

**30 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



February, 2016 (Vol. 20 #5)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on relevant policies and practices.



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact Ltaylor@ucla.edu



For more on resources from our national Center, see <http://smhp.psych.ucla.edu>

WHAT'S HERE THIS MONTH

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More and More Issues will Emerge about Equity of Opportunity**

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>About Increasing Graduation Rates

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****Access links about:**

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>Calls for grant proposals, presentations & papers

>Training and job opportunities

****A few other helpful resources accessible from the internet**

****Additional recent publications relevant to**

>School, family, & community

>Policy, systems, law, ethics, finances & statistics

>Child, adolescent, and young adults' mental and physical health

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

EMERGING ISSUE

With Transition to the *Every Student Succeeds Act*, More and More Issues will Emerge about Equity of Opportunity

At the January 19 public hearing for developing Title I guidelines, concerns were raised about the capacity of some states to protect student's civil rights and promote and monitor efforts to enhance equity of opportunity.

In their written statement to the U. S. Department of Education, the Council of Chief State School Officers stresses that "Passage of ESSA presents state and local leaders with many questions about how to implement in a manner that is both responsive to state and local needs and compliant with federal law"

<http://www.ccsso.org/Documents/2016/Final%20CCSSO%20public%20comment%20on%20ESSA%20regs%20.pdf>

Our input has focused on the law's intent to replace the outdated patchwork of programs and services used in addressing barriers to learning and teaching. The new block grant funding will open up discussions about the best way to allocate resources. We ask: *Will states and districts use this to help schools enhance equity of opportunity by unifying and then developing a comprehensive and equitable system for addressing barriers to learning and teaching and re-engaging disconnected students and families?*

We suggest that such a system is essential for ending the fragmentation and marginalization of student and learning supports that is found in every school

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

What issues about enhancing equity of opportunity do you see emerging as ESSA guidelines are developed?

How will you help shape new directions for addressing barriers to learning and teaching?

Send your comments for sharing to Ltaylor@ucla.edu

For a range of resources related to this matter, see
National Initiative for Transforming Student and Learning Supports

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

NEWS FROM AROUND THE COUNTRY

Kids Count report: Barriers hurt minority and poor families. For the first time, the annual reports scores Nebraska children on the likelihood of success and opportunity based on race. And the results are startling. While no group received a perfect score of 100, white kids came the closest with a composite score of 89. Black kids: 31. Native American: 24. The score was 55 for Hispanics, 79 for Asians, 63 for biracial youth. The scores, determined by 13 basic indicators of child well-being looking at health, education, family stability and income and juvenile justice, serve as a barometer of racial and economic equity in state and local policies and systems. Nebraska's minority population is growing faster than ever; in the next 35 years it is expected to double from 19.5 percent of the state's population to 38 percent. This year's report takes on a different tone from previous years. Instead of simply pinpointing problems, it plots a road map for starting to solve the problems. It recommends improving methods of collecting racial and ethnic data and taking an all-inclusive strategy for addressing inequities that hurt children and families of color. The report calls for a thorough, unabashed look at how public policies and systems "have functioned in ways that have denied opportunities or even worked to the detriment of children and families of color." 1/12/16
http://journalstar.com/news/local/kids-count-report-nebraska-barriers-hurt-minority-and-poor-families/article_d24a7e7a-7760-5a1f-b6e4-29272cf840ef.html

Schools push for more student support. The Lincoln, NE, school district is working to bring back grade school counselors. Many counselor positions were eliminated in the mid-1990s due to budget cuts. By the end of last year, only five elementary schools had full time counselors. There was evidence before the cuts that counselors made a difference in student behavior and performance in grade school. District officials have added about \$229,000 in the budget to hire more social workers and counselors. The district created a system to encourage schools to bring on counselors full time by having the district and the school split the cost of a counselor for two years. After that, the school will assume the full cost and the district offers to split the costs with other schools. 1/19/16
<http://www.timesunion.com/news/education/article/Lincoln-schools-push-for-more-grade-school-6768804.php>

