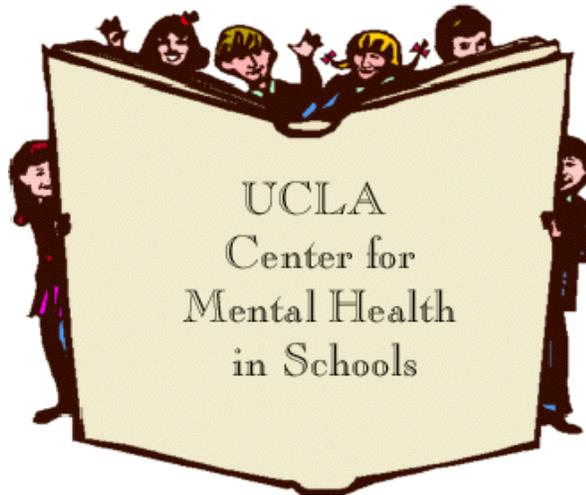




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The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices  
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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V,  
Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175)  
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**SCHOOL MENTAL HEALTH PROJECT**  
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- Adelman, H.S. & Taylor, L. (2010). *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools*. Thousand Oaks, CA: Corwin Press.
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## **POLICY & PROGRAM REPORTS & BRIEFS**

### ***I. Mental Health in Schools***

- > Youth Substance Use Interventions: Where Do they Fit into a School's Mission?
- > Beyond Placement in the Least Restrictive Environment: The Concept of Least Intervention Needed and the Need for a Continuum of Community-School Programs
- > Youth Risk Taking Behavior: The Role of Schools
- > Building Collaboration for Mental Health Services in California Schools: What Will be Built?
- > Suicide Prevention in Schools
- > Should Policy Specify a Formal Role for Schools Related to Mental Health?
- > Screening Mental Health Problems in Schools
- > The Current Status of Mental Health in Schools: A Policy and Practice Analysis
- > Diversity Competence for Psychological Practitioners: Eliminating Disparities in Psychological Practices
- > Integrating Agenda for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
- > Gap Analysis of the Resource Synthesis Related to integrating Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
- > Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals
- > Mental Health of Children and Youth and the Role of Public Health Professionals
- > Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together
- > Youngsters' Mental Health and Psychosocial Problems: What are the Data?
- > Financing Mental Health for Children & Adolescents
- > The Maternal and Child Health Bureau's Initiative for Mental Health in Schools
- > Mental Health in Schools: Reflections on the Past, Present, and Future

### ***II. School Improvement and Restructuring Related to Addressing Barriers to Student Learning***

#### **A. Policy & Practice Analysis**

- > Transforming Schools or Tinkering? An Analysis of CCSSO's Model Core Teaching Standards
- > Synthesis and Analysis of Recommendations to Congress for ESEA Reauthorization from the Perspective of Addressing Barriers to Learning & Teaching
- > Turning Around, Transforming, and Continuously Improving Schools: Federal Proposals are Still Based on a Two- Rather than a Three- Component Blueprint
- > Arguing About Charters VS. "Traditional" Schools Masks the Failure of School Improvement Policy and Practice to Enhance Equity of Opportunity
- > Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success: An Equity of Opportunity Policy and Practice Analysis
- > State Education Agencies & Learning Supports: Enhancing School Improvement
- > Learning Supports and Small Schools
- > Prevention and Early Intervention in California's Mental Health Services Act: A Summary of School-Based Programs in Ten County Plans
- > Integration of Schools and Mental Health Systems: An Overview of the State Grants from the U.S. Department of Education Program

- > Youth Gangs and Schools
- > School Attendance Problems: Are Current Policies & Practices Going in the Right Direction?
- > Preschool Programs: A Synthesis of Current Policy Issues
- > Grade Retention: What's the Prevailing Policy and What Needs to be Done?
- > Early Development and School Readiness from the Perspective of Addressing Barriers to Learning
- > Introduction to a component for Addressing Barriers to Student Learning
- > Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships
- > Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice
- > Schools as Caring, Learning Communities
- > Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions
- > Designing Schoolwide Programs in Title I Schools: Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching
- > Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning
- > For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching
- > School Improvement Planning: What's Missing?
- > Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development
- > Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component
- > Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base
- > Example of a Formal Proposal for Moving in New Directions for Student Support

## **B. Concept Papers and Proposals for Restructuring**

(see also Books, Chapters, and Articles and Other Center Resources)

