



*From the Center's Clearinghouse ...*

# ***Catalogue of Special Resource Materials Developed by the Center***



The resources developed by the Center can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>). The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)

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# UCLA Center for Mental Health in Schools

## *Catalogue of Special Resource Materials developed by the Center*

The Center's mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to psychosocial and mental health concerns as experienced in schools. Under the auspices of the School Mental Health Project in the Department of Psychology, our Center approaches such concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can end marginalization of the field, counter fragmentation, and enhance collaboration between school and community programs.

In meeting its mission, the Center provides

- ? a growing set of specially prepared, inexpensive resource aids (see box below)
- ? a topical printed quarterly newsletter and an electronic monthly newsletter update
- ? a regularly updated website that features topical information and ready access to helpful resources and TA (Quick Finds, Gateway to a World of Resources for Enhancing MH in Schools)
- ? other TA resources – including our Clearinghouse and Consultation Cadre
- ? targeted workshops, conferences, presentations, and participation with major panels, forums, and organizations
- ? involvement in major systemic reform initiatives
- ? special partnership arrangements with key organizations and centers

All activities are designed for outreach to appropriate individuals and organizations and stress use of delivery systems and strategies that provide free and ready access via the Internet and through other clearinghouses, including ERIC.

The resource materials/tools developed by the Center encompass several formats focused on **I. systems, II. programs, and III. types of psychosocial and mental health** concerns experienced by children and adolescents. The formats are:

- ? Introductory Packets – overview discussions, descriptions of model programs (where appropriate), references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and Internet links, and a list of consultation cadre members ready to share expertise
- ? Resource Aid Packets – a form of *tool kit* for circumscribed areas of practice; contains materials to guide and assist with staff training and student/family interventions – including overviews, outlines, checklists, instruments, other resources that can be reproduced and used as info handouts and aids; and info about accessing other resources
- ? Technical Aid Packets – provides basic understanding of specific practices and tools and info about resource access
- ? Technical Assistance Samplers – provides basic info for accessing resources on a *specific topic* such as programs and their outcomes, agencies, organizations, websites, individuals with expertise, and library resources
- ? Guides to Practice – Guidebooks that translate ideas into practice; contains resource aids
- ? Continuing Education Modules – for inservice courses and self-learning
- ? Training Tutorials – Self-directed opportunities for in depth learning or a guide for training others; organized topically, with readings and related activities for "preheating," active learning, and follow-up
- ? Quick Training Aids – A brief set of resources to guide those providing an inservice session. Also useful as a form of quick self-tutorial. Most encompass: key talking points for a short training session, a brief overview of the topic, facts sheets, tools, a sampling of other related information and resources.
- ? Special Reports – Periodic Center prepared reports on major topics and products of Networking efforts.
- ? Center Briefs – Designed to provide short overviews on major concerns.
- ? Feature Articles from Our Newsletter – topical articles.
- ? Selected Reprints of Journal Publications and Chapters Clarifying the Center's Approach to Mental Health in Schools

*If resources listed on the following pages interest you, you can download them from our website, or use the order form or call, write, fax, E-mail or send a carrier pigeon asking for a hard copy (for the cost of copying and postage)*

## Contents of this Catalogue Are Organized According to the Following Topics:

### I. Systemic Concerns

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1. Collaborative Teams
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2. Support for Transitions
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3. Financing

#### C. Staff Development Tools

### III. Psychosocial & Mental Health Concerns

## I Systemic Concerns

### A. Policy Issues & Research-Base

#### 1. The Concept of MH in Schools

- a. ***About Mental Health in Schools*** (Introductory Packet, 4/02) – an overview of what the term "Mental Health in Schools" means; a subset of the Center's resources and documents are highlighted. \*
- b. ***Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations*** (Cadre Report, 5/01) – This field-defining resource and reference work is designed to address national policy and practice concerns about what mental health in schools is, is not, and should be. \*
- c. ***Comprehensive & Multifaceted Guidelines for Mental Health in Schools*** (Newsletter article, Fall, '01) – Outlines the guidelines from the Policy Leadership Cadre for Mental Health in Schools document: *Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations*. \*
- d. ***Mechanisms for Delivering MH in Schools*** (Newsletter article, Winter, '01) – Excerpts from draft developed by the Policy Leadership Cadre for MH in Schools, outlining guidelines, describing delivery mechanisms, and much more. \*
- e. ***New Directions for School & Community Initiatives to Address Barriers to Learning: Two Examples of Concept Papers to Inform and Guide Policy Makers*** (Center Report, Feb'02) – can be used as a foundation as different groups develop a concise presentation to(a) highlight the need and vision for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development and also (b) stress the type of major systemic changes that are involved. \*
- f. ***Toward a comprehensive policy vision for mental health in schools*** (Chapter, in press) by Howard Adelman & Linda Taylor (in M. Weist, S. Evans, & N. Tashman (Eds.), *School mental health handbook*. Lawrence Erlbaum.)
- g. ***Advancing mental health in schools: Guiding frameworks and strategic approaches*** (Chapter, in press) by Linda Taylor & Howard Adelman (in K. Robinson (Ed.), *Advances in school-based mental health*. Creative Research.)
- h. ***Mental health in schools: Moving forward*** (Article, 1998) by Howard Adelman & Linda Taylor (in *School Psychology Review*, 27, 175-190.)
- i. ***Mental health in the schools: Promising directions for practice*** (Article, 1996) by Linda Taylor & Howard Adelman (in *Adolescent Medicine: State of the Art Reviews*, 7, 1-15.)
- j. ***Mental Health in Schools: Emerging Trends***. (Newsletter article, Winter '96) – overview of the need to include a focus on MH in schools as part of efforts to address barriers to student learning. Highlights emerging trends and implications for new roles for MH professionals. Includes tables outlining the nature and scope of students' needs, the range of professionals involved, and the types of functions provided. \*
- k. ***The Maternal and Child Health Bureau's Initiative for Mental Health in Schools***(Center Report, May '98)– Summarizes proceedings of a summit held in 1998. Includes a brief description of the two National Centers and five State Projects, brief analysis of some key similarities and differences among the state projects, complementary activity of the two national centers, lessons learned, and future directions. \*

#### 2. Addressing Barriers to Student Learning

- a. ***Fundamental Concerns About Policy for Addressing Barriers to Student Learning*** (Article, 1999) by Howard Adelman, Chris Reyna, Robert Collins, Judy Onghai, & Linda Taylor (in *Reading & Writing Quarterly*, 15, 327-350.)
- b. ***Addressing Barriers to Learning: Closing Gaps in Policy & Practice*** (Summer, '97)– Sums up the Center 1997 Policy Report [*Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice*]\*
- c. ***Thinking About and Accessing Policy Related to Addressing Barriers to Learning*** (TA Sampler, 2/98) – Information on various resources discussing policies and initiatives relevant to addressing barriers to learning (e.g., general perspectives, conceptual models and state initiatives, issues and implications pertinent to policy making for educational reforms, improving educational standards/learning outcomes). \*

(1. Systemic Concerns – A. Policy Issues & Research-Base – cont.)  
(2. Addressing Barriers to Student Learning – cont.)

