

**News From Our Center and Sister Center

^^^New On-Line Resources

^^^From the Center's Clearinghouse

To post messages to ENEWS, E-mail them to: smhp@ucla.edu

If you were sent ENEWS indirectly, you can be added to our list (no charge) by sending an E-mail request to:

maiser@bulletin.psych.ucla.edu

leave the subject line blank, and in the body of the message type:
subscribe mentalhealth

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

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If we did all the things we were capable of doing, we would literally astound ourselves.

--Thomas Edison

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EMERGING ISSUE

Which laws should families use to ensure youngsters' rights are protected and that they receive special assistance?

*Title V of the Rehabilitation Act commonly referred to as Section 504?

*Individuals with Disabilities Education Act (IDEA)?

*Americans with Disabilities Act (ADA)?

In guiding families, professionals stress the importance of all three acts.

However, an issue is emerging as an increasing number of individuals who do not qualify for a special education label

and special assistance under IDEA are turning to Section 504. This includes many who are seen as having behavior problems

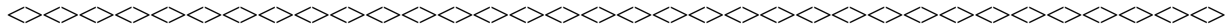
According to a recent edition of the Council for Exceptional Children's newsletter, CEC today, schools fear that more

because it does not require a disability label. The problem in this for schools is that they must provide accommodations

on the part of some that some students with true disabilities will receive assistance under Section 504 but important facets

WHAT'S YOUR TAKE ON ALL THIS? IS IT A PROBLEM?
IF SO, WHAT SHOULD BE DONE?

issue and/or on our website.



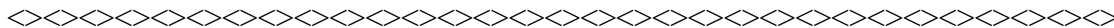
Joy Dryfoos (author of "Full Service Schools" among other works) is trying to amass information about what current evaluations

schools are ones that (1) open after regular school hours often into the evening, (2) involved in educational reforms,

quality education with support services, (5) interact with parents and community.)

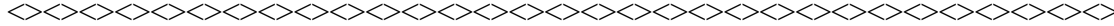
information about the results of all school-community collaborations.

we should contact, please let us know, and we will put together a summary for Joy and highlight the information in our next



Let Us Hear From You:

E-mail: smhp@ucla.edu
Phone : (310) 825-3634
Write : Center for Mental Health in Schools
Department of Psychology, UCLA
Box 951563
Los Angeles, CA 90095-1563



****NEWS FROM AROUND THE COUNTRY****

CESSATION OF SSI DISABILITY BENEFITS FOR MANY

Using the Bazelon Center for Mental Health Law as its source, the National Association of School Psychologists indicates that the higher eligibility standard for children to qualify for Supplemental Security Income (SSI) disability benefits (resulting from the new welfare law) has resulted in 135,841 cessations of benefits and 91,216 continuances - a 59.8% termination rate. Eighty-two percent of those children who have lost their benefits are children with mental disorders or mental retardation. During an appeals process known as reconsideration the reversal rate has been 58% of cases initially denied after the redetermination process.

Under the Social Security Administration (SSA) rules issued in February, 1997, an eligible child must now have "marked and severe functional limitations" from a physical or mental condition. The child's condition or combination of conditions must meet a "medically or functionally equal" condition listed in the SSA's revised list of impairments which no longer include "maladaptive behavior" as a disability. The new standards have also affected new childhood claims. NASP states that families have reported they are being given inaccurate information from SSA employees about their right to appeal, to request benefit continuation during the appeal and to have repayments waived if the appeal is unsuccessful.

Do you know about the ...

**COLLABORATIVE FOR THE ADVANCEMENT OF
SOCIAL AND EMOTIONAL LEARNING (CASEL)**

who have joined together to promote the development, implementation, and institutionalization of high-quality social and emotional

a forum for the exchange of ideas, expertise and vision regarding solutions to the pressing problems of young people and to encourage

that foster social, emotional, and academic skills in youth.

The Research and Guidelines Committee of CASEL just wrote a book

Educators," published by the Association for Supervision and Curriculum Development.

<http://www.cfapress.org/casel/casel.html>

This site provides information on training opportunities and

bibliography and suggested reading list, information on promising SEL and prevention programs, and updates on CASEL

MEDICARE TO REIMBURSE PROVIDERS

APA Monitor -- November, 1997

Telehealth services -- long distance electronic consultations

reimbursement. Under a law recently passed by Congress, Medicare must cover telehealth services in rural areas determined by the

The legislation is expected to benefit Medicare patients in 745 counties around the country. Fee schedules for telehealth

A few private insurers across the country have begun covering telehealth services. And lawmakers in California and Louisiana

Through the telehealth linkup, which is typically in the form of videoconferencing, providers can see and talk long-distance with

of transportation, can't make an office visit.

