

****EMERGING ISSUE**

>>Which Comes First: Substance Abuse or School Failure?

It has long been reported that "Adolescents who do well in school are less likely to smoke, drink or do drugs." But, which is cause and which is effect? Such understanding is essential from the perspective of school-based interventions. Therefore, the recent research report from the University of Michigan is likely to raise some issues.

As part of their summary, the authors stress that early educational success provides considerable protection against a wide range of problem behaviors, including delinquency, smoking, drinking, and illicit drug use. They state that: "Adolescents who have not made a very good adjustment to school are disposed to become involved in a variety of problem behaviors including delinquency, smoking, drinking, and illicit drug use."

As for whether most adolescent substance use has much impact on educational success and eventual educational attainment, the authors say instead that, "... educational failures tend to come early in the sequence of problem behaviors, followed by adolescent delinquency, smoking, drinking, and illicit drug use. In general, substance use appears to be largely a symptom, rather than a cause, of poor academic adjustment...."

After examining a range of other factors that could affect both educational success and substance use, the researchers report: "Among the most important are parents' level of education, parents' involvement in homework, and the presence of two parents in the home. These factors all influence how well a student does in school, and they also influence -- both directly and indirectly -- whether a student uses drugs."

What do you think about all this? Send your comments to ltaylor@ucla.edu

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****NEWS FROM AROUND THE COUNTRY**

EARLY SCHOOL SUCCESS PROTECTS AGAINST TEEN DRUG USE

Researchers tracked a national sample of youth for 8 years (from ages 14 to 22) and found that early educational experiences such as poor grades, suspension or expulsion from school predicted the use of illegal drugs. Early educational success provides considerable protection against a wide range of problem behaviors, including delinquency, smoking, drinking, and illicit drug use.

10/4/07. University of Michigan News Service. <http://www.ns.umich.edu>

YOUTH SUICIDES RISE AFTER YEARS OF DECLINING RATES

New research shows that suicide rates for American youth rose significantly between 2003 and 2004 after a steady drop in suicides since the early 1990s. The release last month of two studies based on data from the Centers for Disease Control and Prevention (CDC) reveal a possible link between the spike in youth suicides and the release of government warnings about a potential increased risk of suicidal thoughts among young people who take antidepressants. The first study, released in the September 2007 issue of The American Journal of Psychiatry, details a 14 percent increase in suicide rates for youth below age 19 – the largest increase in this age group since the agency began collecting suicide data in 1979. The second study, published in the CDC's Sept. 7 issue of Morbidity and Mortality Weekly Report, reveals an 8 percent increase in

suicide rates for youth between the ages of 10 and 24, following a 28 percent decrease over the last 15 years.

Reported in the e-Bell Newsletter of the Mental Health America

http://www.mentalhealthamerica.net/pressroom/bell/2007fall/youth_suicide.htm#continued

CHILD NEGLECT AND ABUSE IN PRIVATE RESIDENTIAL FACILITIES

In response to complaints of serious abuse in private residential treatment programs, the Committee on Education and Labor of the U.S. House of Representatives conducted an investigative hearing on October 9, 2007, on "Cases of Child Neglect and Abuse at Private Residential Facilities." The hearing was accompanied by the release of a report by the Government Accountability Office (GAO), entitled "Residential Treatment Programs: Concerns Regarding Abuse and Death in Certain Programs for Troubled Youth." A summary of the Congressional hearings is available at: http://datatrends.fmhi.usf.edu/news_0140.pdf

"CAREER PATHWAYS" USED TO REDUCE DROPOUTS & ENGAGE STUDENTS

Declaring a major in high school is intended to encourage all students to set career goals and focus their academic effort on achieving success. However university and business associations say that rather than specific technical skills, employers are most interested in communication skills and analytical thinking. They cite research showing that a rigorous, liberal arts core of education is more important than narrow, discipline-specific knowledge. 10/4/07. Christian Science Monitor. [Http://www.csmonitor.com](http://www.csmonitor.com)

STUDENTS WITHDRAW AS DEPORTATION FEARS REACH SCHOOLS

Immigrant parents who fear deportation are withdrawing their children from public schools, reports the Irving ISD Superintendent. He estimated that 90 children have withdrawn from school in the last week because of the deportation fears. District guidance counselors will meet to discuss what kind of plan they should develop to reassure students that they are safe at school regardless of their family's immigration status. 10/4/07. Dallas News.

