



ENEWS



A Monthly Forum for Sharing and Interchange

September, 2009 (Vol. 13 #12)

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>



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



WHAT'S HERE THIS MONTH

**Emerging Opportunity

>> **Opportunities for Transforming how Schools Address Barriers to Learning**

**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

> **September – Creating a positive school climate includes plans for welcoming students, families, and school staff**

**Other helpful Internet resources

**Links to

- > **Upcoming initiatives, conferences & workshops**
- > **Upcoming and archived webcasts and online professional development**
- > **Calls for grant proposals, presentations & papers**
- > **Training and job opportunities**

**UCLA Center's Latest Reports

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



>EMERGING OPPORTUNITY

>OPPORTUNITIES FOR TRANSFORMING HOW SCHOOLS ADDRESS BARRIERS TO LEARNING

As regular readers of ENEWS know, for many years this section has been devoted solely to *Emerging Issues* related to addressing barriers to learning and teaching. Our plans for the future involve expanding this to share Emerging Opportunities for System Transformation as we learn about them.

Federal Incentives to Encourage School Innovations

The U. S. Department of Education is encouraging reforms and innovations to improve educational outcomes by offering multiple incentives. What is being offered provides opportunities for enhancing efforts to help schools develop a comprehensive system of learning supports.

For example, the *Race to the Top* initiative provides a significant opportunity to propose fundamental systemic changes to address barriers to learning and teaching and re-engage disconnected students. See <http://smhp.psych.ucla.edu> and click on the “What’s New” icon.

Take special note that the draft describing the *Race to the Top* initiative contains a priority currently entitled “School-Level Conditions for Reform and Innovation.” This is defined as providing schools with flexibilities and autonomies conducive to reform and innovation. Examples cited are "selecting staff, implementing new structures and formats for the school day or year that expand learning time, placing budgets under the schools' control, awarding credit to students based on student performance instead of instructional time; and providing comprehensive services to high-need students (e.g., through local partnerships, internal staffing, and contracts with outside providers)." This last example can easily be expanded from a narrow focus on services for high-need students to provide a basis for proposing a comprehensive system of learning supports for all students.

Note: In pursuing opportunities for school reform and innovation, it is important to remember that efforts to improve schools and schooling across a district are confronted with two enormous tasks. The first is to develop effective school level prototypes for enhancing conditions for learning in the classroom and schoolwide; the second involves developing an effective operational infrastructure for accomplishing the major systemic changes involved in sustainable large-scale replication of the innovations.

For significant prototype development and systemic change to occur, policy and program commitments must be demonstrated through effective allocation and redeployment of resources to facilitate organizational and operational changes. That is, finances, personnel, time, space, equipment, and other essential resources must be made available, organized, and used in ways that adequately operationalize policy and promising practices. This includes ensuring sufficient resources to develop an effective structural foundation for prototype development, systemic changes, sustainability, and ongoing capacity building.

This dual emphasis calls for proposing prototypes for:

- (1) Creating conditions that ensure all students have an equal opportunity to succeed at school
- (2) Developing an effective operational infrastructure for accomplishing the major systemic changes involved in sustainable large-scale replication of the innovations.

Do you know about any upcoming opportunities for schools, districts, regional units, and state departments of education to pursue development of a comprehensive system to address barriers to learning and teaching and re-engage disconnected students? Let us hear from you so we can let others know. Ltaylor@ucla.edu

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***NEWS FROM AROUND THE COUNTRY**

>One in three teens have been in a school fight

One in three teens, both boys and girls, say they've been in a school fight, according to the latest survey by the National Youth Violence Prevention Resource Center. In the dynamic of fighting, there is an attacker and a victim, and typically, one more child: a witness, who is also a victim. Reported by *Connect with Kids*

http://www.connectwithkids.com/tipsheet/2009/451_aug19/thisweek/090819_fight.shtml

>Flaws decried in data on US children's well-being

Serious shortcomings in national data, including an outdated federal measure of household poverty, are undermining the task of identifying and assisting America's most vulnerable children, according to a report issued by the Annie E. Casey Foundation. The report urges the government to overhaul its formula for measuring poverty, strengthen efforts in the 2010 Census to fully count children and minorities, and improve the national vital statistics system to better track data on disadvantaged families. 7/28/09 <http://www.boston.com>

