Resources for Sharing, Interchange, & Personnel Development

September, 2017 (Vol. 21 #12) – *31 Years & Counting*

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.

<><><><><><><>

We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact: Ltaylor@ucla.edu

<><><><><><>

For more on resources from our national Center, see

http://smhp.psych.ucla.edu

WHAT'S HERE THIS MONTH

*Helpful resources accessible from the internet

*Connecting students/families & Addressing Adjustment Problems

*Relevant News from around the country

*UCLA Center Resources Update

*Access links about:

>**Upcoming initiatives, conferences & workshops**

>**Upcoming and archived webcasts, video, & PD**

>**Calls for grant proposals, presentations & papers**

>**Training and job opportunities**

*A few recent journal publications relevant to

>**School, family, & community**

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

>**Child, adolescent, and young adults' mental and physical health**

*Updates on transforming student & learning supports

*Comments, requests, information, questions from the field

Helpful Resources Accessible From the Internet

>**Starting a New School Year (a few resources from our Center)**
- *Easing the Impact of Student Mobility: Welcoming and Social Support* –
  http://smhp.psych.ucla.edu/easimp.htm
- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families* –
  http://smhp.psych.ucla.edu/WELMEET/welmeetcomplete.pdf
- *Welcoming and Involving New Students and Families* –
  http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf
- *Support for Transitions to Address Barriers to Learning* –
  http://smhp.psych.ucla.edu/qf/transition_tt/transitionsfull.pdf
- *Enabling Learning in the Classroom* – http://smhp.psych.ucla.edu/enabling.htm
- *Engaging and Re-engaging Students* –
  http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf

*For more, use the Center's Online Clearinghouse *Quick Finds. For example, see:*
  Transition Programs/Grade Articulation/Welcoming –
        http://smhp.psych.ucla.edu/qf/p2101_01.htm
  Classroom Focused Enabling – http://smhp.psych.ucla.edu/qf/classenable.htm
  Motivation – http://smhp.psych.ucla.edu/qf/motiv.htm
  Response to Intervention – http://smhp.psych.ucla.edu/qf/responsetointervention.htm

Other Sources

>*Back to School Toolkit* – http://www.mentalhealthamerica.net/back-school

>*Connecting Kids to Coverage National Campaign's School-Based Outreach and Enrollment
  Toolkit* – https://www.insurekidsnow.gov/downloads/library/misc/toolkit-schoolbasedoutreachandenrollment.pdf

>*Meaningful Local Engagement under ESSA: a Handbook for LEAs and School Leaders* –
  http://partnersforeachandeverychild.org/lea-and-sl-handbook-1/

>*Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School
  Survey on Crime and Safety: 2015-16* – http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017122

>*Summary of school safety statistics* –
  https://www.ncjrs.gov/pdffiles1/nij/250610.pdf?ed2f26df2d9c416fbddddd2330a778c6=ixgexexgad-icfbdedg

>*Toolkit for Positive Youth Development* – http://www.cjca.net

>*Local Health Department and Schools Partnerships*
  –http://c.ymcdn.com/sites/www.chronicdisease.org/
  resource/resmgr/school_health/NACDD_Health_Department_and_.pdf

>*Mental Health in Education* – http://www.nasbe.org/wp-content/uploads/Hofer_Mental-Health-in-
  Education_June-2017.pdf

>*Realizing the Promise of the Whole School Approach to Children's Mental Health* –
  http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/mental_health_guide.pdf

>*Case Management in High School* – https://www2.ed.gov/rschstat/eval/high-school/case-management.pdf

>*National and State Data Sheets on Adolescent Health* –
  https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/index.html

>Social services to assist high school students in addressing nonacademic issues that negatively
  affect schooling – https://www2.ed.gov/rschstat/eval/high-school/social-services.pdf

            @#@#@#

            I am no longer accepting things I cannot change.
            I am changing things I cannot accept.
                                    Angela Davis
                        @#@#@#

>Connecting Students/Families & Addressing Adjustment Problems

After orientations and welcoming, it is time to

- Enhance social supports
- Monitor adjustment and provide learning supports to those having problems

(1) *Enhancing social supports* enables connection and engaged participation. Connect students/families with others who can help engage them at the school and in the community. (Particular attention should be paid to anyone who seems disconnected.) The process needs to (a) account for cultural and individual diversity, (b) provide social, emotional, and academic supports to improve participation skills, and (c) address barriers that interfere with participation.

