



# ENEWS

A Monthly Forum for Sharing and Interchange



November, 2010 (Vol. 15 #2)

ENEWS is one of the many resources provided by the School Mental Health Project/ Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know. Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



## WHAT'S HERE THIS MONTH

### \*\*Emerging Concern:

> **Academic AND Social and Personal Functioning**

### \*\*News from around the country

### \*\*Recent publications relevant to

- > Child and adolescent mental and physical health
- > School, family, & community
- > Policy, systems, law, ethics, finances & statistics

### \*\*This month's focus for schools to address barriers to learning

> **November – "Stemming the Tide" of Student Referrals**

### \*\*Other helpful Internet resources

### \*\*Links to

- > Upcoming initiatives, conferences & workshops
- > Upcoming and archived webcasts, video, and online professional development
- > Calls for grant proposals, presentations & papers
- > Training and job opportunities

### \*\*UCLA Center's Latest Reports

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



## EMERGING CONCERN:

### > Academic AND Social and Personal Functioning

Because of concerns ranging from disrespect to bullying, schools have been under pressure to do more than pursue rules and consequences and various other social control strategies. For instance, many schools have adopted and publicized programs focused on improving student behavior by promoting social and character development. A recent study reported by the U.S. Department of Education raises doubts about such programs.\*

Because of the way the study is being reported in the news media, there is danger that it will be used as a way to justify slowing down on efforts to promote social and personal development. Here is another instance where the evaluation of one form of intervention must not overshadow the importance of what schools need to do in playing their role in total child development.

In the news article, a former senior adviser for the Education Department's character education grant program comments on the report's findings: "[The IES report] really supports what I saw emerging in the research grants for what was effective in character education ... that in order for character education to be effective, it really has to be a schoolwide process, a total school framework based on faculty, students, and parents.... I think it's absolutely one of the most critical pieces for education, particularly in high-risk schools. If we don't focus on creating a climate for learning and a classroom culture where students and faculty feel cared for and respected, we won't get to the academics."

What do you think? How do you work with the sometimes inconsistent mandates to enhance the overall positive climate at a school while finding that specific interventions have limited impact? Let us know. Send your comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

\*Social and Character Development Research Consortium (2010). *Efficacy of Schoolwide Programs to Promote Social and Character Development and Reduce Problem Behavior in Elementary School Children* (NCER 2011-2001). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. <http://ncer.ed.gov>

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## NEWS FROM AROUND THE COUNTRY

### Enforcing federal laws on bullying

The Department of Education has issued guidance for educators about complying with their responsibilities to prevent harassment, as laid out in federal laws. The guidance is the product of a year-long review of the federal statutes and case law covering sexual, racial and other forms of harassment. It clarifies responsibilities under federal laws for authorities in public schools and in colleges.

<http://www.ed.gov/news/press-releases/guidance-targeting-harassment-outlines-local-and-federal-responsibility>

### N.J. proposal to toughen anti-bullying laws

New Jersey lawmakers unveiled a bipartisan effort to enact the toughest anti-bullying law in the nation. The "Anti-Bullying Bill of Rights" would require training for nearly all school employees on how to spot, prevent and report acts of intimidation. Each district must form a "school safety team" that reviews complaints, lead by a counselor designated as an "anti-bullying specialist." The measure, A3466, would also require school employees to report harassing actions they learn about that take place off school property. (Newark Star-Ledger, 10/25/10)

[http://www.nj.com/news/index.ssf/2010/10/nj\\_proposals\\_to\\_toughen\\_anti-b.html](http://www.nj.com/news/index.ssf/2010/10/nj_proposals_to_toughen_anti-b.html)

### **Anti-bullying laws raise awareness across nation**

States that have adopted anti-bullying legislation report that the laws have led to increased teacher training, character education and sensitivity programs. It's hard to determine whether the laws have decreased bullying because states track school incidents and crimes in various ways, and some do not track data on bullying at all. Five states have not passed anti-bullying laws, according to Bully Police USA, which tracks such legislation. (Detroit Free Press, 10/26/10)

<http://www.freep.com/article/20101026/NEWS06/10260428/Anti-bullying-laws-raise-awareness-across-nation>

### **Study: Half of teens admit bullying in last year**

Half of high school students say they've bullied someone in the past year, and nearly half say they've been the victim of bullying, according to a national study. The survey by the Josephson Institute of Ethics asked more than 43,000 high school students whether they'd been physically abused, teased or taunted in a way that seriously upset them. Forty-three percent said yes, and 50% admitted to being the bully. (Boston Globe, 10/26/10)

[http://www.boston.com/news/nation/articles/2010/10/26/study\\_half\\_of\\_teens\\_admit\\_bullying\\_in\\_last\\_year/](http://www.boston.com/news/nation/articles/2010/10/26/study_half_of_teens_admit_bullying_in_last_year/)

### **Ruling limits state's power in school suspensions**

In a ruling that puts new restraints on get-tough "zero tolerance" discipline, the North Carolina Supreme Court ruled that schools must provide strong reasons for denying alternative schooling or tutoring to students after they are suspended for misbehavior. 10/8/10.

<http://www.nytimes.com/2010/10/09/us/09suspend.html>

### **District officials seize on absenteeism**

Federal data on a national sample of students show that about one in 10 kindergartners and first graders miss at least 10% of the school year. Some policymakers are taking steps to address chronic absence with school personnel reaching out to families to figure out the reason for the absenteeism and what can be done. 10/18/10.

<http://www.washingtonpost.com/wp-dyn/content/article/2010/10/17/AR2010101703489.html>

### **Schools tracking students with radio frequency badges**

Two school districts in the Houston area have begun monitoring students whereabouts on campus by issuing them identification badges with radio frequency identification technology. School officials say the devices improve security and increase attendance rates. Districts use the tracking system to find students counted absent by classroom teachers. ACLU successfully fought the introduction of these ID badges in California in 2005. 10/11/10.

<http://www.dallasnews.com/sharedcontent/dws/dn/education/stories/101110dntextrackingDevices.49e3d6a.html>

### **School study shows benefits of economic integration**

Low-income students in Montgomery County MD performed better when they attended affluent elementary schools instead of ones with higher concentrations of poverty, according to a new study that suggests economic integration is a powerful but neglected school reform tool. 10/15/10

<http://www.washingtonpost.com/wp-dyn/content/article/2010/10/14/AR2010101407577.html>

### **Improving mothers' literacy skills may be best way to boost children's achievement**

Research funded by the National Institutes of Health concluded that programs to boost the academic achievement of children from low income neighborhoods might be more successful if they also provided adult literacy education to parents. The researchers based this conclusion on their finding that a mother's reading skill is the greatest determinant of her children's future academic success. After mother's reading level, neighborhood income level was the largest determinant of children's academic achievement. 10/25/10.

<http://www.nih.gov/news/health/oct2010/nichd-25.htm>

### **Study challenges mayoral control of schools**

Research conducted by the Institute of Education Law and Policy at Rutgers University looked at improvement in nine education systems found mayoral control failed to improve student achievement. A coauthor of the report said "Governance is one part of urban school improvement, which has to include effective school and administrative strategies and a variety of economic, community, and health

initiatives at the local level." 10/13/10.

[http://www.boston.com/news/education/k\\_12/articles/2010/10/13/study\\_challenges\\_mayoral\\_control\\_of\\_schools/](http://www.boston.com/news/education/k_12/articles/2010/10/13/study_challenges_mayoral_control_of_schools/)

### **HHS launches new website to facilitate volunteering in an emergency**

The Department of Health and Human Services created a new website to facilitate voluntary involvement of health professionals in times of an emergency. The new system Emergency System for Advance Registration of Volunteer Health Professionals would optimize the process for volunteer involvement among health professionals. <http://www.phe.gov/esarvhp/pages/about.aspx>

**Note:** Each week the Center highlights newsworthy stories online at

<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through links at

<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

### **Among the sources used in gathering the above items are**

The ECS e-clip at <http://www.ecs.org/e-clips>

The Public Education Network (PEN) Newsblast at [http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

The Update from the American Orthopsychiatric Association at <http://www.aotoday.com/news.php>

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"As a nation we're founded on the belief that all of us are equal and each of us deserves the freedom to pursue our own version of happiness; to make the most of our talents; to speak our minds; to not fit in; most of all, to be true to ourselves. That's the freedom that enriches all of us."

President Obama (It Gets Better video transcript)

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

#### **Child, Adolescent, Young Adult Mental and Physical Health**

>Respond to a student's depression (2010) R. Marc, et al., Educational Leadership 68(2) 46-51.

<http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Responding-to-a-Student%27s-Depression.aspx>

>Adolescents in mental health crisis: The role of routine follow-up calls after emergency department visits. (2010) S. Hopper, et al. Emergency Medicine Journal ePub.

<http://emj.bmj.com/content/early/2010/09/15/emj.2008.062745.full.pdf?sid=589b3312-fdb8-47ce-a0b5-85e5bfbf26e7>

>Bullying and cyberbullying among deaf students and their hearing peers: An exploratory study. (2010) S. Bauman & H. Pero. Journal of Deaf Studies and Deaf Education, ePub.

<http://jdsde.oxfordjournals.org/content/early/2010/09/19/deafed.enq043.abstract>

>School-based predictors of early adolescent depression. (2010) S. Ward, et al., School Mental Health, 2(3) 125-131. <http://www.springerlink.com/content/a77690q1258h5543/>

>Development and vulnerability factors in adolescent alcohol use. (2010) K. Chartier, et al., Child and Adolescent Psychiatric Clinics of North America, 19(3) 493-504.

<http://www.ncbi.nlm.nih.gov/pubmed/20682217>

>School-based screening: A population-based approach to inform and monitor children's mental health needs (2010) E. Dowdy, et al. School Mental Health. , 2(4), 166-176

<http://www.springerlink.com/content/60r7264p24555871/>

### **School, Family & Community**

>Measuring students' connectedness to school, teachers, and family: Validation of three scales (2010) S. Waters & D. Cross. School Psychology Quarterly, 25(3) 164-177.

[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B9843-514GM3J-3&\\_user=4423&\\_coverDate=09%2F30%2F2010&\\_rdoc=3&\\_fmt=high&\\_orig=browse&\\_origin=browse&\\_zone=rslt\\_list\\_item&\\_srch=doc-](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B9843-514GM3J-3&_user=4423&_coverDate=09%2F30%2F2010&_rdoc=3&_fmt=high&_orig=browse&_origin=browse&_zone=rslt_list_item&_srch=doc-info%28%23toc%2359059%232010%23999749996%232453739%23FLP%23display%23Volume%29&_cdi=59059&_sort=d&_docanchor=&_ct=4&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=4d574a4831f78a8051697cf8778797cb&searchtype=a)

[info%28%23toc%2359059%232010%23999749996%232453739%23FLP%23display%23Volume%29&\\_cdi=59059&\\_sort=d&\\_docanchor=&\\_ct=4&\\_acct=C000059605&\\_version=1&\\_urlVersion=0&\\_userid=4423&md5=4d574a4831f78a8051697cf8778797cb&searchtype=a](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B9843-514GM3J-3&_user=4423&_coverDate=09%2F30%2F2010&_rdoc=3&_fmt=high&_orig=browse&_origin=browse&_zone=rslt_list_item&_srch=doc-info%28%23toc%2359059%232010%23999749996%232453739%23FLP%23display%23Volume%29&_cdi=59059&_sort=d&_docanchor=&_ct=4&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=4d574a4831f78a8051697cf8778797cb&searchtype=a)

>The process of empowerment: A model for use in research and practice (2010) L. Cattaneo & A. Chapman. American Psychologist 65(7) 646-659. <http://www.ncbi.nlm.nih.gov/pubmed/20873882>

>The importance of early parenting in at-risk families and children's social emotional adaptation to school. (2010) E. McFarlane, et al. Academic Pediatrics, 10(5) 330-337.

<http://www.academicpedsjnl.net/article/S1876-2859%2810%2900178-6/abstract>

>Parental work schedules and adolescent risky behaviors. (2010) W. Han, et al., Developmental Psychology 46(5) 1245-67. <http://www.ncbi.nlm.nih.gov/pubmed/20822236>

>Best friends' preference and popularity: Associations with aggression and prosocial behavior. (2010) E. Peters, et al., International Journal of Behavior and Development, 34(5) 398-405.

<http://jbd.sagepub.com/content/34/5/398.abstract>

>Longitudinal associations between clique membership status and internalizing and externalizing problems during late childhood (2010) M. Witvliet, et al., Journal of Clinical Child and Adolescent Psychology, 39(5) 693-704.

<http://www.informaworld.com/smpp/content~db=all~content=a925687378~frm=titlelink>

> Disseminating effective community prevention practices: Opportunities for social work education (2010). J.D. Hawkins, V.B. Shapiro, V. B., & A. A. Fagan, Research on Social Work Practice, 20(5), 518-527. <http://rsw.sagepub.com/content/20/5/518.abstract>

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

>Nonsuicidal self-injury in adolescence: Prospective rates and risk factors in a longitudinal study. (2010) B. Hankin & J. Abela. Psychiatry Research, ePub.  
<http://www.ncbi.nlm.nih.gov/pubmed/20807667>

>The National Survey of Children's Health 2007. Rockville, Maryland: U.S. Department of Health and Human Services. (2010) U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.  
<http://www.hrsa.gov/about/news/pressreleases/101018childmentalhealth.html>

>Lifetime prevalence of mental disorders in U. S. adolescents: Results from the National Comorbidity Survey Replications. (2010) K.Menkangas, et al., Child & Adolescent Psychiatry, 49(10) Adolescent Supplement <http://www.ncbi.nlm.nih.gov/pubmed/20855043>

>Policy Statement – Children, adolescent, substance abuse, and the media (2010) Pediatrics, ePub.  
<http://pediatrics.aappublications.org/cgi/content/abstract/peds.2010-1635v1>

>Guiding a public health approach to bullying. (2010) B. Anthony, et al. Journal of Pediatric Psychology, ePub. <http://www.medscape.com/viewarticle/730792>

>Advancing research in youth violence prevention to inform evidence-based policy and practice. (2010) T. Haegerich, et al., Injury Prevention 16(5) 358.  
<http://injuryprevention.bmj.com/content/16/5/358.extract?cited-by=yes&legid=injuryprev;16/5/358>

>Preliminary findings from a pilot health care transition education intervention for adolescents and young adults with special health care needs. (2010) J. Hess & D. Straub. Journal of Pediatric Psychology, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/20926407>

>Barriers to learning: The case for integrated mental health services in schools (2010). D.S. Lean & V.A. Colucci, Rowman & Littlefield Pub.

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

**Note:** The Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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I think we need to take the pulse on our project.

This is a euphemism for –

I think this project is dying and we either need life supports or plan for the funeral.

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## THIS MONTH'S FOCUS FOR SCHOOL TO ADDRESS BARRIERS TO LEARNING

### >November – "Stemming the Tide" of Student Referrals

By now, if all has gone well, schools have effectively provided supports for students (and staff) as they transitioned into the new school and/or grade, and most students have connected with new classmates and teachers. For those who have not effectively engaged during the first weeks and beyond, hopefully the staff has responded quickly to provide initial adjustment supports.

Now is when it is critical to have a well functioning Learning Support Resource Team so that the school is focused on being certain that problems teachers are experiencing with students are not too quickly seen as needing referrals for special services. The team is responsible for ensuring the school develops a system that minimizes the need for such referrals. Without such a system, the referral process itself will be overwhelmed.

The team focuses on ensuring that classroom and schoolwide interventions are in place that can prevent predictable problems and address general factors that are interfering with effective learning and teaching. Particular attention is given to high incidence problems around the school and in specific classrooms and to providing significant support for new teachers (e.g., through teaming and support staff working with teachers in classrooms). The team knows that referrals for special services for individual students are only appropriate when all this has been done.

In a real sense, the team maximizes implementation of the basic facets of the concept of Response to Intervention. That is, the first emphasis is on strengthening the environment and focusing on widening the range of accommodations to account for and support differences in student motivation and capability. The school's individual student referral system is supposed to kick in only after all this is accomplished. At that juncture, a team of professionals works with the student and teacher to look at what more is needed and what additional resources are available to provide the support.

Throughout the process, a commitment to best practices involves use of evidence based interventions for specific problems as available. And, it is essential not to overlook the importance of working closely with both the teacher and family in maximizing the impact of specialized interventions.

For resources related to all this, see the Center's new Practitioner and Professional Development Virtual Toolbox for Mental Health in Schools – <http://smhp.psych.ucla.edu/summit2002/toolbox.htm>

With specific reference to the basics of referral as an intervention, see:

>***Prereferral Interventions*** – A prereferral intervention process delineates steps and strategies to guide teachers and support staff in stemming the need for referral.

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

>***School-Based Client Consultation, Referral, and Management of Care*** – this technical assistance packet outlines processes related to problem identification, triage, assessment and client consultation, referral, and management of care. Provides discussion of prereferral intervention and referral as a multifaceted intervention. Examples of tools to aid in all these processes are included.

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

**Note:** Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen schools and minimize problems. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the home page at <http://smhp.psych.ucla.edu>

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"Can I get a plastic lunch box? This one is metal and it keeps setting off the school's metal detector."

Aaron Bacall

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## OTHER HELPFUL INTERNET RESOURCES

>Bully Police USA - <http://www.bullypolice.org/>

>Two-generation strategies and involving immigrant parents in children's education - <http://www.urban.org/publications/412204.html>

>Adolescent Violence Prevention - [http://www.mchlibrary.info/knowledgepaths/kp\\_adolvio.html](http://www.mchlibrary.info/knowledgepaths/kp_adolvio.html)

>Community partnerships: Improving the response to child maltreatment - <http://www.childwelfare.gov/pubs/usermanuals/partners/partners.pdf>

>Child poverty by the numbers - [http://www.americanprogress.org/issues/2010/09/poverty\\_numbers.html](http://www.americanprogress.org/issues/2010/09/poverty_numbers.html)

>Alternative learning environment - <http://www.keystosaferschools.com>

>Best practices to address community gang problems. - [tp://www.ojjdp.gov/publications/pubabstract.asp?pubi=253257](http://www.ojjdp.gov/publications/pubabstract.asp?pubi=253257)

**Note:** For a wide range of relevant websites see our Gateway to a World of Resources at [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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"My teacher says I'm an underachiever, but I think she's an overexpecter."

Aaron Bacall

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## LINKS TO

>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:** Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### >New Resources

>*School Policy Alert: Improving outcomes for students and schools requires a comprehensive system of learning supports* (4 page brief) <http://smhp.psych.ucla.edu/pdfdocs/improvingoutcomes.pdf>

> **Practitioner and Professional Development Virtual Toolbox for Mental Health in Schools**  
<http://smhp.psych.ucla.edu/summit2002/toolbox.htm>

### >This Month's Featured Center Resource – Practice and Guidance Notes and Toolkits

We sometimes are accused of being "a bit dense." While this has multiple meanings, we have been reassured that, in our case, the term is being used mainly to refer to the difficulty some practitioners have finding a specific resource on our website or easily translating something into daily practice. With this in mind, we have developed and continue to adapt a range of very brief practice and guidance notes and two toolkits.

>Go to our website at <http://smhp.psych.ucla.edu> -- click on *Resources and Publications* and go to the section entitled "*Information Sheets, Practice Notes, Guidance Notes.*"

>Also, see the resources as gathered into:

>> **Practitioner and Professional Development Virtual Toolbox for Mental Health in Schools** –  
<http://smhp.psych.ucla.edu/summit2002/toolbox.htm>

>> **Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching** - <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

If there is a topic about which you need a brief (2-3 page) resource, let us know. Send request to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors. The Center operates under the auspices of the School Mental Health Project, Department of Psychology, UCLA, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-8716. Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)



Check out our sister center, the Center for School Mental Health at <http://csmh.umaryland.edu>  
University of Maryland at Baltimore, Department of Psychiatry,  
737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980.  
Email: [csmh@psych.umaryland.edu](mailto:csmh@psych.umaryland.edu) - Nancy Lever and Sharon Stephan, Co-directors



## COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

>"I have been following the comments about Mental Health Services in schools. I would underline the need to understand the culture of the schools. It is also important to see how you are value added and not taking jobs away from school staff such as social workers and support staff. In addition I have found you also enhance your value if you are able to be clear what kind of role you could have in responding to a critical incident affecting the school. Very often the value is in helping staff following an activation of their crisis team deal with their reactions. Teaching staff also may need some intervention. I have found the model of Critical Incident Stress Management (CISM) a very helpful model in schools and community interventions."

>Please Announce:

"Mental Health American of Texas has launched a new free online interactive training simulation for Texas high school educators to help stop teen suicides. The simulation helps educators build skills and confidence to identify and refer students in psychological or suicidal distress."

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

"NAMI has launched a new, interactive, online resource center to support children and adults living with attention deficit hyperactivity disorder." - [Http://www.nami.org](http://www.nami.org)

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> In Spring 2011, the California School Health Centers Association (CSHC) is hosting three regional conferences. We are looking for workshop leaders and case study presenters who are experienced in school health services: clinical practice, program planning/management, and policy development. If a presentation is selected, up to two presenters per workshop may receive a complimentary conference registration, including lunch. Proposal Deadline: Wednesday, November 24, 2010. The proposal should be on one of the following school health topics:

- > Strategies for reducing student absenteeism
- > School mental health or violence prevention programs
- > School oral health programs
- > Sexual health education program development/delivery in schools
- > Strategies for supporting student success in school
- > Implementing electronic health records in the school health center setting

Contact: Samantha Blackburn at [sblackburn@schoolhealthcenters.org](mailto:sblackburn@schoolhealthcenters.org) or 510-268-1038.  
[http://www.schoolhealthcenters.org/2011\\_Regionalconf.asp](http://www.schoolhealthcenters.org/2011_Regionalconf.asp)



**THIS IS THE END OF THIS ISSUE OF E-NEWS**

*See below for source identifying information*

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools; Box 951563, Los Angeles, CA 90095-1563

Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716; email: [smhp@ucla.edu](mailto:smhp@ucla.edu)