

A Brief Summary of Project Accomplishments During 2008

For purposes of this continuation proposal, it can be noted briefly that during 2008 the Center continued the accelerating rate of progress manifested over the last few years. This has been the case for each of the five overlapping goals and their objectives. We have encountered no significant barriers. Indeed, the work continues to be refined as will be evident in our discussion of project plans for the coming year.

Evaluation findings indicate the Center is having a significant impact on advancing policy and practice. We should note that, during the year, we had a HRSA Performance Review. Because of the Center's ongoing and extensive monitoring and yearly Impact Evaluation, the review team was easily able to understand the nature, scope, and progress the Center has made. The two reviewers were extremely impressed the Center's activity and impact.

Key to our progress has been the development and diffusion of comprehensive system and program frameworks that approach mental health and psychosocial concerns in ways that integrally connect with school improvement efforts. Also, critical has been the expansion of our institutional and individual consumer base, widespread outreach to disseminate resources and provide training and TA (including preparing adaptable resources and establishing a extensive clearinghouse for online access, providing statewide summits and Leadership Institutes at all levels, etc.), and the facilitation of initiatives and networking involving organizations across the country in working for new directions. These strategies are designed, over time, to enhance school-community collaboration through reducing marginalization, fragmentation, and counterproductive competition in school districts, at school sites, and at health and social service agencies. Our emphasis on these matters continues to be cited (with reference to our Center) in the U.S. Department of Education's grant program *for Integration of Schools and Mental Health Systems*.

As always, we continue to update, expand, and provide instant and free access to our Online resource Clearinghouse. Info and resources on existing and emerging programs and policies relevant to enhancing MH in schools were analyzed and highlighted in our monthly electronic newsletter and quarterly online journal (both of which also are archived for access through the Center's website). We also continued with the widespread circulation of the seminal report: *The Current Status of Mental Health in Schools: A Policy and Practice Analysis* and completed the book-length special resource for advancing the field which was put online for free access in early 2008. And, we completed a version of these works that will be published by Corwin Press in 2009.

The co-directors continue to emphasize a strategic approach in all the Center work. In the period from January through December 2008, Center staff worked on developing new and updating previously developed products. (As detailed in *sections a and e*, over 80 products were worked on and circulated.) The Tool Kit for rebuilding student supports also was upgraded and is a major resource for the Scholastic and New Directions Initiatives.

All our work has been shared through the Center's regular delivery mechanisms (website, electronic and hardcopy newsletters) and through presentations, Leadership Institutes, live and electronic workshops, and various forms of TA, training, and consultation. Networks have been used to enhance dissemination and promote diffusion. For example, new and updated information and resources were shared via over 456,000 direct electronic and 5,580 hardcopy mailings to key leaders/stakeholders (including other centers, associations, etc). This included resources we developed as aids for social marketing and outreach campaigns.

Over the year, the staff had numerous requests and follow-up interchanges to consolidate efforts related to developing readiness for and implementing systemic changes. This activity included state departments of education in states across the country (e.g., Iowa, Louisiana, Vermont, Ohio, New Jersey, Connecticut, New York) and with other planners and policy makers related to advancing agenda for MH in schools (e.g., in Oregon, Iowa, Ohio, Hawaii, Texas, New Jersey, Wisconsin, California, Connecticut, New York, Pennsylvania, etc.).

With respect to evaluation, quality improvement data were gathered every week. At midyear, we began our impact evaluation update. What we are finding indicates the Center is having a significant influence on policy and practice across the country. The Center is reaching into and is being used by every state and territory (and beyond). A wide range of consumers in urban, rural, and frontier locales are being served. (Consumers include administrators of national and state departments of education and state and county departments of health and mental health; directors of state school health and mental health programs and initiatives; executives of child and family commissions; administrators of national and regional resource centers and associations; members of boards of education; administrators, support staff, and teachers from school districts and regional education service areas; university center administrators and faculty; administrators of national education reform organization; staff of health law programs; public and private mental health practitioners; and agents representing school-based health centers, special education and treatment programs, and health system organizations, and much more.)

Those using the Center have drawn on its many resources and forms of input (e.g., information, analyses, ideas, resources) and have sought assistance to increase their impact at national, state, and local levels. They report a range of focus that spans efforts to enhance policy, program development, practice, technical assistance, training, research; build capacity and infrastructure; and develop productive networks. To these ends, they have interacted with the Center to strengthen their performance and impact, and they have involved Center staff directly in developmental and systemic change activities. With respect to promoting systemic changes, the Center has continued to work strategically at sites across the country to enhance school-community collaboration through reducing marginalization, fragmentation, unproductive redundancy, and counter-productive competition in school districts, at school sites, and at health and social service agencies.

