH and
substance abuse programs. For more on this news, see
http://www.apa.org/ppo/cha2000.html

 >>CDC's (not David Letterman's) TOP TEN PUBLIC HEALTH
    CHALLENGES OF THE 21ST CENTURY<<
In a commentary published in the October 4th issue of The Journal of the
American Medical Association (JAMA), Jeffrey Koplan Director and David
Fleming Dep. Director at CDC, identify the following as the top public health
challenges for the U.S. and says the tools already exist for addressing them:
    (1) Institute a rational health care system
    (2) Eliminate health disparities
    (3) Focus on children's emotional and intellectual development
    (4) Achieve a longer "healthspan"
    (5) Integrate physical activity and healthy eating into daily lives
    (6) Cleanup and protect the environment
    (7) Prepare to respond to emerging infectious diseases
    (8) Recognize and address the contributions of mental health to
        overall health and well-being
    (9) Reduce the toll of violence in society
    (10) Use new scientific knowledge and technologies wisely
    (Contact Science News Dept at. 312/464-5374.)

>>Free Tutors<<
As of July 1, 2000, a new federal law requires colleges to use at least 7% of their
federal work-study funds for community service (up from 5%). The new law also
requires every institution receiving federal work-study funds to have had a reading
tutor program in place by July 2000. Through the America Reads Initiative,
federal funds will cover 100% for college students to tutor children in reading (at
schools, libraries, child care centers, after school programs, community centers,

etc.). Contact: The Financial Aid's Office at any college or for more information, see http://www.ed.gov/americareads/coluniv_fws.html or call: 800/USA-LEARN.

>>New System to Promote Substance Abuse Prevention<<
The Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Prevention (CSAP) has unveiled its new National Dissemination System for Model Program. The system provides community-based organizations with info about effective prevention programs and how to select and implement them. CSAP's National Registry of Effective Programs cites 19 effective prevention programs. See: http://www.samhsa.gov/csap/modelprograms; Ph: 877/773-8546

>>New Mental Health Services Grants<<
More than $30 million in MH services grants and contracts have been awarded to communities by SAMHSA. These include The Coalitions for Prevention Grants and the Cooperative Agreements for Comprehensive Community Action Grants to Promote Youth Violence Prevention, Suicide Prevention and resilience Enhancement. See http://www.samhsa.gov for a description of these and the other grant recipients.

>>National Governors" Association Releases Issue Brief
related to Addressing Barriers to Learning<<
"Improving Academic Performance by Meeting Student Health Needs" focuses on the burgeoning research linking student health with student achievement, profiles specific programs, and offers data-driven programs to assist schools in ensuring students come ready to learn.
Go to http://www.nga.org/Pubs/IssueBriefs/2000/Sum001013StudentHealth.asp

>>Consensus Statement on Increasing Coverage for Child and Adolescent Mental Health and Substance Abuse Services<<
The American Academy of Pediatrics has joined 12 other medical and family advocacy organizations in calling for more comprehensive insurance aimed at increasing access to treatment. The Consensus statement is published in the October issue of Pediatrics. It calls for a commitment to increase resources in both the public and private sectors to rectify the current shortage of quality mental health services. The statement includes specific recommendations for enhancing (1) access to care, (2) coordination of care, and (3) monitoring care and reimbursement. Go to http://www.aap.org/policy/re0090.html

>>Youth Development Package<<
"Younger Americans Act," a $2 billion youth-development package expected to be introduced in Congress, is intended to establish a national policy for positive youth development. The proposal is designed to assure children access to relationships

with caring adults; safe places to go during non-school hours; mental and physical health; and marketable skills and opportunities to participate in civic and community service. Although the measure is not expected to pass this year, it is being introduced for exposure, with possible passage in 2001. See http://www.jointogether.org/sa/resources

