

ENEWS -- A Monthly Forum for Sharing and Interchange

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

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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: A Challenge to the concept of SYSTEMS OF CARE

*A description of some new information aids we have developed.

*Requests from others who want some help

*News from
 around the Country
 our Center
 our sister Center

Life in the schools:

Teacher: I can hardly read your handwriting.
 You must learn to write more clearly.

Student: Aw, what's the use! If I write any clearer,
 you'll complain about my spelling.

EMERGING ISSUE

In a journal article entitled "Delivering effective children's services in the community: Reconsidering the benefits of system interventions" in *Applied & Preventive Psychology* (v. 6, 1997), Mark Salzer and Leonard Bickman examine research on systems of care. They conclude that while systems of care produce important system-level changes, early results suggest these systems changes do not impact clinical outcomes. They argue that the primary direction to improving children's mental health services should be through effectiveness research, in contrast to continued large-scale investments in systems research and development.

Given the status of these authors and the nature of the data they must use to support their position, their arguments are likely to receive considerable attention from policy makers. We think it essential that this issue be discussed widely and all positions aired. Let us know your thoughts on this matter, and we will try to synthesize the responses in the next issue of ENEWS.

If you want to communicate directly with the authors, contact Mark Salzer at the Center for Mental Health Policy, Vanderbilt Institute for Public Policy Studies, 1207 18th Avenue South, Nashville, TN 37212.

SOME NEW INFORMATION AIDS FROM OUR CENTER

As an aid in finding resources and contacting major organizations that have relevance to addressing barriers to learning and promoting mental health in the schools, we have developed initial drafts of two packets.

One is entitled:

*Where to Get Resource Materials to address barriers to learning

Those concerned with barriers to learning and school mental health are always looking for resource materials. This packet includes a sampling of major clearinghouses, centers, organizations, and publishers that offer such resource materials and provides information on what they offer in terms of publications, brochures, fact sheets, audiovisual & multimedia tools.

The second resource is designed to provide a more extensive reference list of many agencies that may be helpful to those concerned with addressing barriers to learning and promoting mental health in schools.

*Organizations with Resources Relevant to Addressing Barriers to Student Learning: A Catalogue of Clearinghouse, Technical Assistance Centers, and Other Agencies

This catalogue groups organizations around five major categories:

- I. Children's Mental Health
- II. Education and Schools
- III. School-Based and School-Linked Centers
- IV. Concerned with Youth, Family, and Community
- V. Health Related Concerns

An appendix provides concise descriptions of each organization, its mission, and types of assistance it provides and offers updated information on how to access the agency.

As with all packets available from our Center Clearinghouse, each of these can be requested by contacting us. (To defer costs of copying, handling, and mailing, we do charge \$3.50 for each.)

REQUESTS FROM COLLEAGUES

We get a lot of inquiries about how schools across the country are responding to the many psychosocial and mental health concerns they encounter each day. Two frequent inquiries are:

How are schools handling students who seem to be potentially suicidal?

and,

Are any schools offering teachers comprehensive inservice (more than the usual behavioral control and classroom management strategies) to help them address common behavior, learning, and emotional problems in ways that enhance students' motivation to learn in the classroom?

If you can share anything related to these concerns, we will circulate the material to others.

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.)

Health Resources & Services Administration (HRSA), U.S. Department of Health & Human Services is sponsoring the Third National Primary Care Conference: Community-Based Academic Partnerships on February 26-28, 1997 at the Sheraton Washington Hotel in D.C. Contact: Ms. Kimberly Farrell, Social & Scientific Systems, 7101 Wisconsin Avenue, Suite 1300, Bethesda, MD20814 at (301)986-4870 (phone) or (301)913-0351 (fax). You can also check out the online

information at <http://meetings.s-3.com/hrsa> for conference background information, a tentative agenda, and registration information.

The Southwest Conference on Resiliency in Action is entitled Moving Youth, Families, and Communities from Risk to Resiliency -- February 26 and 27, 1997 in Phoenix, AZ. Stresses practical applications and hands-on approaches. Contact: Common Ground in Prevention at (207)839-6319 or fax (207)839-6379.

Albert E. Trieschman Center's 8th national Finding Better Ways conference is entitled What Works? Cost-Effective Practices and Measurement Tools for Serving High-Risk Youth and Their Families. Offers over 70 workshops on cost-effective treatment; community & school-based interventions; measuring outcomes; staff development; and collaborations, networks & mergers. March 17-20, 1997 at Cambridge, MA. Contact: (617)449-0626 for a brochure.

The 1997 Black Hills Seminars will be sponsoring two workshops: Rage to Responsibility on June 22-26, 1997 at Lead-Deadwood, SD and Risk to Resilience on August 10-14, 1997 at Keystone, SD. The Black Hills Seminars are sponsored by the journal, Reclaiming Children and Youth and by Starr Commonwealth Institute of Albion, Michigan. Co-sponsors of the Black Hills Seminars include William Gladden Foundation and host organizations, South Dakota Children's Home Society and Augustana College Graduate School. Contact: (800)647-5244 or fax (605)647-5212.

On Sept. 25-27, 1997, there will be a joint national conference on Gangs, Schools and Community in Orlando, Fl. Co-sponsors include United Neighborhood Center of America, Association for the Advancement of Social Work with Groups, National Urban League, American School Counselors Association, U.S. Department of Justice and 13 other national organizations.

Topics include school and community intervention programs, reducing the attractiveness of gangs, legal and security issues concerning school and governmental policies, research on gangs and basic prevention programming.

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This month the following websites have been brought to our attention.

School Psychology Resources Online
http://www.bcpl.lib.md.us/~sandyste/school_psych.html

This comprehensive website specifically targets school psychologists as an audience, although

the information is applicable to other professionals in psychology and education. Information is available on many disabilities including attention deficit disorder, learning disabilities, autism, and behavior disorders. Other topics that can be accessed include resources on assessment, educational law, families, and parenting. News from many professional organizations can also be found at School Psychology Resources Online.

The Family Village: A Global Community of Disability Related Resources
<http://www.familyvillage.wisc.edu/>

The Family Village is a unique site that is organized much like a community. The viewer enters areas such as a library, hospital, school, post office, or bookstore to find disability information. The library includes a searchable index which holds information on numerous disabilities, while the hospital houses related health and dietary information. In the post office, it is possible to contact someone who has a specific diagnosis or is a parent of a child with that diagnosis. Also included are discussions of inclusion, early intervention, IEPs, and assistive technology.

Adolescence Directory Online
<http://education.indiana.edu/cas/adol/adol.html>

Adolescence Directory Online focuses on issues pertaining to adolescent mental health and physical health including depression, eating disorders, teen pregnancy, smoking, and substance abuse. A distinctive feature of the site is for "Teens Only" which includes stories written by and for teenagers, movie and TV information, youth related organizations, and resources to help with homework.

School Health Education
<http://www.teachhealth.com>

School Health Education website offers a complete, free, illustrated web book that explains the scientific basis of stress, depression, anxiety, and drug abuse in a fun, easy to read format for high school students.

Here are some websites we have been told provide useful resources for youth.

"Teenage Diaries" Website: <http://www.well.com/user/jkr/>
Joe Richman, Producer
169 Avenue A, Apt. 13
York, NY 10009
E-mail: JKR@well.com

Children's Express Website: <http://www.ce.org>
Amanda Deaver, Manager of Special Projects
1440 New York Ave., N.W., Suite 510
Washington, DC 20005
(202)737-7377

"What Youth Think Today"
Website: <http://www.members.aol.com/wyttsample/wytt.html>
Dave Howell, Project Director
700 Prospect Ave.
Cleveland, OH 44115-1100
(216)736-222

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 materials every couple of weeks).

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

NEWS FROM OUR CENTER

Consultation Cadre

Everyone needs some assistance sometimes. You can get it and provide it through our consultation cadre.

We are receiving some nice feedback about the cadre, we'd like to hear more about your experiences with it. If you are a cadre member or have requested help from a cadre member, send us an e-mail describing the experience!!

JOIN US !!!

Would you like to be part of the growing number of professionals who are volunteering to share and network with colleagues? E mail us and we'll send you the information.

(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 you can make direct contact with professional around the country. Over 200 professionals, working in urban and rural areas across the country, already have volunteered to network with others to share what they know. Some cadre members run programs; many work directly with kids in a variety of settings and on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system concerns!)

HAVING TROUBLE FINDING RESOURCE MATERIALS, MODEL PROGRAMS, EXPERT CONTACTS???

Have you seen the latest packets from our Clearinghouse at UCLA?

Introductory Packets

These are overview packets on specific topics. Each has overview discussions, descriptions of model program (where appropriate), reference to publication, access information to other relevant centers, agencies, organizations, advocacy groups, Internet links, and lists of consultation cadre members ready to share expertise.

In addition to the eleven already available Introductory Packets, two new packets have recently been created (and more are on the way). These new Introductory Packets are:

Assessing to Address Barriers to Learning

Discusses basic principles, concepts, issues, and concerns related to assessment of various barriers to student learning. It also includes resource aids on the types of procedures and instruments to measure psychosocial, as well as environmental barriers to learning.

Cultural Concerns in Addressing Barriers to Learning

Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. This packet also includes resource aids on how to better address cultural and racial diversity in serving children and adolescents.

Our various Introductory Packets highlight numerous key topics related to specific psychosocial problems, program and processes, and system concerns. Titles of previously produced packets

include:

System Concerns

- *Financial Strategies to Aid in Addressing Barriers to Learning
- *Evaluation and Accountability: Getting Credit for All Do
- *Collaborative Teams, Cross-Disciplinary Training & Interprofessional Education

Program/Process Concerns

- *Violence Prevention and Safe Schools
- *Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs
- *Parent & Home Involvement in Schools
- *Confidentiality and Informed Consent
- *Understanding and Minimizing Staff Burnout

Psychosocial and Mental Health Problems

- *Dropout Prevention
- *Learning Problems and Learning Disabilities
- *Teen Pregnancy Prevention and Support

Resource Aid Packets!

To complement our series of Introductory Packets, we have begun to develop Resource Aid Packets. These are designed as a form of toolkit 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.

- *Where to Get Resource Materials to address barriers to learning (new)
- *Organizations with Resources Relevant to Addressing Barriers to Student Learning: A Catalogue of Clearinghouse, Technical Assistance Centers, and Other Agencies (new)
- *Screening /Assessing Students: Indicators and Tools
- *Responding to Crisis at a School
- *Psychotropic Medication
- *Substance Abuse
- *A Set of Surveys to Map what a School has and What it Needs
- *Clearinghouse Catalogue
- *Consultation Cadre Catalogue

*Catalogue of Internet Sites relevant to Mental Health in Schools and Other National Organizations with Resources Relevant to Addressing Barriers to Student Learning

Technical Aid Packet!

Designed to provide basic understanding of specific practices and tools.

School-Based Client Consultation, Referral, and Management of Care

Discusses why it is important to approach student clients as consumers and to think in terms of managing care, not cases. Outlines processes related to problem identification, triage, assessment and client consultation, referral, and management of care. Provides discussion of prereferral intervention and referral as a multifaceted intervention. Clarifies the nature of ongoing management of care and the necessity of establishing mechanisms to enhance systems of care. Examples of tools to aid in all these processes are included.

For more on all the materials and resources available from our Clearinghouse, request the listing called Special Resources from the Center Clearinghouse.

All packets and other resource materials are available from our Center Clearinghouse. Fees are charged only to cover the cost of copying and mailing some materials. For example, to cover photocopying, handling, and mailing each Resources, Technical, and Introductory Packet is \$3.50.

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Let Us Hear 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

NEWS FROM OUR SISTER CENTER

ANY EXEMPLARY MODELS?

The University of Maryland at Baltimore's CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE (CSMHA) is initiating a new process to formally recognize the many successful models of school-based mental health services. They're inviting you to submit a brief overview of your program (not to exceed three pages) by March 1, highlighting its unique and exemplary characteristics. You will need to describe the range of services, referral procedure, staffing, funding, and evaluation results. Selected programs will be honored for their contribution to the field and invited to present at their Second National Conference to be held in New Orleans, LA on Sept. 12 and 13, 1997.

For those who want to be in their 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
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.

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).

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

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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