



ENEWS

A Monthly Forum for Sharing and Interchange



July, 2009 (Vol. 13 #10)

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 Issue

>>**Youth Participation: What Makes it Real?**

**News from around the country

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- >**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

>**July - Using "down time" to plan better ways to advance the agenda for learning supports**

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- >**Upcoming and archived webcasts and online professional development**
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- >**Training and job opportunities**

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



>EMERGING ISSUE

Youth Participation: What Makes it Real?

Thanks to advocacy for and by youth leaders, the focus on youth participation is growing. Advocates range from those who appreciate the importance of understanding the perspective of youth, on through those who also are dedicated to promoting youth development and empowerment, and on to those who stress that youth participation benefits families, adults, organizations, planners, policy makers, communities, and society in general.

Youth participation in planning and policy may take the form of (1) bringing youth to the table of an established “adult” organization (e.g., providing input as consumers and clients, representing the voice of youth as a group participant, assuming a leadership role at the table), (2) youth establishing and operating their own organization, or (3) creating a new organization where youth and adults collaborate as equals. Hart conceptualizes types of participation as eight rungs on a ladder with the bottom three rungs (1-3) described as not true participation.

From this perspective, the issue then is not simply about whether enough youth are invited to attend meetings, focus groups, and voice their views; rather, the issue is whether more and more youth are in positions where they are empowered to share in decision making and lead and initiate action.

For more on this, see our summer quarterly’s lead article entitled “Youth Participation: Making it Real”-- online at <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer09.pdf>

And, send us your views about all this so we can help illuminate key concerns related to this matter. Send your comments to ltaylor@ucla.edu

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*NEWS FROM AROUND THE COUNTRY

>STUDENT DISCIPLINE SHOWS RACIAL TREND

A disproportionate number of African American students in some Michigan districts are being suspended and expelled. An American Civil Liberties Union report recommends the state loosen its zero-tolerance policy to give local educators more discretion in disciplining students. It also suggest schools use a range of other methods to deal with discipline problems. The authors say students who are suspended or expelled drop out in greater numbers and more often end up in prison. *Detroit Free Press* <http://www.freep.com/>

>STUDENTS SAY THEY NEED A LAW TO STOP THE BULLIES

North Carolina students say it is common for bullies to taunt and hit them or their classmates, and for teachers to do little to stop it. School leaders say that bullying is a small problem and that policies to discourage it work well. A bill that awaits Governor Beverly Perdue's signature is meant to protect students who are harassed for reasons such as race, religion or disabilities. It also would protect students from being tormented because of their real or perceived sexual orientation. *Raleigh News and Observer* <http://www.newsobserver.com/>

>SUPREME COURT LIMITS STRIP-SEARCHES OF STUDENTS

Public school officials violated the Fourth Amendment rights of a 13-year-old girl who was strip-searched for suspected drug possession, but are entitled to qualified immunity from legal action, the U.S. Supreme Court ruled. The ruling on strip-searches of students clarifies the standard for when such searches are permissible, but it does not prohibit them. *Education Week* <http://www.edweek.org/>

>ONE IN SEVEN SENIORS FAILED PART OF THE TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

Nearly 1 in 7 high school seniors from the Class of 2009 failed one or more sections of the state's graduation test and didn't receive a diploma, the Texas Education Agency reported. The 36,568 seniors who failed represented a slight increase over the number denied diplomas last year, although for both classes, it was about 14%. Minority students were most affected by the graduation requirements. Nearly a quarter of black students and a fifth of Hispanics were unable to pass all four sections of the exam. About 7% of white students failed. 6/5/09
<http://www.dallasnews.com>

>MORE STUDENTS ON FREE LUNCH PROGRAMS

Nearly 20 million children now receive free or reduced-price lunches in the nation's schools, an all-time high. Many school districts are struggling to cover their share of the meals' rising costs. Many new enrollees are believed to be first-timers from families hit by the recession. 6/10/09
<http://usatoday.com>

>SUMMER BRAIN DRAIN

It's called "the summer brain drain" because during those long, hot months away from school, kids supposedly forget a lot of what they had learned in class. Research, however, tells a more nuanced story: Most students lose 2-2 1/2 months of math computational skills; Students from low-income homes lose 2-3 months in reading skills; Middle-class students make slight gains in reading. The lack of resources for poor children in the summer has big consequences. 6/15/09
<http://www.washingtonpost.com>

