ENEWS -A Monthly Forum for Sharing and Interchange

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

 January, 2001 -(Vol. 5, #4)

WHAT IS ENEWS? (for those who don't know)
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.

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        Feel Free to Forward This to Anyone
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 WHAT'S HERE THIS MONTH

     **Emerging Issue
        >How Important is the System of Public Schools to Equity Concerns?

     **News from around the Country

     **Recent Publications Relevant to
        >Children's Mental & Physical Health
        >Delinquency, Violence, & Substance Abuse Prevention
        >Family, Community, and Schools
        >Policy & Statistics

     **Upcoming Initiatives, Conferences, Workshops

     **Calls for Grant Proposals/Papers

     **Other Helpful Resources

     **Training & Job Opportunities
        (including fellowships and scholarships)

     **Requests/Information/Comments/Questions from the Field

     **News From the Two National Centers Focusing on MH in Schools
    ****
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:
     listserv@listserv.ucla.edu

Leave the subject line blank, and in the body of the message type:
   subscribe mentalhealth-L

To remove your name from the mailing list type:
   unsubscribe mentalhealth-L
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EMERGING ISSUE

How Important is the System of Public Schools to Equity Concerns?

With the new administration in DC, a great many issues will be on the table
related to how the society and its schools address barriers to development and
learning. In Congress, many of the issues will revolve around the question: What
should the federal government do to improve its efforts to ensure that all
youngsters have an equal opportunity to succeed at school? Relatedly, there will
be debate over the system of public education. Phrases such as "Power to the
people" and "Fund children, not institutions" will be used in advocating for
vouchers and more private charter schools. The underlying question that must be
discussed, of course, is what will happen to equity concerns if there is a major
shift in policy that cuts institutional support for the nation's system of
public schools.

What's your view on this?

    To post your response directly on our website's Net Exchange
    page for others to read and respond to, go to: http://smhp.psych.ucla.edu

    Or you can send it to:
     E-mail: smhp@ucla.edu Phone: (310) 825-3634 Fax: (310) 206-8716
     Write: Center for Mental Health in Schools,
            Department of Psychology, UCLA
            Los Angeles, CA 90095-1563

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"...The fact that we can identify multiple risk factors at multiple levels
suggests that interventions may need to address those multiple levels
modifying parenting strategies, increasing maternal education and improving
mental health, supplementing family financial resources, and even improving the
school and neighborhood milieu."
                              -Huffman, Mehlinger, and Kerivan
                               "Risk Factors for Academic and Behavioral
                               Problems at the Beginning of School"
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    NEWS FROM AROUND THE COUNTRY

>> Report of the Surgeon General's Conference on Children's
   Mental Health: A National Action Agenda <<
On Jan. 3rd, the Surgeon General, David Satcher, released a National
Action Agenda for Children's Mental Health, which outlines goals and
strategies to improve the services for children and adolescents with
mental health problems and their families.
See: http://www.surgeongeneral.gov/cmh/

>>Children's Health Act of 2000<<
This major health care legislation includes the "Youth Drug and Mental Health
Services Act" (reauthorizing the mental health and substance abuse performance
partnership grants), the "Mental Health Early Intervention, Treatment and
Prevention Act," (providing grants for increased mental health services for at-
risk children and adolescents) and "The Pediatric Research Initiative"

(supporting research related to diseases, disorders, and other conditions in children.)
See: http://www.apa.org/ppo/cha2000.html

>>Drug Prevention in Public Housing<<
President Clinton signed the appropriations' bill for the Department of Housing and Urban Development (HUD) which includes $310 million for drug-elimination efforts. The Drug Elimination Grants Program is aimed at educating youth about drugs and enables public housing residents to prevent drug-related crime.
See: http://www.jointogether.org/sa/

>>Friendship Buffers Children Against Depression<<
A recent study suggests that children are buffered against depression and loneliness by having a single close friend. The researchers state that, while group acceptance provides a sense of nurturing and self-worth, it is friendship that directly affects children's feelings of loneliness.
See: http://www.healthscout.com/cgi-bin/WebObjects/Af?ap=19&id=105156