- d. **Early Development and Learning from the Perspective of Addressing Barriers** (Intro Packet, 5/01) – Includes discussion of the field, and recent research on early brain development. Also, summarizes the research base for early childhood interventions, underscores implications for school readiness, and good practices for promoting healthy development in addressing barriers. Encompasses an extensive set of information and links to resources and references \*
- e. **Early Development and School Readiness from the Perspective of Addressing Barriers to Learning** (Center Brief, 11/01)
- f. **Mental health in schools: A federal initiative** (Article, 1999) by H.S. Adelman, L. Taylor, M. Weist, S. Adelsheim, B. Freeman, L. Kapp, M. Lahti, & D. Mawn *Children's Services: Social Policy, Research, and Practice* 2(2), 95-115.
- g. **Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development and Learning** – This network is a broad-based, policy-oriented coalition of organizations who have a stake in addressing barriers to development, learning, and teaching, as well as concern for promoting healthy development. The Coalition's aim is to stimulate strategic efforts to foster policy integration and close policy gaps as ways to deal with the marginalization and fragmentation that dominates a great deal of prevailing practice.
  - (1) **The Coalition's Organizing Framework**(5/98) – As a follow-up to the 1997 National Summit on Closing Gaps in School/Community Policy and Practice, this report outlines the coalition's rationale, its current status, purpose and vision, current activities, and subsequent plans. \*
  - (2) **Initial Tasks and Guiding Frameworks** (5/99) – distills, analyzes, and extrapolates work done 1999 steering committee meetings and integrates the consensus of what was explored with some frameworks to guide analyses of policy related to addressing barriers to development and learning. \*
  - (3) **The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion** (10/99) – Describes the policy problem, goals, and intentions of organizations involved in the *Coalition for Cohesive Policy*. \*
  - (4) **Proposal for Policy Legislation: Restructuring Student Support Resources & Enhancing Their Connection with Community Resources** (8/00) – A brief paper discussing new policy designed to encourage restructuring of school-owned student support resources.\*

### 3. **MH in Schools & School Reform and Restructuring**

- a. **Reframing mental health in schools and expanding school reform** (Article, 1998) by Howard Adelman & Linda Taylor (in *Educational Psychology*, 33, 135-152.)
- b. **Mental Health in Schools and System Restructuring** (Article, 1999) by Howard Adelman & Linda Taylor (in *Clinical Psychology Review*, 19, 137-163.)
- c. **Looking at School Health and School Reform Policy Through the Lens of Addressing Barriers to Learning** (Article, 2000) by Howard Adelman & Linda Taylor (in *Children's Services: Social Policy, Research, and Practice*. 3, 117-132.
- d. **Shaping the Future of Mental Health in Schools** (Article, 2000) by Howard Adelman & Linda Taylor (in *Psychology in the Schools*, 37, 49-60.)
- e. **Promoting mental health in schools in the midst of school reform** (Article, 2000) by Howard Adelman & Linda Taylor (in *Journal of School Health*, 70, 171-178.)
- f. **Toward ending the marginalization of mental health in schools** (Article, 2000) by Linda Taylor & Howard Adelman (in *Journal of School Health*, 70 210-215.)
- g. **Commentary: How school reform is failing to address barriers to learning** (Center paper, 7/98).
- h. **Expanded School Reform** (Newsletter article, Spring, '99) – Highlights expanded school reform models as implemented by the Memphis (TN) City Schools, the New American Schools' Urban Learning Center Model at Elizabeth Learning Center in Los Angeles, and the Central O'ahu (HI) District. The focus in each is on comprehensive, multifaceted, and integrated approaches to enable learning by addressing barriers to development/learning/teaching.\*
- i. **Moving Prevention From the Fringes Into the Fabric of School Improvement** (Article, 2000) by Howard Adelman & Linda Taylor (in *Journal of Educational and Psychological Consultation*, 11, 7-36.)

- j. *Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions*** (Center Report, Oct '96) – Based on a series of three regional meetings held by the Center, this report outlines next steps related to evolving a unifying policy framework for addressing barriers to learning and promoting healthy development. \*
- k. *Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions*** (Newsletter article, Fall, '96) – Summarizes the Center's 1996 policy report [*Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions*]\*
- l. *Open Letter to the Secretary of Education*** (Newsletter Article, Summer, '98) – Focuses on the reauthorization of programs under the Elementary & Secondary Education Act (ESEA) and the Goals 2000: Educate America Act. Underscores that prevailing policy marginalizes efforts to address barriers to learning, development, and teaching. This marginalization undercuts efforts to improve student achievement. \*
- m. *Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning*** (Newsletter article, Fall, '98) – Discusses major issues and trends related to social promotion from both an educational and psychosocial perspective. Highlights the need for support to enable *all* students to learn and *all* teachers to teach effectively.\*
- n. *Opening the Classroom Door*** (Newsletter article, Spring, '01) – Discusses the inadequacy of new reforms in helping many students who manifest commonplace behavior, learning, and emotional problems. Recommendations include ways in which the classroom can be designed to (a) stress the necessity of matching both motivation and capabilities and (b) encompass both regular instruction and specialized assistance.\*
- o. *School Counselors and School Reform: New Directions.*** (Article 2002) by H.S. Adelman, & L. Taylor (in *Professional School Counseling*. 5(4), 235-248.)
- p. *Rethinking School Psychology (Commentary on Public Health Framework Series).*** (Article, 2003) by H.S. Adelman, & L. Taylor (in *Journal of School Psychology*. 41, 83-90.)

#### 4. **Research Base**

- a. *Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*** (Technical Assistance Sampler, 11/99) – provides outcome info from almost 200 programs grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support (including use of volunteers).\*
- b. *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*** (Center Brief, 11/00) \*
- c. *Addressing Barriers to Learning & Promoting Healthy Development: Usable Research-Base*** (Newsletter article, Fall, '00) – Identifies a research base for policy makers clarifying the importance of and bases for initiatives to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance \*
- d. *Education reform and the demands for an evidence-base and results*** (Article, 2002). by Howard Adelman & Linda Taylor (in *Data Matters*) see – <http://www.georgetown.edu/research/gucdc/datamatters5.pdf>
- e. *Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List*** (Resource Aid Packet 8/98) – Provides resources to statistical info on a broad range of topics on youth, mental health, education, etc. \*