Amid growing anti-Muslim sentiment, education department urges schools to prevent discrimination. The U.S. Dept. of Educ. is urging colleges and K-12 schools to guard against harassment and discrimination based on race, religion or national origin, a response to anti-Muslim and anti-refugee sentiments that appear to be on the rise. An open letter to school leaders described the kind of behavior that schools should look out for, from name-calling to physical attacks, and singled out students who are most likely to need protection. The Education Department's letter to schools highlighted the role that school staff play in creating a welcoming culture. 1/4/16
<https://www.washingtonpost.com/news/education/wp/2016/01/04/amid-growing-anti-muslim-sentiment-education-department-urges-schools-to-prevent-discrimination>

With schools' help, state to accept refugees. Connecticut Governor Dannel Malloy has announced that Syrian refugees are welcome in the state upon arrival into the United States, despite recent terror attacks. This policy was made possible with the help of a school district who offered to help integrate the children of an estimated 80 families into the public school system. Hartford Public Schools Superintendent Beth-Schiavino-Narvaez created a committee at the end of November to "coordinate assistance for Syrian refugee families to enroll their children in Hartford Public Schools." The committee was made up of public school staff and members of the Catholic Charities of Hartford who volunteered to help refugee families assimilate, including English language acquisition specialists and people who specialize in support services. The committee is currently looking into finding answers to questions such as whether more bilingual teachers are needed in public schools and whether refugee children might be better placed in schools with higher Muslim populations. The school district's welcome center is often the first stop for refugee families, featuring an office with books and toys and a computer station for parents. 1/4/16
<http://www.educationnews.org/education-policy-and-politics/with-schools-help-hartford-ct-to-accept-syrian-families/>

The Center highlights newsworthy stories online at
<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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Quote from above story about accepting refugees, Hartford Superintendent Beth Schiavino-Narvaez is quoted as follows:

It's just consistent with our values of equity and access and we wanted to say "This is what we do here. This is what we stand for. We stand ready to welcome you."

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Announcement of Higher Graduation Rates Doesn't Mean There is No Longer a Dropout Problem

Announcements about higher graduation rates have been met with mixed reviews: pride in efforts of students and staff paying off, some scepticism about students being transitioned to other programs and not included in the graduation cohort. See, for example <http://www.reviewjournal.com/news/education/state-corrects-flaw-allowed-graduation-rate-inflation>
<https://pll.asu.edu/p/content/inflation-official-florida-graduation-rates>

Whatever the truth, the reality is that there are still too many students dropping out. As Gary Orfield, Director of the Civil Rights project, has stated:

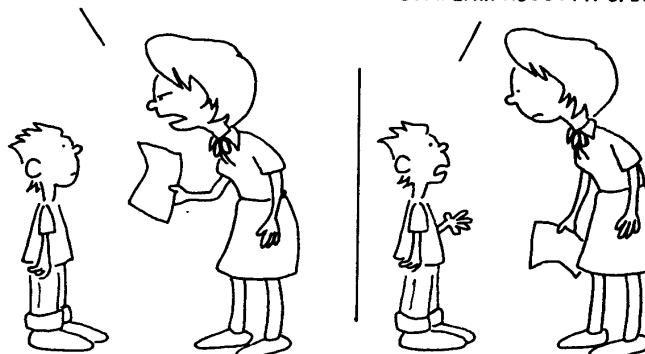
There is a high school dropout crisis far beyond the imagination of most Americans, concentrated in urban schools and relegating many thousands of minority children to a life of failure. ... Only half of our nation's minority students graduate from high school along with their peers. For many groups – Latino, black, or Native American males-graduation rates are even lower. ...this [is an] educational and civil rights crisis.