>>Intergenerational Transmission of Addiction<<
A recent study attempted to determine whether the increased risk of addiction for children of addicted parents is a result of inherited factors or exposure to addictive behavior. Researcher Joseph Biederman, Ph.D. found that children of addicted parents are more likely to mimic their parents' behaviors. The study, published in the October issue of "Pediatrics," found that the risk increases selectively. For example, children of cocaine abusers tend to abuse cocaine rather than other drugs or alcohol. See http://www.pediatrics.org

>>Breakfast and Academic Performance<<
This fall, the U.S. Department of Agriculture launched a 3-year study to determine whether mandatory breakfast served at school improves children's academic performance. The study, co-led by Harvard Medical School assistant professor J. Michael Murphy, includes 6 districts across the country, and focuses on entire schools of elementary kids-poor and privileged alike. The federal government wants its own test, and some say the results could mean a new national policy. Department officials say lawmakers might consider a broader government-sponsored free breakfast program if they see improved attendance, test scores, and cognitive development at these sites. Assigning breakfast duty to America's schools wouldn't be popular among those who worry that K-12 education houses too many social services. However, Murphy predicts the conclusions will closely resemble those he found in Baltimore-a 2 percentage-point gain in test scores and a half-day per year gain in attendance. The cost, he says, will likely run $100 per student per year. "Done right, it's a relatively inexpensive intervention." See http://www.edweek.com

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As a child I learned about anticipation whenever I heard ...
"Just wait until I get you home."
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    ^^^^^^^RECENT PUBLICATIONS^^^^^^

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

Last year FAN (the Children's Mental Health Foundations and Agencies Network - a group of public and private agencies and foundations interested in child

development and public policy issues) commissioned two papers which have been summarized under the title: Off to a Good Start.
(http://www.nimh.nih.gov/childhp/prfan.cfm)

The two papers are:

1.>"Research on the Risk Factors for Early School Problems" by L.C. Huffman, S. Mehlinger, and A. Kerivan, highlights the evidence and research gaps related to risk factors adversely affecting youngsters' socio-emotional school readiness.

2.>"Selected Federal Policies Affecting Children's Social and Emotional Development and Their Readiness for School" by D. Cavanaugh, J. Lippitt, and O. Moyo, highlights the federal policies and programs designed to address risk factors.

"Children's Mental Health: The Changing Interface between Primary and Speciality Care" developed through the Children's Mental Health Alliance Project. Offers recommendations for research, practice, and policy. See http://www.upenn.edu/ldi/issuebrief5_7.pdf or call 800/358-9295

"Special Kids: Problem Solver" by K. Shore (1999). Provides tools to cope with 30 academic, behavioral and physical challenges for special-needs students. Contact: 800/288-4745.

   *DELINQUENCY, VIOLENCE, & SUBSTANCE ABUSE
     PREVENTION<=<=<=<

"Teen Risk-Taking: Promising Prevention Programs and Approaches" by Urban Institute (2000). Guidebook describes 51 programs whose initial effectiveness has been demonstrated through scientific evaluation.
www.epn.org/whatsnew/full_cite/369.html

"Teen Risk-Taking: A Statistical Portrait" and "Trends in the Well Being of America's Youth and Children." by Urban Institute (1999). These companion pieces look at changes in risk-taking behavior, multi-risks and positive behaviors, and the connection to social settings. See: www.urban.org

"Youth Gang Programs and Strategies" from the U.S. Office of Juvenile Justice Delinquency Prevention. Outlines programs and strategies to break the appeal of gangs. See http://ojjdp.ncjrs.org/pubs/gangsum.html#171154

   *FAMILY, COMMUNITY, & SCHOOLS<=<=<=<

"At Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes" by the U.S. General Accounting Office (GAO). Briefly reviews background and current models/ activities and offers some conclusions about the state of the art. See: www.gao.gov

"What We Know about Early Childhood Interventions" by Joint Center for Poverty Research (2000). Finds that well-designed interventions can have large effects, but concludes that there are too few quality evaluations to reach definitive conclusions about long-term effectiveness. See: www.epn.org/whatsnew/full_cite/354.html

"Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs" by the National PTA (2000). Shows how getting parents and families involved can improve schools. See: www.nesonline.com; 800/733-6786