Example: Peer "Buddies"/Parent Partners

>For students:
- a peer "buddy" is identified so that each new student has a partner for class activities; the buddy goes on breaks and eats with the student at lunch, etc. (at least for the first 5 days)
- additional students are recruited to introduce new students to various school activities and arrange for them to be invited to join in

>For parents:
- a staff member or volunteer is designated either to meet with a new student's parent on registration day or to contact the parent during the first few days to explore activities the parent might find useful and of interest (Note: at first contact, new parents are given a token welcoming "gift," such as coupons donated by neighborhood merchants, a school calendar)
- volunteer parents are asked to become newcomer partners (e.g., to reach out and introduce the newcomer to useful resources and invite them to join in activities of interest.)

---

(2) *Monitoring adjustment and providing learning supports to those having problems.* For those who are motivationally ready and able to engage, adjustment usually is not a problem. Some newcomers, however, need a bit more personalized assistance. It is particularly poignant to see a student who is trying hard but is experiencing extreme difficulty adjusting to new classes (content and standards), new schools, new teachers, new classmates, etc. If adjustment problems are not addressed, student motivation for school dwindles and behavior problems increase. (Misbehavior often arises in reaction to learning difficulties, as well as a variety of other barriers to learning and teaching.)

The first month is the time to be proactive. This is when staff development must focus on ensuring effective application of the type of strategies described below. This is the time for student support staff to work with teachers in their classrooms to intervene before problems become severe and pervasive and require referrals for out-of-class interventions.

Some Steps in Addressing School Adjustment Problems

Over first 3 weeks, teachers and other designated staff members monitor adjustment and involvement of students (and families). Most teachers realize quickly who has and hasn't made a good adjustment to their classroom and to the school. As appropriate, staff and volunteers (students, families) are designated to make additional efforts to help those who are not yet connected enter in and feel accepted. Specific steps include:

- Interviewing the student and family in ways that build a positive working relationship and identify
  >assets (e.g. positive attributes, outside interests, hobbies, what the student likes at school and in class)

>what the student doesn't like at school
>reasons for "dislikes" (e.g., Are assignments seen as too hard? as uninteresting? Is the student embarrassed because others will think s/he does not have the ability to do assignments? Is the student picked on? rejected? alienated?)
>other possible causal factors
>what the student and those in the home think can be done to make things better (including extra support from a volunteer, a peer, friend, etc.)

- Using additional accommodations in the classroom – based on the best information about what is causing the problem
- Enhancing student engagement through
  >an emphasis on learning and enrichment options that are of current greatest interest and which the student indicates (s)he wants to and can pursue
  >a temporary deemphasis on areas that are not of high interest
- Adding some tutoring designed to enhance student engagement in learning and to facilitate learning of specific academic and social skills that are seen as barriers to effective classroom performance and learning.

- *If a student seems easily distracted,*
  >identify any specific environmental factors that distract the student and make appropriate environmental changes
  >have the student work with a group with others who are task-focused
  >designate a volunteer to help the student whenever s/he becomes distracted and/or starts to misbehave, and if necessary, to help the student make transitions
  >allow for frequent "breaks"
  >interact with the student in ways that will minimize confusion and distractions (e.g., keep conversations relatively short; talk quietly and slowly; use concrete terms; express warmth and nurturance).

- *If a student needs more direction,*
  >develop and provide sets of specific prompts, multisensory cues, steps, etc. using oral, written, and other guides as organizational aids related to specific learning activities, materials, and daily schedules
  >ensure someone checks with the student frequently throughout an activity to provide additional support and guidance in concrete ways (e.g., model, demonstrate, coach)
  >support student's efforts related to self-monitoring and self-evaluation and provide nurturing feedback keyed to the student's progress and next steps.

- *If the student has difficulty finishing tasks as scheduled,*
  >modify the length and time-demands of assignments and tests
  >modify the nature of the process and products (e.g., allow use of technological tools and allow for oral, audio-visual, arts and crafts, graphic, and computer generated products).

To accomplish the above: Use aides, volunteers, peer tutors/coaches, mentors, those in the home, etc. not only to help support student efforts to learn and perform, but to enhance the student's social support network. Encourage structured staff discussions and staff development about what teachers can do and what other staff (mentors, student support staff, resource teachers, etc.) can do to team with teachers in their classrooms to enable school adjustment.

What If the above Strategies Don't Work?

- Schools should provide personalized staff development for staff who need additional help. This includes learning from colleagues who are succeeding with adjustment problems. Such learning can be facilitated through observation, teaming, mentoring, and coaching.

Only after all this is done and has not worked is it time to use the school's referral processes to ask for additional support services. As such services are added, be sure to coordinate them with what is going on in the classroom, school-wide, and at home.

Hurricane/Tropical Storm Harvey. Houston schools chief says many will loose everything. Public school students in Houston won't be starting school until at least Sept. 5, as the powerful storm dubbed Harvey continues to swirl overhead... School facilities in and around Houston are operating as shelters. Carranza says a handful of libraries are also being used as makeshift shelters, and that the school district's bus fleet is being used by emergency response officials to transport people to Houston's main shelter site...The Texas AFT has set up a disaster relief fund for impacted teachers, where they can apply for aid to help cover home damage, ruined cars, care for injuries from the storm and lost school materials. 8/28/17
https://www.usnews.com/news/education-news/articles/2017-08-28/houston-schools-chief-richard-carranza-students-will-lose-everything-from-harvey

---

Aftermath Resources.

The following provide starting places for schools to access resources:

>The U.S. Department of Education has activated its emergency response contact center in response to the devastating impacts of Hurricane Harvey. The Department's K-12 and Higher Education stakeholders who are seeking informational resources as well as those seeking relief from Department-based administrative requirements should contact the Department toll free at 1-844-348-4082 or by email at HarveyRelief@ed.gov.

>From our Center:
- *Responding to a Crisis* – http://smhp.psych.ucla.edu/crisisresp.htm
- *Crisis Quick Find* – http://smhp.psych.ucla.edu/qf/p2107_01.htm

>From education agencies:
- *Disaster Recovery Policy and Systems Guidance* (Louisiana Dept. of Education)
  http://www.louisianabelieves.com/docs/default-source/louisiana-believes/lde-disaster-recovery-guidance.pdf?sfvrsn=8
- *Dealing with Disasters: Frequently Asked Questions* (Texas Education Agency)
  http://tea.texas.gov/About_TEA/Other_Services/Weather_and_Disaster/Dealing_with_Disasters__Frequently_Asked_Questions/
- *Lessons Learned from School Crises and Emergencies* U.S. Dept. of Education)
  https://rems.ed.gov/docs/LL_Vol2Issue5.pdf

>Compilation from the American Psychological Association
- *Mental Health Resources for Floods*
  http://www.nasponline.org/assets/documents/Resources%20and%20Publications/Handouts/Safety%20and%20Crisis/mental_health_resources_floods.pdf

---

Characteristics of Public Elementary and Secondary Schools in the United States. Results from the 2015–16 National Teacher and Principal Survey, indicate:
- During the 2015–16 school year, there were an estimated 90,400 K–12 public schools, including 83,500 traditional and 6,900 public charter schools. The schools served nearly 49.3 million students, with about 46.2 million in traditional schools and another 3 million in public charter schools. Between the 2011–12 SASS and the 2015–16 NTPS, the number of public charter schools increased from 4,480 to 6,900.
- About 99 percent of public schools had at least one student with an Individual Education Plan (IEP). Additionally, 76 percent of public schools had instruction specifically designed to address the needs of English language learners or limited English proficient students.
- Including full-time and part-time staff, public schools employed an estimated 124,420 school counselors, 66,320 psychologists, 44,920 social workers, 96,440 speech therapists, 84,020 nurses, 73,580 librarians/library media specialists, 80,920 instructional coordinators and supervisors. In addition, public schools employed a variety of full-time and part-time aides, such as 483,590 special education aides. https://nces.ed.gov/pubs2017/2017071.pdf