Clearly, as with so many problems in our society, increasing high school and postsecondary graduate rates could be tremendously aided by reducing generational poverty. As a societal institution, schools play an indirect role in this. Their direct role is to ensure they do the best they can to promote positive development and address barriers to learning and teaching – especially school-related experiences that push students out.

Raising graduation rates takes a commitment from preschool through high school to support students at all levels. And February is an important time for schools to focus on what can be done to minimize student dropouts and maximize students making it through graduation. It is late, but there is still time to help lagging students catch up before decisions are made about who passes and who fails. *See the discussion and resources on the next page.*

I CAN HARDLY READ YOUR HANDWRITING.
YOU MUST LEARN TO WRITE MORE CLEARLY.

AW, WHAT'S THE USE!
IF I WRITE ANY CLEARER, YOU'LL
COMPLAIN ABOUT MY SPELLING.



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

About Increasing Graduation Rates

"Schools and teachers need to become a bit more flexible and encouraging towards students who seem as if they are losing gusto and falling behind. Sometimes its towards the end of the year that the pressure that has been building up ... becomes too much. Schools need to outreach to kids who seem to be having trouble, talk to them, make them feel important and connected and provide them with a plan to get back on their feet. Things like make-up assignments, make-up tests, tutoring opportunities, etc., should all be made available. If this has been implemented, and it doesn't help, get parents involved."

-a recent high school graduate

February: A time for teachers to work with student and learning support staff to (a) help students who need special assistance "catch-up" (e.g., homework assistance, tutoring, peer to peer support) and (b) turn things around for students who are falling further and further behind. The emphasis is on shared, personalized problem solving. This usually requires an in-depth conference and a series of follow-ups with the student and family. The focus is on (1) clarifying specifics related to the problem and formulating flexible steps to solve it, (2) establishing and continuously enhancing a positive working relationship, and (3) monitoring the intervention steps closely to make immediate changes as necessary. Special attention is paid to addressing any underlying factors interfering with school learning and performance.

February: A time for school improvement planners to focus on prevention. There is general agreement that schools must become more proactive in preventing problems. The trend has been to wait to identify students in trouble and then react. Here are some points for planners to consider:

- Rethink classroom and schoolwide approaches to (a) enhance engaged, personalized learning and (b) provide students the learning supports they need to succeed. For prevention to be effective, schools must engage all students in learning. Doing this involves basing practices on understanding intrinsic motivation and using classroom assessments that can inform personalized intervention (e.g., response to intervention).
At every age, interventions are needed to ensure students feel competent to succeed at school. Some require one on-one support for awhile. Special attention must be given to re-engaging those who have disengaged from classroom learning.
- Enhance the capacity of teachers and support staff. Ensure teachers have the knowledge and skills to ensure a wider range of students meet standards. Ensure that support staff know how to team with teachers in the classroom to rethink engagement, personalized intervention, and special assistance.
- Provide out-of-school opportunities. Design out-of-school activities to engage and retain middle and high school students (e.g., tutoring and mentoring by adults and peers, service learning, career advising, and a range of enrichment activities). Service learning, for example, integrates community service into the academic curriculum. Investigators have found that when rigorous study in academic disciplines is linked to serious work on real needs, students' motivation to learn increases. When teachers are rigorous about partnering with young people to design and carry out service-learning projects that are tied to curricular objectives and standards, there are academic, intellectual, civic, ethical, social, and personal benefits.
- Offer multiple pathways. Students need alternative career and vocational pathways that reflect high standards. The concept of multiple pathways focuses on ensuring choice

among a variety of high school programs that prepare all students for both college and careers. The emphasis is on providing both academic and career foundations for advanced learning, training, and effective and responsible participation in society. Available choices reflect student interests and community strengths and opportunities. They include programs that provide real world training in areas where graduates can apply for living-wage jobs.

- Introduce non-traditional approaches. Educational alternative programs provide a nontraditional approach to curriculum by utilizing alternative teaching strategies. Programs focus upon the needs and interests of students by offering positive school experiences, which are geared for achievement, enhancement of positive self-concept, motivation, reduction of truancy, and reduction of disruptive behavior.

