

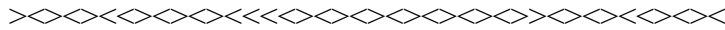
ENEWS -A Monthly Forum for Sharing and Interchange

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

September, 2000 -(Vol. 4, #12)

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.



Feel Free to Forward This to Anyone



WHAT'S HERE THIS MONTH

****Emerging Issue**

Fidelity of Implementation or Meaningful Adaptation?

****News from around the Country**

****Commentary**

"The \$4.6 Trillion Surplus-
Shouldn't Some Go To the Country's Neediest Children?"

****Recent Publications Relevant to**

- >Children's Mental & Physical Health
- >Delinquency, Violence, & Substance Abuse Prevention
- >Family & Community
- >Teaching Strategies & Education Reform

****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**

To post messages to ENEWS, E-mail them to: smhp@ucla.edu

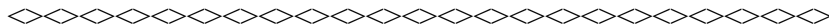
If you were sent ENEWS indirectly, you can be added to our list at no charge by sending an E-mail request to:

listserv@listserv.ucla.edu

leave the subject line blank, and in the body of the message type: subscribe mentalhealth-L

To remove your name from the mailing list type:

unsubscribe mentalhealth-L



*****EMERGING ISSUE*****

Fidelity of Implementation or Meaningful Adaptation?

The frequently reported failures to successfully transfer empirically-supported interventions into wide-spread daily practice in schools has given rise to an increasing focus on the "implementation" problem (sometimes discussed as the fidelity of replication problem). An issue is emerging as to whether it makes much sense to frame the problem in such a manner. Some folks are suggesting it is unrealistic and inappropriate to expect schools to adopt a program without adapting it so that it fits the specific setting (e.g., the motivation and capacities of the staff who will do the implementation). As Richard Price states the matter: "Effective implementation depends not on exclusive and narrow adherence to researcher definitions of fidelity, but on mutual adaptation between the efficacious program features and needs and competencies of the host organization."

What's your take 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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A community that excludes even one
of its members is no community at all.
From Smithsonian's Exhibition
on the Americans with Disabilities Act

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NEWS FROM AROUND THE COUNTRY

>>Funds for Middle School Drug Prevention and School Safety
Coordinators<<

Based on a study that found coordinators are especially effective
when they devote a significant amount of time to prevention
programs, The U.S. Department of Education announced \$45
million to recruit, hire and train middle school drug prevention and
school safety coordinators.

<http://www.ed.gov/PressReleases/08-2000/0801.html>

>>New Journal<<

"Journal of Youth Studies" -- an international scholarly journal
devoted to a theoretical and empirical understanding of young
people's experiences and life contexts is available online.

<http://www.tandf.co.uk/journals/carfax/13676261.html>

>>Advancing School-Based Mental Health Programs<<

Sept. 21-23 are the dates for our sister center's 5th national
conference on Advancing School-Based Mental Health Programs. The conference
is in Atlanta, Georgia and will feature 60 breakout sessions on a broad
variety of topics, 12 pre-conference workshops (3 hour intensive
workshops), a plenary panel featuring youth from middle school and high school,
2 keynote speakers, 12 lunch discussion groups, 2 evening receptions and
poster sessions, and youth entertainment on Saturday evening. See
<http://csmha.umaryland.edu> or call (888-706-0980) for more info.

>>Surgeon General's Conference on Children's MH: Summary of
Listening Sessions<<

Public input on Children's Mental Health issues solicited as part of
the "Listening Sessions" held earlier this summer is available on
the web at: <http://www.nimh.nih.gov/childhp/sgsummary.cfm>

(For more on issues of concern related to the Surgeon General's
upcoming conference on Children's MH, also see our Center's
Summer, 2000 newsletter available on our website

<http://smhp.psych.ucla.edu> or request a hard copy.)