>"GENERATION RECESSION"

The deep recession and the downsizing of American manufacturing have left many young contemplating a path that might be new to their families: college. Call them Generation R – Generation Recession – the millions of teenagers and twenty-somethings struggling to carve out a future for themselves when the nation's economy is in its worse shape in decades. 6/26/09
<http://www.nytimes.com>

"More students than ever are enrolling in Hawai'i's community colleges, driven by a sputtering economy that has sent jobless workers in search of new skills and high school graduates in search of cheaper tuition. UH's seven community colleges have 28% more students registered now than they did at the same time last year. It's the single largest annual enrollment increase for the community colleges. As a whole the UH system is having to trim its budget by about \$74 million per year for the next two years. For students, that most likely will mean larger class size and fewer course offerings. 6/7/09 <http://www.honoluluadvertiser.com>

>COURT AFFIRMS REIMBURSEMENT FOR SPECIAL EDUCATION

The Supreme Court ruled that parents of special education students may seek reimbursement for private school tuition, even if they have never received special-education services in public school. Most of the national 6 million special education students attend public school. Nationally, about 90,000 special education students are in private schools. In 2007-8 New York City Schools paid \$89 million in private school tuition for disabled students whose parents had placed them there, up from \$53 million two years earlier. In 2007-08 the city received 4,368 requests for reimbursement from parents who enrolled their children in private schools; of those, more than half had not received services in public school. 6/23/09 <http://www.nytimes.com>

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“Special education can be immensely expensive, amounting to tens of billions of dollars annually and as much as 20% of public schools’ general operating budgets. Given the burden of private school placement, it makes good sense to require parents to try to devise a satisfactory alternative within the public schools.”

Justice David Souter, in the dissenting opinion.

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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, Adolescents, Young Adult Mental and Physical Health

>Helping adolescents at risk: Prevention of multiple problem behaviors (2009), A. Biglan, et al., *Child and Adolescent Social Work Journal* 26 (3) 279-281. <http://www.springerlink.com/>

>Relations between rebelliousness, risk-taking behavior, and identity status during emerging adulthood (2009), G. Bukobza, *Identity* 9(2) 159-177. <http://www.leaonline.com/loi/id>

>The efficacy of a relations treatment for maltreated children and their families (2009), G. Sprang, *Child and Adolescent Mental Health* 14(2) 81-88. <http://www3.interscience.wiley.com>

>Assessment of childhood bipolar disorder (2009), B. Fields & M. Fristad, *Clinical Psychology: Science and Practice* 16(2) 166-181.

>Implementation fidelity: The experience of the Adolescent Substance Abuse Prevention Study (2009), Z. Sloboda, et al., *Health Education Research* 24(3) 394-406.
<http://her.oxfordjournals.org/cgi/content/abstract/24/3/394>

>Are adolescents being screened for emotional distress in primary care? (2009), E. Ozer, et al., *Journal of Adolescent Health* 44(6) 520-527. [http://www.jahonline.org/article/S1054-139X\(08\)00685-X/abstract](http://www.jahonline.org/article/S1054-139X(08)00685-X/abstract)

School, Family & Community

>Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning The foundation for love, work and engaged citizenry (2009), J. Cohen, A. Fege & T. Pickeral. *Teachers College Record*.
<http://www.tcrecord.org/Content.asp?ContentId=15698>

>Response to Intervention: Ready or Not? Or, From Wait-to-Fail to Watch-Them-Fail (2009), C. Reynolds & S. Shaywitz. *School Psychology Quarterly*, 24(2) 130-145.
<http://apa.org/journals/spq>

>A social disorganization perspective on bullying-related attitudes and behaviors: the influence of school context. (2009), C. Bradshaw, et al., *American Journal of Community Psychology*, 43(3-4) 204-220. [Http://springerlink.metapress.com](http://springerlink.metapress.com)

>A place for all families: Building bridges and abandoning misconceptions is key to raising family involvement in schools (2009), A. Ramirez and I Soto-Hinman. *Educational Leadership* 66(7) 79-82 [Http://www.ascd.org](http://www.ascd.org)

