ENEWS

A Monthly Forum for Sharing and Interchange

November, 2009 (Vol. 14 #2)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see http://smhp.psych.ucla.edu

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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

**Emerging Practice: Any Issues?
>**Chicago's New Strategy for Addressing Students "At Risk" of Violence**

**News from around the country

**Recent publications relevant to

>**Child and adolescent mental and physical health**

>**School, family, & community**

>**Policy, systems, law, ethics, finances & statistics**

**This month's focus for schools to address barriers to learning

>**November – Responding to Referrals in Ways that Can "Stem the Tide"**

**Other helpful Internet resources

**Links to

>**Upcoming initiatives, conferences & workshops**
>**Upcoming and archived webcasts and online professional development**
>**Calls for grant proposals, presentations & papers**
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**UCLA Center's Latest Reports

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

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Emerging Practice: Any Issues?

>Chicago's New Strategy for Addressing Students "At Risk" of Violence

Excerpt from the New York Times 10/7/09

"The new chief officer of the public schools here, Ron Huberman, a former police officer and transit executive with a passion for data analysis, has a plan to stop the killings of the city's public school students. And it does not have to do with guns or security guards. It has to do with statistics and probability....

But if Mr. Huberman's hunch is right, about 10,000 high school students with the highest risk of becoming involved the violence as victims, or even perpetrators, will be better off once his plan is in place this winter.

Financed by federal stimulus grants for two years, the $60 million plan uses a formula gleaned from an analysis of more than 500 students who were shot over the last several years to predict the characteristics of potential future victims, including when and where they might be attacked. While other big city school districts, including New York, have tried to focus security efforts on preventing violence, this plan goes further by identifying the most vulnerable students and saturating them with adult attention, including giving each of them a paid job and a local advocate who would be on call for support 24 hours a day.

From the study of the 500 shootings, Mr. Huberman said, officials know that deadly violent outbursts are not truly random. The students at highest risk of violence, by statistics, are most likely to be black, male, without a stable living environment, in special education, skipping an average of 42 percent of school days at neighborhood and alternative schools, and having a record of in-school behavioral flare-ups that is about eight times higher than the average student.

Attacks have typically happened beyond a two-hour window from the start and end of school - that is, late at night or very early in the morning - and blocks away from school grounds, where neighborhood boundaries press against one another.

Within the three dozen or so schools where 80 percent of the victims in the study attended classes, the plan calls for a rethinking of the security philosophy so that policies favor mental health strategies and prevention over policing and punishment. And officials are becoming more strategic about providing safe passage to school by increasing police enforcement and by keeping tabs on gang and clique activities in real time as their turf wars hopscotch around school catchment areas....

Chicago typically spends $55 million a year on security for what is the third-largest school system in the nation. With the new plan, it will be spending $30 million a year on just the 10,000 adolescents most at risk....

The immediate challenge for Chicago is rolling out the complicated plan, which involves the coordination of various city departments and agencies, including the Police Department and Department of Children and Family Services, and local nonprofit and community groups.

The students will also have 'to bite,' as Mr. Huberman puts it, adding that many are unaccustomed to having the kind of meaningful adult relationships the program envisions. To help get their buy-in, the program includes part-time jobs for students who participate. (No student who participates would be publicly identified, officials said, except to the adults involved in his or her intervention.)

'We believe that if we can change the behavior of these 10,000 students,' Mr. Huberman said, 'we'll be able to make a significant difference in the level of violence in the city.'"

What do you think about this new strategy? Have you tried this in your community? Other strategies? Let us know. Send comments to ltaylor@ucla.edu

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NEWS FROM AROUND THE COUNTRY

Healthy People 2020 Objectives Online for Public Comment

The Federal Interagency Work Group has reviewed proposed objectives and the public is invited to comment. These objectives will help shape policy and decisions related to resources over the next decade. See http://www.healthypeople.gov/hp2020/Comments/

Dropouts Costing State $1.1 Billion Annually in Juvenile Crime Costs

High school dropouts, who are more likely to commit crimes than their peers with diplomas, cost California $1.1 billion annually in law enforcement and victim costs while still minors. Pending legislation would require the state Department of Education to produce an annual report that accurately depicts the number of students not finishing school. The report would also identify early signs that a student might be on the path to dropping out, such as truancy. Such indicators would allow schools to target at-risk students. 9/24/09
http://www.latimes.com/news/local/la-me-dropouts24-2009sep24,0,1426878.story