Some Resources Related to Increasing Graduation Rates

In September 2008, the U.S. Department of Education released a practice guide on Dropout Prevention. This is one of a set of practice guides designed to provide practical recommendations to help address the everyday challenges faced in classrooms and schools. The guide provides strategies for identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

Need More?

For links to key references, empirically supported programs, and centers specializing in the topic and related topics, go to the Center's Online Clearinghouse Quick Find on Dropout Prevention – <http://smhp.psych.ucla.edu/qf/dropout.html>

Other Center Quick Finds that may be helpful include:

- >Barriers to Learning – <http://smhp.psych.ucla.edu/qf/barriers.htm>
- >Environments that Support Learning – <http://smhp.psych.ucla.edu/qf/environments.htm>
- >Motivation – <http://smhp.psych.ucla.edu/qf/motiv.htm>
- >Prevention for Students "At Risk" – <http://smhp.psych.ucla.edu/qf/prevention.html>

Websites Dealing Directly with Dropout Prevention

<http://www.dropoutprevention.org/> - National Dropout Prevention Centers

<http://www.focusas.com/Dropouts.html> - Focus Adolescent Services: Youth Who Drop Out

<http://www.ed.gov/programs/dropout/index.html> — School Dropout Prevention Program

<http://www.schoolengagement.org/> — National Center for School Engagement

<http://www.youthbuild.org/> — Youth Build USA

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at

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

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Every organization is perfectly designed to get the results they are getting!

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NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS*

Maximizing Equity of Opportunity Under the New Education Act

Excerpt from the new Center report:

ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports?

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

With respect to Title I regulations under ESSA, the Center conducted a quick survey to provide information and perspective on the adoption of nonacademic indicators. It asked: (1) Do you think adding a nonacademic indicator will improve schools? (YES/NO) and (2) What indicator(s) do you recommend? And we invited any comments respondents wanted to share.

The first part of the report provides our interpretation of the survey findings (highlighting the concerns raised and some implications). The second part of the report stresses our analysis of the opportunity the focus on nonacademic accountability offers for beginning a fundamental transformation of student and learning supports

The full survey responses are online at <http://smhp.psych.ucla.edu/pdfdocs/nonacad.pdf> .

>Re. whether adding a nonacademic accountability indicator would improve schools:

- The vast majority responded positively, although with some significant concerns.
- Only about 10% responded negatively.

>Most who responded positively hoped adding a nonacademic indicator would broaden the focus of school accountability and provide more support for students, staff, and families.

>The primary recommendations for selecting indicators stressed data already gathered by schools (e.g., attendance, graduation rates).

>A secondary set of recommendation called for a measure of general concepts such as engagement, social-emotional learning, and school climate.

>Eleven responses indicated specific measures/procedures for gathering data.

>A significant number of respondents raised concerns about adopting a single indicator.

Whatever the additional “nonacademic” indicator(s), work done related to the National Initiative suggests that states and districts can use this period of transition to begin transforming student and learning supports. The emphasis needs to be on

- unifying student and learning supports by grouping the many fragmented approaches experienced at school in ways that reduce responding to overlapping problems with separate and sometimes redundant interventions
- addressing barriers to learning and teaching through improving personalized instruction and increasing accommodations and special assistance when necessary
- enhancing the focus on motivational considerations with a special emphasis on intrinsic motivation as it relates to individual readiness and ongoing involvement and with the intent of fostering intrinsic motivation as a basic outcome
- re-engaging disconnected students
- adding specialized remediation, treatment, and rehabilitation as necessary.

With all this in mind, implementation accountability needs to focus on assessing the degree that student and learning supports are woven into a cohesive system to enhance effectiveness: first stage – assessing how well district financed efforts are woven together at schools; second stage – assessing how well the school connects with community resources to fill critical gaps in the system.