"Competency training - The Strengthening Families Program: For Parents and Youth 10-14. Describes a 7 week curriculum targeting specific risk and protective factors. See: http://www.strengtheningfamilies.org/

   *POLICY & STATISTICS<=<=<=<

"Children in the States 2000" by the Children's Defense Fund. Provides state profiles on the conditions of children as aids in planning and action. See: www.cdfactioncouncil.org

"Care Coordination and Medicaid Managed Care: Emerging Issues for States and Managed Care Organizations" by Mathematica Policy Research, Inc. (June 2000). Commissioned by the Center for Health Care Strategies, this policy brief highlights the limits of Medicaid managed care for individuals with special health care needs and recommends a new role for care coordinators. www.mathematica-mpr.com/caresum.pdf

"Health Coverage for Legal Immigrant Children: New Census Data Highlight Importance of Restoring Medicaid and SCHIP" by Center on Budget and Policy Priorities (2000). Census Bureau data shows that health insurance coverage of low-income immigrant children has become precarious since passage of the 1996 federal welfare law.
See: www.epn.org/whatsnew/full_cite/368.html

"The Effects of Welfare Reform in Rural Areas" in Poverty Research News (2000). Shows how welfare reform has affected the residents in poor rural areas and highlights an innovative welfare-to-work program.

www.epn.org/whatsnew/full_cite/353.html

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"...Our primary means to assist students is by influencing the adults
   who control the environments of children and adolescents."
              -T. Gutkin & J. Conoley
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^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^

"Wired for Civic Engagement: Using New Technology to Build Community" Nov.
9-11, 2000 in Arlington, VA. Sponsored by National Civic League. Contact:
www.ncl.org

"Tech 2000: Health Center Conference", December 10-13, 2000 in Las Vegas,
NV. Sponsored by Strategic Health Center Technology Forum. Contact: 415/292-5353

"A Vision for the 21st Century." December 12-14, 2000 in Washington, DC.
Office of Juvenile Justice and Delinquency Prevention National Conference.
See: www.ojjdp.ncjrs.org/nconf2000.htm

"A System of Care for Children's Mental Health: Expanding the Research Base."
February 25-28, 2001 in Tampa, FL. Research and Training Center for Children's
Mental Health Conference. See: http://rtckids.fmhi.usf.edu; Ph: 813/974-4640

"Reclaiming Our Youth: Building A Nonviolent Society." March 4-6, 2001 in
Savannah, GA. National Youth-At-Risk Conference. Go to:
http://www2.gasou.edu/contedu/yar2001.html

Effective Programs Mean Student Success. April 4-7, 2001 in Orlando, FL.
National Student Assistance Conference. Call: 800/453-7733

"Partners Make a Great IDEA: National Summit on the Individuals with
Disabilities Act" June 20-23, 2001 in Washington, DC. Call: The Policymaker
Partnership: 877/IDEA-INFO; Families and Advocates Partnership: 888/248-0822

   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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"...You can have the most creative, compellingly valid,
educationally productive ideas in the world, but whether

it can become embedded and sustained in a socially
complex setting will be primarily a function of how you
conceptualize the implementation-change process."
                    -S. Sarason (1987)
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   ^^^^^^CALLS FOR GRANT PROPOSALS/PAPERS

*Grants

   **U.S. Justice Dept.'s Office of Juvenile Justice and Delinquency Prevention is
offering two types of grants to address illicit drug use and delinquency among
young girls.
   >National Girls Institute Program has $1.2 million for projects promoting
promising prevention, intervention, treatment, education, detention and aftercare
for at-risk girls and their families. Available to public and private agencies,
organizations or institutions.
   >Girls Study Group Program is offering a grant for formation of a
multidisciplinary study group to conduct an in-depth literature review exploring
risk and protective factors, as well as family and community relationships.
        Contact: G. Dilworth, program manager at 202/514-4822 or email
    dilworthg@ojjdo,gov Deadline: December 1.

