ENEWS   -   A Monthly Forum for Sharing and Interchange

Source:

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

January, 1997 - (Vol. 1, #4)

Welcome!

WHAT IS ENEWS? (for those who don't know)

This is an effort to create an electronic forum/news group for those
concerned with how to enhance policies, programs, and practices related to
addressing barriers to student learning and promoting mental health in
schools. It is designed to augment the other ways our Center shares
information and facilitates interchange and networking.

AS YOU READ ON, THINK ABOUT WHAT YOU WANT US TO INCLUDE, AND PLEASE
SEND US ANNOUNCEMENTS, NEWS ITEMS, GENERAL INFORMATION, AND
COMMENTARY FOR POSTING.

   Email us at        smhp@ucla.edu.

and    PLEASE FORWARD THIS TO OTHERS WHO YOU THINK WILL BE INTERESTED.

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

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        Restructuring Education Support Services:
        Toward the Concept of an Enabling Component

Policy makers and school personnel long have understood that, if schools are to function
satisfactorily and if students are to learn and perform effectively, schools must continue to address
factors that interfere with students' learning and performance.1  Thus, proposals for school
restructuring recognize that effective schooling requires appropriate attention to such matters as
behavior and emotional problems, school adjustment problems, absenteeism, drug abuse,
dropouts, teen pregnancy, violence on campuses, and so forth.  In the restructuring literature, this
recognition is seen in allusions to the need for support programs and services.  When such needs

are mentioned, however, better ways to intervene are not examined with the same level of detail found in discussions of new directions for instruction and school management.2  And, relatedly, policy and daily practice implications derived from current restructuring efforts do not address the topic of transforming school-operated support services.

In general, despite long-standing and continued emphasis on the role of schools in dealing with psychosocial and health problems, there has been little progress in advancing the state of the art. A review of the restructuring literature with respect to activity to address such problems primarily finds general statements of affirmation (i.e., the view that programs addressing such problems are essential to the educational mission).  A few analysts have added statements of concern, such as stressing that existing resources are insufficient, hard to access, and are planned and implemented in a fragmented manner.  The concern about fragmentation encompasses both the piecemeal way school-operated support services are implemented and the lack of coordination with community-based health and social service delivery (which also lack cross-agency coordination and integration).  In response to such concerns, the primary conclusions have been that (1) programs dealing with psychosocial and health problems should be connected as closely to each school as feasible and (2) such programs should be evolved into a comprehensive, coordinated, and increasingly integrated package of assistance for students and their families.3  Efforts to act on these conclusions are reflected mostly in state-wide policy initiatives designed to integrate community-based services and link them to school sites, rather than in the movement to restructure schooling.

It should be noted, however, that in states emphasizing the linkage of integrated community health and social services to schools (e.g., New Jersey, Kentucky, California), it is becoming clear that little is known about the processes and mechanisms necessary for the widespread implementation and maintenance of school-linked services.  Moreover, because the primary emphasis of the state initiatives is on restructuring community programs and linking them to school sites, it is becoming evident that little thought has been given to questions about the relationship of school-linked community programs to existing school-operated support programs. And the situation is unlikely to improve as long as so little attention is paid to the topic of restructuring what schools already do to deal with psychosocial and health problems and to developing models to guide the linking of community with school-operated programs.

The main purpose of this paper is to stimulate systematic work on the fundamental restructuring of education support programs and services, with specific emphasis on enhancing their nature and scope through linkages with community programs.  To this end, a new concept dubbed the Enabling Component is introduced and briefly outlined.

The ideas presented in this paper coalesced over several years.  They grew out of studying problems related to initiatives designed to integrate health and human services and restructure schools, implementation and evaluation of a federally-funded project focused on improving school-based approaches to providing student and family assistance, and in-depth scrutiny of one large urban school district (as well as awareness of what is happening in others).  To set the tone for the ensuing discussion, I want to begin with a brief summary of the state of affairs documented through analysis of the school district.

From: Adelman, H.S. (1996) Restructuring Education Support Services - Toward the Concept of an Enabling Component. American School Health Association, Kent, OH.

To order a copy of this report, contact the American School Health Association, 7263 State Route 43, P.O. Box 708, Kent OH 44240.

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FORUM -- What's on Your Mind?

I.  Ellen McArron, at Dunsmuir High School, in Dunsmuir, CA wrote in and asked about student intervention programs where students talk with an adult who is then able to provide referrals to outside services when appropriate.  She is most interested in receiving descriptions of these types of programs to present to her school board to help them understand the how and why of such a service at the high school level.  If anyone has information they could share with her on this, please send her an email at       emcarron@sisnet.ssku.k12.ca.us.

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II.  Kathy Werries, who supervises and provides mental health treatments in schools, noted that she would enjoy the opportunity to share ideas, frustrations and concerns with others who do similar work.  So, if you have some spare time, send her a quick note of support and encouragement.

Kathy can be reached at kwerries@aol.com.

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III.  Beth Doll, from Colorado Education Online, will be making recommendations to the American Psychological Association's Committee on Children, Youth and Families on their recently approved policy statement on drop-out prevention.  This statement addresses high dropout rates among minority populations, and calls for the APA to: work to increase the participation of psychology and psychologists in assisting in national, state and local efforts to prevent school drop-out.

She is particularly interested in (1) knowing about the activities that other groups are engaging in to promote research on drop-out prevention strategies, and in (2) hearing the recommendations for how APA might make a unique and meaningful contribution to drop-out prevention efforts.

If you have information that you'd like to share or have recommendations that you'd like passed on to the Committee contact Beth at: beth_doll@together.cudenver.edu.

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IV.  Many of us are working on the problem of appropriate models for enhancing

school-community-family efforts to address barriers to learning.  What are your ideas related to principles and processes that can optimize coordinated/integrated efforts?  (We are especially interested in hearing about guidelines, information systems that facilitate planning, monitoring, and evaluation, governance and management structures, and incentives that facilitate necessary system changes  -- especially changes that incorporate greater emphasis on prevention).

We also wanted  to thank those who sent us ideas and information on how to show policy makers the savings that might accrue from prevention and early intervention programs.  Next month we'll present a brief summary of what was received.

Again, our email address is      smhp@ucla.edu.


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NEWS FROM OUR CENTER


NEWSLETTER

The fourth issue of our newsletter, "Addressing Barriers to Learning," was just sent out, and you should be receiving it now.  If you're not on our mailing list, and would like to receive a copy let us know, and we'll send one out.

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CONSULTATION CADRE

Our Consultation Cadre is composed of professionals who have relevant experience related to addressing barriers to student learning and mental health in schools and are willing to share their expertise without charging a fee. We compile and circulate the names of cadre members so that anyone in need can make a direct contact with professionals around the country.

We have started to receive some nice feedback about the cadre, but we'd like to hear more about how it's working.  If you are a cadre member or have requested help from a cadre member, send us an email describing the experience.

If you need some assistance or if you want to be listed as part of the cadre, let us know.  (If you have the insert from our last newsletter, a simple way to join the cadre is to fill out the insert and send it to us.)

We are still looking for cadre members who have experience they would like to share in the following areas:

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

And geographically, we still need more cadre members in the Northwest.

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

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INTRODUCTORY PACKETS

To complement our series of Introductory Packets (see below) we have begun to develop Resource Aid Packets. These are designed as a form of tool kit for fairly circumscribed areas of practice. They contain materials to guide and assist with staff training and student/family interventions -- including overviews, outlines, checklists, instruments, and other resources that can be reproduced and used as information handouts and aids for training and practice.

Current titles include:

     Screening/Assessing Students: Indicators and Tools
     Responding to Crisis at a School
     Psychotropic Medication
     Clearinghouse Catalogue
     Consultation Cadre Catalogue
     Catalogue of Internet Sites Relevant to Mental Health in Schools
     Catalogue of Clearinghouses, Technical Assistance Centers,
   and Other National Organizations with Resources Relevant to
   Addressing Barriers to Student Learning


Other available packets include:

SYSTEM CONCERNS

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


"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

"Collaborative Teams, Cross-Disciplinary Training and Interprofessional Education"   --   Outlines models and guidelines for collaborative school-based teams and interprofessional education programs.

PROGRAM/PROCESS CONCERNS

"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.

"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 restrictive environment. Approaches for including students with disabilities in regular programs are described.

"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.

"Understanding and Minimizing Staff Burnout"  --  Includes a brief discussion of what causes burnout and addressing the problem.  Resource aids and model programs are also highlighted.

"Confidentiality and Informed Consent"   --   This packet contains an overview and discussion of these major topics as they relate to providing services and working collaboratively across agencies.  Included are sample consent forms and guidelines.

PSYCHOSOCIAL PROBLEMS

"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 group of learning problems, and outlines approaches
that address the full range of learning problems.


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


All Resource, Introductory Packets and other resource materials are available from our Center
Clearinghouse. Fees are charged only to cover the cost of copying and mailing of some materials.
For example, the fee to cover each Resource and Introductory Packets  is $3.50.


  Email: 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

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.

CSMHA just mailed out their Winter, 1996 newsletter  "On The Move."    Included in this issue is
their Call for Program Suggestions for the Second National Conference on Advancing
School-Based Mental Health Services, to be held in New Orleans, Louisiana on September 12 &
13, 1997.

The first Conference, held in Baltimore in late September, drew a sell-out crowd, with 335
participants coming from 31 states and DC.  Results of an informal survey found that one-half of
the conference respondents identified funding, including managed care, as the most critical issue
facing the delivery of school-based mental health services with service coordination/ collaboration
being the next most frequently cited issue.

If you aren't already on their mailing list and want to be, 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.


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NEWS FROM AROUND THE COUNTRY

We want to share information about important events occurring and new materials available.
Please let's hear from you about items you'd like to share.


New Publications from the Technical Assistance Center for the Evaluation of
Children's Mental Health Systems

A Practical Guide for the Assessment of Cultural Competence in Children's
Mental Health Organizations.  This is a new publication from the Technical
Assistance Center for the evaluation of Children's Mental Health Systems.
This guide provides an overview of cultural competence in mental health,
defines cultural competence assessments, and presents issues and steps in
planning a culturally competent assessment.  The appendices provide reviews
of existing cultural competence assessment instruments, as well as case examples and resources
on cultural competence.

The cost is $12.00.  To order, see contact information below:

Other publications of interest from the Technical Assistance Center for the Evaluation of
Children's Mental Health Systems:

First Steps:  A Guide to Integrating Information for Systems Evaluation of
Children's Mental Health Services by Denise Hallfors and Pamela McQuide,
Brandies University and Cindy Brach and Sigrid Hutcheson, Policy Resource
Center.

This guide offers a framework and practical models for approaches a state or

county could use to begin integrating information systems and data across agencies. $12.00

Evaluating the Outcome of Children's Mental Health Services: A Guide for the Use of Available Child and Family Outcome Measures by Theodore P. Cross and Elizabeth McDonald, Brandeis University.

Designed for program administrators, service providers and evaluators, this guide provides information about choosing outcome measures as well as detailed reviews of seventeen different measures. $15.00

A Practical Guide: Fund-Raising for Local Evaluations of Children's Mental Health Programs by Sigrid Hutcheson, Policy Resource Center and Jane Couch, Development Consultant.

This guide provides administrators, evaluators and family members with a systematic strategy for raising funds from local sources to develop evaluation capacity. It describes the challenges in finding potential funding sources for evaluations, and details the steps from preparing a presentation through rewarding successes. Worksheets and checklists are included. $12.00

A Guide for Evaluating Consumer Satisfaction with Child and Adolescent Mental Health Services by Joanne Nicholson, University of Massachusetts Medical School and Gail Robinson, Policy Resource Center.

This guide provides assistance in designing and conducting evaluations of the satisfaction of children and families with mental health services. It provides some detailed steps for planning and conducting a consumer satisfaction evaluation and presents information about the instruments currently in use for gathering consumer satisfaction data from children and their families. $10.00


To order, please contact:
Technical Assistance Center for the Evaluation of
Children's Mental Health Systems
Judge Baker Children's Center
295 Longwood Avenue
Boston, MA 02115
(617) 232-8390 x. 2139

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VIOLENCE PREVENTION

The federal Maternal and Child Health Bureau chose the American Psychological Association's Public Interest Directorate to consult to its federal Emergency Medical Services for Children (EMSC) program on violence prevention and the psychological effects of trauma on children.

The EMSC program seeks to reduce child and youth deaths from illness or trauma by providing state-of-the-art emergency care for ill or injured children and adolescents; integrating pediatric services into emergency medical service systems; and establishing full-spectrum medical services for this population, including illness and injury-prevention strategies, acute care and rehabilitation.

APA will provide EMSC with information on violence prevention and on the psychological effects of trauma and injury on youth.  The association will also work with EMSC staff on integrating psychological expertise into its programs and on training needs related to children's mental health issues in emergency medical care.

For more information about the project, contact Jacquelyn Gentry, Ph.D., director, public interest initiatives, or Mary Campbell, children, youth and families officer, APA Public Interest Directorate, (202) 336-6050.

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ELECTRONIC NETWORKING:

I. The American Psychological Association has a website with a page devoted to psychological issues related to working and the stresses of work. This page offers a variety of information and tips on coping with issues that range from being a working mother to being a survivor of company downsizing.

They can be reached at http://helping.apa.org/apawork.html

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II. The North Central Regional Educational Lab's website addresses school improvement issues about students, educators, content, methods, and environment.  Critical issues and other resources under each of these areas contains practical, action-oriented summaries of best practice and research, descriptions of schools that have successfully addressed the issue, and collections of materials to support change.

They can be reached at http://ncrel.org/ncrel/sdrs/pathways.htm

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III. You can also link to it and 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 material every couple of weeks.

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

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IV.  We are really just beginning to understand the potential of electronic networking, and
distance learning.  We'd love to hear your ideas and experiences that can help us move ahead in
these areas.

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UPCOMING CONFERENCES

The Research & Training Center for Children's Mental Health, University of South Florida is
sponsoring their 10th Annual Research Conference entitled, "System of Care for Children's
Mental Health: Expanding the Research Base" on February 23- 26, 1997 in Tampa, Florida.
Application deadline for papers is October 30, 1996. For more information,  contact:

    The Research & Training Center for Children's Mental Health
    Department of Child & Family Studies, Florida Mental Health Institute
    University of South Florida, 13301 Bruce B. Downs Blvd.
    Tampa, FL 33612-3899,  (818) 974-4661
    Website: http://lumpy.fmhi.usf.edu

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The National Dropout Prevention Center/Network is sponsoring their ninth annual America's
At-Risk Youth National Forum, "Enhancing Student Success Through Personal, Academic, and
Social Skills" on February 23-26, 1997 at the Radisson Resort at Kingston Plantation, Myrtle
Beach, South Carolina.
The forum is designed to enhance the leadership skills of public school teachers, counselors,
administrators, and community youth leaders who are seeking solutions to problems that affect all
students, but especially those
who are considered in at-risk situations.

    For more information, contact:
    America's At-Risk Youth National FORUM
    National Dropout Prevention Center
    205 Martin Street, Clemson University
    Clemson, SC 29634-0726,  Phone: (864) 656-2599, Fax: (864) 656-0136
    E-mail: PAIGE@clemson.edu

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THIS IS THE END OF THIS ISSUE OF ENEWS!
Below is a brief description of our Center and how to contact us.

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
        Dept. of Psychology, UCLA
        Box 951563
        Los Angeles, CA 90095-1563.


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