*For more information on all this, we refer folks to the webpages for the Initiative
<http://smhp.psych.ucla.edu/newinitiative.html> .

**LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM
STUDENT AND LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, ***we can help***. Send all info to ltaylor@ucla.edu.

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Facts do not cease to exist because they are ignored.

Aldous Huxley

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

New Report

>ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports? – <http://smhp.psych.ucla.edu/pdfdocs/accountrep.pdf>

New Policy Brief (Research for School Improvement and Transformation)

>Student and Learning Supports: Moving Forward – <http://smhp.psych.ucla.edu/pdfdocs/suppbrief.pdf>

New Blog for Education Post

>How will every student succeed? – <http://educationpost.org/how-will-every-student-succeed/>

New Information Resources

>About Anxiety Attacks – <http://smhp.psych.ucla.edu/pdfdocs/panic.pdf>

>Addressing Barriers Confronting First-Generation College Students from Hispanic Families – <http://smhp.psych.ucla.edu/pdfdocs/firstgen.pdf>

>Students Who Are Undocumented and Identify as Queer – <http://smhp.psych.ucla.edu/pdfdocs/lgbtq.pdf>

Updated Resources

>Social and Interpersonal Problems Related to School Aged Youth – <http://smhp.psych.ucla.edu/pdfdocs/socialproblems/socialprobs.pdf>

School Practitioner Community of Practice Interchange: Weekly Listserv
<http://smhp.psych.ucla.edu/practitioner.htm>

>About the National Initiative for Transforming Student and Learning Supports in 2016 Needed: A continuum of professional development to establish a system of learning supports

>Do school's need to address poverty in order to improve learning?

>Can schools enhance parent participation in student conferences?

Note: The latest School Practitioner and archived previous ones are on our website at <http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)
Follow-up exchanges are posted on the Center website's Net Exchange – <http://smhp.psych.ucla.edu/newnetexchange.htm>

Recently Featured Center Resources

>Addressing poverty: Schools and communities working together

See the Center's hot topic discussion:

>What is a school's role in addressing the impact of poverty? –
[http://smhp.psych.ucla.edu/hottopic/hottopic\(poverty\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(poverty).htm)

Also see the Quick Find on:

>Children and Poverty – http://smhp.psych.ucla.edu/qf/p1102_01.htm

>For a guide to engaging school, family, and community collaboration, see

Fostering School, Family, and Community Involvement –
http://smhp.psych.ucla.edu/publications/44_guide_7_fostering_school_family_and_community_involvement.pdf

ACCESS LINKS ABOUT:

>Upcoming initiatives, conferences & workshops –
<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for grant proposals, presentations, and papers –
<http://smhp.psych.ucla.edu/upcall.htm>

>Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>

>Upcoming and archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to ltaylor@ucla.edu

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

>Strengthening School Attendance Policies and Practices –
<http://www.studentadvocacy.net/for-professionals/publications>

>Community Schools in practice: Research on implementation and impact –
<http://8rri53pm0cs22jk3vvqna1ub.wpengine.netdna-cdn.com/wp-content/uploads/2016/01/RF-A-PACER-Brief-Community-Schools-in-Practice-January-2016-v2.pdf>

>Linking Social Development and Behavior to School Readiness –
<http://challengingbehavior.fmhi.usf.edu>

>Program Practices for Promoting the Social Development of Young Children and Addressing Challenging Behavior – <http://challengingbehavior.fmhi.usf.edu>

>What Works for Promoting and Enhancing Positive Social Skills – <http://www.childtrends.org>

>Children and Loneliness – <http://www.ndbh.com>

>Social and Emotional Learning in Schools: From Programs to Strategies – <http://www.srcd.org>

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Advice with a twist: At a job interview, tell them you're willing to give 110 percent – unless the job is as a statistician.