>Mentally Ill Offenders Strain Juvenile System

As cash-starved states slash mental health programs in communities and schools, they are increasingly relying on the juvenile corrections system to handle a generation of young offenders with psychiatric disorders. About two-thirds of the nation's juvenile inmates — who numbered 92,854 in 2006, down from 107,000 in 1999 — have at least one mental illness, according to surveys of youth prisons, and are more in need of therapy than punishment. ... At least 32 states cut their community mental health programs by an average of 5 percent this year and plan to double those budget reductions by 2010, according to a recent survey of state mental health offices. Juvenile prisons have been the caretaker of last resort for troubled children since the 1980s, but mental health experts say the system is in crisis, facing a soaring number of inmates reliant on multiple — and powerful — psychotropic drugs and a shortage of therapists. ... youths are often subjected to neglect and violence in juvenile prisons, and studies show that mental illnesses can become worse there. ... According to a Government Accountability Office report, in 2001, families relinquished custody of 9,000 children to juvenile justice systems so they could receive mental health services. ... Inadequate mental health services increases recidivism. In a February report on psychiatric services at the Ohio River Valley center, Dr. Cheryl Wills, an independent mental health expert, found that officials were unnecessarily extending incarceration for youths who acted out because of their mental illnesses.

New York Times – http://www.nytimes.com/2009/08/10/us/10juvenile.html?_r=1&hp

>Disabled Students Are Spanked More

More than 200,000 schoolchildren are paddled, spanked or subjected to other physical punishment each year, and disabled students get a disproportionate share of the treatment, according to a new study. Most states prohibit corporal punishment in schools, but 20 do not. Human Rights Watch and the American Civil Liberties Union are urging federal and state lawmakers to extend the ban nationwide and enact an immediate moratorium on physical punishment of students with disabilities. (New York Times, 08/11/09 -

<http://www.nytimes.com/2009/08/11/education/11punish.html>

>Dropouts Costing Texas billions

The students in the class of 2012 who will drop out of school are projected to cost Texas and its economy \$6 billion to \$10.7 billion over their lifetimes, a new Texas A&M study found. Dropouts are more likely to be unemployed or earn less than high school graduates, pay less in taxes, get welfare payments or end up in prison. On the flip side, Texas will save as much as \$1.1 billion in the state budget by not having those same students in the classroom. But the researchers said the budget savings are swamped by the long-term economic costs. (*Austin American Statesman*, 08/23/09) <http://www.statesman.com/>

>What will it take to turn around low graduation-rate high schools?

While high schools with low graduation rates exist in every state and many communities across the country, they are concentrated in a subset of 17 states that produce approximately 70% of the nation's dropouts. Researchers recommend states seeking Race to the Top funding use data on low graduation-rate high schools as part of their plans for turning around failing schools. *Jobs for the Future*. [Http://www.jff.org](http://www.jff.org)

>Statewide challenge to help prevent students from dropping out

The challenge draws on research that shows most students send distress signals years before they drop out of school. Early warning signs displayed by students nearing or entering transitional school years (5th-9th grades) have been proven to be strong dropout predictors. Early warning signs include poor grades, grade retention, low attendance, disengagement in the classroom. *Michigan Department of Education News Release*. <http://www.cenmi.org/News/NewsDetails/tabid/56/articleType/ArticleView/articleId/359/Flanagan-Announces-Statewide-Challenge-to-Help-Prevent-Students-From-Dropping-Out.aspx>

>National competition to advance school reform

States leading the way on school reform will be eligible to compete for \$4.35 billion in Race to the Top competitive grants to support education reform and innovation in classrooms. In addition to the Race to the Top Fund, over the coming months the Department plans to award more than \$5.6 billion in additional grants through several other federal programs that support reform priorities (Investing in Innovation, Teacher Incentive, Longitudinal Data Systems, Title I School Improvement). Secretary Duncan is calling on state officials to intentionally prepare to use money from all of these programs in an integrated way to advance essential areas of reforms. 7/24/09 Press Release, U. S. Department of Education <http://www.ed.gov>

>Millions cut from education initiatives

State education officials slashed millions of dollars from dozens of initiatives, ranging from preschool to after-school to gifted programs, and warned of a 'catastrophic' year ahead, when \$2 billion in federal stimulus dollars will dry up. 7/22/09 <http://www.suntimes.com>