Getting Dropouts Back in Class

This year, the Des Moines school district is reaching out to students who have dropped out by knocking on front doors. About 300 volunteers, a mix of district staff, teachers, community leaders, and parents, west door to door asking more than 400 former students to return to school. Each high school has been assigned a counselor who will meet individually with returning students and coordinate support services. 9/25/09
http://www.desmoinesregister.com/apps/pbcs.dll/article?AID=/20090925/NEWS/909250368

Nearly Half of District 5th Graders Not Ready for Middle School

As Dallas schools focus on getting all students ready for college, they face a daunting challenge uncovered by a new district tracking system: Almost half of fifth graders are not even ready for middle school. To be considered ready for middle school, fifth graders have to pass the state exams in reading, math and science, and could not fail more than one core academic class. 10/22/09
http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/102209dnmetfifthgrade.3d3bdd1.html

Chicago School Closings Found To Yield Few Gains

A majority of Chicago students affected by school closings were sent to schools that were low-performing, just like those they left behind -- moves that had no significant impact on performance for most students, a University of Chicago study concludes. The study found, however, that students who transferred to some of the district''s highest-performing schools did show progress. A Chicago-style strategy is a feature of Secretary of Education Arne Duncan''s push to turn around the nation''s lowest-performing schools. (*Education Week*, premium article access compliments of edweek.org, 10/28/09) **-** http://www.edweek.org/

School Changes the Dynamics of Recess

At Anderson Elementary School, recess has undergone significant changes aimed to alleviate bullying and spur children to be more active. New ball games and games of tag have been introduced that encourage teamwork and emphasize cooperation instead of competition. Students are being taught techniques to settle playground disagreements without an adult. 10/12/09
http://minnesota.publicradio.org/display/web/2009/10/18/recess/

Schools Gain Parental Involvement through Stomachs

In the battle to get parents through the door of the state's poorest schools, principals are turning to a traditional gathering device...food. "When we're providing food, hundreds of people will attend. When there is no food, the number of people who attend is in the teens." There is a good reason for the steep public investment. A 2006 Harvard study found that grades jumped for kids whose parents participated in afterschool activities, including parent-teacher conferences and parent nights. 10/23/09 http://www.denverpost.com/search/ci_13622927

Needed: An Overhaul of Teacher Prep

At a speech to Columbia University's Teachers College, Secretary of Education Arne Duncan called for a broad overhaul of the nation's teacher colleges. Duncan, as reported by the Associated Press, explained that prep programs are lucrative for the institutions that offered them, but fail to adequately prepare teachers for the classroom. Large enrollment and low overhead make them "cash cows" for universities, but profits are diverted to smaller, more prestigious departments rather than invested in research and training for would-be teachers. Duncan also faulted state governments for overly easy licensing that does not gauge classroom readiness and for failing to track which programs turn out effective teachers and which do not. If the country is to reach the president's global goal of the most college graduates by 2020, "both our K-12 system and our teacher preparation programs have to get dramatically better," said Duncan. He pointed to the administration's use of stimulus dollars to reward states that tie student achievement data to their education schools and to the demand to pay for an expansion of teacher residency programs in high-needs schools. Duncan stressed that timing is crucial. A third of veteran teachers are poised to retire, which could create a million new teaching positions over the next four years. http://news.yahoo.com/s/ap/20091022/ap_on_go_pr_wh/us_obama_teachers
See the secretary's speech: http://www.ed.gov/news/speeches/2009/10/10222009.html

250,000 Teaching Jobs Created/Saved by Stimulus

States have used economic stimulus dollars to fills in shortfalls in their education budgets and create or save 250,000 education jobs according to a new report on the impact of the approximately $100 billion in stimulus funds devoted to education. 10/19/09 http://online.wsj.com/article/SB125595558510893973.html

Budget Cuts Push Some Classrooms Way Over Capacity

Many Los Angeles Unified schools have lost some teachers, resulting in bigger class sizes. There have been significant cuts to clerical, custodial and cafeteria staffs, and, in secondary schools, to counselors and administrators as well. ..Recognition that students respond best to teachers who care about them as individual becomes more difficult as class sizes expand. 9/25/09 http://www.latimes.com/news/local/la-me-ed-cuts20-2009sep20,0,2312077.story

> **Note:** Among the sources used in gathering the above items are ECS e-Clips http://www.ecs.org/e-clips and the Public Education Network (PEN) NewsBlast http://www.publiceducation.org/newsblast_current.asp