   **Corporation for Enterprise Development (CFED) is seeking grant proposals
to develop and implement model strategies that promote microenterprise as a path
from welfare dependence to self-sufficiency. See:
www.epn.org/whatsnew/full_cite/363.html

  **CDC Grants:
    >Integrated Health and Behavioral Health Care for Children, Adolescents,
    and their Families (CFDA 93.110AF). Two-year planning grants to develop a working
    relationship among community resources to establish integrated health
    service delivery program for children, adolescents, and families.
    Applications available on November 29, 2000. Letter of intent due
    December 21, 2000. Contact: 877/HRSA-123 or hrsagac@hrsa.gov

    >Public Health Conference Support Grant Program. To provide support
    for non-federal conferences in the area of health promotion (i.e., educational and
    community-based programs; injury and violence prevention; maternal, infant and child
    health). Conference dates must fall between Aug. 1, 2001 to July 31,
    2002. Deadlines: Letter of intent: January 2, 2001; Application: March 9,
    2001. Contact: 888/472-6874 or cec1@cdc.gov

**Children's Justice Act Partnerships for Indian Communities. To improve the
handling of severe child abuse cases in a way that limits additional trauma
to the child while improving investigation and prosecution.
(Federal Register: DOCID:fr16oc00-112, published: 10/16/00).
Deadline: November 30, 2000. Contact: Cathy@ojp.usdoj.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 "Links to the Latest News on Mental Health Issues" and click
       on "Surfin' for Funds."

   Also note: CFDA is the Catalog of Federal Domestic Assistance
   Programs http://aspe.hhs.gov/cfda/index.htm This compendium
   covers all 1,425 Federal programs, projects, services, and activities
   that provide assistance or benefits to the American public.

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     How kids learn about Justice:
    "One day you'll have kids, and I hope they turn out
     just like you .... Then, you'll see what it's like."
          ‖ : . . . : | : . . . : | : . . . : | : . . . : ‖

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

>>Mental Health/Substance Abuse

   ##American Medical Association monograph addresses
the psychological and behavioral impact of family violence:
www.ama-assn.org/public/releases/assault/fv-guide.htm

   ##"Getting Results: Developing Safe and Healthy Kids,"
includes two action guides, one on alcohol, drug and violence
prevention; one on tobacco use and prevention education,
plus an update about youth development as a prevention
strategy: www.CaliforniaHealthyKids.org

>>Government resources:

   ##New research syntheses on ERIC Digest database:
   http://www.ed.gov/databases/ERIC_Digests/index/
   *ED435147 Critical Behaviors and Strategies for Teaching Culturally
       Diverse Students

*ED435185 Professional Development for Teachers in Culturally
   Diverse Schools
*ED435893 Substance Abuse & Counseling: A Perspective
*ED435893 Assessing Potentially Violent Students
*ED435895 Improving Academic Achievement: What School
   Counselors Can Do
*ED435947 Technology Competence of Counselor Educators
*ED435948 Evidence-Based Counseling: Implications for Counseling
   Practice, Preparation, & Professionalism
*ED436008 Using Literature To Help Children Cope With Problems
*ED436054 Special Education in Alternative Education Programs
*ED436602 Preventing Violence by Elementary School Children

>>Health & MH Prevention and Best Practices for Schools

   ##"The School Shooter: A Threat Assessment Perspective,"
released by the FBI, presents the results of a comprehensive study
examining violence in U.S. schools: www.fbi.gov/homepage.htm

   ##"Children's Headaches: An Informative Guide for Young
Sufferers, Their Parents and School Health Professionals,"
from the National Headache Foundation: www.headaches.org

   ##National Asthma Education and Prevention Program's guide:
"How Asthma-Friendly is Your School" features checklist for
teachers: www.nhlbi.nih.gov/health/public/lung/asthma/friendhi.htm

>>Parents and Community Involvement

   ##"The Federal Grants Manual For Youth Programs" by Institute for
Youth Development (2000). A guide to every federal program offering grants
focusing on children and risk behaviors.
Http://www.youthdevelopment.org/booklist.asp?Category=Reference

   ##"School Readiness: Helping Communities Get Children Ready
for School and Schools Ready For Children" presents the National
Education Goals Panel's findings about school readiness including
a tested framework for community investments in school readiness:
http://www.childtrends.org/r_ed.cfm

##Community-Campus Partnerships for Health presents nine
papers from the annual conference that focus on public health
policy: http://futurehealth.ucsf.edu/ccph.html

>>Misc.

