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

        ENEWS - A Monthly Forum for Sharing and Interchange

October 24, 1996 - (Vol. 1, #2)

Welcome! For those who don't know about ENEWS

WHAT IS ENEWS?

This is an effort to create an electronic forum/news group that reaches out
to those who may not have easy access to our Website but do use email. Our
goals each month are to augment the current ways we share information and
facilitate interchange and networking related to addressing barriers to
learning and promoting mental health in schools. We'd especially like to
develop a forum on major issues.

Send us announcements, news items, general information, and commentary for
posting.

    Email us at smhp@ucla.edu.   and   PLEASE TELL OTHERS ABOUT THIS.

(If you don't know about our center, there's a blurb about it at the end of
this document.)

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POLICY ANALYSIS ON ADDRESSING BARRIERS TO STUDENT LEARNING

We're interested in your views about policy needs in this area and your
ideas about how to move a policy agenda forward. After reading our analysis,
let us know what you think.

The following is an Executive Summary from our Center's document entitled:

            Policies and Practices for Addressing
                Barriers to Student Learning:
                 Current Status and New Directions

There is growing concern among policy makers and many practitioners about
serious flaws in current policies designed to address barriers to learning
and promote healthy development. Although aimed at preventing and
correcting learning, behavior, emotional and health problems, these policies
squander limited resources and impede good practice. Reflecting on these

concerns, leaders from state and local agencies and organizations gathered at regional meetings in the fall and summer of 1996 in Los Angeles, Albuquerque, and Portland, Maine to share their perspectives on what's happening currently, what's getting in the way of necessary systemic changes, and what might help quicken the pace of reform.

Some current initiatives aim to stimulate increased collaboration within schools, among schools, between schools and community agencies, and among agencies at local, state, and federal levels. Such initiatives mean to enhance cooperation and eventually increase integrated use of resources. The hope is that cooperation and integration will lead to better use of limited resources; another implicit hope is that collaboration will lead to comprehensive services. There is, however, no explicit policy framework for a comprehensive, integrated approach to address barriers to learning and promote healthy development. To underscore this point, it was stressed that in policy and practice

*little attention is paid to restructuring the education support programs
 and services that schools own and operate

*little attention is paid to doing more than co-locating a few
 community health and human services at select school sites

*little attention is paid to weaving school owned resources and
 community owned resources together into a comprehensive, integrated
 approach to address barriers to learning and enhance healthy development.

Thus, in both policy and practice, it is evident that developing a comprehensive, integrated approach continues to be a low priority.

What's getting in the way of elevating the level of priority policy makers place on developing comprehensive approaches for addressing barriers to learning? Widely recognized are factors such as limited understanding and public support, battles among competing stakeholder groups for narrowly-defined vested interests, the lack

of a unifying concept around which to rally support and guide policy formulation, the problem of balancing centralized and decentralized governance, rule-driven accountability, inadequate professional training, a dearth of evidence on intervention efficacy, and failure of many agencies to take advantage of shifts in policy.

Given this litany of impediments, how can we move forward more quickly to develop a policy framework for a comprehensive, integrated approach? Participants agreed that the most fundamental need is to elevate the level

of priority policy makers assign to addressing barriers to learning. Central to influencing policy priorities is a compelling campaign of education and advocacy. Such a campaign would benefit from being organized around a unifying vision of a comprehensive, integrated approach for addressing barriers to learning and enhancing healthy development.

Planning and implementing any campaign requires development of leadership and infrastructure. The regional meetings brought together stakeholders who could take a leadership role in evolving policy to address barriers to learning. As a next step, our Center proposes to provide technical assistance for organizing an infrastructure consisting of a steering committee and work groups at local, state, regional, and national levels. These groups will focus on creating and implementing multifaceted and multi year strategies to enhance widespread understanding and build constituencies to encourage policy makers to treat the matter of addressing barriers to learning as a primary concern.

Specifically, the campaign will emphasize the need to develop a unifying policy framework for a comprehensive, integrated approach to address barriers to learning and promote healthy development. Once the initial campaign is well underway, steering and work groups will have to pursue ongoing advocacy to ensure development of

*policies and strategies for implementing prototype demonstrations
 that weave together school and community resources in ways that
 create a comprehensive, integrated approach

*formative evaluations that lead to a summative focus on efficacy
 only after the prototype or any new site is functioning as planned

Finally, the steering and work groups will need to advocate for scale-up -- policies and strategies to ensure that comprehensive, integrated approaches are developed and maintained on a large-scale.

As one form of support for all this activity, the Center for Mental Health in Schools at UCLA will provide a range of technical assistance such as (a) generating examples of the type of general policy statements that are needed, (b) developing strategic guidelines for how to encourage endorsement by policy makers, (c) helping to minimize the negative effects of competition among the many stakeholder groups concerned with specific facets of addressing barriers to learning, (d) sharing models for use in developing prototype demonstrations and for use in the diffusion process, and (e) aiding with evaluation planning.

(Over the summer and fall of 1996, our Center held a series of three

regional meetings focused on the above topic. The meetings brought together
dedicated leaders representing a mixture of national, state, and local
agencies and organizations. The above Executive Summary is from
the report generated from this activity. A copy of the full report is
available from the Center for $3 to handle the cost of copying and mailing.)

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FORUM -- What's on Your Mind?

*Request from Nancy Todd, coordinator of the teen health center at Taft High
School in the Bronx: "What are some practical ideas for activities that can
maintain the motivation of a hard-to-reach group of teens who we finally got
involved in a counseling group?"

*Another colleague caught in the trenches at a large urban school asks:
"Anyone got any good ideas about how to fend off staff burnout."

*Several folks in rural and frontier settings have asked whether anyone is
providing consultation electronically -- for example, using the internet and
perhaps even tying in use of "quick cams."

*"Anyone working in an adolescent day treatment center for psychiatrically
impaired adolescents? I am a social worker/therapist in one and would like
to exchange ideas. e-mail me at IBJAVA136 @ aol.com."

*Barb Hurst (bahrb@access.usa.net), at the Community Health Services in
Commerce City, Colorado notes: "We are a small school-based health clinic
in a small city outside Denver. It is largely Hispanic and blue collar
economy. We are in the process of creating a new mental health system
within the school system. Have you all found that the race and gender of
the mental health providers really impacts the care and compliance of the
patients? Look forward to hearing from those on the 'front lines'."

*Finally, we'd like to hear from any of you who are involved in
school-higher education collaboratives. We're especially interested in how
you keep such collaborations alive over a long span of time.

To participate in this FORUM, just email us at smhp@ucla.edu.

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NEWS FROM OUR CENTER

NEWSLETTER: The third issue of our newsletter, "Addressing Barriers to
Learning," was sent out last month. If you didn't receive a copy and want
one, let us know.

CONSULTATION CADRE: We are looking for a few more good professionals.
Our Consultation Cadre is composed of professionals who have relevant
experience related to addressing barriers to student learning and mental
health in schools. We want to include any of you with such expertise who are
willing to be contacted and will provide a limited amount of free
consultation. We have over 200 listed so far. However, there are a few areas
where we need some more names. These are listed below

>Issues related to working in rural, urban and suburban areas
>Professional standards
>Interventions for student and family assistance - school-based clinics
>Disabilities
>Gender and sexuality
>Reaction to chronic illness
>School adjustment

Geographically, we need to identify more of you in the Pacific Northwest.

For more information on the Consultation Cadre, contact the Center.

If you are willing to be listed, please let us know. (If you have the insert
from the last newsletter, a simple way to do this is to fill it out and send
it back.)

INTRODUCTORY PACKETS: We are developing a series of Introductory Packets
on key topics. Each includes overview discussions, references to
publications, internet, and other resource documents, access information to
other relevant centers, agencies, organizations, and advocacy groups, and a
list of consultation cadre members who have offered to share their
expertise. Where appropriate, model programs are described. Currently

available are packets on:

*Financial Strategies to Aid in Addressing Barriers to Learning: Designed as an aid in identifying sources and understanding strategies related to financing needed reforms.

*Violence Prevention and Safe Schools: Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice.

*Dropout Prevention: Highlights intervention recommendations and model programs, as well as discussing the motivational underpinnings of the problem.

*Learning Problems and Learning Disabilities: Identifies learning disabilities as one highly circumscribed group of learning problems, and outlines approaches that address the full range of learning problems.

*Evaluation and Accountability: Getting Credit for All You Do: Emphasizes evaluation as a tool to improve quality and to document outcomes. Focuses on measuring impact on students, families and communities, and programs and systems.

*Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs: Highlights the principle of least intervention needed and its relationship to the concept of least restricted environment. From this perspective, approaches for including students with disabilities in regular programs are described.

*Collaborative Teams, Cross-Disciplinary Training and Interprofessional Education: Outlines models of collaborative school-based teams and interprofessional education programs.

*Parent and Home Involvement in Schools: Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to minority families are addressed.

*Teen Pregnancy Prevention and Support: Covers model programs and resources and offers an overview framework for devising policy and practice.

Coming Soon -- a packet on Confidentiality and Informed Consent. Watch for more detailed information in the next issue of ENEWS.

All Introductory Packets and other resource materials are available from our Center Clearinghouse. Small fees are charged to cover the cost of copying and mailing of some materials. For example, the fee to cover each

Introductory Packets is $3.

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

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  In our work, we always are aware of the truth of Murphy's Law:
                "If anything can go wrong, it will."

  And we always console ourselves with O'Toole's commentary on Murphy's Law:
                "Murphy was an optimist!"
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NEWS FROM OUR SISTER CENTER

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 supports school health, mental health, and education personnel by:

* offering ongoing consultation to address administrative, clinical
  and systems issues related to school mental health services;
* providing a resource library and clearinghouse on school mental health
  issues and interventions;
* sponsoring an annual national conference that addresses identified
  areas of need and emerging issues in school mental health;
* developing a network of school mental health providers to increase
  collaboration and share expertise;
* convening expert panels to develop recommendations on critical
  aspects of mental health service delivery in schools, such as
  financing, documenting program effectiveness, and assuring the
  quality of school mental health services;
* promoting specialization in school-based mental health services
  among the various mental health disciplines;
* assessing mental health needs of schools and school-aged children
  and youth; and
* facilitating access to up-to-date information through a newsletter,

toll-free telephone line, and World Wide Web site.

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.   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 CSMHA (as is our center) 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 (Grant#
MCJ24SH02-02-0).

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NEWS FROM AROUND THE COUNTRY

ELECTRONIC NETWORKING: The National Center to Improve Practice (NCIP) has
announced new features to its WWW site:
        http://www.edc.org/FSC/NCIP/

Funded by the U.S. Dept. of Education, Office of Special Education Programs,
promotes the effective use of technology to enhance educational outcomes for
students (preschool to grade 12) with sensory, cognitive, physical and
social/emotional disabilities. For more information about the various
services and materials provided by NCIP contact: NCIP, Education
Development Center, Inc., 55 Chapel Street, Newton, MA 02518-1060   Phone:
(617) 969-7100, ext. 2387
Fax: (617) 969-3440   Email: ncip@edc.org

You can also link to it and other mental health related sites from our website
        http://www.lifesci.ucla.edu/psych/mh/

If you have favorite sites you think others would be interested in, let us know.

AN UPCOMING CONFERENCE: The second Annual Interprofessional conference on
Collaboration - Effective Interprofessional Practice Skills for Community

Empowerment is being presented by California State University, Fresno School
of Health & Human Services and School of Education & Human Development. The
conference will be held on Friday, November 8 at the Piccadilly Inn in
Fresno California. Drs. Katharine Briar-Lawson and Hal Lawson of Miami
University of Ohio are featured as the keynote speakers. The emphasis of the
conference will be on 1) learning new skills to improve our effectiveness in
communication and collaboration and 2) finding ways to overcome the
challenges and barriers we face through examination of empowerment models
that work.

For more information contact: Dr. Adrienne Herrell, Conf. Chair, Calif.
State University, Fresno   (209) 278-0266

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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.

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

To subscribe to ENEWS, send an email request to:
    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) 206-5895
email: smhp@ucla.edu
Web page: http://www.lifesci.ucla.edu/psych/mh/
Write: School Mental Health Project/Center for Mental Health in Schools
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