## 5. **Rethinking Student Support**

- a. ***Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*** (Center Report, Sept. '98)– Discusses how school boards can take another critical step in reforming and restructuring school. Explores the need to build an enhanced focus on addressing barriers into a school board' s committee structure and discusses lessons learned from a major district where the board has begun the process. \*
- b. ***New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*** (Guide to practice, 1/99) – This guidebook (a) clarifies why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and (b) offers guidance on how to do so. The first section emphasizes reframing how schools' think about addressing barriers to learning with a view to systemic reforms to establish comprehensive, multifaceted approaches. The second section discusses how to go about the process. Tools and appendices offer specific aids. \*
- c. ***Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships*** (Center Report, Oct.'99)– Discusses the need to restructure student support services and fully integrate them with school support; highlights the importance of weaving school and community resources together; discusses the need to rethink how school board' s deal with these matters. \*
- d. ***Framing New Directions for School Counselors, Psychologists, & Social Workers*** (Center Report, Mar ' 01)– highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters. \*
- e. ***Connecting Counseling, Psychological, & Social Support Programs to School Reform*** (Newsletter article, Winter, '00) \*
- f. ***Reports from the Policy Leadership Cadre for Mental Health in Schools*** – The purpose of this Cadre is to expand, link, and build the capacity of the pool of persons who provide policy leadership for MH in schools at national, state, regional, and local levels. This includes a policy focus on promoting social-emotional development and preventing psychosocial and MH problems, as well as policies related to treatment of mental illness.
  - (1) ***Expanding Policy Leadership for Mental Health in Schools*** (7/99 – Policy Issues and Strategies) – reports on key policy concerns discussed at a mini-summit held in Washington, D.C.; outlines preliminary plans \*
  - (2) ***Report from the Regional Conferences*** (5/00) – explores a variety of policy related matters and outlines strategies for moving policy related to mental health in schools forward. \*
  - (3) ***Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations*** (5/01) – This field-defining resource and reference work is designed to address national policy and practice concerns about what mental health in schools is, is not, and should be. \*
- g. ***A Center Concept Paper & Accompanying Resource Aids... Rethinking Student Support to Enable Students to Learn and Schools to Teach*** (10/02)\*

Focuses on the need for enhancing how schools address barriers to student learning; the ways in which current student support are fragmented and marginalized; and rethinking student and teacher supports.\*
- h. ***So you want higher achievement scores? Its time to rethink learning supports.*** (Article 2002) in *The State Education Standard*, Autumn 2002

**i. *New Directions for Student Support: Some Fundamentals* (8/03)**

Our intent in the following pages is to focus the discussion about new directions for student support by presenting a big picture overview of what's wrong with the way school address student problems, offering frameworks for rethinking current policy and practice and for moving in new directions, and detailing specific practices for making schools more effective.

- j. *Reports from the Summit on New Directions for Student Support* (12/02) – Rethinking student support in order to enable students to learn and schools to teach.**
- (1) *A Center Report Executive Summary on the Summit on New Directions for Student Support*, (11/02)**
  - (2) *A Center Report on the Summit on New Directions for Student Support*, (11/02)**
  - (3) *A Center Concept Paper& Accompanying Materials...Rethinking Student Support to Enable Students to Learn and Schools to Teach*, (10/02)**
- k. *Where's it happening* (7/03) – This document describes major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, state, and national levels. We have grouped the endeavors into three categories: (1) places where broad-based systemic changes are underway, (2) places where some form of interesting innovation is or has been implemented, and (3) place developing strategic plans for broad-based systemic changes. Other examples will be added as soon as they are identified and relevant descriptive materials are gathered.**
- l. *Summit on New Directions for Student Support* (Newsletter Article, Fall, 2002) – Over the many years that school reform has focused on improving instruction, little attention has been paid to rethinking student supports\***
- m. *New Directions: Where's it Happening?*(Newsletter Article, Summer, 2003) – Moving student support in new directions requires rethinking how best to address barriers to learning and thinking.**

## **6. *Integrating School and Community***

- a. *A Policy and Practice Framework to Guide School-Community Connections* (Article, 1998) by Linda Taylor & Howard Adelman (in *Rural Special Education Quarterly*, 17)**
- b. *Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice* (Center Report, Sept '97)– distills and analyzes work done at a national summit and integrates the consensus with other sources of data. The status and implications of prevailing reform and restructuring initiatives are explored with respect to addressing barriers to student learning and enhancing healthy development. \***
- c. *Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization.*(Article, 2002) by Howard Adelman & Linda Taylor. Paper commissioned by the National Association of School Psychologists and the ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS). Published by the ERIC/CASS Clearinghouse. Accessible on the internet at: <http://ericcass.uncg.edu/whatnew.html> \***
- d. *Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together* (Center Brief, 12/00)\***
- e. *Creating School and Community Partnerships for Substance Abuse Prevention Programs.* (Article, 2002) by Howard Adelman & Linda Taylor.**
- f. *School-Community Relations: Policy and Practice.* (Article, 2003) by Howard Adelman & Linda Taylor.**
- g. *Safe Students/Health Schools: A Collaborative Process* (Newsletter article Spring, 2003) – Our intent is to underscore the critical roles played by the state of a school' s “mental health” and the degree to which the school collaborates with families and the community.\***

## B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services

### 1. Collaborative Teams

- a. ***Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections*** (Introductory Packet, 4/97) – Outlines models of collaborative school-based teams and interprofessional education programs. \*
- b. ***Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*** (Center Report, Mar '01) – pulls together the Center's work on resource-oriented mechanisms designed to ensure schools pay systematic attention to how they use resources for addressing barriers to learning and promoting healthy development. \*
- c. ***Establishing school-based collaborative teams to coordinate resources: A case study*** (Article, 1997) by Cynthia Lim & Howard Adelman (in *Social Work in Education*, 19, 266-277.)
- d. ***Involving teachers in collaborative efforts to better address barriers to student learning*** (Article, 1998) by Howard Adelman & Linda Taylor (in *Preventing School Failure*, 42, 55-60.)

### 2. Mapping and Analyzing Resources

- a. ***Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*** (Resource Aid Packet, updated 8/98) – Surveys for 6 program areas and related system needs that constitute a comprehensive, multifaceted, and integrated approach to address barriers and thus enable learning. The areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). \*
- b. ***Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*** (Technical Aid Packet, 3/02) – provides processes and tools for schools to use in taking stock of its resources related to addressing barriers to learning and rethinking how the resources can be used to greatest effect \*

### 3. School-Community-Family Connections

- a. ***School-Community Partnerships: A Guide*** (9/02) – highlights the concept of school-community partnerships; reviews the state of the art to underscore directions for advancing the field; provides tools for those interested in developing and improving the ways schools and communities work together \*
- b. ***Connecting Schools, Families, and Communities*** (Article, 2000) by Linda Taylor & Howard Adelman (in *Professional School Counseling*, 3, 298-307.)
- c. ***School Community Partnerships from the School's Perspective*** (Newsletter article, Winter '99) – Discusses issues and offers recommendations to enhance school-community partnerships \*
- d. ***Community Outreach: School-Community Resources to Address Barriers to Learning*** (Training Tutorial, 2/02) \*
- e. ***School-community relations: Policy and practice*** (Chapter, in press) by Linda Taylor & Howard Adelman (in Fishbaugh, et al., (Eds.), *Ensuring safe school environments: Exploring issues– seeking solutions* Lawrence Erlbaum)
- f. ***Creating school and community partnerships for substance abuse prevention programs*** (Article, in press) by Howard Adelman & Linda Taylor (in *Journal of Primary Prevention*.) Commissioned by SAMHSA's Center for Substance Abuse Prevention.
- g. ***Organization Facilitators: A Change Agent for Systemic School and Community Changes*** (Center Report, Feb. '01) – stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. \*