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

>The effects of community and family violence exposure on anxiety trajectories during middle childhood; The role of family social support as a moderator (2009), A. Kennedy, et al., *Journal of Clinical Child and Adolescent Psychology* 38(3) 365-79. [Http://www.leaonline.com/loi/jccp](http://www.leaonline.com/loi/jccp)

>Surrounded by Support: Partnerships between communities and schools connect students with the services they need (2009), special edition of *American Educator*, 33(2) <http://www.aft.org>

>Removing roadblocks to rigor: Linking academic and social supports to ensure college readiness and success (2009), M. Savitz-Romer, et al., Pathways to College Network <http://www.ihep.org/assets/files/programs/pcn/roadblocks.pdf>

Policy, Systems, Law, Ethics, Finances & Statistics

>Disconnected Youth: A look at 16 to 24 year olds who are not working or in school (2009), A. Fernandes & T Gabe. *Congressional Research Service* <http://www.fas.org/sgp/crs/misc/R40535.pdf>

>Late high school dropouts: Characteristics, experiences, and changes across cohorts (2009), National Center for Education Statistics. [Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009307](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009307)

>Relative cost-effectiveness of treatments for adolescent depression (2009), M. Domino, et al., *Journal of the American Academy of Child and Adolescent Psychiatry* ePub. [Http://www.jaacap.com](http://www.jaacap.com)

>Reflecting on Social Emotional Learning: A critical perspective on trends in the United States (2009), D. Hoffman. *Review of Educational Research*. 79(2) 533-556.

>Cops and cameras: Public school security as a policy response to Columbine (2009), L. Addington. *American Behavioral Scientist* 52(10) 1426-1446. [Http://abs.sagepub.com](http://abs.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

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“There are two influences in a student’s life that impact achievement: what happens inside the school building, and what happens outside of it. Both must be addressed if we are to successfully raise graduate rates.”

Marguerite Kondracke, America’s Promise Alliance

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

>July – Using ‘down time’ to plan better ways to advance the agenda for learning supports

Hope your summer is full of rest, relaxation, and renewal – and that you also use some of the time to advance the field.

With multiple challenges (tight budgets) and multiple opportunities (stimulus funds, new ideas from the U. S. Department of Ed), those concerned about strengthening learning supports need to think strategically. *How to be most cost-effective.*

The key is to more fully integrate learning supports into current school improvement planning and encourage development of such supports into a *comprehensive system* as crucial for enhancing student outcomes, reducing dropouts, and narrowing the achievement gap.

Here are three strategies to consider:

(1) *Enhance Awareness and Create Readiness for Change.* Over the summer, education leaders at all levels will be attending leadership institutes designed to improve outcomes and there will be a variety of professional development workshops for teachers and support staff. Hopefully, the critical role learning supports must play in school improvement will be on the agenda. Whether or not it is, the upcoming meetings provide us all with a catalytic opportunity to increase the leadership's understanding of what schools can do to be more cost-effective in addressing barriers to learning and teaching and reengaging disconnected students. For example, share with them such resources as

- > *Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>
- > *Moving Toward a Comprehensive System of Learning Supports: The Next Evolutionary Stage in School Improvement Policy and Practice* –
<http://smhp.psych.ucla.edu/pdfdocs/briefs/paradigmshift.pdf>
- > *What are Learning Supports?* – <http://smhp.psych.ucla.edu/pdfdocs/whatlearnsupports.pdf>
- > *What is a Comprehensive Approach to Student Supports?* –
<http://smhp.psych.ucla.edu/pdfdocs/whatiscomp.pdf>
- > Powerpoint Presentation: *Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap* – <http://smhp.psych.ucla.edu/presentations.htm>

(2) *Guide Colleagues to Relevant Continuing Education Resources.* Summer also is a good time to let others know about what resources are available online for continuing education related to student and learning supports. See the range of resources available through the Center's website. <http://smhp.psych.ucla.edu/selection.html> For specific topics, use the Quick Find search <http://smhp.psych.ucla.edu/websrch.htm> Also, the Center is now listing the growing number of webcasts related to the pressing priorities of schools/districts from around the country that are archived online. As a start in appreciating the wide range of available webinars, take a look at the links listed at <http://www.smhp.psych.ucla.edu/webcast.htm> and identify what might be worth letting colleagues know about.

(3) *Mapping and Analyzing Community Resources to Improve Learning Supports.*

As Arne Duncan, Secretary of Education, has stated: “We have to think very differently about what the notion of what a school is and what a school does and where our schools truly become community centers with a wide range of activities in that building during the school day, before school, and after school, that address the whole child's needs, that's the only way we're going to be successful educationally.”

Summer is a great time consider how school and community resources can work together to

enhance ways to enable all students to have an equal opportunity to succeed at school and after graduation. Begin by mapping. The focus should not just be on health and social services; think about such resources as parks and recreation, chamber of commerce, faith based organizations, youth centers, higher education, senior centers, organizations formed around cultural/nationality affinity, and more. In terms of planning better ways to advance the agenda for learning supports, the purpose of mapping is to do an analysis and develop strategic ways to move forward. Also, by identifying a key stakeholder in each community resource, they can invited to be part of a collaborative mechanism designed to braid and enhance school and community resources. As aids for doing this work, see

>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*

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

>*School-Community Partnerships: A Guide*

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

>*Schools as Centers of the Community: Moving Forward in Hard Times*

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/spring09.pdf>

>To make schools the centers of their communities, as envisioned by Secretary Duncan, it takes “bridge” people to let the community know what is already provided by school staff, what the community might be contribute to address areas of need, and how to integrate and sustain these partnerships. See, for example, the discussion of *Organization Facilitators: A Key Change Agent for Systemic School and Community Changes*

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

We will be interested in hearing what transpires. Send your experiences to Ltaylor@ucla.edu

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 are surrounded by insurmountable opportunity.”

Pogo

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***OTHER HELPFUL INTERNET RESOURCES**

>Building better programs for disconnected youth

http://www.mdrc.org/recommendation_5.html

>Risk and protective factors

http://www.findyouthinfo.gov/cf_pages/programtool-factors.cfm

>Implementation: The missing link between research and practice

<http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=227>

>Models for Change: Systems Reform in Juvenile Justice

<http://www.modelsforchange.net/index.html>

>Youth organizing and community change

<http://www.ssw.umich.edu/public/currentprojects/youthandcommunity/areasofwork.html>

>National Survey of Children's Health
<http://www.nschdata.org/content/default.aspx>

>Effective Pupil Services: Research, Data and References
<http://www.napso.org/pdf/NAPSO-Research-9-05.pdf>

>The Case for School-based Integration of Services: Changing the ways students, families and communities engage with their schools
<http://www.ppv.org/ppv/publications/assets/267-publication.pdf>

>Partnering with parents and families to support immigrant and refugee children at school
<http://www.healthinschools.org/immigrant-and-refugee-children/caring-across-communities.aspx>

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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"I'll be more enthusiastic about encouraging think outside the box when there's evidence of any thinking going on inside it."

Terry Pratchett

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****LINKS TO . . .**

>Upcoming Initiative, 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 send it to ltaylor@ucla.edu

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***UCLA CENTER UPDATE**

>Publications

>>"School Dropout Prevention: A Public Health Role for Primary Health Care Providers" – In *Developmental and Behavioral News*, Spring 2009, Vol 18, No. 1, 10-12 from the Section on Developmental and Behavioral Pediatrics, American Academy of Pediatrics – <http://smhp.psych.ucla.edu/publications/schooldropoutprevention.pdf>

>>"Comprehensive Support for Remediating a Disconnect" – In *The School Administrator*, June 2009, Vol 66 (6) 38-39. Official journal of the American Association of School Administrators – <http://smhp.psych.ucla.edu/publications/comprehensivesupport.pdf>

>>**New Book on mental health in schools** – In November, Corwin Press will publish *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* authored by the Center co-directors. The focus of the book is on our analyses of what is involved in advancing mental health in schools and our approach to moving forward. This work will complement our books on student supports (also published by Corwin), the handbook published by Scholastic, and the various journal articles and Center policy and

practice reports and resource materials. Access the related work by going to <http://smhp.psych.ucla.edu/selection.html> .