>>Pediatricians Call for More Child Mental Health Resources<<
The American Academy of Pediatrics is leading a coalition of eight provider and family groups in making a public statement that managed-care practices are having a devastating effect on children's mental health and substance-abuse services. The coalition demands parity between medical and mental/behavioral health and substance-abuse services. They recommend better communications and referral networks that work no matter where a child presents with problems.
See press release: http://www.aap.org/advocacy/archives/octmental.htm

>>RAND Finds Prevention Funds Spent on Ineffective Programs<<
According to RAND report, more than 90% of juvenile delinquency prevention funds go to ineffective programs. The report recommends use of "traditional" approaches such as early childhood development, school-based prevention programs, and projects that work with youth already involved in criminal activities.
See:
http://www.jointogether.org/sa/resources/funding/news/reader.jtml?object_id=2651
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"It's very important that a good community have a quality school at its center, meaning that all of the community's activities, in one way or another, involve the school... we're working to design schools so that they can better serve their communities by opening their facilities to the public and becoming more accessible for senior citizens."
            -Richard Riley
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      ^^^^^^^RECENT PUBLICATIONS^^^^^^

    *CHILDREN'S MENTAL & PHYSICAL HEALTH<=<=<=<

"School-based Mental Health Services under Medicaid Managed Care" (2000)
Policy Report prepared by Westat, Inc. and the Lewin Group for the Center for Mental Health Services, Substance Abuse and Mental Health Services.
See: http://www.mentalhealth.org/publications/allpubs/sma00-3456/sma00-3456.htm

"Children's Mental and Physical Health". Three physical/mental health
newsletters for families from Bridge Communications. Spanish available.
800/808-9314.

"Coping with Teen Suicide" by J.M. Murphy (2000). Outlines some of the reasons
a teen might contemplate suicide. Rosen Publishing: 800/237-9932

"Stress Can Really Get On Your Nerves" by T. Romain and E. Verdick (2000).
For 8 to 13 year-olds.
See: http://www.freespirit.com/cgi/s_product_nf.cgi?productid=282
614/338-2068.

"Body Wise Eating Disorders Information Packet for Health Care Providers" from
the U.S. Department of Health and Human Services, Office of Women's Health
(2000). Designed to increase understanding of eating disorders, early detection,
and steps to discourage disordered eating. E-mail: kmccarty@asophs.dhhs.gov

        *DELINQUENCY, VIOLENCE, & SUBSTANCE ABUSE PREVENTION<=<=<=<

"Violence in American Schools" by D.S. Sandhu & C.B. Aspy (2000) Offers
interventions designed to identify those at risk and to quell violent behavior.
American Counseling Association: 800/422-2648.

"Teen Risk-Taking: Promising Prevention Programs and Approaches" from Urban
Institute (2000). Guidebook describes 51 programs with demonstrated
effectiveness. See: http://www.urban.org/news/pressrel/pr001003.html

Publications from National Governors Association Center for Best Practices,
Employment and Social Policy Studies Division (2000):
    (1) "State Youth Development Strategies to Improve Outcomes for
        At-Risk Youth" defines youth development and highlights innovated
        ways states are using policies and programs to improve outcomes for
        youth.
See: http://www.nga.org/Pubs/IssueBriefs/2000/Sum000727YouthDev.asp.

    (2) "Building Bridges Across Systems: State Innovations to Address and
         Prevent Family Violence" Describes effective strategies that address
         multiple levels of the problem.
See: http://www.nga.org/Pubs/IssueBriefs/2000/Sum001017FamViolence.asp

"Bully Busters: A Teacher's Manual for Helping Bullies, Victims and Bystanders"
by B. Newman, A. Horne, and C.L. Bartolomucci (2000). A program aimed at
changing the bullying dynamic.
See: http://www.researchpress.com/scripts/product.asp?item=5128   800/519-2702

        *FAMILY, COMMUNITY, & SCHOOLS<=<=<=<

"Creating Learning Communities; Models, Resources, and New Ways of Thinking
About Teaching and Learning" edited by Ron Miller (2000). Outlines the way
"learning communities" can be formed and used for cultural renewal.
See: http://www.great-ideas.org/creating.htm
802/247-8312.

Publications from The Finance Project (2000)
Available online: http://www.financeproject.org/resource.htm
     (1) "Financing Facility Improvements for Out-of-School Time and

Community School Programs" Provides general principals and
strategies to finance facility improvements.
(2) "Maximizing Medicaid Funding to Support Health and Mental Health
Services for School-Age Children and Youth" Describes four
strategies.
(3) "Strengthening Partnerships: Community School Assessment Checklist"
Contains a series of checklists to assist in creating and/or
strengthening community school partnerships.
(4) "Cost Worksheet for Out-Of-School Time And Community School
Initiatives" Identifies planning strategies for initiative costs.

"School-Community Collaborations Focus on Improving Student Outcomes" from
U.S. General Accounting Office (2000). Focuses on student achievement and
preparing for post-graduation. 202/512-6000.

"Appraisals of Parenting, Parent-Child Interactions, Parenting Styles, and
Children: An Annotated Bibliography" from The Commonwealth Fund Pediatric
Parenting Project (2000). Describes comprehensive parenting skills measures.
See: http://www.cmwf.org/programs/child/kopp_biblio_404.pdf
888/777-2744.

     *POLICY & STATISTICS<=<=<=<

"Counting America's Youth: Easy Access to Population Data" fact sheet from the
Office of Juvenile Justice (October 2000, #14). Describes new online
interactive data dissemination tool that provides demographic information about
juveniles for States and counties.
See: http://www.ojjdp.ncjrs.org/ojstatbb/

Healthy People 2010 publications from the Government Printing Office,
Available at: http://www.health.gov/healthypeople/Publications/   202/512-1800.
(1) "Understanding and Improving Health" Explains the history of Healthy
People 2010 and the overall Healthy People Initiative.
(2) "Healthy People 2010" (Vol. 2). Presents the 467 national health
objectives that cover 28 priority issues.
(3) "Tracking Healthy People 2010" This statistical compendium provides
information on measuring the objectives, technical notes, and
operational definitions.
(4) "Healthy People 2010 CD-ROM" Contains electronic files of the
publications listed above.

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 "Alcohol and calculus don't mix-
 Never drink and derive."
          -Quip from Washington Post
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     ^^^^UPCOMING INITIATIVES, CONFERENCES, WORKSHOPS^^^^

"National Title I Conference: Unlocking the Door to Success" January 20-23,
2001, in Phoenix, AZ.
Register: http://www.aplusevents.com/t12001/index.html.

"America's At-Risk Youth National Forum" February 25-28, 2001 in Myrtle
Beach, South Carolina. Theme: Engaging Communities, Involving Families,
Empowering Schools: Working Together to Increase the Graduation Rate.
Register: http://www.dropoutprevention.org/

"American Educational Research Association Annual Meeting" April 10-14, in
Seattle, WA. Theme: What We Know and How We Know It.
Register: http://www.aera.net/meeting/index.htm

"Project Care Conference" May 1, 2001, in Chicago, IL. Theme: Bullying
Prevention. 215/529-6202.

"Research and Training Center on Family Support and Children's Mental Health
Conference" May 10-12, 2001 in Portland, OR. Theme: Building on Family
Strengths.
http://www.rtc.pdx.edu/pgConference.shtml 503/725-4040

"Safe School, Safe Students Conference" May 23-25, 2001 in Prescott, AZ.
Theme: Transportation and Facility Safety/Problems Encountered and Solutions.
http://www.stwnews.org   520-443-9941

"American School Counselor Association Conference" June 24-27, 2001 in
Portland, OR. Theme: Proud Past, Bright Future.
http://www.schoolcounselor.org/conference/index.html

"National Assembly on School Based Health Care and BPHC Center for School-
Based health Care Annual Meeting" June 24-26, 2001 in Miami, FL. Theme:
School-Based Health Centers and Their Communities: A Catalyst for Children's
Health.
http://www.nasbhc.org/Abstractemp.htm

"National Peer Helpers Association Conference" July 1-3, 2001 in Kansas City,
MO. Pre-conference Institute: June 28-30, 2001.
See: http://
www.peerhelping.org/2001%20Conference/start_making_plans_to_join_us_fo.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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          "To enact change where it matters most   in the culture and
        instructional practices of schools   we need bold action. We must
        build a new coalition that includes teachers, students, administrators,
        support staff, care givers, businesses, services organizations, and
        members of local and regional communities."
                              -John L. Brown and Cerylle A Moffet
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     ^^^^^^CALLS FOR GRANT PROPOSALS/PAPERS

GRANTS

"Integrated Health and Behavioral Services for Children, Adolescents and their
Families" to provide start up to formalize working relationships for integrating
primary and behavioral health care services for children and families.
See: http://www.mchb.hrsa.gov/html/grantsguidance.html.
Deadline: January 31,2001.

"Maternal and Child Health Federal Set-Aside Program: Special Projects of
Regional and National Significance; Community-Based Abstinence Education

Projects Grants" Fund CFDA No. 93.110NO.
See: http://www.hrsa.gov/g_order3.htm.
Deadline: February 2, 2001.

"Prevention of alcohol related problems among adolescents" (RFA AA-01-001)
National Institute on Alcohol Abuse and Alcoholism.
Letter of Intent by February 9; Application due April 10, 2001.
See: http://grants.nih.gov/grants/guide/rfa-files/RFA-AA-01-001.html.

"William and Flora Hewlett Foundation" Family and community development
grants. For program description see: http:// www.hewlett.org

"William T. Grant Foundation Grants for Research Projects on the Development of
Children, Adolescents, and Youth" Contact Grants Coordinator, William T. Grant
Foundation, 570 Lexington Ave., 18th Fl., New York, NY 10022-5403;
212/752-0071.

"Robert G. Hemingway Foundation Grants" Targets children and youth, students,
the economically disadvantaged, underserved individuals requiring mental health
or medical services, research institutions, and people whose human rights are
being denied. Contact: Robert G. Hemingway Foundation, U.S. Bank of Washington,
Trustee, Adrianne M. Hill, Vice President, 1420 Fifth Ave., 21st Fl., Seattle,
WA 98101;   206/344-3686

CALL FOR PAPERS

"The Journal of Threat Assessment" seeks manuscripts for an special issue titled
"School Violence: Emerging Issues for Prevalence, Evaluation, and Intervention."
Contact: Joseph T. McCann; Joseph_McCann@uuh.org
Deadline: February 28, 2001

Alternatives 2001 in Philadelphia, August 23-26, 2001, is calling for
submissions. Conference themes are policy, financing, community
support, research, treatment, education, and advocacy.
See: http://www.mhselfhelp.org/cfpalt2001.html.
Deadline: January 15, 2001

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"It is said that the very best teachers seek less
 to fill students' minds than to open them,
and less to inform than to inspire."
   -Albert Carnesale
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  ^^^^^^OTHER HELPFUL RESOURCES^^^^^^

>>Mental Health/Substance Abuse/Health

"The Combined Health Information Database" Covers AIDS education,
maternal and child health, and health promotion and education.
See: http://www.chid.nih.gov/subfile/subfile.html

"Institute for Urban and Minority Education's CHOICES Briefs"
concerning school violence.
See: http://iume.tc.columbia.edu/choices/index.html

"National Congress for Hispanic Mental Health"

Proceedings of the National Congress. On line at
Center for Mental Health Services, SAMHSA
See:
http://www.mentalhealth.org/cmhs/SpecialPopulations/HispMHCongress2000/index.htm

>>Parents, Schools, and Community

"Navigating Resources for Rural Schools" online resources developed
by the National Center for Education Statistics.
See: http://nces.ed.gov/surveys/ruraled.

"Teachers Who Learn, Kids Who Achieve" Nationally recognized
programs for model professional development.
See: http://www.wested.org/wested/pubs/online/modelPD/TeachLearn.pdf.

"Turning Around Low-Performing Schools" strategies and grant
information at: http://www.ed.gov/offices/OESE/LPS/grntinfo.html

>>Policy and Statistics

"Analyses of Social Issues and Policy" electronic journal from the
Society for the Psychological Study of Social Issues, designed to
facilitate communication between researchers in the social sciences and
public policy at: http://www.asap-spssi.org.

"Indicators of School Crime and Safety, 2000, from the Bureau of
Justice Statistics. School crime data from the National Crime
Victimization Survey and Youth Risk Behavior Survey.
At: http://www.ojp.usdoj.gov/bjs/abstract/iscs00.htm.

"Dropout Rates in the United States: 1999" Presents national data on
high school dropout rates and completion rates from 1972-99.
At: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001022.

"National Center for Health Statistics" features results of the 1999
Youth Risk Behavior Surveillance System that indicates decreased
fights and sex among teens, but increased drug use at:
http://www.cdc.gov/nccdphp/dash/yrbs/index.htm

^^^^^^^TRAINING & JOB OPPORTUNITIES
(including fellowships and scholarships)^^^^^^^

<Research Coordinator/Associate & Research Assistant>
"Davis Y. Ja & Associates," San Francisco, CA . Assist with program
evaluation activities on a variety of projects (e.g., substance abuse,
mental health, HIV prevention and treatment). Resumes accepted until
positions are filled. For information contact: Mary Gee, Project
Coordinator; 362 Victoria St., San Francisco, CA 94132;
415/585-2773; e-mail: mgee@isomers.com.

<Deputy Director>
The Center for Health and Health Care in Schools, at The George
Washington University School of Public Health and Health Services, a
research center that explores approaches to strengthening children's
health and well-being through health programs in schools. Contact:
Theresa Chapman, 202/466-3396; e-mail: mtg@gwu.edu

<Director>
The Association of Baltimore Area Grantmakers seeks project manager
to oversee new three-year evaluation initiative. Contact Betsy Nelson,
Executive Director, at: bnelson@abagmd.org.

<Coordinator for Statewide Center for School Health>
For CDC Coordinated School Health program; three year grant in
Little Falls, New York. Email Colleen Corsi at: ccorsi@ntcnet.com.

<Program Manager>
Center for Psychology in Schools and Education, American
Psychological Association. Monitor national policy issues, provide
liaison with national organizations, develop information programs.
Send letter and resume to APA Human Resources/206-00, 750 First
St., NE, Wash., DC 20002 or Fax: 202-336-5501. For information call
D. Porter at 202-312-6473 or email: jporter@apa.org.

FELLOWSHIPS

"Fellowships on Conflict, Peace and Social Transformations" The
Social Science Research Council awards 2-year grants designed to
advance training and innovative research on underlying causes and
conditions of conflict and insecurity. Contact: 212/377-2700;
e-mail: gsc@ssrc.org Deadline: January 12, 2001

<Postdoctoral Fellow and Research Associate>
Both positions offered by the K-State Research and Extension Office of
Community health. Both 12-month positions begin as early as January
15, 2001 and involve assisting with the development, implementation,
and evaluation of a youth community health promotion model in
Kansas schools and communities. Contact Tonja Nansel at:
nanselt@MAIL.NIH.GOV.

"New Voices Fellowship Program" The Academy for Educational
Development and The Ford Foundation award fellowships in areas of
international human rights, women's rights, racial justice, migrant
rights, and international peace. Contact: 202/884-8051;
e-mail: newvoice@aed.org Deadline: February 1, 2001

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  ***REQUESTS/INFORMATION/COMMENTS/QUESTIONS
         FROM THE FIELD***
WANT TO RESPOND? Go to our Website
(http://smhp.psych.ucla.edu.) and click on Net
Exchange or send us an email (smhp@ucla.edu).

REQUEST:

**A member of the WA State School Nurse MH Cadre explains that
she and her colleagues "are in the process of introducing a collaborative
working arrangement to address the mental health issues in our district
with the group of school counselors." She asks: "What have you found
to be the best practice to develop an ongoing working relationship
between the professions? I would like to see everyone addressing the
behavioral and mental health issues in the district in a logical and
consistent manner. Any advice would be appreciated."