- h. *Commentary: Advancing Mental Health Science and Practice Through Authentic Collaboration.*** (Article 2003). by H.S. Adelman & L. Taylor. (in *School Psychology Review*. 32(1), 55-58)

#### **4. Restructuring Student Support Programs**

- a. *School-Linked Services and Beyond*** (Newsletter Article, Spring, '96) – Discusses contributions of school-linked services and suggests it is time to think about more comprehensive models for promoting healthy development and addressing barriers to learning. \*
- b. *Restructuring Education Support Services: Toward the Concept of an Enabling Component*** (Monograph, 1996) by Howard Adelman (Kent, OH: American School Health Association.)
- c. *Restructuring education support services and integrating community resources: Beyond the full service school model*** (Article, 1996) by H.S. Adelman (in *School Psychology Review*, 25, 431-445.)
- d. *System reform to address barriers to learning: Beyond school-linked services and full service schools*** (Article, 1997) by Howard Adelman & Linda Taylor (in *American Journal of Orthopsychiatry*, 67, 408-421.)
- e. *Pioneer Initiatives to Reform Education Support Programs*** (Center Report 6/00) – Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning.
- (1) Full Report: *Pioneer Initiatives to Reform Education Support Programs*** – In May, 2000, a group of leaders involved in pioneer initiatives to reform and restructure education support programs participated in a "summit." This report extrapolates basic implications from work being done by such initiatives; provides a context for such work, attempts to distill the essence and richness of the initiatives; and explores some next steps. \*
- (2) Executive Summary: *Pioneer Initiatives to Reform Education Support Programs*** \*
- (3) Materials from: *Pioneer Initiatives to Reform Education Support Programs*** \*
- f. *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*** (Guide to practice, 1/99) – This guidebook (a) clarifies why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and (b) offers guidance on how to do so. The first section emphasizes reframing how schools' think about addressing barriers to learning with a view to systemic reforms to establish comprehensive, multifaceted approaches. The second section discusses how to go about the process. Tools and appendices offer specific aids. \*
- g. *Organization Facilitators: A Change Agent for Systemic School and Community Changes*** (Center Report, Feb. '01) – stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. \*
- h. *Lessons learned from working with a district's mental health unit*** (Article, 2002) by Linda Taylor & Howard Adelman (in *Childhood Education*, 78, 295-300.)
- i. *Summit on New Directions for Student Support*** (Center Report 11/02)
- (1) Full Report: *Summit on New Directions for Student Support*** (11/02)\*
- (2) Executive Summary: *Summit on New Directions for Student Support*** (11/02)\*
- (3) A Center Concept Paper & Accompanying Resource Aids... *Rethinking Student Support to Enable Students to Learn and Schools to Teach*** (10/02)\*
- (4) *Summit on New Directions for Student Support*** (Newsletter article, Fall '02) \*
- j. *Lenses Used Determine Lessons Learned.*** (Article, 2002) by H.S. Adelman and L. Taylor (in *Journal of Educational and Psychological Consultation*. 13(3), 227-236)

(I. Systemic Concerns - B. Systemic Changes & Enhancing and Sustaining/Programs/Services – cont.)  
(4. Rest structuring Student Support Programs – cont.)

- k. ***Developing Resource-Oriented Mechanisms to Enhance learning Supports*** (7/03) – This set of training modules is designed as an aid for training leaders and staff about the importance of and how to establish effective resource-oriented mechanisms to advance development of a comprehensive, multifaceted, and integrated learning supports (or enabling) component at every school. \*

## 5. **Financial Strategies**

- a. ***Financial Strategies to Aid in Addressing Barriers to Learning*** (Introductory Packet, updated 3/00) – Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. \*
- b. ***Financing Strategies to Address Barriers to Learning*** (Quick Training Aid, 4/02) \*
- c. ***Financing Mental Health for Children & Adolescents*** (Center Brief and Fact Sheet, 11/00) \*

## 6. **Evaluation, Quality Control, and Standards**

- a. ***Evaluation and Accountability: Getting Credit for All You Do!*** (Introductory Packet, updated 9/00) – 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. \*
- b. ***Evaluation and Accountability Related to Mental Health in Schools*** (Technical Assistance Sampler, 12/97) – info on conceptual models, cost analysis , methodology, outcome measures, quality indicators, evaluation guidelines and standards). \*
- c. ***Accountability: Is it Becoming a Mantra?*** (Newsletter article, Winter, ' 98)– Discusses accountability and evaluation from the perspective of the society, the institution of schooling, and specific youngsters and families\*
- d. ***Expanding the Framework for School Accountability*** (Newsletter article, Spring, ' 00)– discusses the necessity of going beyond the current overreliance on academic testing if society and students are to be well-served \*
- e. ***Aligning School Accountability, Outcomes, and Evidence-Based Practices*** (Article, 2002) by Howard Adelman & Linda Taylor (in *Data Matters* Spring/Summer 2002, Issue #5).
- f. ***A Center Report...Evaluation of Impact*** (May 2003)

## 7. **Sustainability and Scale-Up**

- a. ***Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit*** (8/03) – explores how to integrate newly developed approaches into the fabric of existing support programs and services \*
- b. ***New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*** (Center Brief 8/03)\*
- c. ***Toward a scale-up model for replicating new approaches to schooling*** (Article, 1997) by Howard Adelman & Linda Taylor (in *Journal of Educational and Psychological Consultation*, 8, 197-230.)
- d. ***Scaling-Up Reforms Across a School District***(Article, 1999) Linda Taylor, Perry Nelson, & Howard Adelman (in *Reading & Writing Quarterly*, 15, 303-326.)
- e. ***On Sustainability of Project Innovations as Systemic Change.*** (Article, 2003) by Howard Adelman and Linda Taylor (in *Journal of Education and Psychological Consultation*, 14(1), 1-25.)

## 8. Reframing Staff Roles and Functions

- a. **Framing New Directions for School Counselors, Psychologists, & Social Workers** (Center Report, Mar '01)– highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters. \*
- b. **Organization Facilitators: A Change Agent for Systemic School and Community Changes** (Center Report, Feb. '01) – Stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. \*
- c. **Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide** (1/03) If all students are to have an equal opportunity to succeed at school and if schools are to leave no child behind, then all school staff must enhance their understanding of how to address barriers to student learning — including a variety of mental health (MH) and psychosocial concerns.
- d. **Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide** (1/03) – If all students are to have an equal opportunity to succeed at school and if schools are to leave no child behind, then all school staff must enhance their understanding of how to address barriers to student learning — including a variety of mental health (MH) and psychosocial concerns.\*
- e. **Improving Teaching and Learning Supports by Addressing the Rhythm of a Year** (8/03) – These thematic resource aids reflecting the yearly rhythm of schools are designed to encourage school staff, especially student support personnel, to be proactive and timely in promoting a focus on some basic concerns that arise throughout the year.\*
- f. **Needed: A Greater Role for Learning Support Staff in Inservice at Every School** (Newsletter article, Winter, 2003) – All school staff must enhance their understanding of how to address barriers to student learning.\*