>Study pinpoints programs that set high schools apart

A recent study found some high schools had higher graduation rates and did better on state tests than others of similar socioeconomic status. Researchers identified six best practices: transition program, a ninth-grade academy, extra instruction time both during the school day and after school, a mentoring program, and a Twilight Program. 7/27/09 <http://www.delawareonline.com>

>Business is brisk for teacher training alternatives

The high unemployment rate has provided an unexpected boon for the nation's public schools: legions of career-switchers eager to become teachers. Across the country, interest in teacher preparation programs geared toward job-changers is rising sharply. The newcomers come with a host of unknowns, including how much training they will need before they can handle a classroom full of rowdy or reluctant students and whether they are likely to stay in a profession that is struggling with low retention rates. 7/31/09 <http://www.washingtonpost.com>

>Hard-hit schools try public-relations push

Financially struggling urban districts are trying to win back students fleeing to charter schools, private schools and suburban districts that offer open enrollment. So they are recording radio ads, filming TV infomercials and buying address lists for direct-mail campaigns. Administrators working on the public-relations push say the potential returns are high. State funding for public schools is based on attendance, so each new student brings more money. Some districts also hope a better image will entice more local business sponsorships and persuade voters to support school levies and bond issues. 8/17/09 <http://wsj.com>

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“If we don’t want our schools to look bad, we need to tackle the real issues – instructing our children, nurturing them, graduating them – instead of just putting a papier-mache facade over the problems.”

Anna Alicia Romero

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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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***RECENT PUBLICATIONS (in print and on the Web)**

Child, Adolescent, Young Adult Mental and Physical Health

>Prevention factors for suicide ideation among abused pre/early adolescent youths. (2009) J. Logan. *Injury Prevention*, 15(4) 278-80. [Http://www.injuryprevention.com](http://www.injuryprevention.com)

>Improving the social-behavioral adjustment of adolescents (2009) A. Harrell, et al., *Journal of Child and Family Studies*, 18(4) 378-387. [Http://www.netapress.com](http://www.netapress.com)

>Psychosocial interventions for school refusal behavior in children and adolescents (2009) A. Pina, et al., *Child Development Perspectives*, 3(1) 11-20. [Http://www3.interscience.wiley.com/journal/122270960/abstract](http://www3.interscience.wiley.com/journal/122270960/abstract)

>Nonmedical prescription drug use among adolescents (2009) J. Ford. *Youth and Society*, 40(3) 336-352. [Http://yas.sagepub.com](http://yas.sagepub.com)

>A pilot study evaluating a support programme for parents of young people with suicidal behaviour. (2009) L. Power, et al., *Adolescent Psychiatry and Mental Health*, 3(1) 20. [Http://www.capmh.com](http://www.capmh.com)

>Case management as a significant component of usual care psychotherapy for youth with disruptive behavior problems (2009) R. Zoffness, et al. *Child and Youth Care Forum*, 38(4) 185-200. [Http://springerlink.metapress.com](http://springerlink.metapress.com)

>*Childhood Mental Health Disorders: Evidence Base and Contextual Factors for Psychosocial, Psychopharmacological, and Combined Interventions* (2008). Compendium of authors. American Psychological Association.

>CDC Guidance for State and Local Public Health Officials and School Administrators for School (K-12) Responses to the Influenza during the 2009-2010 School Year <http://www.flu.gov/plan/school/index.html>

>Preparing for the Flu: A Communication Toolkit for Schools <http://www.flu.gov/plan/school/toolkit.html>

School, Family & Community

>Measuring and improving school climate (2009) J. Cohen, A Fege & T. Pickeral. *Teachers College Record*. Published 6/25/09. [Http://www.tcrecord.org](http://www.tcrecord.org) (ID number 15698)

>*Graduating America: Meeting the challenge of low graduation rate high schools* (2009) R. Balfanz, et al., Jobs for the Future Knowledge Center. [Http://www.jff.org](http://www.jff.org)

>The relationship of schools to emotional health and bullying. (2009) J. Freeman, et al., *International Journal of Public Health*, ePub. [Http://www.springerlink.com/content/1661-8564](http://www.springerlink.com/content/1661-8564)

>A school-level analysis of adolescent extracurricular activity, delinquency, and depression: the importance of situational context. (2009) A. Guest & N. McRee., *Journal of Youth and Adolescence*, 38(1) 51-62. <http://www.springerlink.com/content/104945/>

>The age of uncertainty: parent perspectives on the transitions of young people with mental health difficulties into adulthood (2009) P. Jivanjee, et al., *Journal of Child and Family Studies*, 18(4) 435-446. [Http://www.netapress.com](http://www.netapress.com)

>The impact of community-built playgrounds on the community (2009) D. Daniels & E. Johnson, *Journal of Trauma*, 67 (1Suppl): S16-19. [Http://www.jtrauma.com](http://www.jtrauma.com)

Policy, Systems, Law, Ethics, Finances & Statistics

>*Safety with dignity: Alternatives to the over-policing of schools* (2009) T. Bahl. Annenberg Institute for School Reform. [Http://www.annenberginstitute.org](http://www.annenberginstitute.org)

>*Substance abuse prevention dollars and cents: A cost benefit analysis*
<https://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=18137=18137>

>*Kindergarten through eighth-grade public use data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99.* (2009) National Center for Education Statistics. [Http://nces.ed.gov/ecls/dataproducts.asp](http://nces.ed.gov/ecls/dataproducts.asp)

>An Ecological perspective on the media and youth development (2009) S. McHale, et al., *American Behavioral Science* 52(8) 1186-1203. [Http://abs.sagepub.com](http://abs.sagepub.com)

>Policy statement – The future of pediatrics: mental health competencies for pediatric primary care. (2009) *Pediatrics* 124(1) 410-421. [Http://www.pediatrics.org](http://www.pediatrics.org)

>The news media on school crime and violence (2009) A. Kupchik & N. Bracy. *Youth Violence and Juvenile Justice* 7(2) 136-155. [Http://yvj.sagepub.com](http://yvj.sagepub.com)

>Improvers, adapter and rejecters – the link between ‘evidence-based practice’ and ‘evidence-based practitioners’ (2009) N. Midgley. *Clinical Child Psychology and Psychiatry*, 14(3) 323-327. [Http://ccp.sagepub.com](http://ccp.sagepub.com)

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](mailto:ltaylor@ucla.edu)

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“Deep and sustained reform depends on many of us, not just on the very few who are destined to be extraordinary.”

Michael Fullan

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

>September – Creating a positive school climate includes plans for welcoming students, families, and school staff

There is a new sense of urgency to improve public school outcomes. The focus is on innovation. As the *Wall Street Journal* article in the news section above describes, public schools in many cities are using public relations strategies so stay competitive with open enrollment and school choice. The beginning of a new school year is a good time to look at how students and families experience your school. How can teachers, support staff, and administrators make the experience of returning to school more welcoming and supportive. Think about this as three questions:

- >What can we do to be more welcoming?
- >How will this change our usual procedures?
- >Who will do this?

Look around and consider the following:

- >As families arrive at the school, think about their first experiences:
 - >>Is there someone outside designated to direct families to parking, office entrance, and answer initial questions? This might be a great way to involve the school support staff.
 - >>Is there a resource table in the front hallway to answer frequently asked questions quickly and provide written information that families and students need? This is a good place for family volunteers.
 - >>Is there help for the office staff so they can enroll students efficiently? Might do temporary reassignment of student support staff and administrators to help out.
 - >>Are there student volunteers available to show incoming students around the building and to their classrooms?
- >In classrooms, teachers welcome new students and some provide an opportunity for peer to peer welcoming programs to support new students as they navigate the social dynamics of the new classroom and school. This is a natural opportunity to provide social and emotional learning and to enhance school climate.

Welcoming new students, their families, and staff is part of the broader goal of creating schools where staff, students and families interact positively with each other and identify with the school and its goals. An atmosphere can be created that fosters smooth transitions, positive informal encounters, and social interactions; facilitates social support; provides opportunities for ready access to information and for learning how to function effectively in the school culture; and encourages involvement in decision-making. Welcoming and social support are critical elements both in creating a positive sense of community at a school and in facilitating students' school adjustment and performance.

For more ideas and resources see:

Welcoming and Involving New Students and Families – Guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools.

<http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>

Also see a broad range of resources available through the Center's Online Clearinghouse Quick Find topic – *Transition programs/Grade articulation/Welcome*
http://smhp.psych.ucla.edu/qf/p2101_01.htm

Planning and sustaining a welcoming atmosphere is a great job for a *Learning Support Resource Team*. For more on this key mechanism, see
Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.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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“We knew we had a problem when we realized that all the signs at the entrance to our school said NO (weapons, drugs, unauthorized visitors, etc., etc.) instead of WELCOME!”