In addition to physicians and other medical professionals, psychologists are becoming active providers of telehealth services. They say videoconferencing allows them to maintain a steady therapeutic relationship with patients who live too far away to visit in person on a regular basis. Critics, however, say face-to-face interaction is essential to quality psychological services. APA is now considering developing an association policy on the use of telehealth systems. . . .

Meanwhile, beginning Jan. 1, Federal Communications Commission (FCC) will offer grants to help public and nonprofit rural health-care-providers obtain telecommunications services, including telehealth systems, that can expand health-care access for rural Americans. Mental health centers, rural clinics and local health departments are among those eligible for the financial support. The FCC has an annual \$400 million to distribute under the program, and is developing an application process. For more information about the program, contact the FCC at (888) CALL-FCC, or visit the commission's World Wide Web site, www.fcc.gov/healthnet.

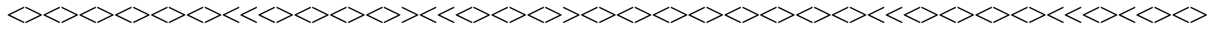
State Children's Health Insurance Program (SCHIP)

As summarized by the American Psychological Association -- "SCHIP became law on August 5, 1997, as part of the Balanced Budget Act. Congress allocated approximately \$33.5 billion over 10 years to become available to states on October 1, 1997 to expand coverage for up to 5 million American children who are uninsured. States are not mandated to use SCHIP funds. Participation is incentive-based and states must contribute some matching funds, although less than they put up to receive Federal Medicaid dollars. Although SCHIP funds became available this October 1, states will have up to 3 years for implementation.

Children who are under 19 years old whose family income falls at or below 200% of the poverty line are eligible for SCHIP-funded coverage, provided they do not already qualify for Medicaid and do not already have coverage through private health insurance. States may not discriminate based on diagnosis or deny coverage based on a child having a preexisting condition when deciding eligibility for SCHIP-funded coverage. Nominal fees or co-pays may be required, up to five percent (5%) of a family's income, with no cost-sharing allowed for preventive services.

Programs administered under Medicaid, which some states are anticipated to expand using SCHIP funds, may provide the best overall mental health services coverage for children, especially in those states where Early Periodic Screening Diagnosis and Treatment (EPSDT) is implemented fully. . . ."

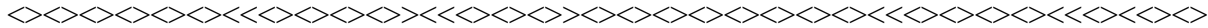
- * Cost-Outcome Research in Mental Health
- * Special Design in Cost-Outcome Research
- * Concepts of Economic Cost
- * Measuring Utilization * Estimating Economic Cost
- * Measuring Service Practice * Measuring Mental Health Outcomes
- * Aggregating Outcome Measures * Analyzing Cost-Effectiveness
- * Using Cost-Outcome Data to Guide Policy and Practice



"Team Up to Save Lives: What Your School Should Know About Preventing Youth Suicide." A complementary CD-ROM from the University of Illinois at Chicago and the Ronald McDonald House Charities.

An aid for educators are faced with the challenge of assisting at-risk or suicidal students, communicating with parents, and formulating crisis plans. This CD-ROM is designed to supplement the procedures a school and community may already have in place. The suicide prevention curriculum was piloted in a three-year research program conducted by the Institute of Juvenile Research at the University of Illinois at Chicago. The complementary CD-ROM also includes the brochure "Five Minutes of Your Time Can Mean a Lifetime to a Suicidal Adolescent" with questions and answers on firearm disposal.

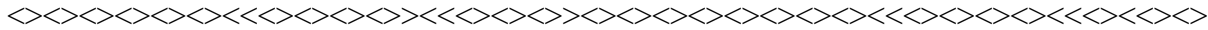
Contact: McDonald's Resource Center
 Phone: (800) 627-7646, 1996
 \$4.70 for shipping and handling.



"That's My Buddy!"
 Developmental Studies Center.

This book focuses buddy programs to help elementary schools help students feel connected to the school. The work provides a rationale for such programs, tips for getting started with teachers and students and activity ideas and resources. Some of the cross-age buddy activity ideas include: journal-writing, portrait-drawing, dialogues, question games, reading and field trips. Each activity offers separate sections on introducing the activity with older students and younger students.

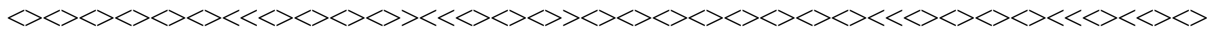
Contact: Developmental Studies Center, 2000 Embarcadero, Suite 305,
 Oakland, CA 94606-5300; (510) 533-0123; (800) 666-7270.
 1996. 140 pp., Paper bound. \$14.95.



"Integrated Collaborative Services: A Technical Assistance
Planning Guide" California Research Institute

Designed to respond to the proliferation of integrated services systems and the need for responsive technical assistance for line staff, administrators, and community participants.

Contact: California Research Institute, 612 Font Blvd.,
San Francisco, CA 94132
Phone: (415) 338-7847 Cost: \$15



"MEDICAID AND SCHOOL HEALTH"
A Technical Assistance Guide created by Health Care
Financing Administration (HCFA)
The U.S. Department of Health and Human Services

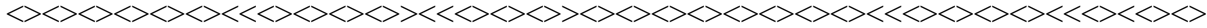
The purpose of this guide is to provide information and technical assistance regarding the specific Federal Medicaid requirements associated with implementing a school health services program and seeking Medicaid funding for school health services. Because of the numerous types of school-based arrangements in existence throughout the country in this guide, "school health and school-based services" refers to any type of Medicaid-covered school-based health services provided by or within a school system, whether in the school, through a school-based or school-linked clinic or through the IDEA.

The guide covers the following sections:

- I. Coverage of School Health Services
- II. Medicaid Managed Care and School Health Services
- III. Medicaid Payment for School Health Services
- IV. Third Party Liability and Free Care
- V. Administrative Claiming
- VI. Transportation
- VII. Case Management
- VIII. Confidentiality

To request a copy of this publication, contact :

U.S. Department of Health and Human Services
Health Care Financing Administration
7500 Security Boulevard
Baltimore, MD 21244-1850



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Joe: "Sure. The questions are easy; it's the answers that are hard to figure out."

^^^^^UPCOMING CONFERENCES, INITIATIVES, WORKSHOPS^^^^^^

The 1997 Alternative Schools Conference

Theme is "Administrative and Legal Challenges in Alternative and Charter Schools." The following topics will be covered: charter schools, community collaborations, visions of future curriculum and instructional strategies, technological advances, and magnet schools.

Contact: Dr. Robert Morris, Department of Ed. Leadership and Foundations, State University of (770) 836-4646

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1998 National Conference January 9-11, 1998
Town & Country Hotel San Diego, CA

learning what makes them so effective, and determining how to apply those lessons to our schools and districts. Featured keynote speakers are Rudy Crew, Elaine Eastin, and William Schmidt.

Washington, DC 20001
<http://www.ncee.org>

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The Tenth Annual America's At-Risk Youth National FORUM

February 8-11, 1998 -- Kingston Plantation and Embassy Suites
Myrtle Beach, South Carolina

Deadline for transmittal of applications: January 15, 1998
Applications available: November 3, 1997

Estimated number of awards: 10

Additional information is available online at :

<http://ocfo.ed.gov/gophroot/4fedreg/1grantann/103097d.txt>

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"Children's Services: Social Policy, Research, and Practice"

Slated to begin publication in 1998. Manuscripts may now be

This journal will be a publication of review articles on issues of policy and services for children and families. "Children's

delivery, child advocacy, and social/legal policy issues. This journal will foster an integration of child and family development

design, implementation, and evaluation of service delivery systems, and information on the political process for improving quality and

peer reviewed and selected for their scholarly merit and contribution to research and policy. Although manuscripts should

publish original research articles.

Contact: Michael C. Roberts, Editor, Clinical Child Psych. Program,

University of Kansas,  
E-mail: [mroberts@ukans.edu](mailto:mroberts@ukans.edu)

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Service was as much a part of my upbringing as eating breakfast and going to school. It isn't

It was clear that it was the very purpose of life. In that context, you're not obligated to win.

the best you can every day.

Healthy People 2000, the national prevention initiative to improve the health of all Americans, is the product of cooperation between government, voluntary and professional organizations, business and individuals. Charts the progress of this initiative and provides reviews, a publications list, and priority areas.

>>>Hotlines & Information Lines<<<

<http://www.ed.gov/pubs/parents/Including/reslines.html>

>>>Maternal and Child Health Bureau, Newsletters<<<

<http://www.os.dhhs.gov/hrsa/mchb/newsltrs.htm>

>>>Parent Training and Information Centers<<<

<http://www.ed.gov/pubs/parents/Including/resptic.html>
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You can also link to other mental health related sites from our website,
<http://www.lifesci.ucla.edu/psych/mh/>

(If you haven't visited our site lately, click on "What's New" -- we add new material every couple of weeks).

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

>>>Jobs Plus: A Corporate Initiative to Employ 2,500<<<

PIZZA HUT JOBS PLUS has announced a national goal to employ 2,500 persons with disabilities by 12/31/97. Pizza Hut is specifically interested in recruiting individuals registered with their state vocational rehabilitation agency and or SSI/SSDI recipients. Integrated Resources Institute (IRI) a non-profit corporation, has been assisting Pizza Hut with its national employment initiative Jobs Plus since 1984. IRI will facilitate your efforts to determine openings and arrange for interviews at local Pizza Hut corporate owned units. To access IRI's free job development assistance, contact us toll free at (800) 704-5293, M-F 8:30 am - 4:30 pm Pacific Coast Time. IRI is prepared to assist your job placement efforts with Pizza Hut in a number of ways:

* A listing of all corporate Pizza Hut units,

address and phone numbers

- * Interview preparation strategies
- * Regional Pizza Hut recruiter contacts to provide

- * Provide whatever assistance required to help you obtain employment for your Vocational Rehabilitation or SSI consumers

employment initiative.

The Environmental and Occupational Health Sciences Institute (EOHHSI) is offering a research fellowship to join a multi-disciplinary team investigating the relationship between unexplained

Ongoing research includes: 1) nationally funded survey and interview research into veteran's illness following the Gulf War; and 2) controlled exposure studies among sensitive populations.

and experience using psychological tests; experience with data analytic tools and statistics; writing skills. Weekly research seminars and clinical case conferences augment training gained from

curriculum vitae, and three letters of reference to:

Nancy Fiedler, Ph.D., EOHHSI, 681 Frelinghuysen Road, Room 210,

EOHHSI is a joint program of Rutgers University and the University of Medicine and Dentistry of New Jersey.

Lehigh University Develops Program to Train Pediatric School Psychologists

Pennsylvania, has received a Leadership training Grant from the U.S. Department of Education to train doctoral students as

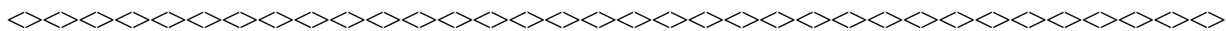
is to train school psychologists as leaders in the research and practice of linking medical, educational, and psychological

Disorders (E/BD) as well as others with health problems that are at-risk for the development of E/BD. A key component is to develop

professionals who are capable of interacting within both schools and health-care communities to provide integrated services for students within full-service schools. The project is a collaborative effort between the School Psychology program at Lehigh University and the Children's Seashore House, a division of the University of Pennsylvania School of Medicine with two urban school districts (Allentown and Philadelphia) serving as the educational practicum sites, and the Children's Seashore House as the primary health care setting. Additional health care settings in Allentown (Lehigh Valley Hospital and Sacred Heart Hospital Department of Pediatrics) are also participating as practicum sites.

Students complete the training over a two year period. Through a combination of coursework, practica, research mentorship, and dissemination of research and practice, a total of 12 trainees will complete their Ph.D. in School Psychology and receive an endorsement from the Department of Education and Human Services at Lehigh University indicating that they have completed a specialization in Pediatric School Psychology within their degree program. Trainees demonstrate competencies through the creation of a portfolio of products that document outcomes from the project. Upon graduation, trainees will be in a position to assume leadership roles in educational, health care and university settings. Dr's. Ed Shapiro and George DuPaul from Lehigh University and Tom Power from Children's Seashore House are the co-principal investigators of the project.

For more information, contact Ed Shapiro at : ess2@lehigh.edu.
Also, visit their website at: <http://www.lehigh.edu/~inpedpsy/wpage/pedpsy.html>



NEWS FROM OUR CENTER AND OUR SISTER CENTER

^^^NEW ON-LINE RESOURCES^^^

Just added to our website: <http://www.lifesci.ucla.edu/psych/mh/>

*** The second unit of our continuing education module on:
Addressing Barriers to Learning: New Directions for Mental Health
in Schools. This unit is entitled: "Mental Health Services &
Instruction: What a School Can Do." The third unit will be added
in the near future.

*** Introductory Packet -- Working Together: From School-Based

Collaborative Teams to School-Community-Higher Education Connections. This packet 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.

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^^^AVAILABLE FROM THE CENTER'S CLEARINGHOUSE^^^

"Guiding Parents in Helping Children Learn" (a Technical Aid Packet) is now available as an aid in working with parents and other non-professionals. It contains three types of resources:

- (1) a "booklet" written for non-professionals to help them understand what is involved in helping children learn. In some cases, this can be offered directly as material to read -- in sections or as a total package; in other cases, the material can be used as a resource and guide in preparing presentations.
- (2) information about basic resources professionals can draw on to learn more about helping parents and other non-professionals enhance children's learning and performance.
- (3) additional guides and basic information to share with parents as resources they can use to enhance a child's learning and performance.

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For more information about the resources, training, and technical assistance we offer, see our website: <http://www.lifesci.ucla.edu/psych/mh/>

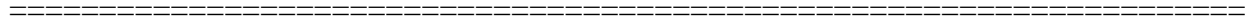
or use any of the following contact points to ask for more information.

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

Write: Center for Mental Health in Schools
Department of Psychology, UCLA
Box 951563

Our group at UCLA approaches mental health and psychosocial concerns from healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering facilitating networking and exchanges of ideas.



Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.