>>National Child Health Day 2000<<

HRSA announces that the theme for October 2nd "National Child Health Day" is Early Childhood Development. Activities will focus on the physical, mental, and social development of children ages zero to 5. To obtain the information kit, call 1-888-434-4MCH (624).

>>RAND Study on Smaller Classes and Adequate Resources for Students<<

Study indicates smaller classes and adequate resources make a difference. It also reveals that when certain efforts are not targeted by specific programs, success falters. According to David Grissmer, the principal investigator, "Our results certainly challenge the traditional view of public education as 'unreformable', but the achievement of disadvantaged students is still substantially affected by inadequate resources. Stronger federal compensatory programs are required to address this inequity." See the report: <http://www.rand.org/HOT/index.html>

COMMENTARY

>>"The \$4.6 Trillion Surplus
Shouldn't Some Go To the Country's Neediest
Children?"<<

So states the headline of an ad placed in the New York Times by the Child Welfare League of America. As part of a campaign to get some of the surplus for vulnerable children and families, the ad calls for the following increases in FY2001:

- * \$1.8 billion to expand quality child care services to 150,000 more children and Head Start to an additional 70,000
- * \$800 million to increase the Earned Income Tax Credit for two million working families with the highest rates of child poverty
- * \$605 million for the Social Services Block Grant, to help hundreds of thousands of the country's neediest children and families.
- * \$308 million to protect the nearly three million children who are reported abused or neglected
- * \$200 million to provide drug and alcohol treatment to 34,000 families where child abuse or neglect has occurred
- * \$155 million to prevent violence and head-off delinquency for thousands of youth.

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"I'm not a case and I don't need to be managed"

From Smithsonian's Exhibition
on the Americans with Disabilities Act

^^^^^^RECENT PUBLICATIONS^^^^^^

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

"A Guidebook for Parents of Children with Emotional or Behavioral Disorders" by the PACER Center. Contains basic information about EBD, including how to select a mental health provider and therapy orientation. Contact: PACER Center, 4826 Chicago Ave. S., Minneapolis, MN 55417-1098.
<http://www.pacer.org>

"Building Infrastructure for Coordinated School Health: California's Blueprint" by the California Dept. of Education and California Dept. of Health Services (2000). Identifies goals and prioritized action steps that aim to create a joint effort of public and private agencies, individuals, and communities.
See: <http://www.cde.ca.gov/cyfsbranch/lsp/health/>

"Creating Access to Care for Children and Youth: School-Based Health Center Census 1998-99" by the National Assembly on School-Based health Care (2000). Documents findings from the largest data collection and analysis of its kind, and illustrates emerging themes that will assist in program planning, development, and evaluation of SBHCs. Contact: Ph: 888/286-8727; Fax: 202/638-5879.

"Early Intervention in Children's Mental Health," Focal Point: A National Bulletin on Family Support and Children's Mental Health (Spring, 2000). Describes efforts to provide services and supports to children and families in order to promote mental health and well-being, reduce risk factors, and address developing challenges or disabilities. <http://www.rtc.pdx.edu>, click on Focal Point.

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

"Profiling Potentially Violent Youth: Statistical and Conceptual Problems" by K.W. Sewell and M. Mendelsohn (2000) in Children's Services: Social Policy, Research, and Practice, 3(3), 147-169. Reviews and evaluates purported warning signs of violent youth, describes judgment errors, and gives recommendations

toward maximizing school safety.

"Coping with Crisis" by S. Poland and J.S. McCormick (2000). Provides instructions for parents and schools on how to deal with various types of violent crises. Contact: 800/547-6747; <http://www.sopriswest.com>

"Less Hype, More Help: Reducing Juvenile Crime, What Works- And What Doesn't" by R. Mendel, American Youth Policy Forum (2000). Examines the facts and myths surrounding juvenile crime, including the most effective and ineffective ways of dealing with it. Contact: 202/775-9731; <http://www.aypf.org>

"Protecting Adolescents from Risk" by the Institute for Youth Development (2000). Presents research findings on parental behaviors that provide buffers against dangers children face or that increase children's susceptibility to such dangers. Contact: 703/471-8750; <http://www.youthdevelopment.org>

"Emotional Honesty and Self-Acceptance: Education Strategies for Preventing Violence" by R. Brill (2000). Offers help in understanding and coping with predictable and preventable emotional distress of adolescence. See: <http://www.emotionalthonesty.com>

*FAMILY & COMMUNITY<=<=<=<=<

"Community Schools: Partnerships for Excellence" by Coalition for Community Schools. Profiles nine community schools to depict how the vision and principles of a community school are being realized across the country. For free copy: 202/822-8405 ext. 45; ccs@iel.org; See: <http://www.communityschools.org>.

"Caring on the Streets: A Study of Detached Youthworkers" by J.K. Thompson (2000). A resource on the content and outcomes of the work of detached youth workers. Contact: 800/342-9678; <http://www.haworthpressinc.com>

"Mentor's Guide" by S.D. Hammond (2000). A how-to book for those who are new to mentoring children. Contact: 800/322-1468; <http://www.mailordercentral.com/wch/>

"A Systematic Approach to Creating Solid Partnerships with Parents" by R. Newman. Presents research on how to foster successful parental involvement. In 21st Century Community News

(Summer, 2000). See: <http://www.yale.edu/21C>

"A Community Blueprint for Building Resilient Families" by PACER Center (2000). A training manual for professionals that emphasizes helping families to recognize their strengths, regardless of family design, ethnicity, or disability. Contact: PACER Center, 4826 Chicago Ave. S., Minneapolis, MN 55417-1098. <http://www.pacer.org>

"An Asset Builder's Guide to Service-Learning" by The Search Institute (2000). A guide to starting or improving a service learning program. Contact: 800/888-7828; <http://www.search-institute.org>

"Communities That Care: Prevention Strategies: A Research Guide to What Works" by Developmental Research and Programs, Inc. (2000). Designed to help communities develop a plan to fill gaps with effective prevention strategies. Contact: DRP, 130 Nickerson Suite 107, Seattle, WA 98109; Ph: 206/286-1085; Fax: 206/286-1462.

*TEACHING STRATEGIES & EDUCATION REFORM<=<=<=<

"A Guide to the Individualized Education Program (IEP)" from U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). Based on requirement of the Individuals with Disabilities Act, the guide is designed to help teachers, parents, and others develop and carry out an IEP. Free: <http://www.ed.gov/pubs/edpubs.html>

The Office for Civil Rights of the U.S. Department of Education has released a draft of its new publication, "The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers." Covers professional standards relating to the use of tests for high-stakes purposes, the relevant federal laws that apply to such practices, and the references that can help shape educationally sound and legally sufficient testing practices. See: <http://ed.gov/offices/OCR>, click on "What's New".

"Ensuring Accuracy in Testing for English Language Learners: A Practical Guide for Assessment" by the Council of Chief State School Officers (2000). Aims to improve assessment of students with limited proficiency in English. Contact: 202/336-7016; <http://publications.ccsso.org>.

"Kids Included through Technology Are Enriched: A Guidebook for Teachers of Young Children" by the PACER Center (2000). Gives rationale for using assistive technology for young children with special needs. Contact: PACER Center, 4826 Chicago Ave. S., Minneapolis, MN 55417-1098. <http://www.pacer.org>

Change is inevitable, except from a vending machine.
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^^^UPCOMING INITIATIVES, CONFERENCES,
WORKSHOPS^^^

>>USDOE's Improving America's Schools -- Regional Conferences-- September 18-20, 2000 in Sacramento, CA; October 2-4, 2000 in Louisville, KY; and December 13-15, 2000 in Washington, DC. Three-day series focusing on education reform. See: <http://www.ncbe.gwu.edu/iasconferences>; Email: ias-conference@ed.gov

>>US Dept. of Education Office of Civil Rights Conference, September 20-22, 2000 in New Orleans, LA. Theme: The Civil Right of the 21st Century: Access to a Quality Education. <http://www.ed.gov/offices/OCR/neworleans.html>

>>Latino Behavioral Health Institute Conference, September 20-22, 2000, in Los Angeles, CA. Theme: Developing Behavioral Health Care Models for Latinos. Ph: 213/538-0225; <http://www.lbhi.org>

>>International Conference on Family Violence, September 23-27, 2000, in San Diego, CA. Theme: Working Together to End Abuse: Advocacy, Assessment, Intervention, Research, Prevention and Policy. Register: Ph: 858/623-2777 ext. 406

>>National Dropout Prevention Network Conference, October 1-4, 2000, in Baltimore, MD. Theme: Turning the Tide in the Next Millenium. Ph: 361/937-3130

>>Primary Mental Health Project: The Fall Institute, October 18-20, 2000, in Rochester, NY. Provides knowledge and skills to implement a Primary MH Project. Ph: 877/888-7647

>>The Character Education Partnership's National Forum on the Heart of School Reform, October 19-21, 2000 in Philadelphia, PA.

<http://www.character.org/forum/index.cgi>

>>American Public Health Association Annual Meeting and Exposition, November 12-16, 2000 in Boston, MA. Theme: Eliminating Health Disparities. Register: <http://www.apha.org/meetings>

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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"I haven't lost my mind
it's backed up on a disk somewhere."
-quip from Washington Post

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^^^CALLS FOR GRANT PROPOSALS/PAPERS

*Papers

>>The Journal of Community Practice seeks papers for a Special Issue on Innovative Practices Emerging From Welfare Reform. Aims to capture some of the best practices being developed for working collaboratively between public and private agencies. Contact: Professor Michael J. Austin, Editor: mjaustin@uclink4.berkeley.edu

>>National Assembly on School-Based Health Care and BPHC Center for School-Based Health Care Annual Meeting 2001 seeks workshop proposals and poster abstracts for "School-Based Health Centers and their Communities: A Catalyst for Children's Health," June 24-26, 2001, in Miami, FL. See: <http://www.nasbhc.org/Abstract2001.asp> Deadline: October 1, 2000

>>Contribute to the First Encyclopedia of Primary Prevention by Kluwer/Plenum Academic Press. Uses a life development perspective, with major subcategories within each chronological stage. Each chapter will be 12 to 16 typed double spaced pages. Contact: Tom Gullotta, tpgullotta@aol.com, Martin Bloom bloom@uconnvm.uconn.edu.

*Grants

>>Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime CFDA 16.544 from Office of Juvenile Justice and Delinquency Prevention. Contact: Jim Burch: 202/307-5914; email: burchj@ojp.usdoj.gov

>>The National Foundation for the Improvement of Education (NFIE) awards grants of up to \$1,000 to individuals to engage in professional development activities that address the needs of the students they serve. For Spring 2001 training, proposals must be submitted by October 15, 2000. Go to:
<http://www.nfie.org/lead0.htm> and <http://www.nfie.org>

>>U.S. Department of Health and Human Services Public Health Services, HRSA

*Rural Health Outreach Grant (CFDA #93.912A). To expand access to, improve coordination of, restrain the cost of, and improve the quality of essential health care services, including preventive and emergency services in rural areas. Contact: Lilly Smetana; 301/443-0835; lsmetana@hrsa.gov Deadline: October 16, 2000.

*Healthy Tomorrows Partnership for Children (CFDA #93.110V). To support projects for mothers and children which improve access to health services and utilize preventive strategies. Contact: Maurice Bryant, 301/443-2340, mbryant@hrsa.gov
Deadline: October 2, 2000.

>>2001 National Schools of Character Program provides grants of \$2,000 to schools and districts, national recognition, and a featured position in the National Schools of Character publication. For application and more information: <http://www.character.org>; 800/988-8081.

