



July 1, 2002 rang in a new era for the mental health field and accelerated discussion of a set of issues that have raged over recent years. That's the date New Mexico began to allow clinical psychologists to prescribe drugs for psychological problems. Larry Beutler, president of the Society of Clinical Psychology (a division of the American Psychological Association), suggests there will be a series of lawsuits before long. He thinks the first will be one that questions the adequacy of the training that is provided to those psychologists who are certified to prescribe medications. As states across the country discuss passage of similar legislation, everyone who has a role to play in assuring the well-being of youngsters will have to decide what their position is on granting prescription privileges to clinical psychologists.

WHAT ARE YOUR VIEWS ABOUT THIS??????

Post your response directly on our website's Net Exchange page for others to read and respond. Go to <http://smhp.psych.ucla.edu>  
Or you can send your response by email [tosmhp@ucla.edu](mailto:tosmhp@ucla.edu)  
Phone 310/825-3634  
WriteCenter for Mental Health in Schools  
Department of Psychology, UCLA, Los Angeles, CA 90095-1563

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THIS MONTH'S FOCUS FOR ADDRESSING BARRIERS TO STUDENT LEARNING

Each month on our website (<http://smhp.psych.ucla.edu>) we feature a special focus for enhancing student support at schools.

FOR OCTOBER "Enabling School Adjustment." This is the time of year to address any problems students are experiencing adjusting to new classes, new schools, new teachers, etc. We have compiled ideas for addressing transition problems, enhancing engagement in learning, and teaming to prevent problems from escalating. Included are links to in-depth prevention and early intervention strategies. Click on the icon on the Home page that says "Ideas for Enhancing Support at your School."

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\*\*NEWS FROM AROUND THE COUNTRY

All of the following stories have implications for mental health in schools.

>>FEDERAL CLASS ACTION SUIT TESTS EXIT EXAM

Lawyers for six high school seniors filed a federal class action suit to eliminate the Massachusetts Comprehensive Assessment System. Lawyers argue the exam violates both state and federal constitutional equal protection clauses. About 16,000 students who took the test in 10th grade either failed or dropped out of school. (Boston Herald, Sept. 19, 2002)

>>IMPACT OF HIGH STAKES TESTING AND ENDING SOCIAL PROMOTION

"More than a quarter of Baltimore elementary and middle school pupils will have to repeat a grade in the coming school year . . . . About 20,000 of the 70,000 schoolchildren in grades one through eight failed to meet the standards, even after the majority of those pupils who were in danger of failing attended a five-week summer school." (Baltimore Sun, Aug. 28, 2002)

## >>FEW CHOOSE TO LEAVE FAILING SCHOOLS

Provisions of The No Child Left Behind Act gave 3.5 million children in failing public schools the right to choose a better school in September. "But with few slots available and few parents applying, education officials say that only a small number of children will benefit from the law this year. In Baltimore, of 30,000 children eligible to transfer to better schools, 347 have applied to fill 194 slots, school officials said. In Chicago, 145,000 students can theoretically leave struggling schools, but only 2,425 applied to transfer and fewer still, 1,170 students, will get to. In Los Angeles, an overcrowded system with 223,000 children in 120 failing schools, officials say there is no room in better schools for any to transfer to." (New York Times, Aug. 28, 2002)

## >>INCREASE IN YOUTH RECEIVING TREATMENT FOR PROBLEMS

"In 2001, an estimated 4.3 million youths age 12 to 17 received treatment or counseling for emotional or behavior problems in the 12 months prior to the [Household Survey] interview. This represents 18.4 percent of this population and is significantly higher than the 14.6 estimate for 2000. The reason cited most often by youths for their latest mental health treatment session was 'felt depressed' (44.9 percent of youths receiving treatment), followed by 'breaking rules or acting out' (22.4 Percent), and 'thought about or tried suicide' (16.6 percent)." (SAMHSA news release Sept. 5, 2002 <http://mentalhealth.samhsa.gov/newsroom>)

## >>AFFLUENT YOUTH PRONE TO HIGH DISTRESS, SUBSTANCE ABUSE

Researchers at Teachers College, Columbia University report "Affluent, suburban middle-school students may face certain pressures that make them susceptible to depression and more likely to smoke or use drugs and alcohol... Explorations of potential pathways to adjustment problems revealed that achievement pressures (internalized and from parents) can be implicated. Also of apparent significance is isolation from adults..." (Center for the Advancement of Health, Sept. 17, 2002)