<http://www.dallasnews.com>

STATES TURN TO SENIORS FOR HELP IN THE CLASSROOM

In California, the governor authorized a statewide teacher certification program called EnCorps aimed at replacing a critical shortage of math teachers with newly certified professionals who have retired from careers in technology, engineering and science. California is expected to lose 100,000 teachers over the next decade, one-third of the teacher workforce. Nationwide, public schools are expected to lose about a million teachers over the next decade. 10/5/07.

[Http://www.stateline.org](http://www.stateline.org)

FAILING SCHOOLS STRAIN TO MEET U.S. STANDARD

More than 1,000 of California's 9,500 schools are branded chronic failures, and the numbers are growing. Barring revision in the law, state officials predict that all 6,063 public schools serving poor students will be declared in need of restructuring by 2014. In Florida 441 schools could be candidates for closing. In Maryland, some 49 schools in Baltimore alone have fallen short of achievement targets for five years or more. Ray Simon, the deputy federal secretary of education said the administration is proposing that Congress force more action by limiting districts' options in responding to hard-core failure. 10/16/07 New York Times. <http://www.nytimes.com>

PARENTS PLAY BIG ROLE IN ACADEMIC SUCCESS

The Center on Education Policy examined 12 years of data on 1,000 students and found whether low-income, urban students attend a public or private high school matters less to their academic success than whether their parents take part in their education, earn enough money to offer

enriching experiences and have high aspirations for their kids. 10/9/07. USA Today.
<http://usatoday.com>

PAY TO PLAY SAPS PARENTS WALLETS

Detroit News study found 88,000 southeastern Michigan students pay a cumulative \$10 million in fees to play sports this school year. Districts seeking to maintain their academic mission while expenses climb and revenues ebb charge fees for sports and other extracurricular activities. Nationwide there is a reported 35% drop in participation when students are asked to pay; it especially affects lower income students. 10/9/07. Detroit News. <http://www.detnews.com>



Note: Each week the Center highlights one or more newsworthy stories online at
<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to mental health in schools through links at
<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>



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About Pay-to-Play

School Administrator: “I’ve had more kids this fall whose parents couldn’t afford it than I did all last year.”

Father: “It’s heartbreaking when you lose your job and you have to tell your son you can’t afford to let him play hockey and you know that he lives to play the game.”

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Responding to Disasters:

>California fires – a terrible reminder about the need for schools to plan

The fires in California are one more reminder about the multiple roles schools should be prepared to play when disaster strikes. Such roles reflect the school’s role as a key contributor to the well-being of a community, and its need to address all factors that may interfere with learning and teaching.

Examples of what schools can and should do:

- Schools often are mobilized as disaster centers, and school staff can help meet the needs of students and families at such centers.
- In the days after a disaster hits, schools are in a position and have a need to help all students, their families, and staff cope with what has occurred and especially must pursue ways to ensure appropriate supports are provided for those who have experienced loss.
- Over time, schools must consider ways of helping any students, families, and staff who manifest lingering effects.



For resources, see *Responding to a Crisis* online at <http://smhp.psych.ucla.edu/>

Think about adapting some of the resources that were produced related to the Gulf-coast disasters

(e.g., *Schools Helping Students Deal with Loss* —
[http://smhp.psych.ucla.edu/pdfdocs/loss\(hurricane\).pdf](http://smhp.psych.ucla.edu/pdfdocs/loss(hurricane).pdf)

Also, see NASP's brief document entitled:

***Responding to Wildfires:
Helping Children and Families Information for School Crisis Teams***
<http://www.caspsurveys.org/NEW/pdfs/fires.pdf>

And, once the press of the crisis subsides, a *system*-debriefing is called for to improve plans and capacity for subsequent events.

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****RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

***Children's Mental and Physical Health**

>*Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children* (2008) B. Doll & J. Cummings (Eds). Corwin Press.

>Bullying and peer victimization at school: perceptual differences between students and school staff. (2007) C. Bradshaw, et al., *School Psychology Review*, 36(3) 361-382.

>Peer acceleration: effects of a social network tailored substance abuse prevention program among high-risk adolescents. (2007) T. Valente, et al., *Addiction*, 102(11), 1804-15.