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ADDITIONAL RECENT PUBLICATIONS (in print and on the web)

School, Family & Community

- >Practices of compassionate, critical, justice-oriented teacher education. (2016). H.G. Conklin & H.E. Hughes, *Journal of Teacher Education*, 67(1), 47-60.
<http://jte.sagepub.com/content/67/1/47>
- >Exploring change processes in school-based mentoring for bullied children. (2015). J.T. Craig, S.J. Gregus, et al. *Journal of Primary Prevention*. ePub
<http://link.springer.com/article/10.1007%2Fs10935-015-0412-5>
- >Changing climates of conflict: A social network experiment in 56 schools. (2016). E.L. Paluck, H. Shepherd, & P.M. Aronow, *Proceedures of the National Academy of Science*. ePub
<http://www.pnas.org/content/113/3/566>

Policy, systems, law, ethics, finances & statistics

- >Factors associated with truancy: Eemerging adults' recollections of skipping school. (2016). P. Dahl. *Journal of Adolescent Research*, 31, 119-138.
<http://jar.sagepub.com/content/31/1/119.abstract>
- >The moderating role of friendship quality on associations between autonomy and adolescent adjustment. (2016). C. Collibee, A. LeTard, & J. Aikins. *The Journal of Early Adolescence*, 36, 251-266. <http://jea.sagepub.com/content/36/2/251.abstract>
- >The increasing impact of socio-economics and race on standardized academic test scores across elementary, middle, and high school. (2016). G. White, et al. *American Journal of Orthopsychiatry*, 86, 10-23. <http://www.apa.org/pubs/journals/ort>

Child, adolescent, and young adult's mental and physical health

- >Changing environments by changing individuals. (2015). J. Powers, J. Cook, et al. *Psychological Science*, ePub. <http://pss.sagepub.com>
- >Utilization of professional mental health services related to population-level screening for anxiety, depression, and post-traumatic stress disorder among public high school students. (2016). J.D. Prochaska, V.D. Le, J. Baillargeon, & J.R. Temple. *Community Mental Health Journal*, ePub <http://link.springer.com/article/10.1007%2Fs10597-015-9968-z>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. <http://www.safetylit.org>

Note: The Center's Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above.

Currently there are over 130 alphabetized topics 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. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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Why fit in when you're born to stand out?

Dr. Seuss

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COMMENTS AND SHARING FROM THE FIELD

Here are a few of the comments that we recently received. Feel free to share your thoughts for inclusion either in ENEWS or as part of the weekly Practitioners Community of Practice.

(1) “I wanted to reach out to the UCLA School Mental Health Project. I have developed an extensive school based mental health therapy program at CHAMPS Charter High School In Van Nuys. Champs is an independent charter school through LAUSD. We focus on engaging student learning through an art infused curriculum and many academies to ignite student passions.

In addition, we have an extensive mental health program. There are MFT/PPS trainees and interns available to provide individual, family and group therapy at any time. Which I know is offered at many schools but, we currently have 8 MFTT/I that provide support for over 50 students and families. Our school is incredibly supportive of the program which helps the students through difficult times. The current enrollment is 800 students. We find that if the support is available and the school culture is accepting, the students self refer consistently.

Just wanted to reach out and share. I am so passionate about providing therapy in schools, that I am starting to reach out to other Charters to help them set up a similar program. I would love an opportunity to learn more about School Mental Health Project.”

(2) “Thanks for preparing the report on accountability. ... comments regarding getting back to local control and loosening federal restraints will undoubtedly come into the discussion soon. Focusing on local data collection regarding non-academic indicators to guide services will undoubtedly become best practice. Having trust in local managers of learning can spawn many benefits. I send you a pat on the back for getting information moving. Let's think the best”

(3) “I very much appreciate all that you folks do and the information the *Center for Mental Health in Schools* provides - it has helped to shape my practice over the years and I digest parts of it and provide it as information and/or 'food for thought' for others/colleagues/school staff - when I can.”

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu