

**25 Years &  
Counting**



# ENEWS

A Monthly Forum for Sharing and Interchange



**August, 2011 (Vol. 15 #11)**

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 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](mailto:smhp@ucla.edu)**



## **WHAT'S HERE THIS MONTH**

### **\*\*Emerging Issue:**

**>Addressing the School-to-Prison Pipeline:  
The Federal Supportive School Discipline Initiative**

### **\*\*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**

**>August – Improving support for students, families and staff  
as the new school year begins**

### **\*\*Other helpful Internet resources**

### **\*\*Links to**

**>Upcoming initiatives, conferences & workshops**

**>Upcoming and archived webcasts, video, and online professional development**

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

**>Training and job opportunities**

### **\*\*UCLA Center Update**

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



**EMERGING ISSUE:**

**>Addressing the School-to-Prison Pipeline:  
The Federal Supportive School Discipline Initiative**

On 7/21/11, Attorney General Eric Holder and Secretary of Education Arne Duncan announced the launch of the Supportive School Discipline Initiative. This collaborative project between the Departments of Justice and Education is described as addressing the "school -to -prison pipeline" with a special focus on the disciplinary policies and practices that can push students out of school and into the justice system. The initiative's stated aims are to support good discipline practices and to foster safe and productive learning environments in every classroom. The goals are to: "build consensus for action among federal, state and local education and justice stakeholders; collaborate on research and data collection that may be needed to inform this work, such as evaluations of alternative disciplinary policies and interventions; develop guidance to ensure that school discipline policies and practices comply with the nation's civil rights laws and to promote positive disciplinary options to both keep kids in school and improve the climate for learning; and promote awareness and knowledge about evidence -based and promising policies and practices among state judicial and education leadership."

Clearly, the initiative's intent to counter negative discipline practices and foster safe and productive classrooms is positive. Hopefully, it could help reduce the number of "push-outs."

*Issues arise, however, about yet another discrete initiative.*

Where does this fit with Race to the Top, the Investing in Innovation (i3) Program, Promise Neighborhoods, the federal bullying initiative, the Safe and Supportive Schools grant program, etc.? Issues also arise about how well such federal interagency initiatives (e.g., the Safe Schools/Healthy Students grant program) lead to fundamental systemic school improvement changes.

And based on our policy and practice analyses, we ask: *Will this initiative help or hinder development of a unified and comprehensive system for addressing barriers to learning and teaching and re-engaging disconnected students?\**

**Where do you stand on all this? Any examples to share? Send to ltaylor@ucla.edu**

\*With respect to these matters, see our Center policy and practice reports entitled:

>*Pursuing Promise Neighborhoods: With or Without the Grant Program*  
<http://smhp.psych.ucla.edu/pdfdocs/purpromneig.pdf>

>*Viable School Improvement Requires a Developmental Strategy that Moves Beyond the Skewed Wish List and Reworks Operational Infrastructure*  
<http://smhp.psych.ucla.edu/pdfdocs/viable.pdf>

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## NEWS FROM AROUND THE COUNTRY

**Sixty Percent of Texas Students Get Suspended or Expelled** – A study by the Council of State Government Justice Center and the Public Policy Research Institute of Texas A&M University tracked about one million Texas students over six years. For the nearly sixty percent formally disciplined, the actions ranged from in-school suspension for as little as one class period to being expelled. About fifteen percent were suspended or expelled at least eleven times and nearly half of those ended up in the juvenile justice system. Most students who experienced multiple suspensions or expulsions do not graduate. 7/19/11.