COMMENTS:

In response to the emerging issue entitled "Expanding the Framework for School Accountability" (in the December, 2000 ENEWS):

One reader had the following to say: "We need creative approaches. A good friend of mine recently wrote a curriculum cum experiential 'character education' program based on the child-rearing philosophy and culture of the diaspora Tibetans. It includes scales, and a methodology for assessing and developing 'honor.' It was accepted (not in place yet) by a school district in a conservative part of the country. Don't give up hope!"

Another wrote: " The proposal to ask education to focus on student well being (social and emotional development as demonstrated through behavior) as a desired outcome equal to academic achievement is ingenuous. I feel that it is an essential component of the type of collaborative and integrated community-based intervention that works. However, the issue is complex and represents a major conceptual shift for education and other children's service providers. Ignoring, or even marginalizing developmental, emotional, social, and situational barriers to learning clearly results in poor educational outcomes. On the other hand, educators are not trained to understand overall development as their responsibility, nor are they prepared to intervene on such a broad scope. The responsibilities they do have usually represent intense time and task demands, for which they receive moderate compensation. Efforts to meet children's needs through educational service delivery must be accompanied by such resources as funding, time, training, and ongoing expert and community support. Training needs to first be addressed where new teachers develop their task-role expectations, during undergraduate university preparation. School districts must re-write job descriptions for teachers to include these expectations, and work with university personnel who can include appropriate course work and practicum opportunities. Boundary issues between mental health or other service agencies on one side and education on the other have to be defined, while bridges are built to integrate effort and resources. This integrative process requires familiarity and the development of a shared language and vision. With attention to all of these factors and many not elaborated here, sanctioning of a direct focus on barriers should, with time, become a compelling strategy for high level educators to meet their existing goals."

***NEWS FROM THE TWO NATIONAL CENTERS
FOCUSING ON MH IN SCHOOLS***

^^^Updates from our Center at UCLA:

We have just completed and put online two Issue Briefs
"New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale"

"Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together.
They are available at: http://smhp.psych.ucla.edu. Go to Contents, Center Materials, Center Reports. Or you can receive hard copies by contacting us.

The "Quick Finds" section of our website added the
following new subjects:
    Mentoring
    Tutoring
    Dropouts
    Sustainability
    Youth Development
Available are online documents and links to resource centers on each topic.
Go to: http://smhp.psych.ucla.edu. Go to Search, Quick Finds, Center
Responses.

For those without internet access, all resources are available by
contacting the center at:
  School Mental Health Project/
  Center for Mental Health in Schools
  UCLA Department of Psychology
  Los Angeles, CA 90095-1563
  (310)825-3634/Fax: (310)206-5895
  Email: smhp@ucla.edu.

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To post messages to ENEWS, Email them to: smhp@ucla.edu.

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^^^Updates from our Sister Center in Maryland
(Mark Weist, Director)

*CSMHA is currently accepting proposals for the 6th National
Conference on Advancing School Based Mental Health to be held
from September 20-22, 2001 in Portland, Oregon. Please contact
the Center at (410-706-0980 or 888-706-0980) or by email
(csmha@umpsy.umaryland.edu) if you would like to receive the RFP.
Deadline for proposals is January 15th, 2001.

For more information, contact: Mark Weist, Director
Center for School Mental Health Assistance
University of Maryland at Baltimore, Dept. of Psychiatry
680 West Lexington St., 10th fl., Baltimore, MD 21201
Ph: 888/706-0980 Email: csmha@umpsy.umaryland.edu
http://csmha.umaryland.edu

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THIS IS THE END OF THIS ISSUE OF ENEWS
Below is a brief description of our Center.
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    WHO ARE WE?

Under the auspices of the School Mental Health Project in the
Department of Psychology at UCLA, we established a Center
for Mental Health in Schools in 1995. The Project and Center are co-
directed by Howard Adelman and Linda Taylor.

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 Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman, or Linda Taylor at UCLA School Mental Health Project/Center for Mental Health in Schools
     Voice: (310) 825-3634 Fax: (310) 206-5895
     E-mail: smhp@ucla.edu
     Web Site: http://smhp.psych.ucla.edu
     Write: School Mental Health Project/
    Center for Mental Health in Schools
    Dept. of Psychology, UCLA , Box 951563,
    Los Angeles, CA 90095-1563.
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