Fewer teachers, more kids. To fill a $40 million budget hole, the Washoe County School District, NV, decided to reduce the number of teachers and increase class sizes for the upcoming year. To do so. the district froze open positions, ended contracts with long-term substitutes and temporary teachers, shuffled around current teachers and offered more early retirement buyouts. Early retirements accomplished two things: It reduced the number of employees and created the opportunity to hire new, cheaper teachers. 8/7/17
http://www.rgj.com/story/news/education/2017/08/04/fewer-teachers-more-kids-how-wcsd-budget-cuts-impact-classrooms-year/525937001/

PE, health, arts no longer middle school requirements. Physical education, health, the arts, and college and career readiness courses will no longer be core requirements in Utah middle schools under a policy change adopted by a divided Utah State Board of Education. Backers of the change said the amended policy will give school districts and charter schools more flexibility and enhance local control. 8/7/17 http://www.deseretnews.com/article/865686321/PE-health-arts-no-longer-middle-school-core-requirements.html

More Than 113,000 Rhode Islanders Complete School Climate and Culture Survey. The Rhode Island Department of Education released the results of the 2017 SurveyWorks, a school culture and climate survey that was completed by more than 85,000 students, 10,300 educators, and nearly 17,000 parents and family members. SurveyWorks data covers a wide array of challenges facing students, educators, and families, including anxiety, school safety, family engagement, professional development, and more. While the majority of both students and family members believe that schools are a safe place, students reported high rates of stress. Half of all students in grades 6 through 12 find school to be "quite stressful" or "extremely stressful." Engagement emerged as another area of concern for students and families. The overall school engagement score for students is 27 percent. Parents, too, responded with only 22 percent favorability on their involvement in school. http://www.ride.ri.gov/InsideRIDE/AdditionalInformation/News/ViewArticle/tabid/408/ArticleId/398/RIDE-Releases-2017-SurveyWorks-Results.aspx

@#@#@#

Quote from the Rhode Island story

Students do not achieve in school unless they can connect in a meaningful way with their learning. We need to not only make learning relevant, but also make sure that our schools reflect the needs, passions, and experiences of each student. To do this effectively, we need feedback from students and families, and from the educators who are working in the classroom every day.

Ken Wagner, Commissioner

@#@#@#

Oh, Oh – We have a big problem!

What do you mean "we" ?
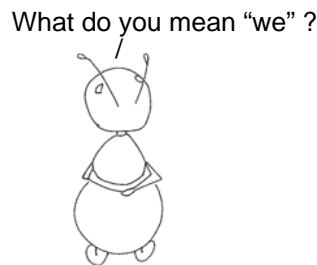
Words for school improvement decision makers to consider:

When the elephants are stampeding, don't stop to stomp on some ants.

UCLA Center Resources Update

New

>*Evolving School Improvement Planning for Addressing Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/pdfdocs/evolving.pdf

>*Time for straight talk about mental health services and mental health in schools* – http://smhp.psych.ucla.edu/pdfdocs/nhinschools.pdf

>*Enhancing Professional Development to Better Address Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/pdfdocs/persdevel.pdf

a New (And Free) Book for You and Your Colleagues

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
Access this from the Center's homepage – http://smhp.psych.ucla.edu/

Also Just Published

>*Transforming Student and Learning Supports:*
Developing a Unified, Comprehensive, and Equitable System
https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html

Weekly School Practitioner Community of Practice Listserv Topics for August
http://smhp.psych.ucla.edu/practitioner.htm

>*Helping students cope with academic and social pressure*

>*Making student/learning supports more effective*

>*Providing alternative learning opportunities for students having problems adjusting to school this year*

Access Links About:

>**Upcoming initiatives, conferences & workshops**

>**Calls for grant proposals, presentations, and papers**

>**Training and job opportunities**

>**Upcoming & archived webcasts & other professional development opportunities**
Links are on the Center's homepage -- http://smhp.psych.ucla.edu

Crisis Resources Reminder – Hurricane Harvey reminds schools to review crisis and emergency plans. In doing so, see http://smhp.psych.ucla.edu/crisisresp.htm

Note: The Center's Quick Find online clearinghouse has a menu of over 130 topics that provide direct links to Center materials and to other online resources and relevant centers. Go to http://smhp.psych.ucla.edu/quicksearch.htm to scroll the menu.