>Who gets care? Mental health service use following a school-based suicide prevention program (2007) S. Kataoka, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, 46(10) 1341-48. <http://www.jaacap.com>

>Positive career orientation as an inhibitor of adolescent problem behaviour (2007) V. Skorikov & F. Vondracek, *Journal of Adolescence*, 30(1) 131-146.
<http://www.sciencedirect.com/science/journal/01401971>

>Friends talk to friends about drinking: exploring the role of peer communication in the theory of normative social behavior. (2007) *Health Communication*, 22(2) 169-80.
<http://www.erlbaum.com>

***Family, School & Community**

>School-wide approaches to addressing barriers to learning and teaching. (2008). H. Adelman & L. Taylor. In *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children* (2008) B. Doll & J. Cummings (Eds). Corwin Press.

>Professional psychology, school psychology, and psychological science: Distinctiveness, deindividuation, or separation? (2007). F. Worrell, *The School Psychologist*, 61, 96-101.

>How do classroom conditions and children's risk for school problems contribute to children's behavioral engagement in learning? (2007) J. Downer, et al., *School Psychology Review*, 36(3) 413-432.

>Reframing school dropout as a public health issue (2007) N. Freudenberg & J. Ruglis, *Prevention Chronic Disease*, 4(4)
http://www.cdc.gov/PCD/issues/2007/oct/07_0063.htm

>Lessons Learned: New teachers talk about their jobs, challenges and long-range plans (2007) *National Comprehensive Center for Teacher Quality and Public Agenda*.
<http://www.publicagenda.org>

>The perils and promises of praise (2007) C. Dweck, *Educational Leadership*, 65(2) 34-39.

>No more "Waiting to Fail" How Response to Intervention works and why it is needed (2007) R. Brown-Chidsey. *Educational Leadership*, 65(2) 40-47.

>Predictors of practitioner self-reported use of evidence-based practices: practitioner training, clinical setting, and attitudes toward research (2007) T. Nelson, & R. Steele. *Administration and Policy in Mental Health & Mental Health Research Services*, 34, 319-330. See summary at http://datatrends.fmhi.usf.edu/summary_147.pdf

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

>School Health Policies and Programs Study 2006 (2007) *Journal of School Health*, 77(8)
http://www.ashaweb.org/journal_schoolhealth.html#shpps

>>specifically re: mental health in schools, see the article on:

"Mental Health and Social Services: Results from the School Health Policies and Programs Study 2006." <http://www.ashaweb.org/pdfs/josh77.8brenerp.486.pdf>

>The Nation's Report Card: 2007. *National Center for Education Statistics*.
<http://nationsreportcard.gov>

>A longitudinal study of grade retention: academic and behavioral outcomes of retained students through adolescence (2007) S. Jimerson & P. Ferguson, *School Psychology Quarterly*, 22(3) 314-339. <http://www.apa.org/journals/spq>

>The Treatment for Adolescents with Depression Study: Long-term Effectiveness and Safety Outcomes (2007) *Archives of General Psychiatry*, 64(10)

>Effectiveness of interventions to prevent youth violence a systematic review (2007) M. Limbos, et al., *American Journal of Preventive Medicine*, 33(1) 65-74.
<http://sciencedirect.com/science/journal/07493797>

>Do urban adolescents become desensitized to community violence? Data from a national survey (2007) M. McCart, et al., *American Journal of Orthopsychiatry*, 77(3) 434-442.
<Http://content.apa.org/journals/ort/77/3/434.html>

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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About the Need to Help Teachers Re-engage Students

“Every day I have to fight for my students’ attention. I was prepared to deal with the politics of the school and with the lesson planning and extra duties teachers have. I was completely taken aback by the lack of interest in the students in learning and even more surprised at their disrespect for teachers.”

New secondary school teacher

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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>November – Responding to Referrals in Ways that Can “Stem the Tide”

In the first months of a school year, a supportive school has taken steps to welcome and provide social supports to ensure that students have made a good adjustment to school and to address initial adjustment problems as they arise.

Now come the referrals for students who are manifesting behavior, learning and emotional problems. While most schools have “case” oriented teams that look at the referrals one by one (which often means putting students on a waiting list), many schools are moving in new directions. Anticipating that many “individual” problems are, in fact, a type of problem that is frequently seen in schools, these teams are providing resources for moving into classrooms to enhance the capacity of regular classroom teachers to address a broad range of common learning, behavior, and emotional problems. As students experience the “enhanced” regular classroom approaches, many who were struggling (students and teachers) will find more success.

Sharing strategies across classrooms strengthens the shared responsibility for all students. For a broad range of ideas on enhancing classrooms to accommodate a broader range of student motivation and ability, see

>*Response to Intervention*

<http://smhp.psych.ucla.edu/qf/responsetointervention.htm>

>*Response to Intervention* (practice notes)

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

>*Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning*

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

>*Prereferral Interventions*

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

>Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling

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

As the case oriented teams are less inundated with referrals, they can do a better job of triage, referral, and monitoring of progress. For relevant resources see:

>Developing Systems at a School for Problem Identification, Triage, Referral, and Management of Care

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

>Case Management in the School Context

http://smhp.psych.ucla.edu/qf/case_mgmt_qt/

>School-Based Client Consultation, Referral, and Management of Care

<http://smhp.psych.ucla.edu/pdfdocs/consultation/consultation2003.pdf>

>Quick Find: Case/Care Management

<http://smhp.psych.ucla.edu/qf/casemanagment.htm>



Note: You can anticipate major concerns that arise over the course of the school year that provide natural opportunities to strengthen support for learning. To see the “calendar” of monthly concerns and themes, see “Ideas for Enhancing Support at Your School this Month” on the Center’s home page at

<http://smhp.psych.ucla.edu>



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The Field of Dreams Effect: *Build it and they will come*

“We had more students referred to the case review team last year than we could handle. So, we had to ‘roll over’ the list to this year. As a result, new referrals will have to wait quite a while, and we are likely to end up with a longer waiting list at the end of this year. We built a good referral system and the teachers are certainly using it, but we aren’t really meeting the needs of most of the students.”

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****OTHER HELPFUL INTERNET RESOURCES**

>Tools for Promoting Educational Success and Reducing Delinquency

<http://www.edjj.org/focus/prevention/JJ-SE.htm>

>American Academy of Pediatrics Mental Health Web site

<http://www.aap.org/mentalhealth>

>Building Effective Youth Councils: A Practical Guide to Engaging Youth in Policy Making

<http://www.forumforyouthinvestment.org/>

>Restoring Classroom Justice
<http://www.alternet.org/story/62326/>

>SchoolMentalHealth.org
<http://www.schoolmentalhealth.org>

>Center for School-based Mental Health Programs
<http://www.units.muohio.edu/csbmhp/>

>CDC's School Health Education Resources (SHER) web tool
www.cdc.gov/healthyyouth/sher

>Youth Programs Resource Center Monthly Funding Tips
<http://www.financeproject.org>

>Increasing Student Engagement and Motivation
<http://www.nwrel.org/request/oct00/textonly.html>

>Using Student Engagement of Improve Adolescent Literacy
<http://www.learningpt.org/pdfs/qkey10.pdf>

>A Science-based Framework for Early Childhood Policy
<http://www.developingchild.harvard.edu/>

>High School Psychology
<http://www.apa.org/ed/topss/homepage.html>

>Substance Abuse Mental Health Services Agency Office of Applied Studies
<http://oas.samhsa.gov/mh.cfm>

>> Mental Health Treatment Gap <http://oas.samhsa.gov/mhTXgap.htm>

>>Depression: <http://oas.samhsa.gov/depression.cfm>

>>Suicide: <http://oas.samhsa.gov/suicide.cfm>

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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“When someone asks you. A penny for your thoughts, and you put your two cents in, what happens to the other penny?”

George Carlin

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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 & Job Opportunities
<http://smhp.psych.ucla.edu/job.htm>

Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL.

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****UCLA CENTER BRIEF UPDATE**

For the latest information on Center resources and activities, go to <http://smhp.psych.ucla.edu> and click on What's New. Highlighted below are a few items.

>New Policy and Practice Analysis

New Directions for Student Support: Current State of the Art

Extends previous Center explorations of the status of organized efforts to provide student supports. In 2005 we did a policy and practice analysis of school improvement planning guides to determine how student supports were formally integrated into school improvement planning. We followed this, in 2006, with analyses of a sample of districts to clarify the organizational and operational infrastructure related to student/learning supports. Then, at the end of the 2006-2007 school year, we began a survey study to determine what efforts were being made to move toward developing comprehensive systemic approaches for addressing barriers to learning and teaching. This report summarizes previous findings and presents initial data from 300 respondents to our current survey.

Findings indicate that student supports constitute a considerable amount of activity, with substantial resources expended. The enterprise encompasses many dedicated professionals and pockets of excellence. However, most districts maintain policies and practices for student support that are counterproductive. Interventions and the infrastructure for organizing and operating them are highly fragmented and often redundant. Underlying all this is the continuing trend in school improvement policy and practice to marginalize learning supports and the unfortunate tendency for support staff to compete counter-productively with each other. Survey data confirm that few districts are involved in developing the type of comprehensive system of learning supports that can adequately address the range of factors interfering with students having an equal opportunity to succeed at school. As a result, in schools where a large proportion of students encounter interfering factors, the often reported initial increases in test score averages tend to plateau after a few years. The report concludes that school improvement planning guides need to be revised to ensure they focus on development of a comprehensive, multifaceted, and cohesive system for addressing barriers to learning and teaching and do so in ways that are fully integrated with plans for improving instruction at the school. Among specific recommendations offered are that districts and schools should redesign how they conceive student and learning supports and the related organizational and operational infrastructure. And, in this context, it is stressed they need to designate a dedicated position for leadership of efforts to develop and implement such a comprehensive system.

<http://smhp.psych.ucla.edu/pdfdocs/policyissues/Current%20State%20of%20the%20Art.pdf>

>New Hot Topic

Response to Intervention

An opportunity to enhance regular classroom capacity to address learning, behavior and emotional problems as soon as they arise. However, if it is only seen as a matter of providing alternative instruction, rather than mobilizing motivation, the potential for this approach will be lost. Response to Intervention strategies are part and parcel of a comprehensive system of classroom and school wide learning supports. See “Hot Topics” at <http://smhp.psych.ucla.edu>

>Updated Resources

We update all of the materials on our website on a regular basis to include the most recent research and evidence of impact. Here are some of the documents recently updated:

Dropout Prevention

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

Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs

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

Screening/Assessing Students: Indicators and Tools

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

>New Publications now available

>>”School-wide Approaches to Addressing Barriers to Learning and Teaching,” H. Adelman & L. Taylor, in *Transforming School Mental Health Services: Population-based Approaches to Promoting the Competence and Wellness of Children*. (2008) Editors B. Doll & J. Cummings. A Joint Publication of the National Association of School Psychologists and Corwin Press.

>>”Mental Health and Social Services: Results from the School Health Policies and Programs Study 2006.” N. Brenner, M. Weist, H. Adelman, L. Taylor, M. Vernon Smiley. *Journal of School Health*, October 2007, Vol. 77(8) 486-499. Online at <http://www.ashaweb.org/pdfs/josh77.8brenerp.486.pdf> All of the articles are available at http://www.ashaweb.org/journal_schoolhealth.html#shpps and other related resources are online at <http://www.cdc.gov/HealthyYouth/shpps/index.htm>



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



AND check out our sister center — Center for School Mental Health (CSMH) at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMHA, 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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“Competence, like truth, beauty, and contact lenses, is in the eye of the beholder.”

Laurence J. Peter

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****COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

>>Related to last month’s Emerging Issue:

Mental Health in Schools: More than Services for a Few?

(1) “Mental Health in Schools: Much More Than Services for the Few is a terrific summary of interrelated topics and provides a context for our work on social emotional development. It will help me in a talk I will give next week to an planning group which generally speaking represents the system for assisting those with chronic and severe problems.”

(2) “This is a very comprehensive statement indeed. You really put “it” all together. I particularly like your use of the word “transformation.” It’s not enough to drop services into the school without integrating them and making sure that something’s going on in the classrooms as well as the health clinic.”

>>We were asked to share the following:

(1) The following book was released this year: Handbook of Multicultural School Psychology: An Interdisciplinary Perspective. The publisher is Lawrence Erlbaum but they were recently purchased by Taylor & Francis/Routledge. I have included a website with information about the book. If the address below does not work, then go to the Routledge website (www.routledge.com) and do a search for the title of the book.

http://www.routledge.com/shopping_cart/products/product_detail.asp?sku=&isbn=9780805845624&pc=

(2) “You Me and Apollo: Hope Beyond Bipolar Disorder” J. D. Stottlemire,

<http://www.lulu.com>

A family perspective.

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THIS IS THE END OF THIS ISSUE OF ENEWS

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:
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