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***OTHER HELPFUL INTERNET RESOURCES**

>Mental Health and Well-being in Schools: What Principals Think
http://www.intercamhs.org/html/principals_survey.html

>In the Mix: For teens and by teens
http://www.pbs.org/inthemix/itm_main.html

>Evidence-based Mental Health Treatment for Children and Adolescents
<http://www.effectivechildtherapy.com/>

>Major depressive episode and treatment among adolescents
<http://www.oas.samhsa.gov/2k9/youthdepression/mdeandtxtforadol.htm>

>Role of the Pediatrician in Youth Violence Prevention
<http://www.pediatrics.org/cgi/content/full/124/1/393>

>Vibrant Neighborhoods, Successful Schools
<http://www.urban.org/publications/411927.html>

>Best Evidence Encyclopedia: Empowering educators with evidence on proven programs
<http://www.bestevidence.org>

>Social programs that work: Coalition for Evidence-Based Policy
<http://www.evidencebasedprograms.org/>

>Top Tier Evidence
<http://toptierevidence.org>

>Considering School Turnarounds
<http://www.massinsight.org/micontent/trnresources.aspx>

>Health Care Reform and Adolescents—An Agenda for the Lifespan: A Position Paper of the Society for Adolescent Medicine
http://www.adolescenthealth.org/PositionStatement_Health_Care_Reform_and_Adolescents.pdf

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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“You can’t get ahead while getting even.”

Armey’s Axion

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*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/webcast.htm>

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 sent it to ltaylor@ucla.edu

*UCLA CENTER UPDATE

New Resources

>*Strategic Design Work -- helping state departments and districts design a Comprehensive System of Learning Supports*

In working with system design teams at state and district levels, it is helpful to begin with some general guidance for the design process. The following are recently developed working drafts of aids related to our work with the Louisiana Department of Education.

>*Generic Outline for a Design Document* for a comprehensive system of learning supports

>*Templates* for preparing the following sections of a design document:

>>*Introduction and Imperative*

>>*Intervention Framework*

>>*Operational Infrastructure*

>>*Policy Considerations*

>*Guidance Notes for Outside Facilitators* working with a state or district to guide a design team working on creating a comprehensive system of learning supports

>A working draft for *Guide for Team Designing a Comprehensive System to Address Barriers to Learning and Teaching and Reengage Disconnected Students*

Each of these aids can be accessed from the Toolkit on our Website – go to **A Set of Aids for Design Teams** at <http://smhp.psych.ucla.edu/toolkita.htm>

Responding to Input From Young Adult Advisors

We have invited the university students who staff our Center to become the initial core for the Center's informal Young Adult Advisory group. The first questions we posed to them asked about what they found helpful at key transitions in their education (middle to high school, high school to college). As might be expected, they confirm the important role that peers play in providing transition support, information, networking and stress that students who have difficulty with these transitions are those least likely to seek help from adults. As the Center strives to enhance information about policies and practices related to peer support (informal and formal) and how schools can reach out more effectively to students at risk, we hope that you will share any information and resources related to these concerns. Send to Ltaylor@ucla.edu

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 over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, others 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

The CSMH will hold the 14th Annual Conference on Advancing School Mental Health - November 2 - 4, 2009 - Hilton Minneapolis, Minneapolis, Minnesota. The theme for the conference is "School Mental Health: Promoting Success for All Students."

See http://csmh.umaryland.edu/conf_meet/AnnualConference/index.html

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*COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

We were asked to share with you these training opportunities

>"Parents Raising Safe Kids Facilitator Training. November 6-7, 2009, John F. Kennedy University in Pleasant Hill, CA – This is described as an eight-week, evidence-based parent education course developed by the American Psychological Association. It focuses on the impact of family and social violence on young children aged 0-8 years. For more information contact dcombs@jfk.edu <http://www.jfk.edu/act>

> The Collaborative for Academic, Social, and Emotional Learning (CASEL) announces its Fall 2009 Social Emotional Learning (SEL) Implementation Training Workshop, Oct. 5-6, in Chicago. The workshop equips school teams with the tools and skills to implement high quality, sustainable, evidence-based SEL programming that is integrated into all aspects of schooling. For information and registration form see: http://www.casel.org/downloads/registration_flyer_7.11.09.pdf



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: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu