

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/
CENTER FOR MENTAL HEALTH IN SCHOOLS

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange/networking.

To post messages to ENEWS, E-mail them to: smhp@ucla.edu
If you were sent ENEWS indirectly, you can be added to our list
at no charge by sending an E-mail request to:

Descriptions of 9 major new initiatives for fiscal year 1999 are now available, including: Class Size Reduction, the Reading Excellence Act, Safe & Drug-Free Schools, Gear-Up, Technology

Teacher Training, Improving Teacher Quality, Bilingual Education Professional Development, 21st Century Community Learning Centers, & Learning Anytime Anywhere Partnerships, and more. See: <http://www.ed.gov/its/FY99>

>>On School Board Restructuring<<<<

As you may know, Our Center has widely circulated its report entitled: Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Learning. In connection with this, Michael Kirst at Stanford has informed us about "A Framework for Redefining the Role and Responsibilities of Local School Boards" prepared by the Institute for Educational Leadership in September, 1993. For a copy, contact IEL at 1001 Connecticut Ave., NW, Washington, DC 20036 Ph: 202/822-8405 FAX 202/872-4050

>>On Spanning the K-12-Higher Education Boundaries<<<<

Given the lack of fundamental communication and policy articulation between elementary, secondary, and post-secondary/higher education, the National Center for Public Policy and Higher Education was created to raise the awareness of inter-level issues among relevant education groups and among political and business leaders who are playing a more proactive role in shaping education policy. For information, contact: Kristin Conklin; Ph: 202/822-6720; E-mail: kconklin@highereducation.org.

>>Position Statement on Parent Discipline

From the National Association of School Psychologists and the Center for Effective Discipline. Supports use of discipline practices that treat children with respect while encouraging self-control and caring for others. Outlines parenting practices designed to prevent behavior problems. Contact: NASP, 4340 East West Highway, Suite 402, Bethesda, MD Ph: 301/657-0270; email: NASP8455@aol.com

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Change is inevitable, but growth is optional. -- Michael Fullan

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^^^^^^RECENT PUBLICATIONS^^^^^^

>>>>Children's Concerns<<<<

>>1998 Child Health USA

From the Health Resources and Services Administration. The ninth annual report detailing the health status and service needs of America's children. Compiles 55 previously published health status indicators and contains national and state-by-state measures. Available at no charge. Contact: National Maternal and Child Health Clearinghouse, Suite 450, 2070 Chain Bridge Rd., Vienna, VA 22182; Ph: 703/356-1964; <http://www.circsol.com/mch>.

>>The Children's Budget Report

Urban Institute. Provides a detailed analysis of state, federal, and local spending on low-income children in 13 states. Contact: The Urban Institute Press, P.O.Box 7273, Dept. C. Washington, DC 20044; Ph: 877/847-7377; Fax: 202/467-5775; pubs@ui.urban.org; <http://www.urban.org>. A full-text available at <http://newfederalism.urban.org/html/occa14.html>.

>>Youth 97

Provides user-friendly access to national, state, and local Youth Risk Behavior Survey data collected since 1990 and contains state and local data by race and grade, race/ethnicity and grade for state and local data in tabular and graphical forms. Contact: the Division of Adolescent and School Health, CDC; Ph: 770/488-3257 or 770/488-3202; E-mail: lkkl@cdc.gov.

>>>>Community Partnerships<<<<

>>Creating Safe and Drug-free Schools: An Action Guide

By the Safe & Drug Free Schools Program, Department of Education. Outlines steps communities, businesses, parents, and students can take to create safe schools. It states it is essential that these groups work together to develop a disciplined environment for children which includes safe and drug-free schools. These groups should conduct school site assessments, create a safe school plan, and foster an educational climate. Communities must be able to evaluate progress. Contact: Ph: 800/443-3742;
<http://www.ed.gov/offices/OESE/SDFS/actguid/index.html>.