>>US Dept. of Education Grant Applications under the Special Education Personnel preparation to Improve Services and Results for Children with Disabilities Program See CFDA 84.325 ;
Training and Information for Parents of Children with Disabilities See CFDA 84.328.

For more information, see <http://ocfo.ed.gov/fedreg/grantann/q300/082900b.txt>

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."

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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"Threats accumulate; support ameliorates."

-James Garbarino

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

>>Mental Health/Substance Abuse

*Issues of Adolescence

<http://www.hec.ohio-state.edu/famlife/adolescence/adolmain.htm>
Website of the Human Development and Family Life Education Resource Center. For professionals invested in adolescent development through research or programming.

*Center for Substance Abuse Treatment <http://www.treatment.org>
CSAT's Treatment Improvement Exchange site recently added numerous hyperlinks to other web sites which provide information on services.

*Depression in Children and Adolescents: A Fact Sheet for Physicians <http://www.nimh.nih.gov/publicat/depchildresfact.cfm>
Prepared by the National Institute of Mental Health, summarizes the latest scientific findings on child and adolescent depression and lists resources for more information.

>>Prevention and Best Practices for Schools

*"Practical Assessment, Research and Evaluation"

<http://ericae.net/pare/>

Online journal providing education professionals access to articles on assessment, research, evaluation, and teaching practice.

*National School Boards Association (NSBA)

<http://www.nsba.org/schoolhealth>

The School Health Programs at NSBA website has undergone a major design overhaul and reorganization. It still features over 100 records on topics such as coordinated school health, but it has added a new section for youth that features a Question of the Month.

*Bipartisan Working Group on Youth Violence

<http://www.house.gov/dunn/workinggroup/wkg.htm>
Features congressional report with section on schools and health.

>>Parents and Community Involvement

*"Guide to Working with Model Providers"

<http://www.ed.gov/offices/OESE/compreform/model.pdf>
Offers suggestions on how schools can create and maintain effective working relationships with organizations providing reform assistance.

*The Livable Communities Website

<http://www.livablecommunities.gov>
Offers information and links to federal programs, resources, guides, and tools that can help communities. Describes many programs, including: 21st Century Community Learning Centers, Center for Urban Development and Livability, and others.

>>Policy and Statistics

*"The Study of Education Resources and Federal Funding: Final Report" <http://www.ed.gov/PressReleases/08-2000/0811.html>
Examines where the federal education dollar goes and what the money buys for 6 of the Department's largest elementary-secondary programs, with a particular focus on the \$8 billion Title I program.

*The National Center on Children in Poverty

<http://cpmcnet.columbia.edu/dept/nccp/cp2statespdf.html>
Posts data on child poverty rates for two decades. Each state has a "Fact Sheet" that compares rates across three time periods, 1979-98, 1979-93, and 1993-98.

*How's Your State's Health? A resource for data on each state's health status related to women, infants, and children, health care provider resources, community/migrant health centers, HIV/AIDS services, medically underserved populations, and areas, and HRSA funded programs to improve access. See Health Resources and Services Administration (HRSA) <http://www.hrsa.gov/stateprofiles>

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

>>Administrative Assistant<<
The American Association for Health Education/American

Alliance for Health is seeking an assistant with administrative office skills, computer proficiency, and B.A. degree.
Fax: 703/476-9537

>>APA Urban Initiatives Officer<<

The American Psychological Association is seeking an officer to build its Urban Initiatives Program which seeks to mobilize psychology's resources to address urban issues. M.A. in Psychology required. Contact: Jobs@apa.org; <http://www.apa.org>

>>Health Educator<<

Mt. Sinai Adolescent Health Center, School Based Health Program seeks individual with B.A. in Health Education or Human Service Field to conduct individual counseling sessions within school based health clinics. Contact; Lisa Keegan, 212/423-2991.

>>Program Director<<

Vocational Guidance Services seeks director to provide leadership and direction to a new Youth Opportunities Program. Preferred: M.A. degree and City of Cleveland residency, bilingual credentials. Contact: hr@vgsjob.org; Fax: 216/431-5123.

>>Director<<

National Training and Technical Assistance Center for Middle School Substance Abuse and Violence Prevention seeks director for a new technical assistance training center. Contact: Joel Epstein, EDC, 55 Chapel St., Newton, MA 02458; stein@edc.org

>>Senior Director<<

National Environmental Education and Training Foundation seeks director for Health and Environment Program to head up NEETF's national effort to educate health care and public health professionals on how the environment affects health. Contact: NEETF, 1707 H St., NW, 9th Fl., Washington, DC 20006, ATTN: Health & Environment Search

>>Analyst- Special Education<<

The American Institutes for Research seeks candidates with strong backgrounds in special education to work on technical assistance projects and materials development. Contact: Human Resources-ASE, American Institutes for Research, 1000 Thomas Jefferson St., NW, Suite 400, Washington, DC 20007; Fax: 202/944-5454; <http://www.air.org>

>>Community Psychologist<<

WANT TO RESPOND? Go to our Website and click on Net Exchange or send us an email.

NEWS FROM OUR CENTER AND OUR SISTER CENTER

(Support for the two national Centers comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.)

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

*Just mailed out. The Summer, 2000, issue of Addressing Barriers to Learning. The featured article is "Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches." If you haven't already received a copy, send us a note (smhp@ucla.edu) with your address and we'll send you a copy. Or you can go to our web site <http://smhp.psych.ucla.edu> and download it.

*The Executive Summary from the recent meeting on "Pioneer Initiatives to Reform Education Support Programs" was just mailed out, as well as posted to our web site in pdf format. If you would like a copy, you can download it from the web or contact the center and we'll send you one. Also on the web site is the complete report along with resource materials provided by the participants that reflect the various educational reforms carried out by their programs. These can all be downloaded in pdf format.

*The report from the regional meetings of the Policy Leadership Cadre for Mental Health in Schools was recently mailed out as well as posted on our web site (<http://smhp.psych.ucla.edu/policy.htm>). You will also find posted there the workgroup topics and the names of all who have volunteered to work on one or more topics.

*NEW Feature on our website News Item(s) of the Week. Go to <http://smhp.psych.ucla.edu> and click on What's New?

*Also on the web site, NEW and updated Quick Finds (easy access to information on a variety of topics):

- > Confidentiality
 - > Interagency Collaboration
- (both include a sample of an interagency memorandum of

- Understanding)
> After-school Programs (and evaluation)
> Statistical Information Concerning Health, Mental Health and
Education

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

In addition, we have just gone through and updated all the links. If you come across a link that is out of date, please let us know.

* Just Revised: A Center Introductory Packet, Understanding and Minimizing Staff Burnout. This packet can be ordered from the Center or downloaded from our web site.

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

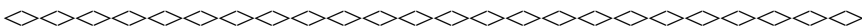
FOR THOSE WITHOUT INTERNET ACCESS, ALL RESOURCES ARE AVAILABLE BY CONTACTING THE CENTER.

*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.
Otherwise current and past editions can be accessed and downloaded from our web site.

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



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

*Sept. 21-23 --5th national conference, Advancing School-Based Mental Health Programs in Atlanta, Georgia (see news item above). Of special note, four special breakfast meetings are planned (7:45-8:45 a.m.) for those school providers who are interested in improving opportunities for networking and linking. On Friday morning (9/22), the focus is on (1) the Safe Schools/Healthy Students initiative and (2) the Mental Health Section of the National Assembly on School-Based Health Care. On Saturday, (3) there is a general dialogue between educators and school mental health providers and (4) a discussion of the goals and upcoming activity of the Mental and Social Health Professionals Section of the American School Health Association.

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 have established a Center for Mental Health in Schools. 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

Voice: (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

Dept. of Psychology, UCLA , Box 951563,

Los Angeles, CA 90095-1563.