- > What is a Comprehensive Approach to Student Supports?
- > New Directions for Student Support (Concept Paper)
- > Assuring No Child is Left Behind
- > Two Examples of White Papers to Inform and Guide Policy Makers
- > So you Want Higher Achievement Scores? It's Time to Rethink Learning Supports
- > Q & A Talking Points
- > What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?
- > Guidelines for a Student Support Component
  - >> Full Document and Summary Outline
- > Where's It Happening? New Directions for Student Support
- > Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports
- > Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning
  - >> Full Report and Executive Summary
- > Framing New Directions for School Counselors, Psychologists, & Social Workers

### **C. Calls to Action to Advance Efforts to Address Barriers to Student Learning:**

- > An Open Letter to Congress: Reauthorizing the Elementary and Secondary Education Act to Better Address Barriers to Learning and Teaching
- > An Open letter To Mayors: discussion of a mayor's role in public education
- > School Improvement? . . . fully addressing barriers to learning and teaching is the next step!
- > Student Support Staff: Moving in New Directions through School Improvement

### **D. Systemic Change and Sustainability**

- > School Policy Alert - Improving Outcomes for Students and Schools Requires a Comprehensive System of Learning Supports
- > Toolkit - Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching
- > Moving Toward a Comprehensive System of Learning Supports: The Next Evolutionary Stage in School Improvement Policy and Practice
- > Community Schools: Working Toward Institutional Transformation
- > Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendents Say They Need to Move Forward
- > Preparing All Education Personnel to Address Barriers to Learning & Teaching
- > New Directions for Student Support: Current State of the Art
- > Toward a School District Infrastructure that More Effectively Addresses Barriers to Learning and Teaching
- > New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going- to-Scale
- > Systemic Change for School Improvement: Designing, Implementing, and Sustaining Prototypes and Going to Scale
  - >> Full Report and Executive Summary
- > Organization Facilitators: A Key Change Agent for Systemic School and Community Changes
- > Toward Enhancing Resource Center Collaboration

### **FEATURED ARTICLES IN CENTER NEWSLETTER/JOURNAL**

- > Mental Health in Schools: Why Focus on School Policy? (Fall, 2010)
- > Congressional Education Committee Member's School Improvement Report Moves Policy Debate from a Two- to a Three-Component Blueprint (Summer, 2010)
- > Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning & Improve Schools (Spring, 2010)
- > Addressing Disparities by Enhancing Equity of Opportunity at School (Winter, '10)
- > Strengthening Learning Supports at Schools This Year: Best Practices and Innovation (Fall, '09)
- > Youth Participation: Making It Real (Summer, '09)
- > Schools as Centers of the Community: Moving Forward in Hard Times (Spring, '09)
- > Special Edition: Opportunities for Change in Challenging Times: School Improvement and Learning Supports (Winter, '09)
- > School Dropout Prevention: A Civil Rights and Public Health Imperative (Fall, '08)
- > Personnel Development for Education: Does the Process Enhance How Schools Address Barriers to Learning and Teaching? (Summer, '08)
- > Rethinking How Schools Address Student Misbehavior & Disengagement (Spring, '08)
- > Challenges and Opportunities in the Classroom (Winter, '08)
- > Mental Health in Schools: Much More than Services for the Few (Fall, '07)
- > Evidence-Based Practices in Schools: Concerns About Fit and Implementation (Summer '07)
- > Engaging the Strengths of Families, Youth, and Communities in Rebuilding Learning Supports (Spring '07)

- > Open Letter to the Mayor (Winter '07)
- > Response to Intervention (Fall '06)
- > School Improvement: Where's Student Support? (Summer '06)
- > Concerns=Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions (Spring '06)
- > Working in Schools: Q and A (Winter '06)
- > Mental Health in Schools: An Opportunity to Influence Change in a Period of Transformation (Fall '05)
- > Complex Problems, Limited Solutions (Summer '05)
- > Who at the School Addresses Barriers to Learning and Teaching? (Spring '05)
- > Bullying and Addressing Barriers to Learning (Winter '05)
- > Sustainability & Scale-up: It's About Systemic Change (Fall '04)
- > Beyond Positive Behavior Support Initiatives (Summer '04)
- > Diversity and Professional Competence in Schools... a mental health perspective (Spring '04)
- > Integrating Agendas for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health (Winter '04)
- > Natural Opportunities to Promote Social-Emotional Learning and MH (Fall '03)
- > New Directions: Where's it Happening? (Summer, '03)
- > Safe Students/Healthy Schools: A Collaborative Process. (Spring, '03)
- > Needed: A Greater Role for Learning Support Staff in Inservice at Every School. (Winter, '03)
- > Summit on New Directions for Student Support. (Fall, '02)
- > Revisiting Learning Problems and Learning Disabilities.(Summer, '02)
- > School Staff Burnout. (Spring, '02)
- > Re-engaging Students in Learning at School. (Winter, '02)
- > Comprehensive & Multifaceted Guidelines for Mental Health in Schools. (Fall, '01)
- > CSSS - Hawai'i's Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools. (Summer, '01)
- > Opening the Classroom Door (Spring, 01)
- > Mechanisms for Delivering MH in Schools (Winter, '01)
- > Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base (Fall, '00)
- > Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches (Summer,'00)
- > Expanding the Framework for School Accountability (Spring, '00)
- > Connecting Counseling, Psychological, & Social Support Programs to School Reform (Winter, '00)
- > Promoting Youth Development and Addressing Barriers (Fall, '99)
- > Youth Suicide/Depression/Violence (Summer, '99)
- > Expanded School Reform (Spring, '99)
- > School-Community Partnerships from the School's Perspective (Winter, '99)
- > Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning (Fall, '98)
- > Open Letter to the Secretary of Education, Richard Riley (Summer '98)
- > Enabling Learning in the Classroom: A Primary Mental Health Concern(Spr98)
- > Accountability: Is it Becoming a Mantra? (Winter '98)
- > Easing the Impact of Student Mobility: Welcoming & Social Support (Fall '97)
- > Addressing Barriers to Learning: Closing Gaps in Policy & Practice (Sum '97)
- > Behavior Problems: What's a School to Do? (Spring '97)
- > Comprehensive Approaches & Mental Health in Schools (Winter '97)
- > Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions (Fall '96)
- > Labeling Troubled Youth: The Name Game (Summer '96)
- > School-Linked Services and Beyond (Spring '96)
- > Mental Health in Schools: Emerging Trends (Winter '96)

## **GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE**

### ***I. Guidebooks (also see Books)***

- > Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching
- > Fostering School, Family, and Community Involvement. Guidebook in series, Safe and Secure: Guides to Creating Safer Schools. Portland, OR: Northwest Regional Educational Laboratory & Hamilton Fish Institute. (2007)
- > Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
- > School-Community Partnerships: A Guide
- > What Schools Can Do to Welcome and Meet the Needs of All Students and Families (SP)
- > Mental Health and School-Based Health Centers
- > Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment
- > New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning
- > Getting from Here to There: A Guidebook for the Enabling Component
- > A Guide to the Enabling Component (one of the New American School Models)

### ***II. Guidance Notes***

- > Implementing a Comprehensive System of Learning Supports: A Brief District Guide for Moving Forward
- > Guidance Notes for Designing a Comprehensive System of Learning Supports and Strategically Planning its Implementation
- > Youth Participation: Making It Real
- > First Steps at State Education Agencies and School Districts in Developing a Comprehensive System of Learning Supports as an Essential Component for School Improvement and Student Success
- > Personalizing Personnel Development at Schools: A Focus on Student Engagement and Re-engagement
- > Schools, Families, and Community Working Together: Building an Effective Collaborative
- > What are Learning Supports?
- > Enhancing a School Board's Focus on Addressing Barriers to Learning & Teaching
- > Mapping & Analyzing Learning Supports (A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports)
- > Leadership at a School Site for Developing a Comprehensive System of Learning Supports (Job Descriptions)
- > Benchmark Checklist for Monitoring and Reviewing Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching
- > Dissemination Focused on Diffusion: Some Guidelines
- > Engaging and Re-engaging Students in Learning at School
- > Turning a Project or Pilot into a Catalyst for Systemic Change and Sustainability
- > Is the School Year Off to a Good Start?
- > Schools Helping Students Deal with Loss
- > Addressing School Adjustment Problems
- > Dropout Prevention
- > Homework is a Mental Health Concern
- > Gateways to Resources for Enhancing Positive Outcomes for all Students
- > Integrating Learning Supports into the Infrastructure of a Small School
- > The Relationship of Response to Intervention and Systems of Learning Supports

- > Fully Integrating Student/Learning Supports into the School Improvement Agenda
- > Pursuing Opportunities for Moving Proactively from the Margins into the Mainstream of School Improvement
- > Life Beyond the "Project" — Fully Integrating the Effort into the School Improvement Agenda
- > What will it cost? - No New Dollars!
- > Infrastructure for Learning Supports at District, Regional, and State Offices
- > About Planning and Action for the Mental Health Needs of Students and School Staff in the Aftermath of a Natural Disaster

### ***III. Practice Notes***

- > Notes on Transition Planning for College
- > Volunteers as an Invaluable Resource
- > Guiding and Supporting Volunteers
- > Turning Big Classes into Smaller Units
- > Response to Intervention
- > About Motivation
- > Addressing School Adjustment Problems
- > Bullying: A Major Barrier to Student Learning
- > Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning
- > Countering the Over-pathologizing of Students' Feeling & Behavior: A Growing Concern Related to MH in Schools
- > Developing Systems at a School for Problem Identification, Triage, Referral, and Management of Care
- > Grief and Loss
- > Involving Parents in Counseling
- > Making MOUs Meaningful
- > Natural Opportunities to Promote Social-Emotional Learning and MH
- > Obesity and Mental Health
- > Prereferral Interventions
- > Prescription Drugs Abuse Among Youth
- > School Response to Natural Disasters
- > Suicidal Crisis
- > Supporting Successful Transition to Ninth Grade
- > Welcoming Strategies for Newly Arrived Students & Their Families
- > When a Student Seems Dangerous to Self or Others
- > Working with Disengaged Students

### ***IV. Policy Notes***

- > Balancing Cut-backs at Schools is Essential to Ensuring Equity of Opportunity

## V. Tools

- > Toolkit: Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching - (<http://smhp.psych.ucla.edu/toolkit.htm>)

This kit is divided into five sections.

**Section A** contains a set of brief documents clarifying the imperative for rebuilding and providing a big picture for policy makers, administrators, and other stakeholders. These include: briefs clarifying the rationale and frequently asked questions about rebuilding student supports; examples of policy formulations; prototypes of guidelines and standards; and a prototype for a school district proposal

**Section B** describes some planning tools for initial and ongoing planning of the rebuilding process. These include: reframing intervention; reworking infrastructure; and capacity building.

**Section C** includes tools related to phasing-in the new system such as: planning phase-in; and ongoing capacity building.

**Section D** contains some considerations about systemic change.

**Section E** highlights a topical Quick Find Clearinghouse that is readily accessed through a menu (direct website addresses are provided). The menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more. Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules

- >Toolbox - Practitioner and Professional Development: Virtual Toolbox for Mental Health in Schools

This online toolbox compiles various brief resources developed by the national Center for Mental Health in Schools at UCLA. While it is intended as an adjunct to the book *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (Corwin Press, 2010), the contents of the toolbox should be useful to any school practitioner and those involved in pre-and inservice professional development programs.

The toolbox reflects a broad view of mental health in schools and of the role mental health plays in the well-being of students, their families, and their teachers. Also stressed is the value of embedding mental health into a comprehensive classroom and school-wide system for addressing barriers to learning and teaching and re-engaging disconnected students as an essential facet of ensuring all students have an equal opportunity to succeed at school.

### ***The Nine Sections of the Toolbox are:***

1. Framing Mental Health in Schools
2. Concerns and Controversies
3. Challenges and Opportunities in the Classroom
4. About Behavior Problems and Social and Emotional Learning
5. Mental Health Assistance for Students at School
6. Focusing on the Well-being of School Staff
7. On-line Clearinghouse Quick Finds and Fact & Information Resources
8. Online Continuing Education Modules & Guidebooks
9. Quick Training Aids & Tutorials

## **TRAINING & PRESENTATION RESOURCES**

### ***I. Continuing Education Modules*** (also see Books, Chapters, and Articles)

- > Leadership Training: Moving in New Directions for Student Support
- > Revisiting Learning & Behavior Problems: Moving Schools Forward
- > Addressing Barriers to Learning: New Directions for Mental Health in Schools
- > Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools
- > Enhancing Classroom Approaches for Addressing Barriers to Learning:  
Classroom-Focused Enabling
  - >> Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling
- > Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide
- > About Infrastructure Mechanisms for a Comprehensive Learning Support Component
- > Developing Resource-Oriented Mechanisms to Enhance Learning Supports
- > Mental Health in Schools: New Roles for School Nurses

### ***II. Quick Training Aids & Tutorials***

- > Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component
- > Assessing & Screening (SP)
- > Attention Problems in School
- > Behavior Problems at School
- > Bullying Prevention
- > Case Management in the School Context
- > Classroom Changes to Enhance and Re-engage Students in Learning
- > Community Outreach: School-Community Resources to Address Barriers to Learning
- > Confidentiality (SP)
- > Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning
- > Crisis Assistance and Prevention: Reducing Barriers to Learning
- > Financing Strategies to Address Barriers to Learning
- > Home Involvement in Schooling
- > Re-engaging Students in Learning
- > School-Based Crisis Intervention (SP)
- > School Interventions to Prevent and Respond to Affect and Mood Problems
- > School Staff Burnout
- > Students & Family Assistance Programs and Services to Address Barriers to Learning
- > Suicide Prevention
- > Support for Transitions to Address Barriers to Learning
- > Violence Prevention

### ***III. Fact & Information Resources***

- > A Series of Information Resources on Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning & Improve Schools
  - >> About Raves as a Youth Culture Phenomenon
  - >> What is Youth Culture? A Brief Introduction
  - >> Glossary of Terms Related to Youth Culture Subgroups
  - >> Youth Subcultures: Annotated Bibliography and Related References
  - >> About Youth Gangs

- >> About the Goth Youth Subculture
- >> About Hip Hop Youth Subculture
- >> About "Loners" and "Losers"
- >> About Jocks as a Youth Subculture
- >> About Emo Youth Subculture
- >> About Surfing and Skateboarding Youth Subcultures
- >> About the Cheerleading Youth Subculture
- >> About "Mean Girls" as a Youth Culture Subgroup
- >> About "Nerds" and "Geeks" as an Identified Subculture
- >> About "Preppies" as a Youth Culture Subgroup
- >> About Sexual Minority (LGBT) Youth Subculture
- >> About Youth and Socially Interactive Technologies
  
- > Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving From a Two- to a Three-Component Approach
- > Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success
- > What Researchers are Saying About Enhancing Early Attitudes and Readiness
- > Defining Multiple Pathways for High School Graduation
- > Leadership for a Learning Support System in State Departments of Education: Example Job Descriptions
- > Barriers, Buffers, & Youth Development
- > Strengthening Health Care for Adolescents
- > Data About Youth in the United States
- > What is a Comprehensive Approach to Student Supports?
- > Why School-owned Student Support Staff are So Important
- > Many Schools, Many Students: Equity in Addressing Barriers
- > Data Related to the Need for New Directions for School Improvement
- > Data on the Plateau or Leveling Off Effect of Achievement Test Scores
- > *Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools: A Series of Information Resources on Enabling System Change*
  - >> Some Recent Work Related to Systemic Change Involving Innovation in Complex Organizations
  - >> Brief Overview of a Major Review by Lawrence W. Green, Judith M. Ottoson, Cesar Garcya, and Robert A. Hiatt (2009) entitled: Diffusion Theory and Knowledge Dissemination, Utilization, and Integration in Public Health
  - >> Dissemination Focused on Diffusion: Some Guidelines
  - >> Diffusion: In Pursuit of Action
  - >> Excerpts from Child Trends' series of Research-to Results Briefs on Adopting, Implementing, Sustaining, and Replicating Evidence-Based Practices
  - >> Brief Overview of Major Concepts from E.M. Rogers' Work on Diffusion of Innovations
  - >> Some Key Terms Related to Enabling System Change
  - >> Systemic Change for School Improvement
  - >> Change Agent Mechanisms for School Improvement: Infrastructure not Individuals
  - >> Policy Implications for Advancing Systemic Change for School Improvement
  - >> Some Key References Related to Enabling System Change
  - >> Brief Overview of Malcolm Gladwell's Concept of the Tipping Point
  - >> Systemic Change and Empirically-Supported Practices: The Implementation Problem
  - >> Intro to Multi-Level Community Based Culturally Situated Interventions
  - >> Making and Disseminating Recommendations is Not Sufficient
- > School Improvement? . . . fully addressing barriers to learning and teaching is the next step!
- > Costs of Not Addressing Barriers to Learning
- > Some Base Line Data on School Mental Health Services
- > Why Address What's Missing in School Improvement Planning?

- > Frequently Asked Questions About Mental Health in Schools
- > The School's Role in Addressing Psychological Reactions to Loss
- > About Positive Psychology
- > About Empirically Supported Therapeutic Relationships
- > Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports)
- > New Directions for Student Supports: Some Resources
- > Resources for Planning Mental Health in Schools
- > What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School
- > What is a Learning Support Resource Team?
- > Financing Mental Health for Children & Adolescents
- > Annotated "lists" of Empirically Supported/Evidence Based Interventions for School-aged Children and Adolescents
- > About School Engagement and Re-Engagement

#### ***IV. Presentations, Webinars, and Related Material (e.g., Powerpoint Slides, Handouts)***

- > Rebuilding for Learning Online Leadership Institute
- > Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students
- > Strengthening School Improvement: ..Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching (a powerpoint presentation by the American Association of School Administrators, Scholastic and the UCLA Center for Mental Health in Schools)
- > Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap
- > Addressing Barriers to Learning and Teaching to Enhance School Improvement
- > Mental Health in Schools: Becoming an Integrated Part of the School Improvement Agenda
- > Youth Suicide Prevention: Mental Health and Public Health Perspectives (SP)
- > Academics and Beyond: Addressing Barriers to Learning and Teaching

### **RESOURCE PACKETS**

#### ***I. Introductory Packets on System, Program/Process Concerns, & Psychosocial Problems***

##### **A. System Concerns**

- > Financial Strategies to Aid in Addressing Barriers to Learning
- > Evaluation and Accountability: Getting Credit for All You Do
- > Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections
- > About Mental Health in Schools.

##### **B. Program/Process Concerns**

- > Violence Prevention and Safe Schools (SP)
- > Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs
- > Parent and Home Involvement in Schools (SP)
- > Confidentiality and Informed Consent (SP)
- > Understanding and Minimizing Staff Burnout
- > Assessing to Address Barriers to Learning
- > Cultural Concerns in Addressing Barriers to Learning
- > Early Development and Learning from the Perspective of Addressing Barriers
- > Transitions: Turning Risks into Opportunities for Student Support

## **C. Psychosocial Problems**

- > Dropout Prevention
- > Learning Problems and Learning Disabilities
- > Teen Pregnancy Prevention and Support
- > Attention Problems: Intervention and Resources
- > Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth
- > Social and Interpersonal Problems Related to School Aged Youth
- > Affect and Mood Problems Related to School Aged Youth
- > Conduct and Behavior Problems in School Aged Youth

## **II. Resource and Technical Aids**

### **A. Resource Aid Packets & Tools**

- > Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching
- > Frameworks for Systemic Transformation of Student and Learning Supports
- > Screening/Assessing Students: Indicators and Tools (SP)
- > Responding to Crisis at a School (SP)
- > Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs
- > Students and Psychotropic Medication: The School's Role
- > Substance Abuse (SP)
- > Clearinghouse Catalogue (On-line)
- > Consultation Cadre (On-line)
- > Gateway of Internet Sites Relevant to Mental Health in Schools (On-line)
- > Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouse, Technical Assistance Centers, and Other Agencies
- > Where to Get Resource Materials to Address Barriers to Learning (includes a range of sample materials)
- > Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List
- > Improving Teaching and Learning Supports by Addressing the Rhythm of a Year
- > Guidelines for a Student Support Component
- > Resource Synthesis to Help Integrate Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health (see also Gap Analysis Report)
- > New Directions for Student Support: Rethinking Student Support to Enable Students to Learn and Schools to Teach
- > Catalogue of Internet Sites Relevant to Mental Health in Schools
- > Standards for an Enabling or Learning Supports Component
- > Standards & Quality Indicators for an Enabling or Learning Supports Component

### **B. Technical Aid Packets**

- > School-Based Client Consultation, Referral, and Management of Care
- > School-Based Mutual Support Groups (For Parents, Staff, Older Students) (SP)
- > Volunteers to Help Teachers and School Address Barriers to Learning
- > Welcoming and Involving New Students and Families (SP)
- > Guiding Parents in Helping Children Learn (SP)
- > After-School Programs and Addressing Barriers to Learning
- > Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change
- > Evaluation and Accountability Related to Mental Health in Schools
- > Autism Spectrum Disorders and Schools

## **C. Technical Assistance Samplers**

- > Thinking About and Accessing Policy Related to Addressing Barriers to Learning
- > Behavioral Initiatives in Broad Perspective
- > School-Based Health Centers
- > Protective Factors (Resiliency)
- > School Interventions to Prevent Youth Suicide
- > A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning (also see policy brief entitled: Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base)
- > Using Technology to Address Barriers to Learning
- > Sexual Minority Students

## **INITIATIVE & CENTER REPORTS**

### **I. Reports from the *National Initiative: New Directions for Student Support***

In addition to the items below, other resources for the *Initiative* and reports on individual state activity are online at: <http://smhp.psych.ucla.edu/summit2002/ndannouncement>

#### **A. Report from the National Meeting on Pioneer Initiatives to Reform Education Support Programs (May, 2000)**

- > Center Report: Pioneer Initiatives to Reform Education Support Programs
- > Executive Summary: Pioneer Initiatives to Reform Education Support Programs
- > Resource Materials

#### **B. National Summit New Directions for Student Support**

- > Executive Summary and Full Report

### **II. Reports from the *Policy Leadership Cadre for Mental Health in Schools***

- > Expanding Policy Leadership for Mental Health in Schools
- > Report from the Regional Conferences
- > Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations
- > Report from the Texas Leadership Institute for Mental Health in Schools
- > An Initial Look at Texas Policy Related to Mental Health in Schools

### **III. Reports from the *Coalition for Cohesive Policy in Addressing Barriers to Development & Learning***

- > Organizing Framework: Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- > Initial Tasks and Guiding Frameworks: Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- > The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion
- > Proposal for Policy Legislation: Restructuring Student Support Resources and Enhancing Their Connection with Community Resources

### **IV. *Center Impact Evaluation Report***

## Some opportunities the Center Offers You



### (1) Join the Practitioner Listserv

This listserv networks those working at school sites (those who are school-employed and those mental health practitioners who work for community agencies at school sites). It also provides a link with the Center's ongoing technical assistance and the Consultation Cadre. It enables sharing, supports efforts to enhance school priorities for MH, provides mechanisms for addressing issues, etc.

If you or any colleagues want to be added to this electronic network send us an email at [smhp@ucla.edu](mailto:smhp@ucla.edu) or indicate below and fax or mail back this form.

Please add me to the *Practitioner Listserv* (provide email address below)  
Also add the following individuals:

### (2). Want to join the **Consultation Cadre?**

(See the Center Website for a description of this Group - <http://smhp.psych.ucla.edu>)

Please contact me about the **Consultation Cadre**.

### (3) Want to Join the **Policy Leadership Cadre for Mental Health in Schools?**

(See the Center Website for a description of this Group)

Please contact me about the **Policy Leadership Cadre**.

### (4) Want to receive our free **Newsletters?**

Send me the monthly electronic *ENEWS* (provide email address below)

Send me the quarterly topical *Addressing Barriers to Learning* (sent via email)  
(provide email mailing address below)

### (5) Want Technical Assistance or specific resources?

Indicate what you need below and we will contact you.

(6) As always, we welcome your feedback on any facets of the Center's Operations.

Name \_\_\_\_\_ Title \_\_\_\_\_

Agency \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_\_) \_\_\_\_\_

Website \_\_\_\_\_ Email: \_\_\_\_\_

*Return this form by fax to (310)206-8701 or mail to the address listed below.*

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA. Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration (Project #U45 MC00175) of the U.S. Department of Health and Human Services.

For further information, you can contact the center at:

School Mental Health Project/Center for Mental Health in Schools, Box 951563, Department of Psychology, UCLA,

Los Angeles, CA 90095-1563 Ph: (310) 825-3634 | Toll Free: (866) 846-4843 | Fax: (310) 206-8716

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu) Website: <http://smhp.psych.ucla.edu/>



# Resource & Publications

## UCLA Center for Mental Health in Schools

Online the Resources & Publications can be accessed by format or topic. (<http://smhp.psych.ucla.edu>)

### **Formats**

Books & Monographs

Recent Chapters

Selected Journal Articles

Policy & Program Reports & Briefs

Featured Articles in Center Newsletter/journal

Guides to Policy and Program Development/practice

- > Guidebooks
- > Guidance Notes
- > Practice Notes
- > Tools

Training & Presentation Resources

- > Continuing Education Modules
- > Quick Training Aids & Tutorials
- > Fact & Information Resources
- > Presentations Handouts/slides

Resource Packets

- > Introductory Packets on System, Program/process Concerns, & Psychosocial Problems
- > Resource and Technical Aids

Initiative & Center Reports

- > Reports from the National Initiative: New Directions for Student Support
- > Reports from the Policy Leadership Cadre for Mental Health in Schools
- > Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development & Learning
- > Center Impact Evaluation Report

Online Clearinghouse Quick Find Topics

*Note:* Items indicating **(SP)** are available in both English and Spanish.

### **Topics**

As a first step in looking for our resources & publications on a given topic, go to our QUICK FIND search drop down menu. This evolving tool for accessing our Online Clearinghouse provides information on a growing range of topics. Use it for easy access to resources & publications from our Center and for direct links to resources & publications from other sources.

Alternatively, go to the following:

#### **I. Systemic Concerns**

A. Policy Issues & Research Base

1. The Concept of MH in Schools
2. Addressing Barriers to Student Learning
3. MH in Schools & School Reform and Restructuring
4. Research Base
5. Rethinking Student Support
6. Integrating School and Community

B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services

1. Collaborative Teams
2. Mapping and Analyzing Resources
3. School-Community-Family Connections
4. Restructuring Student Support Programs
5. Financial Strategies
6. Evaluation, Quality Control, and Standards
7. Sustainability and Scale-Up
8. Reframing Staff Roles and Functions

C. Developing Comprehensive, Multifaceted, and Integrated Approaches

D. Building System Capacity and Networking

#### **II. Program/Process Concerns**

A. Program Areas

1. Classroom Enhancement & Youth Development
2. Support for Transitions
3. Crisis Response and Prevention
4. Home Involvement
5. Student and Family Assistance
6. Community Outreach (including Volunteer Participation)

B. Processes to Develop Comprehensive Approaches & School-Community Connections

1. Enabling Component
2. School-Based Health Centers
3. Financing

C. Staff Development Tools

#### **III. Psychosocial & Mental Health Concerns**

## Current QuickFind Topics

The QuickFind search feature on our website provides easy access to resources from our Center and direct links to other resources. A topical menu is provided. Each QuickFind reflects a response to a technical assistance request on a given topic. The following are a recent list of topics, but additions are made regularly.

