

ENEWS -- A Monthly Forum for Sharing and Interchange

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

April, 1997 -- (Vol. 1, #7)

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 and networking.

What's here this month:

\*Emerging Issue: Another Attack on School-Based Health Centers

\*Opinions and comments from ENEWS subscribers

\*News from around the Country

>publications

>Listings of upcoming conferences and workshops

>Helpful website resources

\*From our Center

\*From our sister Center

Emerging Issue:

Critics of School Based Health Centers are Remobilizing

Fred Fowler from Pittsburgh, PA sent along a publication called Organization Trends (January, 1997) that comes from the Washington, D.C. based Capital Research Center. The lead article by Genevieve Young, a lawyer specializing in health law issues, criticizes use of "foundation 'seed money' to launch new government social programs..." She specifically cites the Robert Wood Johnson Foundation's "Making the Grade Program" and the Annie E. Casey Foundation and their involvement with various states.

She states:

"Two things are clear. First, the giants of American philanthropy have directed their efforts again to the promotion of programs that intrude into areas that should remain the province of the family, not the state. Second, they have done so in a manner that undermines the democratic process by excluding meaningful public discourse and flouting the authority of elected representatives."

The newsletter then includes various newspaper articles from around the country to bolster the argument. They also use a legislative subcommittee report from the Pennsylvania House of Representatives Committee on Education (Nov., 1996) that outlines concerns about a state program intended to allow public schools to tap into Medicaid funds. The article suggests that the legislatures' reports

"will be the basis for legislation on the use of medical and educational records by the public school system to protect the privacy rights of parents and children, and that the legislation should require parents' prior written and informed consent for their children to participate in activities and services provided in the schools. The proposed legislation will also protect the fiscal integrity of Pennsylvania's Medicaid program, particularly as it is used by the public schools. Finally, there are several specific recommendations about how private foundations may interact with state agencies."

In your state, are these matters very prominently discussed?

How are you dealing with them?

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## ONGOING COMMENTS ABOUT SYSTEMS OF CARE EVALUATION

In the last two issues of ENEWS, we featured material on emerging issues related to systems of care. We reported on an article by Mark Salzer and Leonard Bickman raising some concerns regarding outcomes for children.

Leonard Bickman was out of the country and our ENEWS just caught up to him. His responses to Al Duchnowski and Mike Furlong's comments about the 1997 article by Salzer and Bickman are included below. Incidentally, we mistyped Mark Salzer's name in the ENEWS (fortunately it was correct in our newsletter). We apologize for the error and thank Bickman for bringing it to our attention.

As you read the following commentary, it should be obvious that all the parties are concerned about how to work in the best interests of children and their families. The fundamental issue, of course, is what currently and in the long-run constitutes "best interests" of youth, families, and society. If you have something you think should be added to the discussion, let us know.

In his comments last month, Al Duchnowski (from the University of South Florida) referred readers to a special issue of *The Journal of Mental Health Administration* (Winter, 1996, V. 28), which has 16 articles describing the Fort Bragg study. Duchnowski stated that one of the articles "challenges the interpretation of the results offered by Leonard Bickman and his colleagues."

In response, Bickman notes:

It would be nice if the readers were aware that concerns were responded to in that special issue and that Duchnowski does not refute them. In addition a more comprehensive review of this study can be found in the May 1997 issue of the *American Psychologist*.

Bickman embedded five responses within the text of Mike Furlong's comments, so we are reproducing them here in that format.

(1) Mike Furlong (from UCSB) stated:

"Regarding Bickman. One needs to examine his methods very carefully. They are not without some serious questions (for example using T-scores from the CBCL instead of raw scores)."

Bickman responds:

"I wish the author of this comment could carefully explain what he means. In our data set the raw score and the T scores correlate .97. This sort of shoot from the hip criticism does the field little good. If Furlong thinks there are serious questions then why doesn't he raise them in a scholarly and serious fashion."

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(2) Mike Furlong:

"While we need to take the outcome of the Fort Bragg study into account, there are some very fundamental issues regarding systems of care that need to be resolved before one jumps to the conclusion that Bickman has. In the Santa Barbara County System of Care, we are trying to play a small part by examining the outcome for our data in a couple of ways:"

Bickman's response:

"Again, it is a little disappointing Furlong equates almost of decade of research as 'jumping to a conclusion.' "

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(3) Furlong continues:

"We have conducted cluster analyses of our early cases and found four distinguishable clusters of youths who have entered our system: Troubled, Troubling, Troubled and Troubling, and At-risk. [Furlong has a paper in press on this and will report preliminary outcomes at the U. of South Florida conference.] Our logic is that Bickman grouped all youths together in examining outcomes. We have found some evidence of different outcomes by cluster. In addition, one obviously needs to conduct analyses that examine if (a) services were provided that address the specific needs of each youth and (b) if the outcomes show improvement in the targeted areas."

Bickman's response:

"Cluster analyses are not complicated to do -- we have done many, but they have to be theoretically driven otherwise you have a fishing expedition. There is no theoretical argument proposed by system change advocates that says certain groups would be affected more by system level changes than others. However, even a brief review of our studies would show that we conducted several subgroup analyses with the same outcome - system changes had no differential effects on client outcomes. Second, an extensive implementation study was done that demonstrated that the system was implemented as planned and as expected. Finally, I would challenge Furlong or anyone else reading this to tell us how to determine if "services were provided that address the specific needs of each youth". We have tried several ways and there is no way to match needs with services, if you follow basic scientific principles. But I would love to be shown that I am wrong on this.

"With regard to targeted outcomes, again our analyses included two ways of examining this. First we examined only the subscales that related to the child's presenting problem, second we examined the poorest subscale over time. These outcomes were similar to the broader outcomes."

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(4) Furlong:

"In addition, before one concludes that systems of care do not work, one needs to show that the treatment provided for each client had fidelity with the tenets of the system of care change theory. Bickman has not done this."

Bickman responds:

"First, we did not conclude that systems of care do not work. We said very carefully that systems affect system level outcomes such as access and cost but are unlikely to affect clinical outcomes for several reasons.

"I will again refer to the implementation study that has been published. If Furlong means that we have not matched individual level services with individual level needs then he is correct. The study was a system study and not a services or treatment study so that was not something we could measure. But even if we had the foresight and funds to do so we do not know how to do this. At this time there is no system for even describing services provided other than by location (e.g. home, office) and time (hours, days). So the challenge to all of us is to be better able to describe the services that are actually delivered in the real world."

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(5) Furlong:

"His work is analogous to the early work that declared psychotherapy or personal counseling ineffective. All types of theory were co-mingled with all types of client presenting problems and needs. What Bickman has done is only a first step in evaluating the conditions under which systems of care are and are not effective."

Bickman's response:

"Yes, that is the nature of the real world. Yes, I agree more research is needed. However, it needs to be directed more at the services level and not look to system reforms to produce better outcomes in the face of inadequate services."

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For those wanting to contact Bickman, he provides the following

Bickman@ibm.net or  
Len@psychiatry.uq.edu.au

and states "use both to make sure I get your message." He also provides the following address and numbers:

University of Queensland,  
Mental Health Centre,  
Royal Brisbane Hospital,  
Herston Queensland 4029 Australia

work phone (intl.-US) 011 61 7 3365 5008 or 5098;  
fax (07) 3365 5488 (w)  
<http://www.vanderbilt.edu/VIPPS/mental.html>

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One student to another: Boy is my teacher dumb.

Other student: Why do you say that?

First student: She spends the whole day asking us questions.

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A NOTE FROM

Pamela King, KEN Public Affairs Specialist, at the Center for Mental Health Services (CMHS).

In response to last month's ENEWS, Pamela King comments:

It's heartening to read the lively and informed dialogue on promoting mental health in schools in your monthly ENEWS forum. We'd like to share with you some of the exciting work going on in children's mental health at the Center for Mental Health Services (CMHS).

CMHS supports 22 grantees around the country to develop systems of care for children with serious emotional disturbances and their families. In fact, you mention one such grantee--the Research and Training Center on Family Support and Children's Mental Health-in ENEWS Bulletin vol. 1, #5. In addition to the systems of care program, CMHS has developed an education campaign on children's mental health targeted to parents, teachers, community leaders, the general public, and professionals providing services to children. It includes a variety of publications, such as brochures, fact sheets, and videos.

The educational materials from the CARING FOR EVERY CHILD'S MENTAL HEALTH: Communities Together campaign, as well as information on the Comprehensive Community Mental Health Services for Children and Their Families systems of care program, are available, free of charge, to all who want and need it.

Simply call the CMHS National Mental Health Services Knowledge Exchange Network (KEN) at 800-789-CMHS (2647), or visit our World Wide Web site at <http://www.mentalhealth.org/>

KEN is a one-stop source of free information on mental health and mental illness. In addition to print materials, KEN provides referrals to State and community resources, a forum for public discussion and networking through the electronic bulletin board system (800/790-2647), searchable online databases, and links to over 400 other organizations through our Web site.

CMHS is a component of the Substance Abuse and Mental Health Services Administration, an agency of the U.S. Department of Health and Human Services.

By the way, we're adding many of the useful Web sites your forum mentioned to the mental health links section of our Web site. Thank you.

Pamela King

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#### NEWS FROM AROUND THE COUNTRY

Here's some upcoming events we have been asked to announce. (Let us know about any information you'd like us to include.)

## SOME RECENT PUBLICATIONS

We note the following collections of papers:

(1) Adolescent Medicine: State of the Art Reviews, Vol 7. (1996).

Contains a series of articles on  
Health Care in Schools

Included are:

B.P. Guernsey & D.R. Pastore, Comprehensive school-based health centers: Implementing the model.

J.G. Dryfoos, C. Brindis, & D.W. Kaplan, Research and evaluation in school-based health care.

L. Taylor & H. Adelman, Mental health in schools: Promising directions for practice.

(2) School Psychology Review, Vol. 25 (1996)

Contains a series of papers on  
Organizational Change and School Reform

M.J. Curtis & S. Stollar, Applying principles and practices of organizational change to school reform.

J. Ysseldyke & K. Geenen, Integrating the special education and compensatory education systems into the school reform process: A national perspective.

H. Adelman, Restructuring education support services and integrating community resources: Beyond the full service school model.

H.M. Knoff, The interface of school, community, and health care reform: Organizational directions toward effective services for children and youth.

J. Grimes & W. D. Tilly III, Policy and process: Means to lasting educational change.

Featured also are commentaries by Secretary of Education Richard Riley and others.

(3) Journal of Educational and Psychological Consultation, Vol 8, (1997)

Contains a series of papers on  
Community Psychology Contributions to Consultation

Included are:

J.E. Zins, Expanding the conceptual foundation of consultation

C. Cherniss, Teacher empowerment, consultation, and the creation of new programs in schools.

H.S. Adelman & L. Taylor, Toward a scale-up model for replicating new approaches to schooling.

J.S. Kress, B.R. Cimring, & M.J. Elias, Community psychology consultation and the transition to institutional ownership and operation of intervention.

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## UPCOMING EVENTS

Building on Family Strengths is the theme of a National Conference on Research and Services in Support of Children and their Families conducted by the Research and Training Center on Family Support and Children's Mental Health. The conference will be held in Portland, OR on May 8-10, 1997. Contact Conference Coordinator at Research and training Center/RRI, Portland State University, P.O. Box 751, Portland, OR 97207-0751.  
Phone: (503) 725-5558; FAX: (503) 725-4180; e-mail: exok@rri.pdx.edu

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This year, Stand For Children Day is happening in local communities all across the country, and on the Internet. Bring Stand For Children Day to your community, and take a Virtual Stand online.

On June 1, 1997 individuals and groups from all 50 states will organize a range of activities to educate their communities about children's health needs. Stand For Children Day's focus is local this year because that's where we can most directly impact the lives of children. And the message is to give children a healthy start, because too many children grow up without essential care. Only when children grow up healthy -- with quality medical care, safe communities and nurturing

homes -- can they fulfill their true promise to be happy, healthy, educated adults.

Stand For Children works to strengthen the growing movement to Leave No Child Behind by expanding the grassroots base of supporters of children and by encouraging, inspiring, and coordinating sustained local action for children. We provide practical information, inspiration, and forums for discussion that enable people from every walk of life to volunteer for children, form or join local Children's Action Teams (CATs), launch community programs or initiatives for children, and encourage public officials, employers and the media to stand for children.

Stand For Children is an affiliate of the Children's Defense Fund.

Ways to Contact Stand For Children

Phone: (800)663-4032 -- Fax:(202)234-0217 -- Email: [tellstand@stand.org](mailto:tellstand@stand.org)

Stand For Children, 1834 Connecticut Ave., NW, Washington, D.C. 20009

or visit their web site at: [www.stand.org](http://www.stand.org)

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The National Assembly on School-Based Health Care will hold its third annual conference in Boston, June 29 through July 1, 1997. The theme is *Joining Hands for Success* -- which reflects the organization's efforts to improve coordination among school-based health care providers, researchers, and advocates. For information, contact National Assembly office, 6728 Old McLean Village Dr., McLean, VA 22101-3906. Phone: (703) 556-0411; FAX (703) 556-8729

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The Center for School Mental Health Assistance will hold its second national conference on Friday and Saturday, September 12 & 13, 1997 in New Orleans. The theme is *Advancing School-Based Mental Health*. (For more on this scroll on to the section on News from our Sister Center.)

#### ANNOUNCEMENT AND CALL FOR PAPERS

A new quarterly journal sponsored by the American Psychological Association entitled, *Children's Services: Social Policy, Research, and Practice*, will begin publication in 1998. Manuscripts are being accepted now. This journal will consist of review articles on issues of policy and services for children and families and will provide a forum for discussions on service delivery, child advocacy, and social/legal policy issues. Contact the Editor-Elect Michael C. Roberts, Clinical Child Psychology Program, Joseph R. Pearson Hall, University of Kansas, Lawrence, KS 66045 Phone: (913) 864-3580; FAX (913) 864-5024; e-mail: [MROBERTS@ukans.edu](mailto:MROBERTS@ukans.edu)

WEBSITES BROUGHT TO OUR ATTENTION

As noted above, the Center for Mental Health Services (CMHS) has online the

National Mental Health Services Knowledge Exchange Network (KEN)  
<http://www.mentalhealth.org/>  
Or, call 800-789-2647

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The following website is among the many resources created by Portland State University's, Research and Training Center on Family Support and Children's Mental Health.  
<http://www-adm.pdx.edu/user/rri/rtc/fp/welcome.htm>

You will find its National Bulletin entitled, Focal Point, the latest issue of which deals with Families, Managed Care, & Children's Mental Health

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The Safe & Drug Free Schools (SDFS) Program has unveiled its home page.  
<http://www.ed.gov/offices/oese/sdfs/>

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Maternal and Child Health Bureau website provides fact sheets, grant information, Federal Register notices, newsletters and publications and links to maternal and child health sites.  
<http://www.os.dhhs.gov/hrsa/mchb/>

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You can also link to other mental health related sites from our website,  
<http://www.lifesci.ucla.edu/psych/mh/>  
(We add new materials every couple of weeks.)

If you have favorite sites you think others would find useful, let us know.

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NEWS FROM OUR CENTER

\*We have just completed an Introductory Packet entitled:

## Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections (85 pages)

This is a revised, expanded edition of a previous packet. It discusses the processes and problems related to working together at school sites and in school-based centers. Outlines models of collaborative school-based teams and interprofessional education programs. As with all our Introductory packets, the packet also contains a list of references, information on other relevant centers, agencies, organizations, advocacy groups, Internet links, and lists of consultation cadre members ready to share expertise.

Available from our Center Clearinghouse for \$6.00 to defer costs of copying, handling, and mailing.

\*\*We have also just completed a draft of a set of three Continuing Education units for the National Association of School Nurses entitled Mental Health in Schools: New Roles for School Nurses. The contents are:

### I. Placing Mental Health into the Context of Schools and the 21st Century

- A. Introductory Overview
- B. The Need to Enhance Healthy Development and Address Barriers to Learning
- C. Addressing the Need: Moving Toward a Comprehensive Approach
- Coda: A Wide Range of Responses for a Wide Range of Problems

### II. Mental Health Services & Instruction: What a School Nurse Can Do

- A. Screening and Assessment
- B. Problem Response and Prevention
- C. Consent, Due Process, and Confidentiality
- Coda: Networks of Care

### III. Working with Others to Enhance Programs and Resources

- A. Working Relationships
- B. Working to Enhance Existing Programs
- C. Building a Comprehensive, Integrated Approach at Your School
- Coda: Roles for the School Nurse:

Now that these units are prepared, we will begin to work with other associations of school professionals to produce a version of this continuing education package for their membership.

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Let us hear from you about the emerging issue related to remobilization of school-based health center criticism or about anything else you want to share.

We look forward to hearing from you:

E-mail: smhp@ucla.edu  
Phone : (310) 825-3634 Fax: (310) 206-8716

Write: Center for Mental health in Schools  
Dept. of Psychology, UCLA  
Box 951563  
Los Angeles, Ca. 90095-1563

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#### NEWS FROM OUR SISTER CENTER

At its second national conference to be held on Friday and Saturday, September 12 & 13, 1997 in New Orleans, the Center for School Mental Health Assistance (CSMHA) will pursue the theme of Advancing School-Based Mental Health.

The keynote speakers will be:

Emory L. Cowen, Director of the Center for Community Study at the University of Rochester and Founder of the Primary Mental Health Project.

Jacob Moody, Director of the Balboa Teen Health Center, San Francisco, CA and President of the National Assembly on School-Based Health Care.

On Friday morning Sept. 12, optional pre-conference sessions will be held on the topics:

- >The Ecology of Outcomes: Building Outcome Accountability
- >School Mental Health for the 21st Century
- >Strategies for Funding Within the Context of Managed Care

For a list of the concurrent sessions and registration information or to get on the CSMHA mailing list, please contact

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE  
University of Maryland at Baltimore  
Department of Psychiatry  
680 West Lexington Street, 10th flr.  
Baltimore, Maryland 21201-1570  
(888)706-0980/csmha@csmha.ab.umd.edu  
<http://csmha.ab.umd.edu/>

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The CSMHA is directed by Mark Weist, Ph.D. and co-directed by Bernice Rosenthal, M.PH. Marcia Glass-Siegel, MSS, LCSW-C is the Program Coordinator.

Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.

IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE?

FEEL FREE TO FORWARD THIS TO OTHERS WHO YOU THINK MIGHT BE INTERESTED.

THIS IS THE END OF THIS ISSUE OF ENEWS

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Below is a brief description of our Center.

WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The Center for Mental Health in Schools at UCLA is one of two national centers funded in October 1995 for five years by the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. The other center is at the University of Maryland at Baltimore.

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.

Don't forget to visit our web site at:  
<http://www.lifesci.ucla.edu/psych/mh/>

And let us know what you think we should add (or if you are having trouble accessing it).

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To post messages to ENEWS, email them to: [smhp@ucla.edu](mailto:smhp@ucla.edu)

To subscribe to ENEWS, send an email request to:  
[maiser@bulletin.psych.ucla.edu](mailto:maiser@bulletin.psych.ucla.edu)

leave the subject line blank, and in the body of the message type:  
subscribe mentalhealth  
you will automatically be added to the mailing list.

To remove your name from the mailing list type:  
unsubscribe mentalhealth

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

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

Voice: (310) 825-3634  
Fax: (310) 206-8716  
email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

Web page: <http://www.lifesci.ucla.edu/psych/mh/>

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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Support for the Center comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.