>Summer Quarterly Newsletter/Journal

Feature articles online at: <http://smhp.psych.ucla.edu/news.htm>

>>Youth Participation: Making is Real

>>Data about Youth in the United States

>New Quick Find topics pages

>Social determinants of health, mental health, and academic achievement
<http://smhp.psych.ucla.edu/qf/socialdeterminants.htm>

In addition, the undergraduate students on our staff suggested and developed

>>Divorce & children. [Http://smhp.psych.ucla.edu/qf/divorce.htm](http://smhp.psych.ucla.edu/qf/divorce.htm)

>>Military families and student mental health <http://smhp.psych.ucla.edu/qf/military.htm>

>>Racism and schools. [Http://smhp.psych.ucla.edu/qf/racism.htm](http://smhp.psych.ucla.edu/qf/racism.htm)

>>Transition to college. [Http://smhp.psych.ucla.edu/qf/transitiontocollege.htm](http://smhp.psych.ucla.edu/qf/transitiontocollege.htm)

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

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>Responses to last month's emerging issue:

>Does closing the achievement gap require first closing the gaps in life conditions?

(1) "I was extremely excited when the question was posed: Does closing the achievement gap require first closing the gaps in the community and family, as well as school life experiences and conditions?"

I have worked with at risk children and families for over 25 years. In all of my works I have found that identifying and addressing life experiences and conditions opens the door to academic achievement. Working with different cultures has made me aware the understanding and raising of children especially from conception to 12 is so different.

Lack of parenting skills and relationship expectations highly influence the closing of the gaps as well as being able to identify trustable resources and access those resources with the follow through needed to turn around old reactions and ideas to situations and open doors to success.

Unfortunately educators focus is academics and sometimes they can only see with tunnel vision. This is the same with many mental health and juvenile justice and social services. If they were able to lay done the turf battles and focus on person centered it would help. I have been able to make this happen in several cases but it takes perseverance and lots of persistence.”

(2) “What is frustrating is how the media wants to portray poor achievement as a school-only problem and then more specifically a teacher accountability concern. So it is hard as a society to have a rich, cogent, and nuanced conversation about what needs to change and what needs to happen to improve student achievement. Everything from the entertainment industry noose around common American culture, risk factors from home and community, as well as dealing with union barriers to disciplining or firing ineffective teachers, et al, are all worthy of discussion. What is affirming in reading the summary is that it reminds me of the need to continue to strive to collaborate in my role with the students that I serve.”

>Response to Quarterly Newsletter: *Youth Participation: Making it Real*

“The article just sent on youth participation in ascertaining their state of emotional health is really critical! On this same subject, about 6 or 7 years ago I discovered a terrific example of the benefits of "listening to youth". The National Association of Attorneys General (NAAG) published a dynamite report summarizing a series of national "listening conferences" where youth talked and the experts listened. Their report based on that testimony was titled: "Bruised Inside". The title was prompted by the remarks of a middle school girl trying to describe what she and other early teens felt while struggling to cope with emotionally wounding experiences. Sorry I don't have the URL or exact date, but I do remember reading the report. It is one of the most compelling examples of what we can learn by carefully listening to the real needs and concerns of youth. That's what motivated me to create the original classroom Coping Skills for Kids project. By the way, the data from my classroom research based on self-reports by over 700 4th, 5th and 6th graders mirrored the Gallup poll last March (showing that 37% of youth polled were considered "struggling or suffering"). About 40% of the 700 pre-teen students, who participated in 40 classes during my seven year school classroom project, reported having from mild to major difficulties getting over periods of anger and sadness.”

>We were asked to share the following:

(1) Resource for Advancing Children’s Health Institute training workshops

>>Cutting Edge CBT Training for Clinicians Treating Depressed Youth, 7/23-24, NY, NY

>>Master Clinician Training: Advanced CBT and BT Workshop 8/25-28 NY, NY

To register, contact Lisa@thereachinstitute.org

(2) I’m a school counselor who has created a social emotional learning program that consists of a daily one-minute webcast called SchoolToolsTv. I’m spending the summer networking with professional educators, to get feedback on the value of the resource and ways to get it out to more classrooms. The resource is free and we are currently being watched in over 150 schools in the US, Canada, and Australia. I look forward to any ideas or suggestions you may have.”



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.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

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