<http://www.mysanantonio.com/news/education/article/Nearly-60-percent-of-Texas-7th-12th-graders-get-1471692.php>

**States Brace for Grad Rate Dips as Formula Changes** – High school graduation rate numbers will soon appear to decrease "across the board" as states move to a uniform calculation that requires them to track each student individually, giving a more accurate count of how many actually finish high school, under Education Department regulations. Many states could see numbers fall by as many as 20 percentage points. (Las Vegas Review-Journal, 07/28/11)

<http://www.lvrj.com/news/states-brace-for-grad-rate-dips-as-formula-changes-126309208.html>

**School of Fresh Knocks** – Indianapolis Public Schools finds dropouts at home and offers them a second chance in a new month long campaign to persuade former students to come back to the district. Forty staff and volunteers are swarming neighborhoods door to door, meeting with parents and students. The hope is to reach as many as 5,000 former students, ages 7 to 23. IPS has lost thousands of students with the state pushing for more charter schools and offering public school vouchers. 7/17/11.

<http://www.indystar.com/article/20110717/LOCAL18/107170330/School-fresh-knocks>

### **New Reports Reveal Alarming Facts About the Educational Experiences**

**of Young Men of Color** – Nearly half of young men of color age 15 to 24 who graduate from high school will end up unemployed, incarcerated or dead. This jarring statistic is just one of many highlighted in two new reports by the College Board Advocacy & Policy Center at an event held in collaboration with the Harvard University's W. E. B. Du Bois Institute for African and African American Research in Cambridge, Mass. The reports, *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress* and *Capturing the Student Voice*, are especially relevant given the need for these young men to attain postsecondary degrees if the nation's economy is to thrive and compete globally. (see June news release at --

<http://youngmenofcolor.collegeboard.org/media-center/event-press/new-reports-reveal-alarming-facts-about-educational-experiences-young-men-c>

**School Chiefs See a Path to Proposing their own Accountability Systems** – Some state education chiefs say that if Congress does not overhaul No Child Left Behind, they may be allowed to propose their own accountability systems through a U. S. Dept of Education waiver. States would have to propose their own accountability rules and ways they would intervene in underperforming schools. The administration's suggestion of waivers has drawn opposition from Congressional leaders. 7/12/11.

<http://www.nytimes.com/2011/07/13/education/13educ.html>

**South Dakota Schools Back Out of No Child Left Behind Act** – South Dakota schools will not face higher proficiency targets for this year’s math and reading tests Education Secretary Melody Schopp said. The move could put tens of millions of federal education dollars at risk, but Schopp said the law is proving unworkable inappropriately labeling schools as failing and triggering sanctions the state department does not have the capacity to address. Idaho Superintendent of Public Instruction was the first education chief to announce his state’s plans to defy No Child Left Behind. 6/29/11

<http://www.argusleader.com/article/20110630/NEWS/106300302/S-D-schools-back-out-No-Child-Left-Behind-Act>

**New Laws to give Oregon Governor far Greater Control Over Schools** – In the aftermath of education bills passed by the Oregon legislature, power over the public school system has become centralized in the governor’s office. Governor John Kitzhaber will become the putative statewide school superintendent, the only governor in the country to hold that title. This puts the state Department of Education directly under the governor’s control instead of oversight of k-12 schools led by an independent elected official. 6/25/11.

[http://www.oregonlive.com/politics/index.ssf/2011/06/new\\_laws\\_to\\_give\\_gov\\_john\\_kitz.html](http://www.oregonlive.com/politics/index.ssf/2011/06/new_laws_to_give_gov_john_kitz.html)

**Missouri Governor Announces Child Trauma Treatment Center** – Governor Jay Nixon announced funding to establish the Joplin Child Trauma Treatment Center to provide mental health services to children and families impacted by the May 22 tornado. Six partner organizations and agencies have signed a memorandum of understanding to launch the center. The Trauma Treatment Center will focus on training personnel at schools, churches and other organizations to identify children who are experience trauma and on providing specialized mental health treatment and services for children and families in need of assistance. 7/6/11.

[http://governor.mo.gov/newsroom/2011/Gov\\_Nixon\\_announces\\_2\\_million\\_to\\_establish\\_the\\_Joplin\\_Child\\_Trauma\\_Treatment\\_Center](http://governor.mo.gov/newsroom/2011/Gov_Nixon_announces_2_million_to_establish_the_Joplin_Child_Trauma_Treatment_Center)

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Public Education Network Newsblast at <http://www.publiceducation.org>
- >The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

**Note:** Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

If you see a story that would be included, let us know.

Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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“Our lives begin to end on the day we become silent about the things that matter.”

Dr. Martin Luther King Jr.

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## **RECENT PUBLICATIONS (In print and on the web)**

### **Child, Adolescent, Young Adult Mental and Physical Health**

>The prevention of adolescent depression (2011) R. Tracy, et al. *Psychiatric Clinics of North America* 34(1) 35-52. [Http://www.psych.theclinics.com](http://www.psych.theclinics.com)

>Difference in the determinants of posttraumatic stress disorder and depression after a mass traumatic event (2011) M. Tracy, et al. *Depression and Anxiety* ePub. [Http://www3.interscience.wiley.com](http://www3.interscience.wiley.com)

>Psychopathology, trauma and delinquency: Subtypes of aggression and their relevance for understanding young offenders (2011) H. Steiner, et al. *Children and Adolescent Psychiatry and Mental Health* 5(1) 21. [Http://www.capmh.com](http://www.capmh.com)

>Can social support protect bullied adolescents from adverse outcomes? (2011) C. Rothon, et al. *Journal of Adolescence*, 34(3) 579-588. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Coping strategies and perceived effectiveness in fourth through eight grade victims of bullying (2011) L. Tenenbaum, et al. *School Psychology International* 32(3) 263-287. [Http://spi.sagepub.com](http://spi.sagepub.com)

>Implementing a problem solving intervention with students with mild to moderate disabilities (2011) D. Cote. *Intervention in School and Clinic*, 46, 259-262. [Http://isc.sagepub.com](http://isc.sagepub.com)

>Patterns of mental health, substance abuse, and justice system involvement among youth aging out of child welfare (2011) J. Shook, et al., *American Journal of Orthopsychiatry*, 81, 420-432.

### **Schools, Family & Community**

>Peer interventions to promote health: Conceptual considerations (2011). J. Simoni, et al., *American Journal of Orthopsychiatry*, 81, 351-359.

>Life satisfaction in early adolescence: Personal, neighborhood, school, family, and peer influences (2011) E. Oberle, et al. *Journal of Youth and Adolescence*, 40(7) 889-901. [Http://www.springerlink.com](http://www.springerlink.com)

>Classroom emotional climate as a moderator of anxious solitary children's longitudinal risk for peer exclusion: A child x environment model. (2011) T. Avant, et al. *Developmental Psychology*, ePub. [Http://www.apa.org](http://www.apa.org)

>Infusing protective factors for children in foster care (2011) G. Griffin, et al. *Psychiatric Clinics of North America*, 34(1) 185-203. [Http://www.psych.theclinics.com](http://www.psych.theclinics.com)

>Do perceptions of social cohesion, social supports, and social control mediate the effects of local community participation on neighborhood satisfaction? (2011) A. Dassopoulos & S. Monnat. *Environment and Behavior* 43(4) 546-565. [Http://eab.sagepub.com](http://eab.sagepub.com)

>The impact of school environment and grade level on student delinquency: A multilevel modeling approach (2011) C. Lo, et al. *Crime and Delinquency*, 57(4) 622-657.  
[Http://cad.sagepub.com](http://cad.sagepub.com)

>Impact of group size on classroom on task behavior and work productivity in children with ADHD (2011) K. Hart, et al. *Journal of emotional and Behavioral Disorders*, 19, 55-64. [Http://ebx.sagepub.com](http://ebx.sagepub.com)

>Who are the fathers in Healthy Families Arizona? An examination of father data in at-risk families (2011) A.F. Shapiro, et al. *American Journal of Orthopsychiatry*, 81, 327-336.

### **Policy, Systems, Law, Ethics, Finances & Statistics**

>Addressing the needs of the whole child: What public health can do to answer the education sector's call for a stronger partnership (2011) D. Allensworth, et al. *Preventing Chronic Disease: Public Health Research, Practice, and Policy*, 8 (2).  
[Http://www.cdc.gov/pcd/issues/2011/mar/10\\_0014.htm](http://www.cdc.gov/pcd/issues/2011/mar/10_0014.htm)

>Expanding school improvement policy to better address barriers to learning and integrate public health concerns (2011) H.S. Adelman & L. Taylor, *Policy Futures in Education*, 9, 431-436. [Http://smhp.psych.ucla.edu/pdfdocs/expandingsip.pdf](http://smhp.psych.ucla.edu/pdfdocs/expandingsip.pdf)

>*Breaking schools' rules: A statewide study on how school discipline relates to students' success and juvenile justice involvement* (2011) T. Fabelo, et al., Justice Center and Public Policy Research Institute.  
[http://justicecenter.csg.org/files/Breaking\\_Schools\\_Rules\\_Report\\_Final.pdf](http://justicecenter.csg.org/files/Breaking_Schools_Rules_Report_Final.pdf)

>Cornered: An approach to school bullying and cyberbullying, and forensic implications. (2011) J. Bostic & C. Brunt. *Psychiatric Clinics of North America*, 20(3) 447-465. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Policies and programming for safer schools: Are “anti bullying” approaches impeding education for peace building? (2011) K. Bickmore. *Educational Policy* 25(4) 648-687.  
[Http://epx.sagepub.com](http://epx.sagepub.com)

>Children on the move: The impact of involuntary and voluntary migration on the lives of children (2011) A. Lai & R. Maclean. Special Issue of *Global Studies of Childhood*, 1(2) <http://www.wwwords.co.uk>

>Adolescent use of school based health centers and high school dropout (2011) S. Kerns, et al. *Archives of Pediatric and Adolescent Medicine*. Online first.  
[Http://www.archpediatrics.com](http://www.archpediatrics.com)

>Bullying in middle school: Results from a 2008 survey (2011) F. Pergolizzi, et al. *International Journal of Adolescent Medicine and Health* 23(1) 11-18.  
[Http://www.freundpublishing.com](http://www.freundpublishing.com)



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**FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

If you see a publication we should include in ENEWS, please let us know.  
Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

**Note:** The Center's 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. [Smhp@ucla.edu](mailto:Smhp@ucla.edu)

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“Our public schools are crucial institutions that lie at the heart of their communities. The schoolhouse is a community house. Schools are devoted to ensuring academic success and the growth and development of all children.”

Richard W. Riley

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

### ***August – Improving support for students, families and staff as the new year begins***

One of the most important research findings related to good outcomes for children and youth is understanding that enhancing protective factors or buffers can reduce risks and barriers. ***And this applies to adults as well!***

In describing the characteristics of resilient person, researchers suggest they have

- an intrinsic motivational orientation (tend to feel competent, self-determining, and connected to significant others)
- the capacity to develop and use a range of strategies and skills for successfully coping with challenges/problems – taking an active, flexible, and persistent stance and viewing a challenge as something that can be worked on, overcome, changed, endured, or resolved in some way (but also when “enough is enough”)

In their work, David Hawkins and his colleagues have emphasized the particular importance of developing strong bonds. He stresses these arise from (a) opportunities for meaningful involvement (ways to make a real contribution and feel valued for effort and accomplishment), (b) developing skill (social, cognitive, emotional, behavioral) that enable success, and (c) recognition for involvement (including corrective feedback) to motivate continued contributions.