## >>NUMBER OF PEOPLE LIVING IN POVERTY INCREASES IN U.S.

The weakening economy has begun to effect large segments of the population, regardless of race, region or class. The proportion of American living in poverty rose to 11.7% in 2000 (7.8% rate for non-Hispanic whites, 10.2% for Asian Americans, 21.4% for Hispanics, and 22.7% for African Americans). The poverty rate for children is 16.3%. (New York Times, Sept. 25,2002)

## >>STATE BUDGET CUTS HIT MEDICAID

Forty-one states are cutting their Medicaid programs this year. Three are planning to cut a significant number of people from the program, including Nebraska "the only state planning to drop thousands of children" reports the Kaiser Commission, a nonprofit health policy group. "Medicaid enrollments jumped in most states, because the struggling economy created poor families in need of health coverage. At the same time, the economy reduced the tax revenues that state governments had to spend on the program." (Omaha World-Herald, Sept. 20, 2002)

## >>U.S. DEPARTMENT OF EDUCATION REORGANIZATION

Two new offices within the Education Department with new Deputy Under Secretaries the Office of Safe and Drug-Free Schools ("all activities related to safe schools, crisis response, alcohol and drug prevention, health and well being of students, and building strong character and citizenship") and the Office of Innovation and Improvement ("intended to be a nimble, entrepreneurial arm of the

Education Department, making strategic investments in promising practices and widely disseminating their results. It will also lead the movement for greater parental options and information in education") (U.S. Department of Education Press Release, Sept. 17, 2002)

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"Folding all programs that deal with safety, health and citizenship into one office will enable us to better respond to the critical needs of schools in these areas and also help us to develop a broad-based comprehensive strategy. Ensuring that all schools are safe, free of alcohol and drugs, and teach students good citizenship and character is essential is we are to ensure that no child is left behind."

Rod Paige, Secretary US Department of Education

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\*\* RECENT PUBLICATIONS (in print and on the web)

>>>>CHILDREN'S MENTAL AND PHYSICAL HEALTH

"Promoting Positive Mental and Emotional Health in TeensSome Lessons from Research" (2002) Child Trends Research Brief (<http://www.childtrends.org/pdf/k5brief.pdf>)

"Set for SuccessBuilding a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children" (2002) (<http://www.emkf.org/pages/314.cfm>)

"A Prospective Study of the Role of Depression in the Development and Persistence of Adolescent Obesity" (2002) Pediatrics (<http://www.pediatrics.org>)

"Mental Health and Mass ViolenceEvidence-Based Early Psychological Intervention for Victims/Survivors of Mass Violence. A Workshop to Reach Consensus on Best Practices (2002) (<http://www.nimh.nih.gov/research/massviolence.pdf>)

"What You Need to Know about Drug Testing in Schools" (2002) ([http://www.whitehousedrugpolicy.gov/pdf/drug\\_testing.pdf](http://www.whitehousedrugpolicy.gov/pdf/drug_testing.pdf))

"Data Trends SummaryA school, family, and community collaborative program for children who have emotional disturbances." (2002) ([http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary\\_65.pdf](http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_65.pdf))

"More Than MoodyRecognizing and Treating Adolescent Depression" (2002) by Harold Koplewicz of NYU Child Study Center. For more info, contact [nicklc01@med.nyu.edu](mailto:nicklc01@med.nyu.edu) (<http://www.aboutourkids.org/mh/issues/index.html>)

>>>>>FAMILY, COMMUNITY & SCHOOLS

"Partners in LearningFrom Conflict to Collaboration in Secondary Classrooms" (2002) Educators for Social Responsibility (<http://www.esrnational.org>)

"Family StrengthsOften Overlooked, But Real" (2002) Children Trends Research Brief (<http://www.childtrends.org/PDF/FamilyStrengths.pdf>)

"Student Mobility and Academic Achievement" (2002) Eric Digest (<http://ericecece.org>)

"Youth Development GuideEngaging Young People in After-School

Programming" (2002) (<http://hsfo.ucdavis.edu/>)

"Deadly Lessons Understanding Lethal School Violence" (2002)  
(<http://www.nap.edu>)

"Teenagers at Greatest Risk for Crime Victimization" (2002)  
([http://www.ncvc.org/presscenter/releases/release\\_07162002.html](http://www.ncvc.org/presscenter/releases/release_07162002.html))

"Data Trends Summary Effectiveness of mentoring programs for youth A meta-analytic review." [Special Issue] American Journal of Community Psychology.  
([Http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary\\_64.pdf](Http://rtckids.fmhi.usf.edu/rtcpubs/datatrends/summary_64.pdf))

"Foundations for Success" (2002) Case studies of how urban school systems improve student achievement, from the Council of the Great City Schools  
(<http://www.cgcs.org/reports/Foundations.html>)

"Real Kids, Real Risks Effective Instruction of Students at Risk of Failure" (2002) ([http://www.principals.org/news/bltn\\_realkids0902.html](http://www.principals.org/news/bltn_realkids0902.html))

#### >>>>POLICY, LAW, FINANCES, & STATISTICS

Policy Papers from the National Center for Children in Poverty

>"Ready to Enter What Research Tells Policymakers about Strategies to Promote Social and Emotional School Readiness among Three- and Four-Year-Old Children" (2002)

>"Making Dollars Follow Sense Financing Early Childhood Mental Health Services to Promote Healthy Social and Emotional Development in Young Children" (2002)

(<http://www.nccp.org/proemopp3.html>)

(<http://www.nccp.org/proemopp4.html>)

"Racial Inequity in Special Education" (2002) Harvard Graduate School of Education. (<Http://gseweb.harvard.edu/%7ehhepg/racialinequity.html>)

"The Well Being of Our Nation An Inter-Generational Vision of Effective Mental Health Services and Supports" (2002) National Council on Disability  
(<http://www.ncd.gov/newsroom/publications/mentalhealth.html>)

"GAO Report Mental Health Services Effectiveness of Insurance Coverage on Federal Programs for Children Who Have Experiences Trauma Largely Unknown". GAO-02-813 (2002)

(<http://www.gao.gov/cgi-bin/getrpt?GAO-02-813>)

"Title I Supplemental Services for After School Programs." (2002) A Finance Project Strategy Brief. (<http://www.financeproject.org/suppsvc.htm>)

"America's Youth Measuring the Risk" (2002) The Institute for Youth Development (<http://www.youthdevelopment.org/articles/nr039801.htm>)

"Sources of Funding for Youth Services" (2002) (<http://www.lrginc.org>)

"National Center for Education Statistics Public Alternative Schools and Programs for Students At Risk of Education Failure 2000-2001" (2002)  
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002004>)

NOTE The QUICK FIND topical pages on our website are updated regularly with new reports and publications such as those above. We have over 100 topics with Center materials, online resources, and other centers specializing in the topic

linked (<http://smhp.psych.ucla.edu>)

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YOU PROBABLY WORK WITH CHILDREN IF . . .

- >You can tell it's a full moon without ever looking outside.
- >When out in public you feel the urge to talk to strange children ... and correct their behavior.
- >You've ever had your profession slammed by someone who would never dream of doing your job.
- >You think caffeine should be available in IV form.
- >You believe chocolate is a food group.

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#### \*\*UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS

>Future Directions in Child Mental Health. Academic Teaching Conference Series 2002-2003 held twice monthly. Presented by Judge Baker Children's Center and Children's Hospital Dept. of Psychiatry. Boston, MA. For more info. Contact Catherine Fontaine ([cfontaine@jbcc.harvard.edu](mailto:cfontaine@jbcc.harvard.edu)) or go to their web site at <http://www.jbcc.harvard.edu/lectures.htm>.

>American School Health Association, October 2-5, Charlotte, NC (<http://www.ashaweb.org>)

>American Academy of Child and Adolescent Psychiatry, October 2-6, San Francisco, CA (<http://www.aacap.org>)

>National Dropout Prevention Network Conference, October 9 - 13, San Diego, CA (<http://www.dropoutprevention.org/>)

>Young People with Mental Health and/or Substance Abuse Disorders in the Juvenile Justice System, October 10, Washington, DC (email [lomax@newbold.com](mailto:lomax@newbold.com))

>Alliance for Children and Families, October 15 - 18, Philadelphia, PA (<http://www.alliance1.org>)

>Beyond the School Day Quality After-school Programs, October 20 - 22, Birmingham AL (<http://www.serve.org>)

>Risk and Resilience Protective Mechanisms and School-based Prevention Programs. October 25 - 27, Cambridge, MA (<http://www.riskandresilience.org>)

>National Association of Pupil Services Administrators, October 27 - 30, Charleston, SC (<Http://www.napsa.com>)

>National Safe Schools Institute, October 30 - 31, San Diego, CA (<http://www.sdcoe.k12.ca.us/student/ss/welcome.html>)

>Communities in Schools Conference, November 7 - 10, Washington, DC (<http://www.cisnet.org>)

>Child Trauma Program/International Society for Traumatic Stress, November 7 - 10, Baltimore, MD (<http://www.istss.org>)

>Public Education Network Conference, November 10 - 12, Washington, DC  
(<http://www.publiceducation.org>)

>U.S. DOE, OJJDP, SAMHSA, Center for Network Development workshop on  
Juvenile Integrated Information Sharing, November 11 - 14, Seattle, WA  
(<http://www.juvenileiis.org/>)

>A New Wave of Evidence The Impact of School, Family, and Community  
Connections on Student Achievement, November 12, Austin TX  
(<http://www.sedl.org>) or (<http://www.ncea.com/>)

>Creating an Action Agenda for Integrated Treatment for Children and Youth  
with Co-Occurring Substance Abuse and Mental Health Disorders, November 15  
- 16, Delray Beach, FL (202/857-9735)

>Institute on Disproportionality Prereferral Intervention Practices,  
December 3 - 4, Tampa, FL (<http://www.cec.sped.org>)

>Zero to Three/National Center for Infants, Toddlers, & Families, December 6 - 8,  
Washington, DC (<http://www.zerotothree.org/>)

>Beyond School Hours, January 26 - 29, Lake Bluena Vista, FL, 1-888-977-  
KIDS(5437)

>Children's Defense Fund, February 10 - 12, Washington, DC  
(<http://www.childrensdefense.org>)

>Mental Health Education & Workforce Development, March 1, San Francisco,  
CA, email [dranahan@sfsu.edu](mailto:dranahan@sfsu.edu).

>Association for Supervision and Curriculum Development, March 8 - 10, San  
Francisco, CA (<http://www.ascd.org/>)

>American Counseling Association, March 21 - 25, Anaheim, CA  
(<http://www.counseling.org>)

>National Association of School Psychologists, April 18 - 12, Toronto, Canada  
(<http://www.nbasponline.org/index2.html>)

>National Service-Learning Conference, April 23 - 26, Minneapolis, MN  
(<http://www.nylc.org>)

>National Parent Teacher Association, June 19-22, Charlotte, NC  
(<http://www.pta.org/>)

>National Peer Helpers Association, June 20 - 25, Atlanta, GA  
(<http://www.perhelping.org/index.htm>)

>National Education Association, July 1 - 6, New Orleans, LA  
(<http://www.nea.org/>)

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR  
WEBSITE AT <http://smhp.psych.ucla.edu> (Go to "Contents" then click on  
Upcoming Conferences).

If you want your conference listed, send the information to [smhp@ucla.edu](mailto:smhp@ucla.edu)

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"Nu Shortcuts in School R 2 Much 4 Teachers

...Almost 60 percent of the online population under age 17 uses instant messaging...abbreviations are a natural outgrowth of this rapid-fire style of communication...expressions like "oic" (oh I see), "nm" (not much), "jk" (just kidding) and "lol" (laughing out loud), "brb" (be right back), "ttyl" (talk to you later) are as standard as conventional English...."

Jennifer 8. Lee, New York Times (9/19/02)

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^ ^ ^ ^ CALLS FOR GRANT PROPOSALS/PAPERS

GRANTS

>>CDCImproving the Health, Education, and Well-Being of Young People through Coordinated School Health Programs, Letter of Intent due October 7 (<http://www.cdc.gov>)

>>From the Substance Abuse & Mental Health Services Administration (<http://samhsa.gov/>)

>Prevention/Early Intervention Services (SM 03-004) Due October 22

>Mental Health Technical Assistance Center (SM-03-002) Due October 22

>>HRSA Healthy Tomorrows Partnership for Children Program. \$50,000 per year for five years for family-centered, community based health initiatives. Due November 1. (<Http://www.hrsa.gov>)

>>Urban Challenge grants (\$100,000 worth of 3Com technology). "Schools can use the grant to tailor a networking solution that meets their community's needs." Due November 1 (<http://www.3com.com>)

CALL FOR PRESENTERS

>>Abstracts for the National Assembly on School-Based Health Care conference, due October 14 (<http://nasbhc.org>)

>>Papers for Research & Training Center for Children's Mental Health conference, due October 31 ((<http://rtckids.fmhi.usf.edu>)

>>Submissions for American Psychological Association conference, due November 15 (<http://apaoutside.apa.org/conventioncall/>)

>>Papers for the Society for Prevention Research conference, due November 18 (<http://www.preventionresearch.org>)

Notelf you want to "Surf the Internet for funds" go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to FINANCING AND FUNDING. Provides links to funding sources and our new Quick Training Aid on Financing Strategies to Address Barriers to Learning.

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"You've heard of junk science a term coined by corporations to describe research they don't like but the real danger to public health might be called 'checkbook science'research intended not to expand knowledge or to benefit humanity, but instead to sell products."

Diana Zuckerman

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+ + + + OTHER HELPFUL RESOURCES



>>MENTAL HEALTH/SUBSTANCE ABUSE/HEALTH

\* Video from the Depression and Related Affective Disorders Association and Johns Hopkins Schools of Medicine "Day for Night Recognizing Teenage Depression;" comes with accompanying instructional materials.  
([Http://www.depressedteens.com](http://www.depressedteens.com))

\* School violence prevention fact sheets, Prevention Institute  
(<http://www.preventioninstitute.org/schoolviolence.html>)

\* "Resiliency 101" -- see NEA Health Information Network  
(<http://www.neahin.org>)

\* American Academy of Pediatrics PedsCare Children's Mental Health Initiatives  
an electronic mailing list (<http://www.aap.org>)

>>PARENTS, SCHOOLS & COMMUNITIES

\* Implementing the No Child Left Behind Act What It Means for IDEA  
(<http://www.nasdse.org/downloadnclb.htm>)

\* Great IDEAs about Special Education Reform  
(<http://edworkforce.house.gov/issues/107th/education/idea/ideacomments/>)

\* National Center for Education Statistics Common Core of Data website  
database of 95,000 schools (<http://nces.ed.gov/ccd/>)

\* Kids Count Social and Economic Census Data Online  
(<http://www.aecf.org/kidscount/census>)

\* ASCD Advocacy Kit Tools for Education Activities  
(<http://www.ascd.org/advocacykit/>)

\* Helping Your Child series including Helping your child through early  
adolescence and Helping your child succeed in school  
(<http://www.ed.gov/pubs/parents/hyc.html>)

\* Stepfamily Association of American (<http://www.saafamilies.org>)

\* Families and Schools Together (<http://www.wcer.wisc.edu/FAST>)

\* Section 504 Accommodations & After School Programs  
(<http://www.wrightslaw.com/info/sec504.afterschool.crabtree.htm>)

FOR EASY ACCESS TO A WIDE RANGE OF RELEVANT WEBSITES SEE  
OUR GATEWAYS TO A WORLD OF RESOURCES  
(<http://smhp.psych.ucla.edu>)

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A Mind that is stretched to a new idea  
never returns to its original dimension.  
Oliver Wendell Holmes  
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\*\*REQUESTS/INFO/COMMENTS/QUESTIONS FROM THE FIELD

SHARING IDEAS AND RESOURCES

"...We have constructed some Healthy Reading Kits for elementary and middle schools that tie the National Health Education Standards to the state reading standards, with age appropriate literature focused on health issues as the content. They have been really welcomed in the sites that are using them..."

#### ABOUT LEARNING PROBLEMS AND LEARNING DISABILITIES

The Center's Summer 2002 Newsletter feature article "Revisiting Learning Problems and Learning Disabilities" generated a host of comments from readers. Here's one

"...I think that professionals working in the field need to hear this kind of "bottom line" retelling of the LD tale. So much of the extant empirical debate is so technical and demands such breadth of knowledge, that practitioners' reaction would be understandable if they just threw up their hands. The notion that LD is a subset of learning "problems" that we can recognize and to which teachers (and schools) should respond is, of course, an old one, but bears repeating in today's "reform" climate. The idea that "true" LD lies at the extreme of these learning problems is, also, an frequently offered conceptualization.... I resonate to the idea that learning disabilities are products of individual x environment transactions, and have argued this point of view in print for many years. Most cognitive and clinical perspectives on LD offered by our research colleagues tend to ignore development or the obvious fact that the precise character of a disability continues to develop along with the child....."

IF YOU HAVE IDEAS/INFORMATION/RESOURCES TO SHARE YOU CAN  
ADD THEM TO OUR WEBSITE NET EXCHANGE  
(<http://smhp.psych.ucla.edu>)

Or send them to us by phone, fax, email, or snail mail.

#### ^^ ^^ TRAINING AND JOB OPPORTUNITIES

<Multicultural Community Counseling Assistant/Associate Professor>  
San Diego State University, College of Education. Deadline October 25  
(<http://edweb.sdsu.edu>)

<Manager>  
National Mentoring Partnerships, Alexandria, VA. Develop online training and materials, outreach strategies, manage website. (<http://www.mentoring.org>)

<Pediatric Mental Health/Psychiatric Nurse Practitioner>  
Multnomah, OR Education Service District (<http://www.mesd.k12.or.us>)

<Senior Scientist>  
Qualitative Research and Evaluation, Center for the Advancement of Collaborative Strategies in Health, New York Academy of Medicine. "Develop qualitative approaches for testing the validity of a newly developed theoretical model that explains how broadly participatory collaborative processes strengthen community problems solving, conduct fieldwork, create measures and tools. (<Http://www.cacsh.org>)

<Research Associate>  
Juvenile Justice Project at the Vera Institute, NY. Project aimed at diverting delinquent NY city youth from placement, instead receiving supervision in their homes. (<Http://www.vera.org>)

<Project Director>

NIMH project in Chicago testing the efficacy of a culturally-adapted depression prevention intervention among African-American inner city youth. Master's degree needed. Email [Irobinso@depaul.edu](mailto:Irobinso@depaul.edu)

<School Psychology Faculty>

Lehigh University, OH, assistant professor. Deadline January 10.  
([Http://www3.lehigh.edu/default.asp](http://www3.lehigh.edu/default.asp))

<Child Clinical Professor>

Assistant/Associate Professor, University of Hawaii, Manoa, Department of Psychology. Expertise in child clinical assessment, prevention, and treatment. Email [marsella@hawaii.edu](mailto:marsella@hawaii.edu)

FOR MORE INFORMATION ON EMPLOYMENT OPPORTUNITIES, see <http://smhp.psych.ucla.edu>. Go to Contents, scroll down to Jobs. Following the listing of current opening, you will see links to HRSA, SAMHSA, and other relevant job sites.

**\*\*NEWS FROM THE TWO NATIONAL CENTERS FOCUSING ON MENTAL HEALTH IN SCHOOLS**

^^^ Updates from our Center at UCLA

All the following resources can be accessed and downloaded from <http://smhp.psych.ucla.edu>

>>QUICK TRAINING AID

Attention Problems in School

Includes brief overview, fact sheets, practice notes, tools, intervention strategies, model programs, and resources for indepth follow up

>>REVISED AND UPDATED GUIDEBOOK

School-Community PartnershipsA Guide

Describes the dimensions of such partnerships, infrastructure for building effective collaborations, steps in creating and maintaining partnerships

**NEW WEBSITE FEATURE**

Ideas for Enhancing Support At Your SchoolThis Month...

Schools have a yearly rhythm changing with the cycle of demands of the school calendar. In keeping with this, each month the Center compiles ideas and activities for enhancing support for students, their families, and the school staff. We also include links to other resources for more indepth presentations of ideas.

In September we featured "Getting Off to a Good Start" with Welcoming Strategies for Students and their Families (greeters, peer buddies, outreach, support) and links to center documents for more tools and program ideas.

**FOR OCTOBER"Enabling School Adjustment." FOR OCTOBER**

"Enabling School Adjustment." This is the time of year to address any problems students are experiencing adjusting to new classes, new schools, new teachers, etc. We have compiled ideas for addressing transition problems, enhancing engagement in learning, and teaming to prevent problems from escalating. Included are links to indepth prevention and early intervention strategies.

Let us know what you think about this new feature and what you would like the focus to be in upcoming months.



such activity. We demonstrate the catalytic use of technical assistance, internet, publications, resource materials, and regional and national meetings to stimulate interest in program and systemic change. Evaluations indicate the Centers have had considerable impact in strengthening the network of professionals advancing the field of mental health in schools and in changing policies and practices.

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 Fax (310) 206- 5895  
emailsmhp@ucla.edu  
Website <http://smhp.psych.ucla.edu>