>>Learning Together: The Developing Field of School-Community Initiatives

prepared by the Institute for Educational Leadership and National Center for Community Education in partnership with the Center for Youth Development and Policy -- Atelia Melaville, author; Martin Blank, project director. This report draws info from a national cross-section of 20 school-community initiatives to provide a snap-shot of the state of the art. For a free copy, contact: Mott Foundation, 1200 Mott Foundation Building, Flint, MI 48502-1851 or email -- infocenter@mott.org or Ph: 1-800-645-1766 Website: <http://www.mott.org>

>>Building Bridges Across Schools and Communities, Across Streams of Funding

By Anne C. Lewis & Anne T. Henderson. Building bridges serves as a symbol of how unity can strengthen and bond different cultures to realize success. Provides a conversation about bridging two groups: those who work hard to make schooling better for children and those who are committed to revitalizing communities in poorest urban and rural areas. Contact: Cross City Campaign for Urban School Reform, 407 S. Dearborn St., Suite 1500, Chicago, IL 60605. Ph: 312/322-4880; Fax: 312/322-4885; E-mail: ahallett@compuserve.com.

>>>>Collaboration<<<<

>>Interprofessional Collaboration in Schools: Practical Action in the Classroom

By Mark P. Mostert (1998). Provide practical references for interprofessional collaboration for preservice teachers and a user-friendly learning tool that develops the collaboration skills. Consists of nine chapters to explain concepts and strategies for collaboration and 15 cases for analysis and discussion. Contact: Allyn and Bacon; Ph: 800/666-9433 or 515/284-6751.
http://www.abacon.com/books/ab_020516689x.html

>>Enhancing Relationships Between Children and Teachers

By Robert C. Pianata (1998). Focuses on the complexity of the child-teacher relationship and how school psychologists and counselors can help teachers to understand the factors involved in their classroom relationships. Contact: American Psychological Association, P.O.Box 92984, Washington, DC 20090; Ph: 800/374-2721 or 202/336-5510; Fax: 202/336-5502; E-mail: order@apa.org.

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Principal: "We'll be creating a multidisciplinary team for at-risk students."

New teacher: "Great! I was only taught one way to discipline them."

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^^^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^^^

>>The 1st APA Continuing Education Weekend: Psychology and Medicine: Emerging Research and New Applications for Practice<<<<

January 7-10, 1999 in San Diego, CA. Addresses: psychological research and application in medical settings; and future of health care. Contact: American Psychological Assoc., CE Program, 750 First St., ME, Washington, DC 2002; Ph: 800/374-2721; Fax: 202/336-6151.

>>Assessment and IDEA 97 for Teachers, Administrators, Principals, and Diagnosticians<<<<

January 27-29, 1999 in Clearwater Beach, FL. Topics include: law requirements regarding the inclusion of students with disabilities in state and district assessments; alternative assessments; assessing students with language or cultural differences; state standards, and more. Contact: Institute on Assessment; Ph: 727/595-1611.

>>Adolescent self-destruction<<<<

February 5-6, 1999 in Boston, MA. Will examine why children commit violent acts against each other, and techniques for intervention in individual therapy, families and schools. Contact: Cambridge Hospital Professional Services, CME, P.O. Box 398075, Inman Square, Cambridge, MA 02139; Ph: 617/864-6165.

>>Symposium '99 "Youth and Communities: Together We Are Stronger"<<<<

February 7-10, 1999 in Washington, DC. Designed to merge youth development and community development to create a new and larger context for the community; where young people are important, contributing community members. Contact: National Network for Youth, 1319 F St., NW, Suite 401, Washington, DC 20004; Phone: 202/783-7949 ext.302; Fax: 202/783-7955; E-mail: NN4Y@worldnet.att.net; <http://www.NN4Youth.org/Symposium.htm>.

>>16th Annual Effective Schools Conference: Learning for All - Whatever It Takes<<<<

March 4-7, 1999 in Phoenix, AZ. Topics include: correlates of effective schools; developing the leadership team; meaningful educational accountability; creating a positive school climate; managing change to implement standards; instructional strategies to enhance achievement; and more. Contact: National School Conference Institute, P.O.Box 37527, Phoenix, AZ 85069; Ph: 602/371-8655 or 888/399-8745; <http://www.nscinet.com>.

>>The International School Social Work Conference: Peace in Every Classroom<<<<

April 21-24, 1999 in Chicago, IL. School social worker conference. Contact: School Social Work Association of America. P.O.Box 2072, Northlake, IL 60164; Ph: 847/289-4642; E-mail: sswaa@aol.com; <http://doe.state.in.us/services/sswa98.htm>.

FOR MORE CONFERENCE ANNOUNCEMENTS, REFER TO OUR WEBSITE AT

<http://smhp.psych.ucla.edu> (Go to "Contents" then click on "Upcoming Events of Interest".)

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^^^^^CALL FOR PROPOSALS AND PAPERS^^^^^^

>>Call for Papers on Cultural Competence in Community Research & Action<<<<

The Winter 1999 issue of The Community Psychologist (TCP) will include a special feature section on "Cultural Competence in Community Research and Action". Submissions are invited to focus on the following areas: defining cultural competence in community research and action; strategies, resources, and recommendations for integrating cultural issues into community psychology training; personal stories related to the challenges of developing cultural competence; multicultural collaboration efforts and work with culturally diverse groups and communities; and examples of cultural competent practices. Contact: Shelly P. Harrell, TCP Editor, 1000 S. Fremont Ave., Alhambra, CA 91803; Ph: 626/284-2777 ext.3038; E-mail: sharrell@mail.cspp.edu. Deadline: January 15, 1999.

>>>>Call for Papers on Children and Violence<<<<

The Organization for the Protection of Children's Rights (OPCR) requests papers for its 4th international conference (October 13-15, 1999 in Montreal, Canada). Submissions should focus on children and violence as individuals, family and collective responsibilities. Contact: Deadline is January 15, 1999. Contact: OPCR, 5167, Jean Talonest, #370, Montreal, Quebec, Canada H1S 1K8; Ph: 514/593-4303; Fax: 514/593-4659; E-mail: osde.opcr@videotron.ca; <http://www.osde.ca/osde/CongresA.html>. Deadline: January 15, 1999.

>>Call for Presentations on Clinical Research<<<

The National Healthy Mothers, Healthy Babies Coalition will hold the 10th biennial conference (August 2-4, 1999 in Seattle, WA) and is seeking proposals for presentations focusing on clinical research, cultural competency, technology, economics, ethics, maternal and child health issues. Contact: The National Healthy Mothers, Healthy Babies Coalition, 121 North Washington St., Suite 300, Alexandria, VA 22314; Ph: 202/863-2458; <http://ericps.ed.uiuc.edu/npin/reswork/workorgs/healthy.html>. Deadline: January 15, 1999.

>>Papers for The Seventh Annual Conference of the Society for Prevention Research<<<<

Conference (June 24 - 26, 1999 in New Orleans, LA) theme is "Toward a synthesis of prevention science paradigm over the life course." Papers relevant to the latest prevention science derived from basic research, etiology, epidemiology, prevention intervention trials, natural experiments, and policy research. Contact: Rita Santucci, St. Francis Medical Center, 10 East 45th St., Pittsburgh, PA.15201; Ph: 412/622-6174; Fax: 412/622-6178; E-mail: rds2@vms.cis.pitt.edu. Deadline: January 19, 1999.

>>Call for Abstracts on Workplace Safety and Health Training<<<<

The National Institute for Occupational Safety & Health announces a conference, entitled "Putting the Pieces Together: Planning for the Challenges Ahead" (October 24-26, 1999 in St. Louis, MS) and is seeking abstracts on workplace safety and health training. Contact: Greg Loos, 4676 Columbia Parkway, MS-C10, Cincinnati, OH 45226; Ph: 513/533-8565; Fax: 513/533-8560; <http://www.cdc.gov/niosh/loosconf.html>. Deadline: February 15, 1999.

>>Call for Papers on Self-Esteem in Early Adolescence<<<<

A special issue of the Journal of Early Adolescence calls for manuscripts highlighting theory and research on self-esteem during early adolescence (10 to 15 years of age). The topic includes: conceptualization and measurement, stability and change, psychological and contextual influences, diversity issues, associations with adjustment, and interventions. Contact: David L. DuBois, Special Issue Co-Editor, the Journal of Early Adolescence; <http://www.sagepub.co.uk/journals/details/j0073.html#MS>. Deadline: March 1, 1999.

>>Call for Papers for "Living at the Edge: Young People and Social Exclusion"<<<<

An international conference (September 9-12, 1999, in Glasgow, Scotland) invites papers to examine the nature of social exclusion and its effect upon young people. The topics are related to the philosophies and professional practices in education, health, employment, politics and social policy which are socially inclusive and lead to positive outcomes for marginalised young people. Contact: Centre for Youth Work Studies, University of Strathclyde, 76 Southbrae Dr., Glasgow, Scotland; Ph: 0044/141-950-3602; Fax: 0044/141-950-3374. E-mail: r.milburn@strath.ac.uk. Deadline: March 15, 1999.

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Alfred Adler is said to have defined education as
"the process of transferring the notes of the teacher
to the notebooks of the pupil without passing
through the head of either."

In these high tech times we are approaching the day

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^^^^^HELPFUL RESOURCES^^^^^^

>>>>**Family & Youth Services Bureau**<<<< <http://www.acf.dhhs.gov/programs/fysb>
By Department of Human & Health Services and Administration for Children & Families. Aims to assist individuals and organizations working with at-risk youth. Offers grant programs for at-risk youth agencies and links to runaway and homeless youth, and various information on community engagement and youth development programs.

>>>**Community Psychology Network**<<<<< <http://www.cmmtypsych.net>
Provides community psychology related links including online discussion groups, professional organizations, psychology course materials, funding sources for research and intervention programs, professional journals, social policy information, and job openings.

>>**Philanthropic Research, Inc.**<<<< <http://www.guidestar.org>
Provides comprehensive information and the donor's guide to the nonprofit organizations, including free information service on charities and nonprofit organizations, lessons in philanthropy, updated conference of more than 600,000 charities, and current news.

YOU CAN LINK TO OTHER MENTAL HEALTH RELATED SITES FROM OUR WEBSITE
<http://smhp.psych.ucla.edu> (Go to “Contents” then click on “Links to Other WWW Sites”.)

(Haven't visited our site lately? Click on "What's New" -- we add new materials every week.)

^^^^^^JOB ANNOUNCEMENTS^^^^^^

>>>>Project Manager for Adolescent and School Health Research<<<<
The Massachusetts Department of Public Health is seeking a project manager for the adolescent and school health research unit. Contact: Adolescent Health Project Manager Search, MA Department of Public Health, Office of Statistics and Evaluation, 250 Washington Street, 5th Floor, Boston MA, 02108. Open until filled.

>>>>Nurse Practitioner<<<<
A school-based health center in a middle school in Boston is seeking a full-time nurse practitioner to serve a largely African American and Vietnamese population. Contact: Holly Goodale, Dorchester House Multi-Service Center, 1353 Dorchester Ave., Dorchester, MA 02122; E-mail: feinberg@hsph.harvard.edu. Open until filled.

>>>>Assistant Professor of Human Development and Family Studies<<<<
A nine month, tenure-track position at the Department of Family and Consumer Studies, the University of Utah beginning August 15, 1999. Applicants should have a social science Ph.D. and an interdisciplinary perspective on family relationships with teaching and research interests in diversity and/or family policy. Contact: Russ Isabella, Search Committee Chair, University of Utah, Department of Family and Consumer Studies, 225 South 1400 east, Rm. 228, Salt Lake City, UT 84112-0080; <http://www.fcs.utah.edu>. Deadline is December 31, 1998.

>>>>**Visiting Faculty Position in Environment and Behavior**<<<<

Term (8/15/99-5/14/00) visiting appointment in the Department of Family and Consumer Studies, University of Utah. Looking for applicants with teaching interests in the following areas: Social, psychological, and cultural aspects of home and community environments; community psychology; housing and community development; home-school-community relations or programs; environment and behavior; environments across the life span; program evaluation, policy analysis, and information dissemination. Contact: Dr. Cathleen Zick, Chair, Department of Family and Consumer Studies/ AEB, University of Utah, Salt Lake City, UT 84112; Ph: 801/581-7712; E-mail: zick@fcs.utah.edu; Web site: <http://www.fcs.utah.edu>. Deadline: February 15, 1998 or until the position is filled.

^^^^^^^INTERNSHIPS & POST DOCTORAL TRAINING^^^^^^^

>>>>**Pre-Doctoral School Psychology Internships**<<<<

Milton Hershey School, in Hershey, PA, provides 3 pre-doctoral school psychology interns with primary concentration in the assessment of factors affecting learning and behaviors, beginning August 1999. Contact: David G. Thompson, Director of Psychological Assessment and Clinical Education, Milton Hershey School, P.O.Box 830, Hershey, PA 17033; Fax: 717/520-2260. Open until filled.

>>>>**Postdoctoral Training on Family Processes and Child/Adolescent Mental Health in Diverse Populations**<<<<

The Family Research Consortium requests nominations for six three-year postdoctoral positions beginning June 1, 1999. Training in theoretical, methodological and substantive issues concerning family dynamics and child/adolescent Mental health in various socioeconomic populations. Contact: Dee Frisque, Research Center Coordinator, Center for Human Development and Family Research in Diverse Contexts, 106 Henderson Building, Penn State University, University Park, PA 16802; Ph: 814/863-7106; E-mail: dmr10@psu.edu. Deadline: January 15, 1999.

>>>>**Postdoctoral Training in Intervention and Prevention**<<<<

A two-year opportunity available for implementing the Fast Track Project at Duke University. Research training in the development and prevention of conduct problems and related problems during adolescent period is provided. Contact: John Coie, Duke University, Department of Psychology, Social and Health Sciences, Box 90085, Durham, NC 27708; E-mail: john.coie@duke.edu. Open until filled.

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Life is full of golden opportunities
disguised as unsolvable problems. --- John Gardner

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COMMENTS/REQUESTS/QUESTIONS

>>>>**Response on Misclassification of ADHD (ENEWS Nov 98) -- From Heather V.A. Hoover**<<<< (Arizona State University, hoover@email12.asu.edu)

One article to look at is: Goldman, L. S., Genel, M., Bezman, R. J., and Slanetz, P. J. (1998). Diagnosis and treatment of attention deficit/hyperactivity disorder in children and adolescents. JAMA, 279 (4), 1100-1107.

>>>>**Response on "Antidepressant Prescriptions for children Have Increased" (ENEWS**

Oct. 98) -- From Sharon Stout<<<<< (sas@capecod.net)

"As a counselor in a small town elementary school, I see both improved awareness of children being depressed and environmental issues which tend to promote this: ISOLATION ... NEGLECT ... ABUSE... THE PILL IS A QUICK FIX TO A COMPLEX PROBLEM IN not all but MANY FAMILIES AND DOESN'T TAKE THE TIME AND EFFORT THAT FAMILY COUNSELING and change would. Out of frustration and the cost to the child in lack of academic learning and social skill development has professionals like myself referring children for possible medication trials."

>>>>Response on Social Promotion (ENEWS April 98) -- From Cindy Woods<<<<

(P.O. Box 27575, Phoenix, AZ 85061; cyndy.woods@eruditio.asu.edu;
<http://eruditio.asu.edu/~cwoods>)

"As an educator I'm torn. On one hand, watching my junior high students, I am in favor of social promotion. I do NOT want a 15-16 year old male in my 8th grade class with 12-13 year old females. The females swoon, simper, and in general only watch him - and to hell with the learning. As a parent, I also am in favor. As a high school teacher, it's tough on these kids. We expect them to be able to compete in high school, based on previous education. But they can't. They are 16 year old kids with no backgrounds....most do learn quickly...but many drop out. So, did we do them a favor by promoting them? Yes.

1. We moved them into a social environment where they belong, and away from the younger students (male or female).

2. We made sure they at least have some success - and they don't feel awkward.

In the meantime, we de-valued the 8th grade promotion. Sigh.... Given the options, I vote social promotion every time. The dangers are all too real to not do so."

>>>>In Response to ADHD (ENEWS Nov. 1998) -- Excerpts from Sharon Strauss<<<<

(A former early childhood specialist and now writing grants and handling communication and information for school health services in Montgomery County, MD; E-mail:
Sharon.srs.strauss@co.mo.md.us)

"*My son, at nine, seemed very stressed out--lots of stomach-aches in school with nausea and vomiting, and was having trouble adjusting to a demanding teacher and new friends in third grade in a new school (having completed the primary school.) He also seemed to have some organizational/attention issues in school and at home, so I requested an "EMT" (educational management team meeting) to get a better understanding of his problems and to explore strategies.... To make a long story short, the school felt he would not qualify as having a learning disability, since he is "gifted" and had good grades...They did think he may have attentive problems and told me I should seek treatment from my health care provider--an HMO--Kaiser Permanente. My conclusions - First, I feel certain that if I had not insisted on a psychological screening by the school, he would be taking Ritalin; Second, if I hadn't had the support of my pediatrician, he would still be waiting for an appointment to see the child psychiatrist at Kaiser; Third, my school's guidance counselor is in no way equipped to handle the social and emotional needs of students in the school, never mind the mental health issues; Fourth, parents with gifted children can expect very little in evaluation services from our system unless the child really hits the wall behaviorally or academically, and need resources to obtain the information to secure accommodations or appropriate placement...and Fifth, school-based mental health services are ALSO needed by families with resources as well as by poor families!"

You can respond directly to the above folks via E-mail:

And so we can let others know about what you share,
please send us a copy too -- smhp@ucla.edu

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\*\*\*NEWS FROM OUR CENTER AND OUR SISTER CENTER\*\*\*

The CENTER for MENTAL HEALTH in SCHOOL OF UCLA HAS

>>>NEW GUIDEBOOK ON PSYCHOSOCIAL PROBLEMS IS READY!!!<<

“Common Psychosocial Problems of School Aged Youth:  
Developmental Variations, Problems, Disorders, and Perspectives for Prevention & Treatment”

This guidebook provides frameworks and strategies to guide schools as they encounter common psychosocial problems. It is designed as a desk reference aid. The guide consists of five parts. Part I stresses ways to keep the environment in perspective as a cause of certain types of problems. Part II frames the full range of programs that allow a school and community to address psychosocial problems. Part III covers five of the most common "syndromes" students manifest and schools agonize over: *attention problems, conduct and behavior problems; anxiety problems, affect and mood problems, and social and interpersonal problems*. Part IV explores ways to increase a school's capacity to prevent and ameliorate problems. Part V provides additional sources of information, including agencies and organizations that can provide further information and support.

>>>Revised introductory packet on VIOLENCE PREVENTION AND SAFE SCHOOLS<<<<  
Now available in PDF format for downloading from our web site. Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Go to “Contents” then select “On-line Resources”.

As fast as we can, we are adding our materials for Internet access (in PDF file format for easy downloading). Refer to the resources section of our web site for directions on downloading.  
<http://smhp.psych.ucla.edu>.

FOR THOSE WITHOUT INTERNET ACCESS, ALL RESOURCES ARE AVAILABLE BY CONTACTING THE CENTER.

## Let Us Hear From You:

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu) Ph: 310-825-3634 Fax: 310-206-8716

Write: Center for Mental Health in Schools, Department of Psychology,  
UCLA Box 951563 Los Angeles, CA 90095-1563

## ^^^NEWS FROM OUR SISTER CENTER

-- *The Center for School Mental Health Assistance (CSMHA)  
at the University of Maryland at Baltimore*

\* The Center for School Mental Health Assistance is hosting a critical issues meeting on the State Children's Health Insurance Program (SCHIP) on January 19, 1999. Individuals from around the country, who represent many federal, state, and local organizations, will share their expertise on SCHIP and its impact on school-based mental health services. They will develop information based on the day's discussions that will be disseminated to state representatives, legislators, directors of school mental health programs, and school districts across the country. Please contact the center by email, phone, or fax if you would like a copy of this document once it has been developed.

\* The CSMHA will have a school mental health meeting in January for individuals from the

\* Keep a look-out for the center's winter newsletter," On the Move with School-Based Mental Health." It will be arriving shortly.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

For more information about the Center or about ENEWS, contact Perry Nelson, Howard Adelman, or Linda Taylor at

UCLA School Mental Health Project/Center for Mental Health in Schools

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Dept. of Psychology, UCLA ,  
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