***It is unlikely that a school that does not promote resilience for staff can promote it for students. So consider the following as the school year begins:***

- (1) *Minimally*, identify at least one protective factor that exists for school staff. Determine how faculty and administration can maximize the benefit of that protective factor. (See National Education Association, Health Information Network, *Resiliency 101* – [Http://www.neahin.org](http://www.neahin.org) )
- (2) *More generally*, analyze problems as they arise and turn them into “teachable moments” as part of a personalized staff development process.
- (3) *More comprehensively*, consider what schools, districts, and state departments across the country are doing to move in new directions to address barriers to learning and teaching and re-engage disconnected students. They are doing this by designing and developing a comprehensive system of student and learning supports and fully integrating it into school improvement policy and practice. Accomplishing this takes leadership and infrastructure to sustain and build over the course of the school year. (For a “road map” to get there see *Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff* – online at: <http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>)

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**Note:** With respect to anticipating challenges and opportunities throughout the school year, see *Improving Teaching and Learning Supports by Addressing the Rhythm of a Year*. It is on our homepage at <http://smhp.psych.ucla.edu>

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“There are few experiences that combine for all involved the feelings of anticipation, excitement, and dread that are associated with the beginning of the school year.”

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## OTHER HELPFUL INTERNET RESOURCES

- >America’s Children: Key National Indicators of Well-being 2011– <http://childstats.gov>
- >Improving the odds for adolescents: State policies that support adolescent health and well-being – <http://www.nccp.org>
- >The Grand Challenges in Global Mental Health Initiative – <http://grandchallengesgmh.nimh.nih.gov>
- >Supportive School Discipline Initiative – <http://www.justice.gov/opa/pr/2011/july/11-ag-951.html>
- >Early Warning Indicator Systems, Education Commission of the States – <http://ecs.org/clearinghouse/94/36/9436.pdf>
- >School Districts have used Title 1 funds primarily to support instruction – <http://www.gao.gov>



- >Learning time in America: Trends to reform the American school calendar – <http://www.timeandlearning.org>
- >Year-round learning: Linking school, after school and summer learning to support student success – <http://www.hfrp.org>

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**Note:** For a wider range of relevant websites see our Gateway to a World of Resources at [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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“If you are truly serious about preparing your children for the future, don’t teach them to subtract, teach them to deduct.”

Fran Lebowitz

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## LINKS TO:

- >Upcoming initiatives, conferences & workshops  
<http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals, presentations, and papers  
<http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities  
<http://smhp.psych.ucla.edu/job.htm>
- >Upcoming and archived webcasts and other professional development opportunities  
<http://smhp.psych.ucla.edu/webcast.htm>

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**Note:** These links are not on our homepage for easy access. Each are updated on an ongoing basis. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### New Resources

- >**Guidance Notes:**  
*Establishing a Comprehensive system of Learning Supports at a School: Seven Steps for Principals and their Staff* – [Http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf](http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf)

>**Policy and Practice Brief:**

*Pursuing Promise Neighborhoods: With or Without the Grant Program* – <http://smhp.psych.ucla.edu/pdfdocs/purpromneig.pdf>

>**Information Resource:**

*Enhancing Summer learning* – <http://smhp.psych.ucla.edu/pdfdocs/sumlearn.pdf>

>**Hot Issue**

*Enabling Learning: It's a Bigger Policy Problem that Most Education Reformers Appreciate* – [Http://smhp.psych.ucla.edu/ongoinghotissues.htm](http://smhp.psych.ucla.edu/ongoinghotissues.htm)

**This Month's Featured Center Resource**

As you know, our Center did a collaborative policy brief with the National Association of School Psychologist (NASP) entitled:

*Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving from a Two to a Three Component Approach*  
[Http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf](http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf)

This brief has been shared with national coalitions and is being used widely to promote change. For example, our colleagues at NASP report that they take and circulate the paper as part of their policy advocacy agenda. This has included:

>A private meeting with Secretary Duncan and his Chief of Staff on Nov. 9, 2010

>Hill Briefing: Supporting Students Experiencing Family Transitions on Nov. 17

>Hill Briefing: Enhancing Conditions for Student Learning and Academic Achievement through Social, Emotional and Character Development A Principle Factor for Student Achievement on May 12, 2011

>The NASP/George Washington University co-sponsored Public Policy Institute on July 6-8 and 11-12, 2011.

NASP did over 90 hill visits during the third week in July and included the brief in all of the packets of materials given to staff and referenced the model during the discussions.

Organizations that have signed on to the document so far include:

American Art Therapy Association  
American Association for Health Education  
American Counseling Association  
American Music Therapy Association  
American Orthopsychiatric Association  
American School Counseling Association  
American Speech Language Hearing Association  
ASCD  
Bazelon Center for Mental Health Law  
California School Health Centers Association  
Coalition for Community Schools  
First Focus Campaign for Children  
Gay, Lesbian and Straight Education Network

Girls Inc.  
National Assembly on School-Based Health Care  
National Association for College Admission Counseling  
National Association of Pupil Services Administrators  
National Association of School Psychologists  
National Association of State Directors of Special Education  
National PTA  
National School Climate Center  
New Jersey Association of Pupil Services Administrators  
Pennsylvania Association of Pupil Administrators  
Redleaf Resources  
School Based Behavioral Health, Hawaii Department of Education  
School Social Work Association of America  
TASH  
The Institute for Learning and Teaching  
The Trevor Project

*THINK ABOUT HOW YOU MIGHT USE THIS RESOURCE TO ADVANCE POLICY FOR A UNIFIED & COMPREHENSIVE SYSTEM OF STUDENT AND LEARNING SUPPORTS!*

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For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at <http://smhp.psych.ucla.edu>

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## **REQUESTS AND COMMENTS FROM THE FIELD**

(1) “Please forward information on our newly revised website to your networks. The Broader Bolder Approach to Education is a national campaign that acknowledges the impact of social and economic disadvantage on schools and students and proposes evidence-based policies to improve school and remedy conditions that limit many children’ readiness to learn. See <http://www.boldapproach.org>

(2) “We are delighted to tell you that the Academic, Social, and Emotional Learning Act of 2011 (HR 2437,) has been introduced by Representatives Judy Biggert (R-Ill.), Dale E. Kildee (D-Mich.), and Tim Ryan (D-Ohio). This bi-partisan Congressional support for high quality social and emotional learning (SEL) will establish a formal federal policy that supports our shared goal inclusion of SEL in ESEA and amending Title II of ESEA to expand programming and staff training to improve students' social and emotional learning. We are writing to ask [others to] ... join ours in endorsing this critically important piece of education legislation. Please send your endorsement directly to each of the designated staff of the sponsors:

- >brian.looser@mail.house.gov for Congresswoman Biggert
- >maggie.randolph@mail.house.gov for Congressman Kildee
- >anne.sokolov@mail.house.gov for Congressman Ryan

Your support will make a real difference in how our children acquire the knowledge and skills that they need to succeed in school and in life. It will also help these leading legislators as they seek co-sponsors.

Please bcc: pchesler@casel.org when you send your note. We would also love to hear from you if you have questions, suggestions about how to extend our outreach, or if you forward this request to another of our colleagues!”

(3) “I wanted to make you aware of some work we’ve done here at Georgetown with the support of SAMHSA. I hope you can share it with your constituencies. We’ve published a conceptual framework for a public health approach to children’s mental health. It can be downloaded at [http://gucchdtacenter.georgetown.edu/public\\_health.html](http://gucchdtacenter.georgetown.edu/public_health.html)

(4) From New York State Dept. of Education: “The Regents voted to adopt the Social and Emotional Development and Learning Guidelines. They are posted at <http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf> . The Social and Emotional Development and Learning page is updated.” – <http://www.p12.nysed.gov/sss/sedl>

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## **THIS IS THE END OF THIS ISSUE OF E-NEWS**

**Who Are We?** The *national Center for Mental Health in Schools* 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 Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center or about ENEWS, contact us at:  
UCLA School Mental Health Project/Center for Mental Health in Schools  
Box 951563, Los Angeles, CA 90095-1563  
Phone (310) 825-3634 or (310) 825-1225;  
Email:smhp@ucla.edu or Ltaylor@ucla.edu or adelman@psych.ucla.edu

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