## C. Developing Comprehensive, Multifaceted, and Integrated Approaches

1. **Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools** (Continuing education modules, 9/03) - This module is designed as a direct aid for training leaders and staff and as a resource that can be used by them to train others. While accounting for individual case-oriented approaches, the emphasis is on a systems approach to enhancing mental health in schools. In particular, the focus is on pursuing the need for better mental health interventions within the context of moving toward a comprehensive, integrated approach to addressing barriers to student learning and promoting healthy development. \*
2. **Addressing Barriers to Learning: New Directions for Mental Health in Schools** (Continuing education modules, 5/97) – to assist practitioners in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. \*
3. **Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning** (Training Tutorial, 2/02) \*
4. **Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component** (Quick Training Aid 4/02)
5. **Introduction to a component for Addressing Barriers to Student Learning** (Center Brief, 6/01)\*
6. **A School-Wide Component to Address Barriers to Learning** (Article, 1999) by Howard Adelman, Linda Taylor, & Mary View Schnieder (in *Reading & Writing Quarterly*, 15, 277-302.)
7. **Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning** (Article, 2002) by Howard Adelman & Linda Taylor (in *Childhood Education*, 78, 261-268.)
8. **Comprehensive Approaches & Mental Health in Schools** (Newsletter article, Winter '97)– Discusses the enabling component, a comprehensive, integrated approach that weaves six main areas into the fabric of the school to address barriers to learning and promote healthy development for *all* students \*
9. **CSSS - Hawai'i's Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools** (Newsletter article, Summer, '01) –

10. ***Opening the Gates: Learning Supports at Elizabeth Learning Center – A New American Schools Demonstration Site in the Los Angeles Unified School District.\****
11. ***Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development*** (Guides to practice) – the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.
  - a. ***Getting from Here to There: A Guidebook for the Enabling Component*** (10/97) – This is the **unabridged** guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.
  - b. ***A Guide to the Enabling Component*** – abridged version – as included in the Learning Center Model, which is one of the New American School Models (11/96)

#### D. Building System Capacity and Networking

1. ***School counselors and school reform: New directions*** (Article, in press) by Howard Adelman & Linda Taylor (in *Professional School Counseling*.)
2. ***Mental Health in Schools: Expanded Opportunities for School Nurses*** (Article, 1997) by H.S. Adelman, L. Taylor, B. Bradley, & K.D. Lewis (in *Journal of School Nursing*, 13, 6-12.)
3. ***Clinical psychology: Beyond psychopathology and clinical interventions*** (Article, 1995) by Howard Adelman (in *Clinical Psychology: Science and Practice*, 2, 28-44.)
4. ***Toward Enhancing Resource Center Collaboration*** (Center Report June '01)– In May, 2001, sixteen resource centers met for an interchange about enhancing formal connections; next steps were formulated for advancing an initiative for increased resource center collaboration.\*
5. ***Special Center Compilations/Catalogues*** – The info contained in the following resources are readily accessed through the search features on our website (e.g., search data bases by keywords or use the Quick Find topical menu or through the “Gateway to a World of Resources . . .”). For those who need the info in hard copy format, the following compilations can be ordered.
  - a. ***Clearinghouse Catalogue*** (Resource Aid Packet, updated regularly) – contains annotated descriptions of articles, books, reports, programs, tools, etc.; these are organized under three general categories: systemic; program/process; & psychosocial/MH concerns\*
  - b. ***Consultation Cadre Catalogue*** (Resource Aid Packet, updated regularly) – provides info for accessing a large network of experienced colleagues who have agreed to share their expertise without charging a fee. Cadre members have expertise related to major systemic/policy concerns, program/process concerns, and psychosocial/MH concerns \*
  - c. ***Catalogue of Internet Sites Relevant to Mental Health in Schools*** (Resource Aid Packet, updated regularly) – Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools \*
  - d. ***Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies*** (Resource Aid Packet, updated regularly) – Categorizes and provides contact info on organizations focusing on children’s mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. \*
  - e. ***Where to Get Resource Materials to Address Barriers to Learning*** (Resource Aid Packet, updated regularly) – Offers school staff and parents lists of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings \*

## II. Program/Process Concerns<sup>a</sup>

### A. Program Areas

#### 1. Classroom Enhancement and Youth Development

- a. ***Classroom Changes to Enhance and Re-engage Students in Learning*** (Training Tutorial, 2/02) \*

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<sup>a</sup>Resources covering additional program and process concerns related to specific types of psychosocial problems can be found in Section III of this catalogue.

(I. Systemic Concerns - C. Developing Comprehensive, Multifaceted, and Integrated Approaches – cont.)

- b. ***Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling*** (Continuing Education Modules, 2/01) – Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.\*  
>Has an accompanying set of expanded **readings and the beginnings of a toolkit** that can be used with modules.\*
- c. ***Enabling Learning in the Classroom: A Primary Mental Health Concern*** (Newsletter article, Spring, '98) – Discusses how the concept of and practices related to *classroom-focused enabling* enhances a teacher's array of strategies for working with a wide range of individual differences (including learning and behavior problems) and creating a caring context for learning in the classroom \*
- d. ***Personalizing Classroom Instruction to Account for Motivational and Developmental Differences*** (Article, 1999) by Linda Taylor & Howard Adelman (in *Reading & Writing Quarterly*, 15(4), 255-276.)
- e. ***Assessing to Address Barriers to Learning*** (Introductory Packet, 1/97) – Discusses basic principles, concepts, issues, and concerns related to assessment of barriers to student learning; also includes resource aids on procedures and instruments to measure psychosocial, as well as environmental barriers to learning. \*
- f. ***Promoting Youth Development and Addressing Barriers*** (Newsletter article, Fall, '99)– Discusses how current policies focus too much on solving problems and too little on strengthening supports and opportunities to increase potential; synthesizes resources related to (1) promoting development and learning and (2) addressing factors that can interfere with healthy development and appropriate learning. \*
- g. ***Protective Factors (Resiliency)*** (Technical Assistance Sampler, updated 11/02) – Contains a sample of resources and links discussing protective factors and resiliency; fostering resilience is presented as requiring a focus on policy and environmental changes \*
- h. ***Early Development and Learning from the Perspective of Addressing Barriers*** (Intro, Packet 5/01)– Includes discussion of the field and recent research on early brain development. Also, summarizes the research base for early childhood interventions, underscores implications for school readiness and promoting healthy development in addressing barriers. Encompasses an extensive set of information and links to resources and references.\*
- i. ***Early Development and School Readiness from the Perspective of Addressing Barriers to Learning*** (Center Brief 11/01)\*