##Association for Supervision and Curriculum Development (ASCD)
offers free tutorials on 18 topics ranging from the brain and learning to
classroom management. These short multimedia lessons are designed for
educators, parents, and others interested in schools. Go to:
www.ascd.org/frametutorials.html?SB

##"Characteristics of the 100 Largest Public Elementary and
Secondary School Districts in the U.S.: 1998-1999," provides
descriptive information about the largest U.S. school districts:
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000345

##"Building an Automated Student Record System," a guide for
local and state education agencies needing to design or upgrade
an automated student information system:
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000324

   ^^^^^^^TRAINING & JOB OPPORTUNITIES
      (including fellowships and scholarships)^^^^^^^

Jobs:

>>Therapist<<
Stuart House in Santa Monica, CA seeks bilingual therapist to serve child victims
of sexual abuse. Contact: jerenberg@mednet.ucla.edu;
http://hr.healthcare.ucla.edu

>>Evaluation Specialist<<
The Massachusetts Department of Education, Learning Support Services Cluster
has two positions available:
   * research and evaluation focusing on health education program and
adolescent risk behavior.
   * training and technical assistance to school districts on implementation of
Safe School Program for Gay and Lesbian Students.
Contact: Tim Hack, Email: thack@doe.mass.edu, Ph: 781/338-3394; Fax:
781/338-6310

>>Consultant<<

The California Department of Education is looking for an Education Research and Evaluation Consultant to design and conduct survey projects, evaluate program activities, and design evaluations. See: www.cde.ca.gov/cdejobs/ Ph: 916/653-6054

>>Analyst<<
SRI International's Center for Science, Technology and Educational Development is seeking individual to conduct program evaluations and policy studies in areas of higher education and technology. Contact: Jim McCullough; mccullough@wdc.sri.com

>>Research Associate<<
The National Center on Addiction and Substance Abuse at Columbia University seeks doctoral or advanced masters level candidate to work on research related to families on public assistance. See: www.casacolumbia.org; Fax: 212/956-8020.

>>Assistant Professor<<
The Psychology in Education Division at the University of Pennsylvania seeks social psychologist with research expertise in urban youth risk behavior. Contact: Chair, Social Psychology Search Committee/PED, Graduate School of Education, U. of Pennsylvania, 3700 Walnut St., Philadelphia, PA 19104-1626. Email Dr. Lorion: lorion@gse.upenn.edu

>>Assistant Professor<<
Arizona State University Program for Prevention Research is recruiting for an professor in child psychosocial epidemiology. Contact: Irwin Sandler, Ph.D., Chair, Prevention Search Committee, Program for Prevention Research, Arizona State U., P.O. Box 876005, Tempe, AZ 85287-6005. Deadline: December 1, 2000.

Internship:

>>Clinical Internship<<
The University of Washington Department of Psychiatry and Behavioral Sciences community psychology internship offers clinical, consultation, and policy rotations. See: http://depts.washington.edu/psychweb/clinpsychintern.html; Deadline: November, 2000

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***REQUESTS/INFORMATION/COMMENTS/QUESTIONS
FROM THE FIELD***
WANT TO RESPOND? Go to our Website and click on Net

Exchange or send us an email.

REQUEST:

A frequent request we receive is for information on how those in the field currently evaluate the impact of their mental health programs. We have some material we send out but would like to supplement it with actual practices from around the country.