@#@#@#
You don't always win your battles, but it is good to know you fought.
Lauren Bacall
@#@#@##

A Few Recent Journal Publications Relevant to:

School, Family & Community

>Understanding students' transition to high school: Demographic variation and the role of supportive relationships. A.D. Benner, A.E. Boyle, & F. Bakhtiari (2017). *Journal of Youth and Adolescence, 46*, 1-14. https://link.springer.com/article/10.1007%2Fs10964-017-0716-2

>Making a difference with at-risk students: The benefits of a mentoring program in middle school. S. Lindt, & C. Blair (2017). *Middle School Journal, 48*, 34-39. http://www.tandfonline.com/doi/full/10.1080/00940771.2017.1243919

>Resilience and coping intervention with children and adolescents in at-risk neighborhoods. S.F. Allen, B. Pfefferbaum, P. Nitiema, R. Pfefferbaum, J. Houston, G. Iii, S. Gray (2016). *Journal of Loss and Trauma, 21,* 85-98. http://www.tandfonline.com/doi/full/10.1080/15325024.2015.1072014

Policy, systems, law, ethics, finances & statistics

>Evolving school improvement planning for addressing barriers to learning and teaching. H. Adelman & L. Taylor (2017). *Policy and Practice Notes.* http://smhp.psych.ucla.edu/pdfdocs/evolving.pdf

>Educational outcomes associated with school behavioral health interventions: A review of the literature. C. Kase, S. Hoover, G. Boyn, et al. (2017) *Journal of School Health, 87*, 554-563. http://onlinelibrary.wiley.com/doi/10.1111/josh.12524/full

>The protective effects of family support on the relationship between official intervention and general delinquency across the life course. B. Dong & M.D. Krohn (2017). *Journal of Developmental and Life-Course Criminology, 3*, 39-61. https://link.springer.com/article/10.1007%2Fs40865-016-0051-4

Child, adolescent, and young adult's mental and physical health

>Students' thinking about effort and ability: The role of developmental, contextual, and individual difference factors. K. Muenks & D. Miele. (2017). *Review of Educational Research, 87*, 707-735. Http://rer.aera.net

>Protective factors for depressive symptoms in adolescents: Interpersonal relationships and perceived social support. Y. Luo, Z. Xiang, H. Zhang, Z. Wang. (2017)*, Psychology in the Schools, 54*, 808-820. http://onlinelibrary.wiley.com/doi/10.1002/pits.22033/full

>Evaluation of a school-based transition program designed to facilitate school reentry following a mental health crisis or psychiatric hospitalization. H. White, J. LaFleur, K. Houle, P. Hyry-Dermith, S.M. Blake (2017), *Psychology in the Schools, 54,* 868-882. http://onlinelibrary.wiley.com/doi/10.1002/pits.22036/full

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. Http://www.safetylit.org

@#@#@#

We can't solve problems by using the same kind of thinking we used when we created them.

Albert Einstein

@#@#@#

An Update on Transforming Student & Learning Supports

The School District of La Crosse (WI). In 2011, the district's Family and Youth Subcommittee adapted a conceptual framework outlined in our Center's work with the aim of advancing their mission of strengthening collaboration with family and youth services. Under the new framework, the goal was "to ensure all children have the opportunity to succeed by addressing barriers students face that prevent them from coming into the classroom ready to learn." http://www.lacrossepartnersinlearning.com/ .

    This year the district is holding its 7th annual *Rebuilding for Learning Summit*. They report: "We will have over 1,300 in attendance this year. It is turning into a community/ region-wide event of learning and coming together to support youth and families as we move from collective intentions to collective impact. A local radio station will be broadcasting live. Our State Superintendent of Schools will be joining us for this year's Summit as well - La Crosse is being recognized for incredible work both in and out of our county lines. Our district has also been asked to present to the state's *Innovations in Equity* Conference, and the Rebuilding for Learning efforts will be a common thread throughout that presentation. We also learned that we have not been identified as disproportionate by the state in any Special Education area - that's the first time in many, many years!"