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

Also access other news stories relevant to improving addressing barriers to learning through links at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

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> "I'm not saying we've solved the dropout problem, but it's going in the right direction. I think everybody's initial response is to bring in big programs. The way our district thinks has changed....We've stopped trying to look at students through new eyes and started looking at our school through kids' eyes."
> Mark White
> @#@#@#

RECENT PUBLICATIONS (in print and on the Web)

Child, Adolescent, Young Adult Mental and Physical Health

>*Mental Health in Schools: Preventing Problems, and Improving Schools* (2010) H. Adelman &
L. Taylor. Thousand Oaks: Corwin Press.
Http://smhp.psych.ucla.edu/corwin/mhinschoolsflyer.pdf

>Parenting and homelessness. Special section of the *American Journal of Orthopsychiatry*.
Articles include practice, policy, and research recommendations to support parents as they
stabilize their lives, care for their children, and move out of homelessness. Free access to full
articles online at http://homeless.samhsa.gov/Channel/View.aspx?id=403

>What we know about at-risk students (2009) F. Johnson & W. Perkins. *National Association of
Secondary School Principals Bulletin 93*(2) 122-124.
http://bul.sagepub.com/cgi/content/abstract/93/2/122

>Social environment and problem behavior (2009) A. March & A. Atav, *Journal of School
Nursing*, ePub http://jsn.sagepub.com/cgi/content/abstract/1059840509343112v1

>Risk-taking behavior in adolescence (2009) N. Leather, *Journal of Child Health Care 13*(3)
295-304. http://chc.sagepub.com/cgi/content/refs/13/3/295

>Identifying learning problems in children evaluation for ADHD. (2009) A. Bennett, et al.,
Pediatrics 124(4) 633-639. http://pediatrics.aappublications.org/cgi/reprint/peds.2009-0143v1

>School bullying among adolescents in the U. S.: Physical, verbal, relational, and cyber (2009) J.
Wang, et al., *Journal of Adolescent Health 45*(4) 368-375
http://www.jahonline.org/article/S1054-139X(09)00138-4/abstract

>Homework interventions for children with attention and learning problems (2009) S. Sheridan,
School Psychology Review 38(3) 334-337.
http://findarticles.com/p/articles/mi_go1715/is_200909/ai_n39232860/

School, Family & Community

>*Mental Health in Schools: Preventing Problems, and Improving Schools* (2010) H. Adelman &
L. Taylor. Thousand Oaks: Corwin Press.
http://smhp.psych.ucla.edu/corwin/mhinschoolsflyer.pdf

>Diffusion of school-based prevention programs in two urban districts: Adaptations, rationales,
and suggestions for change (2009) E. Ozer, et al., *Prevention Science* ePub
http://www.springerlink.com/content/h42011r153834714/fulltext.pdf

>Adolescent dispositions for antisocial behavior in context: The roles of neighborhood
dangerousness and parental knowledge (2009) C. Trentacosta, et al., *Journal of Abnormal
Psychology 118*(3) 564-75. http://psycnet.apa.org/journals/abn/118/3/564.pdf

>Sources of prescriptions for misuse by adolescents (2009) T. Schepis, et al., *Journal of the
American Academy of Child & Adolescent Psychiatry 48*(8) 828-836.
http://journals.lww.com/jaacap/Abstract/2009/08000/Sources_of_Prescriptions_for_Misuse_by.11.aspx

>Nonmedical prescription drug use among adolescents: The influence of bonds to family and
school (2009) J. Ford, *Youth & Society 40*, 336-352
http://yas.sagepub.com/cgi/content/short/40/3/336

>Response to intervention, collaboration, and co-teaching: A logical combination for successful
systemic change (2009) W. Murawski & C. Hughes, *Preventing School Failure 53*(4) 267-277.

>Developing a citywide youth violence prevention plan (2009) B. Payne & D. Button, *International Journal of Offender Therapy and Comparative Criminology 53*(5) 517-534. http://ijo.sagepub.com/cgi/content/abstract/53/5/517

Policy, Systems, Law, Ethics, Finances & Statistics

>The influence of "No Child Left Behind" legislation on drug prevention in U. S. schools (2009) H. Cho, et al., *Evaluation Review 33*(5) 446-463. http://erx.sagepub.com/cgi/content/refs/33/5/446

>A Multivariate analysis of youth violence and aggression: The influence of family, peers, depression, and media violence (2009) C. Ferguson, et al, *Journal of Pediatrics* ePub http://www.jpeds.com/article/S0022-3476(09)00576-9/abstract