COMMENTS:

++Regarding the issue of high stakes testing:

Comment received on our web site: "Using one form of assessment (i.e., standardized tests) to determine one's academic achievement is bad practice. A multiaxial assessment is essential to make mental health decisions; I don't know why this doesn't happen regarding scholastic ones. Ralph Nader says that standardized tests steer classroom teaching to the narrow, reflexive, linear and rote at the expense of the multiple intelligences required for creative, dynamic, engaged and critical reasoning and thinking. They depress serious teaching and learning, distort curricula into focusing on the test, and discriminate against students of color, girl and students from lower-income backgrounds. The federal government should work to diminish reliance on such standardized tests, not to impose them on states and communities."

Comment received on our web site: "Children with mental health and learning disabilities are already feeling overwhelmed. Some districts in our area have already instituted the 'higher standards' and have done away with services needed to help kids be successful including 15:1 classrooms. I talk to children every day at the middle school and high school level who are giving up even if they aren't dropping out. They have stopped doing homework, avoid school, and withdraw because they feel they cannot be successful. We are destroying our children by asking more from them and providing less for them."

NEWS FROM OUR CENTER AND OUR SISTER CENTER

^^^UPDATES from the CENTER FOR MENTAL
HEALTH IN SCHOOLS, UCLA:

*Still not receiving our quarterly newsletter
"Addressing Barriers to Learning"
(not to be confused with this ENEWS)?

Let us know, and we'll add your name and send it to you (smhp@ucla.edu).
Otherwise current and past editions can be accessed and
downloaded from our web site.

>>>>Coming Soon: The Fall, 2000, issue featured article is
"Addressing Barriers to Learning & Promoting Healthy Development:
A Usable Research-Base."

* Visit our new "Gateway to a World of Resources for
Enhancing MH in School." This links "map" provides quick access
to relevant resources on the Internet and is a tool to facilitate
various forms of networking. To access the site,
go to http://smhp.psych.ucla.edu Click on the icon for the Gateway.

 * New Packet: A Technical Assistance Sampler on: Sexual Minority Students.
This sampler looks at the issues facing sexual minority students and staff,
including: violence, homophobia and prejudice, social and psychological issues,
suicide and health, coming out. Also included are interventions for assisting
sexual minority students, school policy and educational issues, school programs
& Gay-Straight Alliances.

 * Recently Revised: Two Center Introductory Packets:
    >Dropout Prevention
    >Evaluation and Accountability: Getting Credit For All You do

These packets can be ordered from the Center or downloaded from our web site.

*Also on the web site, NEW and updated Quick Finds (easy access
to information on a variety of topics):
    >Early Childhood Development
    >Cultural Competence
    >Hate-groups: helping students and preventing hate crimes
    >IDEA Accommodations /inclusion
    >Statistical Information Concerning Health, Mental Health and
      Education

Go to http://smhp.psych.ucla.edu/websrch.htm

 NOTE: If you want Internet access to surfin' for funds, go to:
http://smhp.psych.ucla.edu and click on What's New; scroll
to "New Materials" click on "Surfin' for Funds."

FOR THOSE WITHOUT INTERNET ACCESS, ALL

RESOURCES ARE AVAILABLE BY CONTACTING THE
CENTER.

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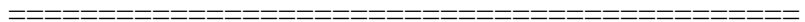
To post messages to ENEWS, Email them to smhp@ucla.edu.

Or Contact the Center at:

School Mental Health Project/
Center for Mental Health in Schools
UCLA Dept. of Psychology
Los Angeles, CA 90095-1563
(310) 825-3634 / Fax: (310) 206-5895

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  ^^^FROM OUR SISTER CENTER in Maryland
       (Mark Weist, Director)

 *CSMHA is currently accepting proposals for the 6th National
Conference on Advancing School Based Mental Health to be held
from September 20-22, 2001 in Portland, Oregon. Please contact
the Center at (410-706-0980 or 888-706-0980) or by email
(csmha@umpsy.umaryland.edu) if you would like to receive the RFP.
Deadline for proposals is January 15th, 2001.

   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
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