- Abuse (Including Sexual Assault & Harassment)
- After-School Programs (and Evaluation)
- Alternative Schools and Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism: Educating Children
- Barriers to Learning
- Behavior and Mass Media
- Behavior Problems and Conduct Disorders
- Bullying
- Burnout
- Business Support for Schools
- Case/Care Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Child Traumatic Stress
- Children and Poverty
- Children of Alcoholics & Substance Abusers
- Childhood Development
- Chronic Illness: Information and Coping
- Classroom Climate/Culture
- Classroom Management
- Classroom-focused Enabling
- Collaboration- School, Community, Interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (incl. Interagency Release Forms)
- Conflict Resolution in Schools
- Cost-Benefit Analysis Relevant to Addressing Barriers to Learning
- Crisis Prevention and Response
- Cultural Competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Disciplinary Practices
- Discipline Codes and Policies
- Diversity, Disparities, and Promoting Health Equitably
- Divorce & Children
- Domestic Violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health, and Mental Health Reports
- Emotionally Disturbed Children
- Empirically-Supported Interventions for Children's Mental Health
- Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed
- Environments that Support Learning
- Ethical/Legal/Consumer Issues
- Evaluation of programs addressing barriers to learning
- Fact Sheets related to MH in Schools and Addressing Barriers to Learning
- Family Counseling and Support
- Financing and Funding - general material
- Funding Sources - Surfin' for Funds (a pdf document)
- Foster Care
- Gangs
- Gay, Lesbian, Bisexual Issues
- Grade Retention/Social Promotion
- Grief and Bereavement
- Group Counseling
- Guidelines, Frameworks, Standards
- Hate Groups: Helping Students and Preventing Hate Crime
- Homeless Children and Youth - Education
- Homework Help for Educators, Students, Parents
- Hotlines
- Hyperactivity
- IDEA and Accommodations/Inclusion
- Immigrant Students and Mental Health
- Impulse Control
- International links to Mental Health in Schools
- Involving Stakeholders
- Job Descriptions Related to Mental Health in Schools
- Juvenile Justice Systems - Mental Health Needs
- Learning Problems & Disabilities
- Learning Supports: Addressing Barriers to Learning by Enabling Students to Succeed
- Legal and Ethical Issues in School Health/Mental Health
- Legislation Related to Student Support & Mental Health in Schools
- Mapping Existing School and Community Resources for Addressing Barriers to Learning
- Media's Effect on Behavior
- Medicaid and Managed Care for School Based Mental Health
- Medication (see Psychotropic Medication)
- Memoranda of Agreements (including joint agency agreements, MOU's)
- Mental Health Curriculum
- Mental Health in Schools -- A Sampling of References
- Mental Health in Schools in Other Countries
- Mental Health Related Software & Multimedia
- Mentoring
- Military Families and Student Mental Health
- Model Programs Information
- Motivation
- Native American Students
- Needs and Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parenting Education
- Peer Relationships and Peer Counseling
- Physical and Somatic Complaints
- Policy Related to MH in Schools and Addressing Barriers to Learning
- Post-traumatic Stress
- Poverty
- Prevention for Students "At Risk"
- Psychotropic Medications
- Racism and Schools
- References for Mental Health in Schools
- Resilience/Protective Factors
- Response to Intervention (RTI)
- Rural School Mental Health
- Safe Schools and Violence Prevention
- School and Community Collaboration
- School Avoidance
- School-Based Health Centers
- School Climate/Culture
- School Improvement Planning - Analyses from the UCLA Center
- School-Linked Services
- Self-Esteem
- Small Class Size
- Social Promotion/Grade Retention
- Social and Emotional Development and Social Skills
- Social Determinants of Health, Mental Health, and Academic Achievements
- Staffing Student Support Services: New Directions
- Stakeholders, Involving
- Standards (Guidelines, Frameworks related to Addressing Barriers to Learning)
- Statistical Information on Health, Mental Health, and Education Related Topics
- Stigma Reduction
- Student and Family Assistance Programs and Services - Outcomes
- Substance Abuse
- Suicide Prevention
- Support for Transitions (see: Transition Programs/Grade Articulation/Welcome)
- Sustainability of Initiatives
- Systemic Change and Schools
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialties
- Threat Assessment: Resources and Cautions
- Tolerance
- Transition from Adolescence
- Transition Programs/Grade Articulation/Welcome
- Transition to College
- Traumatic Brain Injury - Implications for School
- Tutoring
- Videos About Addressing Barriers to Learning and Teaching
- Violence Prevention and Safe Schools
- Visually/Aurally Impaired Students and Mental Health
- Volunteers in Schools
- Youth Development
- Zero Tolerance