>Cultural competence: A literature review and conceptual model for mental health services (2009) M. Hernandez, et al., *Psychiatric Services, 60*(8) 1046-1050. Summarized at http://datatrends.fmhi.usf.edu/summary_155.pdf

>*High School Dropout and Completion Rates in the United States 2007* (2009) National Center for Education Statistics http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009064

>*National Youth Gang Survey* (2009) Office of Juvenile Justice and Delinquency Prevention http://www.iir.com/nygc/nygsa

>Economic crisis and children (2009) M. Patel, *Global Social Policy 9*(1) 33-54. http://gsp.sagepub.com/cgi/content/abstract/9/1_suppl/33

> **Note:** The Quick Find online clearinghouse at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

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>   *The first day of school is always special to me. It's the only day of the year when I'm not behind in my homework.*

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

November - Responding to Referrals in Ways that Can "Stem the Tide"

While the school year starts with a clean slate, after the initial welcome back and focus on early adjustment problems, by November teachers are asking for help for some students. In many schools, the only next step is to put the students' names on a long (and growing) list for the case conference meeting. An alternative to this case by case approach, is to look at the most frequently occurring problems and introduce new supports to address them. This is consistent with a system focus related to information generated by *Response to Intervention* efforts and should reduce the number of students who need individual case conferences.

The analysis of the most common problems can best be done by a Learning Support Resource Team at a school; such a group can analyze aggregated and disaggregated data. In identifying the most pressing needs at the school, the Learning Support team can recommend priorities and how available resources can be deployed and redeployed most effectively.

As schools and their Learning Support Teams work to improve things, it helps if the focus initially is on doing some highly visible concerns that can be addressed quickly. This can generate a sense that system improvement is feasible and allows an early sense of accomplishment. It also can generate some excitement and increase the commitment and involvement of others.

Examples of such activities are:

- Establishment of a "Support for Transition" program for new students and families (e.g., welcoming and social support programs such as trained Student Peer Buddies to welcome and act as part of a social support system for new students in every classroom, trained Parent Peer Buddies to welcome and act as part of a social support system for new parents; training for volunteers who staff a welcoming table in the front office; training and support for office staff so that they can play a constructive role with newcomers; development of welcoming and orientation materials in all relevant languages)

- Development of a program for recruiting, screening, training, and nurturing volunteers to work with targeted students in classrooms or to become mentors and advocates for students in need

- Providing teachers with staff development not only for how to request special services for a few but how to enhance capacity in the classroom to effectively address the many students who need assistance (e.g., how to use prereferral interventions, volunteers, invite student support staff in to help develop new approaches)

- Publicizing and encouraging appreciation for new approaches at the site – Every means feasible (e.g., handouts, charts, newsletters, bulletin boards) should be used to make the activity visible and keep all stakeholders informed and involved. For example, as soon as resources are mapped, information about what is available and how to access it should be circulated to staff, parents, and students.

Finally, don't forget to gather some baseline data (e.g., on attendance, tardies, referrals, timeouts, suspensions). In the short run, the task is to help the site staff organize their record keeping to ensure they get credit for progress. Also, survey teachers regarding the school's efforts to address barriers to learning and enhance healthy development (e.g., ratings of knowledge and satisfaction with programs and services). These data are important when it comes time to make the case with site based decision makers that the focus on student and learning supports is worth the time, effort, and money. (Minimally, someone needs to keep a "log" to show all the activities carried out, all the changes and improvements that have been made, and to have a record of a representative set of anecdotes describing teacher/family/student success stories.)

For more on using resources most effectively in addressing the most common pressing problems, see *Developing Resource-Oriented Mechanisms to Enhance Learning Supports* - http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

Note: It is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the homepage at http://smhp.psych.ucla.edu

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Playing truant from school is like a credit card.
Fun now, pay later!

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OTHER HELPFUL INTERNET RESOURCES

>On early childhood social-emotional wellbeing –
http://www.nccp.org/publications/pub_885.html

>Psychological first aid field operations guide –
http://ncptsd.va.gov/ncmain/ncdocs/manuals/nc_manual_psyfirstaid.html

>A pivotal moment: Sustaining the success and enhancing the future of the Juvenile Justice and
Delinquency Prevention Act – http://njjn.org/resource_1325.html

>Equity matters: In learning, for life – http://www.equityallianceatasu.org/

>Guidance to Response to Intervention – http://www.ed.gov/programs/titleiparta/rti.html

>At-risk high school students index –
http://www.doe.in.gov/super/2009/09-September/092509/documents/memo_hs_risk.pdf

>Reducing stereotype threat in classrooms –
http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=135

>National Center for Culturally Responsive Education System – http://www.nccrest.org

>The children of immigrants data tool – http://www.urban.org/publications/901279.html

>Reducing disproportionate minority contact –
http://ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=240604

>Family guide to Systems of Care for children with mental health needs –
http://ncadistore.samhsa.gov/campaigns/caringyouth/cfoy.aspx

>Children with special health care needs: Knowledge path –
http://www.mchlibrary.info/knowledgepaths/kp_cshcn.html

>Hiring (and keeping) urban teachers: A coordinated approach to new teacher support –
http://www.bpe.org/files/NewTeacherSupport.pdf

>Principles for measuring the performance of turnaround schools –
http://www.publicschoolinsights.org/sites/default/files/assets/LFAPrinciplesMeasuringTurnaroundSuccess.pdf

>Free resources from SAMHSA's National Mental Health Information Center –
http://nmhicstore.samhsa.gov/

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

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        In discussing school budget cuts, one principal summed up her response:
            "There is no point in standing in the middle of our accident.
            We're going to dust off, get our car fixed and get it back on the road."
                                            Tracie Bryant
                                                @#@#@#

LINKS TO

>Upcoming Initiatives, Conferences & Workshops – http://smhp.psych.ucla.edu/upconf.htm

>Calls for Grant Proposals, Presentations & Papers – http://smhp.psych.ucla.edu/upcall.htm

>Training and Job Opportunities – http://smhp.psych.ucla.edu/job.htm

>Upcoming/Archived Webcasts – http://smhp.psych.ucla.edu

>**Note:** Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on *What's New* on our website at http://smhp.psych.ucla.edu. If you would like to add information on these, please send it to ltaylor@ucla.edu

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UCLA CENTER UPDATE

New Book Focused on Advancing the Field

Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools by the Center co-directors Howard Adelman and Linda Taylor – just Published by Corwin Press see description at   http://smhp.psych.ucla.edu/corwin/mhinschoolsflyer.pdf

New Hot Topic
Last month's ENEWS focused on "Preparing Everyone for College: What are the Implications?" We have included the questions posed by the Public Health Agenda and the Urban Institute for their webcast and the number of responses we received. See http://smhp.psych.ucla.edu/hottopic.htm

If you would like to weigh in on this important issue, send your response to ltaylor@ucla.edu

New Directions for Student Support

>New Design Document from the Department of Education in Louisiana
A dedicated group working across offices and divisions in the Louisiana Department of Education has produced their design for Louisiana's Comprehensive Learning Supports System. at http://smhp.psych.ucla.edu/summit2002/ladesigndocument.pdf. The next steps include plans for implementation, capacity building, and evaluation.

Soon available online at Teachertube - A video message about Louisana's Comprehensive Learning Supports System from State Superintendent Paul Pastorek (http://teachertube.com/viewVideo.php?video_id=138867&title=Louisiana_s_Student_Learning_Supports_Initiative).

>Webinar: Strengthening School Improvement – Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching
On October 29 this collaborative efforts of the American Association of School Administrators, Scholastic, and the UCLA Center for Mental Health in Schools presented to over 200 web participants. The powerpoint and related material from the webinar are online at: http://smhp.psych.ucla.edu/rebuild/rebuilding.htm   The recorded webinar will be added to the Center's website in the next few days.

Updated Resources

>Video additions to Quick Finds

In response to frequent requests for videos related to learning supports, we are adding links to videos in our Quick Find online clearinghouse topic pages. If you have recommendations, please let us know.

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information on over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, other centers focusing on the topic, and relevant publications. Go to http://smhp.psych.ucla.edu and click on Quick Find. If you would like to add a resource, let us know. Ltaylor@ucla.edu.

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

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Check out our sister center, The Center for School Mental Health at http://csmh.umaryland.edu or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: csmh@psych.umaryland.edu
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COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

"I'm writing to let you know about a special needs resource that your community of website visitors may find helpful, especially parents. Care.com is a national leader helping families find child care and special needs care. Care.com offers a wide variety of free special needs resources and articles. Please consider referring your visitors in need of information to:
Care.com -Caregiver Guide for Special Needs
Many parents have found our specific ADD page especially helpful:
Caring for a Child with ADHD or ADD"

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THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu
For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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