As has been the case, feedback on all facets of Center activity continues to be extremely positive, with consumers highly satisfied with the amount and quality of what the Center does and with the accessibility of Center resources and staff and with the timeliness and appropriateness of response. The Center is used frequently and recommended to others. And, of great significance, almost all strategic users report the Center is meeting their needs.

The route to having an impact on policy and practice begins with insightful analyses of policy, practice, research, and training. The next step involves wide dissemination directly and through various training and technical assistance delivery mechanisms and the development of networks. This blends into strategic efforts to create readiness for systemic change (e.g., in terms of enhancing motivation, capability, operational infrastructure). Readiness is followed by prototype design and initial implementation of changes, sometimes with a circumscribed focus and sometimes with the intent of making large-scale systemic changes. Eventually, the focus shifts to institutionalization (widespread and sustained change) and renewal.

As the evidence presented throughout our Evaluation of Impact Report indicates, our products and processes have been highly effective in moving through the first phases. By now, we already have and are continuing to devote considerable energy to creating readiness for systemic change and are focused on design and initial implementation in various venues. Based on our impact evaluation studies, it is clear the Center's efforts already are having an impact across the country. Strategic collaborators report that their work with the Center has resulted in a variety of policy and practice outcomes. These span from helping to maintain existing initiatives to influencing and shaping policy for fundamental changes in approaches to MH in schools. With respect to programs, practices, training, and research, the Center's work is reported as providing standards, direction, and guidance for enhancing ongoing efforts and generating new ways of understanding system, program, and person problems and addressing them. Also attributed to the Center's work are changes in policy, infrastructure, and a variety of capacity and network building outcomes. These include enhanced services, supporting model design work at state and local levels, system-wide changes, resource mapping and analysis as an intervention, infrastructure mechanisms such as resource oriented teams and school community collaboratives, building networks and enhancing partnerships, approaching

sustainability as a systemic change process, preparing training materials that others adopt/adapt, expansion of resource libraries, establishing national, regional, and local networks (e.g., the *Policy Leadership Cadre for Mental Health in Schools*, the *National Initiative: New Directions for Student Support*, and the public-private collaboration with the Community Affairs Unit of *Scholastic, Inc.*), and much more.

Another indication of our growing impact is the increasing frequency with which we receive invitations to enhance professional development resources and do special activities related to mental health in schools (e.g., invites to participate in webinars, serve on panels and boards, review proposals and proposed publications, speak, write chapters and articles, and so forth). Of special note is the public-private collaboration we have established with Scholastic, Inc. We have prepared a special set of materials which Scholastic has published for this initiative and have begun establishing a formal working relationship with the Council for Chief State School Officers (CCSSO) and the American Association of School Administrators (AASA). As part of this Rebuilding for Learning Initiative, we will soon begin conducting a series of Leadership Institutes for major organizations and high level policy makers and leaders across the country. These will be followed up with Scholastic financed support for systemic changes in state departments, districts, and schools. Planning for all this is already underway with the Louisiana State Department of Education. This work will build on the extensive work underway in Iowa and what continues to transpire in Hawaii, Ohio, Illinois, New York, and so forth.

And, the impact is growing as we become increasingly strategic in our work with leaders concerned with enhancing MH in schools, school reform, and school-community partnerships – especially those leaders who have adopted some form of the concept of an enabling component to address barriers to learning as a primary component of reform and as an umbrella for enhancing MH in schools.

Given all this, we anticipate an accelerated impact of the Center’s work in the next few years as a result of work related to the *National Initiative: New Directions for Student Support*, the *Scholastic* initiative, the Center’s *Call to Action* campaign, and our involvement with other federal and state initiatives. And, of course, if the reauthorization of the federal education act incorporates Center recommendations the impact will be exponential. The aim of all this is for a fundamental transformation in how schools address mental health and psychosocial concerns. We have described this in a recent policy report as “the next evolutionary stage in school improvement policy and practice.”

Plans for the Upcoming Budget Year

We will continue to pursue the types of activity implemented this year. This will include (a) strategic work across the country, (b) development of policy reports, issue briefs, and policy-related quick finds, (c) strategic dissemination of various special guides to stimulate action, (d) publication of book chapters, journal articles, etc., (e) development and diffusion of special resources, (f) use of regular center mechanisms, and (g) international interchanges.

To compensate for the dearth of attention the field has devoted in the past, we will pay special attention those in late adolescence and entering young adulthood.

And, as necessary, we will be responsive as we have in the past to the need to assist when national and regional major emergencies arise that affect schools and students. In this respect, we will continue to monitor the economic downturn with a view to analyzing and reporting on how the well being of students/families is affected, the type of impact it is having on school supports, and what needs to be done.

A few specifics of note:

- Of particular importance in the coming years is the work we will be doing with Scholastic, Inc. to reach and collaborate with key policy and planning decision makers as described

above. This will involve a series of Leadership Institutes and follow-up work with state departments of education, regional education agencies, and school districts, with outreach to mental health agencies.

- We will further our expanding focus on older adolescents and young adults (e.g., transition age youth; those between 16-24 who have left school; college students). This includes enhancing relevant resources, outreach, and (as noted below) a policy and program analysis.
- Planned policy and program analyses include:
 - >> a study of small schools and learning supports (single and multisite campuses) – the emphasis will be on clarifying implications for designing and implementing effective student/learning supports to address mental health and psychosocial concerns. This will be based on data we are gathering from across the country and on our related on-the-ground work with the Los Angeles Unified School District’s development of a small school model that uses a multisite campus. (This is an especially important study since our initial review of such models indicates a significant lack of attention and guidance for how small schools can effectively address behavior, learning, and emotional problems.)
 - >> a study of state departments of education with respect to their approach to mental health, psychosocial problems, and student/learning supports,
 - >> a study of transition supports for youth (16-24) with respect to work, career, and higher education
 - >> based on our continuing work with California’s Department of Mental Health, we will do further analyses of the impact of the Mental Health Services Act and clarify implications for mental health in schools across the country.
 - >> others to be determined
- Of course, we will also continue to
 - >> update reports and other resources and generate new ones for diffusion designed to generally advance the status of MH in schools (e.g., resources related to rethinking student support staff roles and functions, developing infrastructure for enhancing MH in schools, system change strategies, sustainability of innovations)
 - >> build on previous work related to reviewing policies and programs to identify and analyze direct and indirect influences on MH in schools and the degree to which pieces can be woven together to enhance a comprehensive approach
 - >> summarize and report what we find as quickly as feasible.
- Noteworthy findings will be translated into publications for electronic and print journals, chapters, etc..

And, we will continue to advance the work of all those with whom we have developed a strategic relationship with a view to advancing the field.

Exhibit

Sample of 2008 Feedback about Center Impact

For this special study, we reviewed feedback received in 2008 to provide a snapshot of (1) how others help to *disseminate* our work and (2) how the work is *used*. Below are comments sent to us. And, because of the relevance to both dissemination and diffusion, (3) we also list other listservs that have referenced our work and websites that we have learned have provided a link to our Center.

All our resources are put online so anyone could access, download, and forward them at no cost. We directly distribute each electronically to from 10,000-15,000 consumers. While there is no way to know how many recipients share the work with others, the following comments indicate a considerable amount of sharing and use. We like to think those taking time to send feedback are a representative sample.

(1) Dissemination

In 2008, we prepared a special book-length work entitled *Mental Health in School & School Improvement: Current Status, Concerns, and New Directions*. The following comments indicate the work was widely shared.

“You raise many good issues related to school and community policy. I’ll pass it on to others at SAMHSA.” G. Ritchie

“We will post it in our New & Reminders e-newsletters which goes to all AASA members.” A. Vogt

“We have distributed the information through the Ohio Mental Health Network for School Success” K. Reitz

“I applaud your making the decision to provide so much of your materials via the Internet and at no cost, removing as many barriers as possible to disseminating and making sure the material gets into the hands – not to mention minds and hearts – of as many people as possible. That’s another reason that I am happy to share new about your work with our IEL readers (a good 1/3 of whom are policy folks, in addition to the researchers and practitioners who make up the bulk of our readers.)” D.Slaughter

“We will promote this in our newsletter and our website.” D. Haber (EDC)

“We will post this on our state department of education website and in our superintendents’ newsletter.” M. Rush

“We have forwarded this to our listserv.” S. Wooley (ASHA),

“I am on the American Psychological Association Evidence Based Practices Task Force for Children and Adolescents. I will cite your work in the report we are producing.” T Kratochwill

“I met with school administrators and faculty from the University of DE about this area of interventions so your work was timely and well received by the entire group.” D. Tynan

“I am forwarding this information to all of our district psychologists.” S. Cohen

“I will send this on to relevant faculty so they know about it.” D. Stipek

“We’ll cite it frequently as the best report on the state of school-based mental health.” G. Sugai

“I will pass this information on to several listservs that I contribution to.” J. Storandt

“I will include it in our electronic newsletter.” J. Shine (SSWAA)

“We will feature this in our next “School Climate Matters” newsletter.” J. Cohen

“We will add your new resource to Intercamhs website and keep your site and listserv connected to our activities.” R. Rowling

“We will disseminate it through the Community of Practice, that should be good access to a range of stakeholders.” J. Cashman

“We’d like to promote this on our Center’s website.” B. Bumbarger

“[This] “wonderful resource was brought to my attention by a local school social worker which means your excellent work is getting out into the field.” C. Franklin

Feedback about other resources sent out in 2008 supports the above. Here is a sample compiled from several other policy and practice reports and announcements.

“I am a school principal and I just wanted to say thank you for sharing such great resources. When can I get some assistance in implementing some of these ideas in my school and in our community? I am forwarding this email to others and I am hoping that we can at least have some discussion about this – especially the barriers to learning and teaching.” C. Stanley, Milwaukee

“You always put together such good information in a readable and doable application. Would you be able to send me 40 copies to use in our summer administrative retreat?” M. Cameron (Deming, NM)

“This shows very nicely how the comprehensive approach could be considered as prevention and early intervention. It does an excellent job as a foundation for schools and districts to move forward with a comprehensive approach.” W. Reeland

(2) Use in Others’ work

About the online book:

“I plan to incorporate the resource in a course I teach.” E. Shapiro

“I shared the new publication the moment I received it. Already it is informing some of our work here in NY and in Ohio.” H. Lawson

“I look forward to using it in a proposal we are submitting. I forwarded it to several groups, including the NC Collaborative on Children, Youth and Families. A week doesn’t go by without me referring several people to the Center’s website. In any presentation I make, I always have a handout with the web address.” K. Letchworth

“I am going to direct my students to it.” J. Durlak

“I am reviewing the information in anticipation of an upcoming strategic planning meeting for the School Age Committee of the Illinois Children’s Mental Health Partnership.” L. Betz

“Could anyone in DC make a presentation to a coalition and highlight your report, particularly the call to action.” J. Abreu (Mental Health America)

“I just met with a subcommittee in our Iowa legislature on how we move forward with children’s mental health and I continue to serve on our MH Commission. This is useful information.” C. Smith

“Excellent report! I’m sending it out to the College of Education here at Midwestern State.” (TX)

“I want to commend and thank you for your document. It is a great first-step in trying to find a common ground and a firm starting point for discussion and consensus in ways to provide better service to children with mental health needs..” (NY)

“I will include a link to this report and share it with a group of superintendents I’m speaking to.” (OH)

“I’ve supervised a mental health program for our district since 1986 and what you do at UCLA is a wonderful dissemination of support and information.” (TX)

Feedback on the Website

“You have an excellent website and very helpful practical publications. I am very impressed with the quality and relevance of the work you produce. I have shared your website and publications with colleagues. (IN)

Other Resources, Technical Assistance, & Consultation

“I recently visited your website, signed up for your enews letter and found a great deal of philosophical alignment with how we think about student supports. I will also share the resources from your Center with my colleagues working on the College Ready strategy who are focused on student supports and transitions related to high school populations. I was very helpful to learn more about how you think about comprehensive student supports for k-12 populations and systems. I will be sure that my colleagues also have a copy of the latest quarterly, as your six factors and accompanying matrix will likely resonate.” S. Patrick (Gates Foundation)

“We will incorporate this into the School Counseling program here.” (CA)

“I changed my book order for the fall to include material on teaching children who are lost in the system. I will be sharing this with my colleagues. (CA)

“Your website is magnificent. It is filled with helpful information, the place I’ve gone to for several years to support and enrich my work as a school social workers. Your resources, articles, publications and tools are top quality, relevant and

useful. I continue to share the website with colleagues. At a time of increasingly complex needs in the schools and decreasing resources, your site is incredibly important.” (MI)

“As part of my teaching, I am requiring that all graduate students subscribe to the UCLA Mental Health email and research the resources on your website.” (CA)

“I’m sending you our School based Mental Health Tool Kit for Cuyahoga County Schools Districts and the annual report for the Cleveland Municipal School District’s School-based Mental Health initiative. We relied heavily on materials from your website. The tool kit is being mailed out to every superintendent and pupil personnel director in Cuyahoga County plus all Community (Public Charter) schools.” (OH)

“The Center has been a valuable asset in my presentations to various groups inclusive of parents, different mental health disciplines, and administrators who are concerned about the future of mental health in schools. Thanks for keeping me abreast of the current ideas.” (MA)

“I really appreciate the personal response to inquiry and assistance with contacting other school districts for further information. Your online resources are very complete, and it helped to be directed to the specific resources that applied to our needs.” (CA)

“Thank you for putting our question out about mental health risk/assessment documentation forms in student cum files [on the Practitioners’ Listerv]. We so appreciated the responses we received. These offered great information as well as issues to consider. We now have some better direction in pursuing development of our policy/procedures on this topic.” (NE)

“I am with the state department of education and we are developing benchmark outcome measures for program evaluation. I have a great deal of respect for your work and am familiar with “The Implementation Guide to Learning Supports in the Classroom and Schoolwide. (MD)

“I have 3 binders I have created in my office of your materials; the UCLA Center does phenomenal work. I am working on a plan to incorporate your materials and your tech support for the districts my office services and will let you

know when it is finalized. Thank you for all the good services and policy work. No one understands student support services the way your organization does.” (CA)

“Thank you for developing a extensive site for schools. I have used many of your toolkits and technical packets in my position as Transition Counselor for our district.” (NY)

“These are incredible resources. I am planning to share them with the Assistant Superintendents and others in San Mateo County.” (CA)

“As a school social worker and district-level administrator, I have always promoted school mental health and comprehensive plans to deliver services. I have printed out the information from your last email on Berkeley’s success and plan to share with those in higher levels here in the district.” (CA)

“Thank you for the school community self-survey and the community outreach self survey. Both these tools will assist our communities core management team further their objectives. I am faxing our self-studies to your office for review, suggestion, or information you may be able to share.” (IL)

“I so appreciate your tenacity, research and generosity helping us identify other barriers to student learning, models to develop in our school communities and pathways to follow in order to systemically address teaching and learning. I will be contacting my colleagues at the state department to let them know that we talked.” (WA)

“I am on the School Task Group of the regional Children’ Policy Executive Team. I wasn’t aware of how much you have been doing. Your approach is broad and intended to provide support for the development of whole community collaboratives, part of which is providing mental health in schools.” (TX)

“Thank you so much for taking the time to read about my project and for responding. Your feedback is greatly appreciated..” (NJ)

“I find the information from the Center for Mental Health in Schools at UCLA very interesting I also believe this information could be helpful to students and staff at various schools.” (Superintendent, LAUSD)

(3) Listservs that Have Referred to Our Work and Websites with a General Link to the Center or with Center Resources Highlighted as a Link

Listservs/newsletters

Education Commission of the States
Public Education Network weekly
Healthy Start Field Office Email Blast
American Psychological Association, Division 53 listserv
Prevention and Intervention Network Newsletter, County Office of Education, Fresno County, CA
Coalition of Community Schools
National Center for Mental Health Promotion and Youth Violence Prevention e-newsletter
NSAA listserv
Research and Training Center, Portland OR
Texan Education Agency, Health and PE listserve
Council of Chief State School Officers
National Collaborative on Workforce & Disability for Youth, Institute for Educational Leadership
U. S. Department of Education

Websites

National Centers and Organizations

National Conference of State Legislatures
U. S. Department of Education
Maternal and Child Health Bureau
CDC
SAMHSA
American Association of School Administrators
National Association of Schools Psychologists
National Center for Mental Health and Juvenile Justice
National Dissemination Center for Children with Disabilities
Learn and Serve: America's National Service-Learning Clearinghouse

Education Development Center
IEL and Coalition for Community Schools
National Assembly on School Based Health Care
IDEA Partnership

State Departments and Organizations

Arizona Department of Education
California Department of Education
California Department of Mental Health
California Association of School Counselors
Florida Department of Education
Hawaii Department of Education.
Indiana State Department of Education
Iowa Department of Education
Michigan Department of Education
Michigan Association of Administrators of Special Education
New Jersey (State government website)
New York State Department of Education
New York State Office of Mental Health
Ohio Department of Mental Health
Pennsylvania Department of Education
Rhode Island Coordinated School Health
South Carolina Department of Juvenile Justice
South Dakota Department of Education
Tennessee Suicide Prevention Network
Texas Behavior Health Clearinghouse
Utah Department of Health
Virginia Department of Education
Washington Office of Public Instruction

School Districts and City and County Offices of Education

Orange County Department of Education (CA)
San Francisco Unified School District
Hillsboro School District (OR)
Los Banos Unified School District (CA)
Seattle Office for Education
New York City School District
Santa Cruz County Office of Education (CA)
Wake County Public Schools System (NC)

Higher Education

Michigan State University
University of Colorado
Kean University (NJ)
University of California, Los Angeles*
University of California, Santa Barbara
University of California, San Francisco
Georgetown University

Other

Center for Social and Emotional Education
Health, Mental Health and Safety Guidelines for Schools
California Institute for Mental Health
School Psychology Resources Online
Stauton Farm Foundation
Indiana Pathways to College
Children Youth and Families Education and Research Network
Youth Peace Education and Web Resources
Idaho Federation of Families for Children’s Mental Health
City of Long Beach (CA)
California School Health Centers Association
Tutor/Mental Connections
The Consortium on Trauma, Illness and Grief in Schools (NY)

*“Thank you for your presentation to our teacher preparation class. As a follow up students wrote reflections which led into a discussion barriers to learning that they have seen in the classrooms in which they observe. You helped them understand that in their upcoming teaching they will not be alone, but that there are others in schools to help them. They realize the importance of all of us collaborating in helping students learn and working together to create change.”

Exhibit

Listing of Recent Publications and Other Documents and Resource Materials

All of documents are available for free and ready access from the Center website and can be ordered in hardcopy at cost. See the resource list online at <http://smhp.psych.ucla.edu/selection.html> and also is appended to this application..

For the period January 2008 through December 2008, the following policy related resources were developed or updated, widely disseminated, and used in strategic diffusion activity, as well as widely disseminated through the Center's regular delivery mechanisms. Each makes a significant contribution in supporting efforts to accomplish the overlapping goals and objectives cited above

(a) Major Reports of Policy and Practice Analyses

- >Integration of Schools and Mental Health Systems: An Overview of the State Grants for the U. S. Department of Education Program
- >Toward next steps in school improvement: Addressing barriers to learning and teaching
- >Preparing all education personnel to address barriers to learning and teaching
- >Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendents Say they Need to Move Forward
- >Community Schools: Working Toward Institutional Transformation
- >Moving toward a comprehensive system of learning supports: The Next Evolutionary Stage in School Improvement Policy and Practice
- >What is a Comprehensive Approach to Student Supports?
- >Prevention and Early Intervention in California's Mental Health Services Act: A Summary of School-based Programs in Ten County Plans

(b) Resource Packets & Training Aids

- >Mental Health in Schools: Becoming an Integrated Part of the School Improvement Agenda (Powerpoint Presentation)
- >Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap (Powerpoint Presentation)
- >Addressing Barriers to Learning and Teaching to Enhance School Improvement (Powerpoint Presentation)
- >Online course (through the National Association of State Title I Directors) Academics and Beyond: Addressing Barriers to Learning and Teaching (video and powerpoint presentations)

Updated:

- >Assessing to Address Barriers to Learning
- >Cultural Concerns in Addressing Barriers to Learning
- >Working Collaboratives: From school-based teams to school-community-higher education connections
- >Suicide Prevention: Quick Training Aid
- >Understanding and minimizing staff burnout
- >Transitions: turning risks into opportunities for student support
- >Learning Problems and Learning disabilities
- >Confidentiality and informed consent
- >Early development and learning from the perspective of addressing barriers
- >Affect and mood problems related to school aged youth
- >Anxiety, fears, phobias, and related Problems: interventions and resources for school aged youth
- >Attention Problems: Interventions and Resources
- >Conduct and behavior problems in school aged youth
- >Social and interpersonal problems related to school aged youth
- >Teen pregnancy prevention and support
- >Responding to a crisis at a school
- >Students and psychotropic medication: The school's role
- >Substance abuse
- >Where to access statistical information relevant to addressing barriers to learning

- >Protective factors (Resiliency)
- >Autism Spectrum Disorders and Schools
- >Behavioral Initiatives in Broad Perspective
- >School-based health centers
- >Youngsters' mental health and psychosocial problems: what are the data
- >Addressing barriers to student learning & promoting healthy development: A usable research base
- >A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning
- >Addressing barriers to learning: New Directions for Mental Health in Schools
- >Mental Health of Children and Youth and the Role of Public Health Professionals
- >Integrating Mental Health in Schools: Schools, School-based Centers, and Community Programs Working Together
- >Financing Mental Health for Children and Adolescents
- >Mental Health and Schools Based Health Centers
- >Using Technology to Address Barriers to Learning
- >Thinking about and accessing policy related to addressing barriers to learning

(c) *Guidance Notes, Fact Sheets, & Info Resources*

- >Turning big classes into smaller units (Practice Note)
- >Volunteers as an invaluable resource (Practice Note)
- >Notes on Transition Planning for College (Practice Notes)
- >Diffusion: In pursuit of action (Info Resource)
- >Why School-owned Student Support Staff are So Important (Info Resource)
- >Engaging and Re-engaging Students in Learning at School (Guide for Practice)
- >Enhancing a School Board's Focus on Addressing Barriers to Learning and Teaching (Guidance Note)

(d) *Planning Guides*

- >Frameworks for Systemic Transformation of Student and Learning Supports
- >Turning a Project or Pilot into a catalyst for systemic change and sustainability
- >School-Community Partnership: A Guide (updated)
- >Enhancing classroom approaches for address barriers to learning: Classroom Focused Enabling (updated)
- >Fostering School, Family, and Community Involvement (revised) One of five guides for creating safe schools and communities for Hamilton Fish Institute on School and Community Violence and the Northwest Regional Education Laboratory
- >Enhancing School Staff Understanding of Mental Health and Psychosocial Concerns: A Guide (updated)

(e) *Hot Topic Series*

- >Security Measures at Schools: Mental Health Considerations
- >Impact of the Economic Crisis on Schools and Families
- >What is a School's Role in Addressing the Impact of Poverty?

(f) *Quick Finds*

- >Learning Problems and Learning Disabilities
- >Transition from Adolescence

(g) *Book Chapters and Journal Articles*

As noted, one indication of our impact is the frequency with which we receive invitations to do chapters and articles related to mental health in schools. As each is published, it contributes to efforts to achieve the overlapping goals.

Online book:

- >*Mental Health in School and School Improvement: Current Status, Concerns, and New Directions*

Published:

- > *Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students.* (Scholastic, Inc.)

Book in press:

- > *Mental Health in Schools: Moving Forward* (Corwin Press)

Chapters:

- > School-wide approaches to addressing barriers to learning and teaching. In B. Doll & J. Cummings (Eds.) *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children.* Thousand Oaks, CA: Corwin Press.
- > Best Practices in the Use of Resource Teams to Enhance Learning Supports. In Thomas, A. & Grimes, J. (Eds.) (2008) *Best Practices in School Psychology V.* Bethesda, MD. National Association of School Psychologists
- > School Improvement: A Systemic view of what's missing and what to do about it. In B. Despres (Ed.) *Systems thinkers in action: A field guide for effective change leadership in education.* Rowman & Littlefield Education
- > Ending the marginalization of mental health in schools: a comprehensive approach. (2009) In R. Christner & R. Mennuti (Eds.), *School-based mental health: a practitioner's guide to comparative practices.* Routledge Publishing.

Chapters in press:

- > Enhancing schools as caring environments. In R. Talley (Ed.). *Building community caregiving capacity.* Oxford University Press.
- > Placing prevention into the context of school improvement. In B. Doll (Ed). *Handbook of youth prevention science.* Lawrence Erlbaum Association, Inc.

Center Journal's Lead articles:

- > Winter: *Challenges and Opportunities in the Classroom*
- > Spring: *Rethinking How Schools Address Student Misbehavior and Disengagement*
- > Summer: *Personnel Development for Education: Does the Process Enhance How Schools Address Barriers to Learning and Teaching*
- > Fall: *School Dropout Prevention: A Civil Rights and Public Health Imperative*

In addition each issue, had a variety of other features.

See <http://smhp.psych.ucla.edu/news.htm>

Other Newsletter:

- > Requested article on *Dropout Prevention* prepared for the American Academy of Pediatric's Section on Developmental-Behavioral Pediatrics