## 2. Support for Transitions

- a. ***Support for Transitions to Address Barriers to Learning*** (Training Tutorial, 2/02)
- b. ***Easing the Impact of Student Mobility: Welcoming & Social Support*** (Newsletter article, Fall, '97) – Underscores the vital role of welcoming and social support in every school; discusses phases, key tasks, elements, and activities to ensure that mechanisms and processes are in place \*
- c. ***What Schools Can Do to Welcome & Meet the Needs of All Students and Families*** (Guide to practice, 12/97) – focuses on early-age interventions, primary prevention, and addressing problems soon after onset; includes discussion of schools as caring, learning environments; welcoming and social support; using volunteers to assist school adjustment; understanding and responding to learning problems and students' psychosocial and MH needs; program reporting; and more \*
- d. ***Welcoming and Involving New Students and Families*** (Technical Aid Packet, 10/97) – guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools \*
- e. ***After-School Programs and Addressing Barriers to Learning*** (Technical Aid Packet, 4/01) – discusses how schools implement prevention and corrective activities through on-site after-school involvements; resources also is useful for planning programs for before-school, recess, and lunch periods, weekend, and holiday periods, and generally making schools community hubs to enrich learning opportunities and provide recreation in a safe environment.\*
- f. ***Transitions: Turning Risks into Opportunities for Student Support*** (6/03) – Readings and related activities on support for transitions to address barriers to student learning covering both research and best practices.\*

## 3. Crisis Response and Prevention

(II. Program/Process Concerns -- A. Program Areas –cont.)  
(3. Crisis Response and Prevention – cont.)

- a. **Violence Prevention and Safe Schools** (Intro Packet, updated 3/00) – Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice \*
- b. **Responding to Crisis at a School** (Resource Aid Packet, updated 9/00) – Provides guides and handouts for crisis planning, training staff, school-based crisis teams; contains handouts for staff, students, and parents. \*
- c. **Crisis Assistance and Prevention: Reducing Barriers to Learning** (Training Tutorial, 2/02) \*
- d. **School-Based Crisis Intervention** (Quick Training Aid, 2/02) \*
- e. **Behavioral Initiatives in Broad Perspective** (Technical Assistance Sampler, 5/98) – info on behavioral initiatives (e.g., state documents, behavior and school discipline, behavioral assessments, model programs, school wide programs, and assessment instruments) \*
- f. **Behavioral Problems at School** (Quick Training Aid, 7/02) \*
- g. **School Interventions to Prevent and Respond to Affect and Mood Problems** (Quick Training Aid 11/02)\*

#### 4. Home Involvement

- a. **Parent and Home Involvement in Schools** (Introductory Packet, updated 6/00) – Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to under-served families are addressed. \*
- b. **Home Involvement in Schooling** (Training Tutorial, 2/02) \*
- c. **Guiding Parents in Helping Children Learn** (Technical Aid Packet 11/97) – Specially designed for those who work with parents and other nonprofessionals; consists of a “booklet” to help nonprofessionals understand what is involved in helping children learn; contains info about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children’s learning and performance; also includes guides and basic info parents can use to enhance children’s learning outcomes \*

#### 5. Student and Family Assistance

- a. **Labeling Troubled and Troubling Youth: The Name Game** (Newsletter article, Summer, '96) – Underscores bias inherent in current diagnostic classifications for children and adolescents and offers a broad framework for labeling problems on a continuum; implications for addressing the full range of problems are discussed \*
- b. **Students & Family Assistance Programs & Services to Address Barriers to Learning** (Training Tutorial, 2/02) \*
- c. **Re-engaging Students in Learning** (Quick Training Aid, 3/02) \*
- d. **Re-engaging Students in Learning at School** (Newsletter article, Winter, '02) – Focuses on motivational considerations related to re-engaging students who have disengaged from classroom learning \*
- e. **Screening/Assessing Students: Indicators and Tools** (Resource Aid Packet, 10/01) – provides resources relevant to screening students experiencing problems; includes a perspective for understanding the screening process and aids for initial problem identification and screening \*
- f. **Assessing & Screening** (Quick Training Aid ,3/02) \*
- g. **Assessment Strategies for School-Based Mental Health Counseling** (Article, 2001) by Rachel Grier, Leslie Morris, & Linda Taylor (in *Journal of School Health*, 71, 467-469.)
- h. **School-Based Client Consultation, Referral, and Management of Care** (Tech. Aid Packet, updated 1/03) – 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. Examples of tools to aid in all these processes are included. \*
- i. **Case Management in the School Context** (Quick Training Aid , 5/02) \*
- j. **Enlisting Appropriate Parental Cooperation and Involvement in Children’s Mental Health Treatment** (Article, 2001) by Linda Taylor & Howard Adelman (in *The Mental Health Desk Reference*, Eds. E.R. Welfel & R.E. Ingersoll. Wiley: New York. )
- k. **Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs** (Introductory Packet, updated 8/98) – Highlights the principle of *least intervention needed* and its relationship to the concept of *least restrictive environment*; describes approaches for including students with disabilities in regular programs \*

(II. Program/Process Concerns -- A. Program Areas –cont.)  
(5. Student and Family Assistance – cont.)

- l. ***Beyond placement in the least restrictive environment: The concept of least intervention needed and the need for continuum of community-school programs/services.*** (Paper, 1998) by Howard Adelman & Linda Taylor (prepared for a forum sponsored by the National Association of State Directors of Special Education.)
- m. ***Confidentiality and Informed Consent*** (Introductory Packet, 11/02) – Focuses on issues related to confidentiality and consent of minors in human services and interagency collaborations. Also includes sample consent forms. \*
- n. ***Confidentiality: Competing principles, inevitable dilemmas*** (Article, 1998) by Linda Taylor & Howard Adelman (in *Journal of Educational and Psychological Consultation*, 9, 267-275.)
- o. ***Confidentiality*** (Quick Training Aid 4/02)
- p. ***Students and Psychotropic Medication: The School's Role*** (Resource Aide Packet, 1/03) – contains aids related to safeguards and provides info on the effects and monitoring of various psychopharmacological drugs used to treat child and adolescent psycho-behavioral problems. \*
- q. ***School-Based Mutual Support Groups (For Parents, Staff, and Older Student)*** (Technical Aid Packet, 8/97) – focuses on steps and tasks for establishing mutual support groups at a school. The sequential approach involves (1) working within the school to get started, (2) recruiting members, (3) training them on how to run their own meetings, and (4) offering off-site consultation as requested. The specific focus here is on parents; however, the procedures are readily adaptable for use with others, such as older students and staff. \*

6. **Community Outreach (including volunteer participation)**

- a. ***Community Outreach: School-Community Resources to Address Barriers to Learning*** (Training Tutorial, 2/02)
- b. ***Volunteers to Help Teachers and School Address Barriers to Learning*** (Tech. Aid Packet, 9/97) – Outlines ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support; clarifies steps for implementing volunteer programs in schools, recruitment and training procedures, and key points to consider in evaluating volunteer programs; also includes resource aids and model programs.\*

B. **Processes to Develop Comprehensive Approaches & School-Community Connections**

1. **Enabling Component**

- a. ***Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component*** (Quick Training Aid 4/02) \*
- b. ***Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*** (Training Tutorial, 2/02) \*
- c. ***Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development*** (Guides to practice) – the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.
  - (1) ***Getting from Here to There: A Guidebook for the Enabling Component*** (10/97) – This is the unabridged guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.
  - (2) ***A Guide to the Enabling Component – abridged version*** – as included in the Learning Center Model, which is one of the New American School Models (11/96)

2. **School-Based Health Centers**

- a. ***School-Based Health Centers*** (Technical Assistance Sampler 7/98) – sampling of general references, facts & statistics, funding, state & national documents, guides, reports, model programs \*
- b. ***Mental Health and School-Based Health Centers*** (Guide to Practice, 9/97) – introductory overview of the MH facets of school-based health centers and how they fit into the work of schools. Module I addresses how to maximize resource use and effectiveness; Module II focuses on matters work with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling,

(II. Program/Process Concerns -- B. Process to Develop Comprehensive Approaches & School-Community Connections – cont.)

prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Includes resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day operation \*

### 3. Financing

- a. ***Financing Strategies to Address Barriers to Learning*** (Quick Training Aid, 4/02) \*
- b. ***Financial Strategies to Aid in Addressing Barriers to Learning*** (Intro Packet, updated 3/00) – Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. \*
- c. ***Financing Mental Health for Children & Adolescents*** (Center Brief and Fact Sheet, 11/00) \*

### C. Staff Development Tools

1. ***Understanding and Minimizing Staff Burnout*** (Introductory Packet, updated 6/02) – Addresses sources and symptoms of burnout; identifies ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout. \*
2. ***School Staff Burnout*** Newsletter article, (Spring, '02)– When school staff don't feel good about themselves, it is unlikely they will be effective in making students feel good about themselves. \*
3. ***School Staff Burnout*** (Quick Training Aid, 7/02) \*
4. ***Addressing Barriers to Learning: New Directions for Mental Health in Schools*** (Continuing education modules, 5/97) – to assist practitioners in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. \*
5. ***Cultural Concerns in Addressing Barriers to Learning*** (Introductory Packet, 1/97) – 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. \*
6. ***Mental Health and School-Based Health Centers*** (Guide to Practice , 9/97) – introductory overview of the MH facets of school-based health centers and how they fit into the work of schools. Module I addresses how to maximize resource use and effectiveness; Module II focuses on matters work with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Includes resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day operation \*
7. ***Using Technology to Address Barriers to Learning*** (Technical Assistance Sampler, updated 8/02) – A sampling of advanced technological applications and tools \*
8. ***Financing Strategies to Address Barriers to Learning*** (Quick Training Aid, 4/02) \*
9. ***Financing Mental Health for Children & Adolescents*** (Center Brief and Fact Sheet, 11/00) \*
10. ***Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit*** (9/01) – explores how to integrate newly developed approaches into the fabric of existing support programs and services \*
11. ***Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*** (Training Tutorial, 2/02) \*
12. ***Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component*** (Quick Training Aid 4/02) \*
13. ***Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling*** (Continuing Education Modules, 2/01) – Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.\*  
>Has an accompanying set of expanded **readings and the beginnings of a toolkit** that can be used with modules.\*
14. ***Re-engaging Students in Learning*** (Quick Training Aid, 3/02) \*

(II. Program/Process Concerns -- C. Staff Development Tools – cont.)

15. **Classroom Changes to Enhance and Re-engage Students in Learning** (Training Tutorial, 2/02) \*
16. **Assessing & Screening** (Quick Training Aid ,3/02) \*
17. **Behavioral Problems at School** (Quick Training Aid, 7/02) \*
18. **Violence Prevention** (Quick Training Aid 2/02)\*
19. **Bullying Prevention** (Quick Training Aid 2/02)\*
20. **Students & Family Assistance Programs and Services to Address Barriers to Learning** (Training Tutorial, 2/02)
21. **Confidentiality** (Quick Training Aid 4/02) \*
22. **Case Management in the School Context** (Quick Training Aid , 5/02) \*
23. **Support for Transitions to Address Barriers to Learning** (Training Tutorial, 2/02) \*
24. **Crisis Assistance and Prevention: Reducing Barriers to Learning** (Training Tutorial, 2/02) \*
25. **Suicide Prevention** (Quick Training Aid, 2/02)
26. **School-Based Crisis Intervention** (Quick Training Aid, 2/02) \*
27. **Home Involvement in Schooling** (Training Tutorial, 2/02) \*
28. **Community Outreach: School-Community Resources to Address Barriers to Learning** (Training Tutorial 2/02)\*
29. **School Interventions to Prevent and Respond to Adolescent Affect and Mood Problems** (Quick Training Aid, 11/02) \*
30. **Mental Health in Schools: New Roles for School Nurses** (Continuing Education Modules, 4/97) – to assist nurses in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. \*
31. **Special Center Compilations/Catalogues** – The info contained in the following resources are readily accessed through the search features on our website (e.g., search data bases by keywords or use the Quick Find topical menu or through the “Gateway to a World of Resources . . .”). For those who need the info in hard copy format, the following compilations can be ordered.
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  - b. **Consultation Cadre Catalogue** (Resource Aid Packet, updated regularly) – provides info for accessing a large network of experienced colleagues who have agreed to share their expertise without charging a fee. Cadre members have expertise related to major systemic/policy concerns, program/process concerns, and psychosocial/MH concerns \*
  - c. **Catalogue of Internet Sites Relevant to Mental Health in Schools** (Resource Aid Packet, updated regularly) – Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools \*
  - d. **Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies** (Resource Aid Packet, updated regularly) – Categorizes and provides contact info on organizations focusing on children’ s mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. \*
  - e. **Where to Get Resource Materials to Address Barriers to Learning** (Resource Aid Packet, updated regularly) – Offers school staff and parents lists of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings \*

### III. Psychosocial & Mental Health Concerns

1. **Dropout Prevention** (Introductory Packet updated, 9/00)– highlights intervention recommendations and model programs, as well as discussing the motivational underpinnings of the problem. \*
2. **Learning Problems and Learning Disabilities** (Introductory Packet updated, 8/02)– identifies learning disabilities as one highly circumscribed group of learning problems, and outlines approaches to address the full range of problems. \*
3. **Sexual Minority Students** (Technical Assistance Sampler, 9/00) – sampling of concerns facing sexual minority students and staff, including: violence, homophobia and prejudice, social and psychological issues, suicide and health, coming out. Also included are programs for supporting sexual minority students and enhancing school policy\*
4. **Teen Pregnancy Prevention and Support** (Introductory Packet updated , 9/02)– describes model programs and resources and offers an overview framework for policy and practice \*
5. **Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems,**

(III. Psychosocial and Mental Health Concerns – cont.)

- Disorders and Perspectives for Prevention and Treatment*** (Guide to Practice, 1/99) – provides frameworks and strategies to guide schools as they encounter psychosocial problems including five of the most common: attention problems, conduct and behavior problems, anxiety problems, affect and mood problems, and social and interpersonal problems. It also explores ways to increase a school's capacity to prevent and ameliorate problems. *Designed as a desk reference aid.*\*
6. ***Attention Problems: Intervention and Resources*** (Introductory Packet, 1/99) – assessment and treatment of attention problems; excerpts from a variety of sources, including fact sheets and classification schemes; intervention are discussed – ranging from environmental accommodations to behavior management to medication. \*
  7. ***Attention Problems in School*** (Quick Training Aid, 9/02)\*
  8. ***Conduct and Behavior Problems in School Aged Youth*** (Introductory Packet, 4/99) – a range of conduct and behavior problems are described; interventions are discussed – including exploration of environmental accommodations, behavioral strategies, and medication \*
  9. ***Behavior Problems: What's a School to Do?*** (Newsletter article, Spring '97) – discusses the need to go beyond discipline and social skills training to account for the underlying motivational bases for students' behavior when designing intervention programs \*
  10. ***Behavioral Problems at School*** (Quick Training Aid, 7/02) \*
  11. ***Bullying Prevention*** (Quick Training Aid 2/02)\*
  12. ***Violence Prevention*** (Quick Training Aid 2/02)\*
  13. ***Social and Interpersonal Problems Related to School Aged Youth*** (Introductory Packet, updated 1/03) – overview of social and interpersonal areas of competence and problems; discusses the importance of accommodations, as well as strategies designed to change the individual \*
  14. ***Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth*** (Introductory Packet, 2/99) – variations in degree of problem are discussed; interventions are described ranging from environmental accommodations to behavioral strategies to medication. \*
  15. ***Affect and Mood Problems Related to School Aged Youth*** (Introductory Packet, 3/03) – info on the symptoms and severity of a variety of affect and mood problems, as well as information on interventions – ranging from environmental accommodations to behavior management to medication \*
  16. ***School Interventions to Prevent and Respond to Affect and Mood Problems*** (Quick Training Aid, 11/02)\*
  17. ***School Interventions to Prevent Youth Suicide*** (Technical Assistance Sampler, updated, 1/03) – Provides info on the problem and gives overviews on the topics of assessing suicide risk, prevention activities, and aftermath assistance.\*
  18. ***Suicide Prevention*** (Quick Training Aid, 2/02)\*
  19. ***Youth Suicide/Depression/Violence*** (Newsletter article, Summer, '99) – a list of risk factors is presented along with some general guidelines for prevention.\*
  20. ***Substance Abuse*** (Resource Aid Packet, 2/03) – Offers guides to schools on abused drugs and indicators of substance abuse; includes assessment tools and reference to prevention resources. \*
  21. ***Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches*** (News article, Summer, '00)\*

## Current QuickFind Topics

The QuickFind search feature on our website provides easy access to resources from our Center and direct links to other resources. A topical menu is provided. Each QuickFind reflects a response to a technical assistance request on a given topic. The following are a recent list of topics, but additions are made regularly.

- Abuse (incl. sexual assault & harassment)
- After School programs (and evaluation)
- Alternative Schools & Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder
- Barriers to Learning
- Behavior and mass media
- Bullying
- Burnout
- Business support for Schools
- Case Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Children and poverty
- Children of alcoholics and substance abusers
- Chronic Illness: Info and coping
- Classroom Management
- Classroom Focused Enabling
- Collaboration - school, community, interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (including interagency release forms)
- Conflict Resolution in Schools
- Crisis Prevention and Response
- Cultural competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Discipline Codes and Policies
- Domestic violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health & Mental Health Reports
- Emotionally Disturbed Visually/Aurally Impaired Students
- Emotionally Disturbed Children
- Empirically Supported Interventions for Children's Mental Health
- Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed
- Environments that support learning
- Evaluation of Programs to Address Barriers to Learning
- Fact Sheets related to MH in Schools and addressing barriers to learning
- Family Counseling and Support
- Financing and Funding - General Material
- Funding Sources: Surfin' for funds
- Gangs
- Gay, Lesbian, & Bisexual Issues
- Grief & Bereavement
- Hate Groups: Helping Students and Preventing Hate Crimes
- Homeless Children and Youth
- Hotlines
- Individuals with Disabilities Education Act – Accommodations/Inclusion
- Immigrant Students and Mental Health
- Juvenile justice and mental health
- Legal/ethical Issues in School Health/Mental Health
- Mapping School and Community Resources
- Medicaid and Managed Care for School-Based Mental Health
- Memoranda of Agreements (including joint agency agreements, MOUs)
- Mental Health Curriculum
- Mental Health in Schools - Sampling of References
- Mentoring
- Model Programs Information
- Motivation
- Native American students
- Needs & Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parent Education
- Peer relationships and peer counseling
- Physical and somatic complaints
- Policy related to mental health in schools and addressing barriers to learning
- Post-traumatic stress
- Prevention for Student "At Risk"
- Resilience/Protective Factors
- Rural School Mental Health
- Safe Schools & Violence Prevention
- School Avoidance
- School Based Health Centers
- School and Community Collaboration
- School Linked Services
- Self-esteem
- Social Promotion
- Social and Emotional Development and Social Skills
- Staffing Student Support Systems
- Statistical Information on Mental Health and Education Related Topics
- Student and Family Assistance -Outcomes
- Substance Abuse
- Suicide prevention
- Support for Transitions
- Sustainability of Initiatives
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialities
- Threat Assessment: Resources & Cautions
- Tolerance
- Transition Programs/Grade Articulation Tutoring
- Volunteers in Schools
- Youth Development
- Zero Tolerance



## Some opportunities the Center Offers You

(1) Join the **Practitioner Listserv**

This listserv networks those working at school sites (those who are school-employed and those mental health practitioners who work for community agencies at school sites). If you or any colleagues want to be added to this electronic network send us an email at [smhp@ucla.edu](mailto:smhp@ucla.edu) or indicate below and fax or mail back this form.

\_\_\_ Please add me to the *Practitioner Listserv* (provide email address below)

Also add the following individuals:

(2). Want to join the **Consultation Cadre?** (See the Center Website for a description of this Group - <http://smhp.psych.ucla.edu>)

\_\_\_ Please contact me about the *Consultation Cadre*

(3) Want to Join the **Policy Leadership Cadre for Mental Health in Schools?** (See the Center Website for a description of this Group)

\_\_\_ Please contact me about the *Policy Leadership Cadre*

(4) Want to receive our free **Newsletters?**

\_\_\_ Send me the monthly electronic *ENEWS* (provide email address below)

\_\_\_ Send me the quarterly topical *Addressing Barriers to Learning* (provide mailing address below)

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### Your Information

Name \_\_\_\_\_ Title \_\_\_\_\_

Agency \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_\_) \_\_\_\_\_

Website \_\_\_\_\_ Email: \_\_\_\_\_

Return this form by fax to (310)206-8701 or mail to the address listed below.

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.



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Note: A small fee is charged to cover copying, mailing, and handling for most items. See our clearinghouse's order and invoice form for details.

For further information, you can contact the center at:  
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Box 951563, Department of Psychology, UCLA, Los Angeles, CA 90095-1563  
Ph: (310) 825-3634 | Fax: (310) 206-8716  
E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu) Website: <http://smhp.psych.ucla.edu/>