San Juan USD (CA). Reported the following: "We recommend that schools repurpose an existing committee (or committees) to become a Learning Support Team. The Learning Support Team will make data-based decisions to connect students with interventions and discuss ways to better coordinate existing site and district resources. Multiple sources of data be considered in making any decision about supports and interventions for students...."

    "We will be finishing our last two of four full-day trainings with schools of Cohort 3 (8 schools) this fall. Also this fall, we will be assessing where we are with Cohorts 1 (6 schools) and 2 (10 schools). Because of changes at those sites, we may develop trainings in the spring to bring the sites up-to-date with Learning Supports. Also this fall, we will be providing 'Overview of Learning Supports' presentations to our Administrative groups (Elementary, K-8, middle and high schools) and our MTSS Implementation Team. We plan to offer a Cohort 4 Learning Support training this spring .... will continue to provide the trainings ...'Coaching' to Learning Support school sites over this school year."
For more, see https://www.sanjuan.edu/Page/41107

Dennis Franklin Cromarty (DFC) high school in Thunder Bay, Canada. This is a First Nations school serving youth from rural and remote northern reserves. "Many students transitioning from their home communities into the city face significant concerns and challenges.... Students also expressed not feeling like they were part of the city or community. Compounding the problem was the fact that the high school lacked a formal connection to the mental health and substance use system, had few existing relationships with local service providers and the wider community. Part of the service collaborative process was to identify an evidence-based intervention to address the challenges at DFC. The collaborative identified a model, Fostering School, Family, and Community Involvement: Effectiveness Strategies for Creating Safer Schools and Communities, developed by Drs. Howard Adelman and Linda Taylor, from the University of California, Los Angeles (UCLA). The UCLA model includes a three-pillared approach designed to improve the school system by developing a comprehensive system of learning, focused on improving instruction and curriculum, school governance, and student success...."
http://improvingsystems.ca/fr/projets/dennis-franklin-cromarty

9

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to ltaylor@ucla.edu

COMMENTS AND SHARING FROM THE FIELD

Response to 8/16/17 School Practitioner on *Making student/learning supports more effective*
"I just wanted to say I really enjoy the resources you share. They align very well with our thinking here; e.g. the idea that you just really need someone who is capable of seeing the big picture, and of leading accordingly, for the right supports to be put in place and to complement each other nicely. You also have a knack for expressing certain things very clearly, something we often struggle to do! So thank you, from my team and I. We continue to work toward better integration of promotion/prevention actions within the school system."

Responding to 8/9/17 School Practitioner listserv on *student stress*
"Thanks for posting the reflective comments from college students about their high school experience. I was delighted to see that one theme that tied all the comments together was their perspective on having peers involved. Whether it was older students helping younger students, alumni coming back to help current students, or peer discussions about key topics, these college students recognized the value of peers."

Feedback on policy note: *Time for straight talk about MH services and MH in schools*
"A very nice document. In it, you talked about competing for funds and having a unified, comprehensive and equitable system . . . Different services get funded singularly with an unrealistic expectation that they will take care of 'all the problems' and then funding slowly diminishes or is cut for another service. Prevention, nursing, social work, and behavioral health services all have compelling data that they improve student outcomes. I would like to see research to look at a truly integrated model where these services can openly work together for students and not having to prove that their own service is the sole reason for improvement."

****

*Information is online about the

National Initiative for Transforming Student and Learning Supports
http://smhp.psych.ucla.edu/newinitiative.html

Also online is the report from the National Summit on the

Every Student Succeeds Act and
Learning Supports: Addressing Barriers to Learning and Teaching
to Enhance Equity of Opportunity –
http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf

****
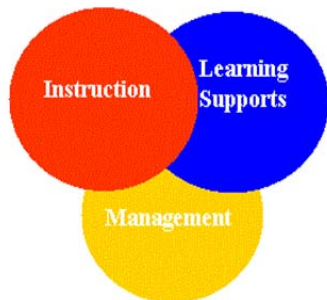
THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at http://smhp.psych.ucla.edu or email Ltaylor@ucla.edu   or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu