I. 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.

A. System Concerns

1. Financial Strategies to Aid in Addressing Barriers to Learning (updated 3/00)
   Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. *

2. Evaluation and Accountability: Getting Credit for All You Do! (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. *

3. Working Together: From School-Based Collaborative Teams to School -Community-Higher Education Connections (4/97)
   Outlines models of collaborative school-based teams and interprofessional education programs. *

4. About Mental Health in Schools (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. Program/Process Concerns

1. Violence Prevention and Safe Schools (updated 3/00)
   Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice *

2. Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs (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 *

3. Parent and Home Involvement in Schools (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. *

4. Confidentiality and Informed Consent (11/02)
   Focuses on issues related to confidentiality and consent of minors in human services and interagency collaborations. Also includes sample consent forms. *

5. Understanding and Minimizing Staff Burnout (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. *

6. Assessing to Address Barriers to Learning (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. *

7. Cultural Concerns in Addressing Barriers to Learning (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. *

8. Early Development and Learning from the Perspective of Addressing Barriers (5/01)
   Includes discussion of the field and recent research on early brain development. Also, summarizes the research

* You may download the document through our website at http://smhp.psych.ucla.edu except for published journal articles and chapters, hardcopies of which can be requested from the Center.
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.

C. Psychosocial Problems

1. Dropout Prevention (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 (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. Teen Pregnancy Prevention and Support (updated 9/02)
   Describes model programs and resources and offers an overview framework for policy and practice

4. Attention Problems: Intervention and Resources (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.

5. Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth (2/99)
   Variations in degree of problem are discussed; interventions are described ranging from environmental accommodations to behavioral strategies to medication.

6. Social and Interpersonal Problems Related to School Aged Youth (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

7. Affect and Mood Problems Related to School Aged Youth (3/99)
   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.

8. Conduct and Behavior Problems in School Aged Youth (4/99)
   A range of conduct and behavior problems are described; interventions are discussed – including exploration of environmental accommodations, behavioral strategies, and medication

II. 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

   A. Screening/Assessing Students: Indicators and Tools (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

   B. Responding to Crisis at a School (updated 9/00)
      Provides guides and handouts for crisis planning, training staff, school-based crisis teams; contains handouts for staff, students, and parents.

   C. Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs (updated 8/98)
      Surveys are provided covering six program areas and related system needs that constitute a comprehensive, integrated approach to addressing barriers and thus enabling learning. The six program 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).

* You may download the document through our website at http://smhp.psych.ucla.edu except for published journal articles and chapters, hardcopies of which can be requested from the Center.
D. **Students and Psychotropic Medication: The School’s Role** *(updated 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.*

E. **Substance Abuse** *(2/03)*
Offers guides to schools on abused drugs and indicators of substance abuse; includes assessment tools and reference to prevention resources.*

F. **Clearinghouse Catalogue**
contains annotated descriptions of articles, books, reports, programs, tools, etc.; these are organized under three general categories: systemic; program/process; & psychosocial/MH concerns *(Updated regularly)* *(Also available through our website via our search page?)

G. **Consultation Cadre Catalogue**
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. *(Updated regularly) *(Also available through our website via our search page?)

H. **Catalogue of Internet Sites Relevant to Mental Health in Schools**
Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools. *(Updated regularly)*

I. **Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies**
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. *(Updated regularly)*

J. **Where to Get Resource Materials to Address Barriers to Learning** *(3/97)*
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. *(An overview of this resource is available through our website?)

K. **Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List** *(8/98)*
Provides resources to updated statistical information on a broad range of topics on youth, mental health, education, etc.*

III. Technical Aid Packets
provides basic understanding of specific practices and tools and info about resource access.

A. **School-Based Client Consultation, Referral, and Management of Care** *(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.*

B. **School-Based Mutual Support Groups (For Parents, Staff, and Older Student)** *(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.*

C. **Volunteers to Help Teachers and School Address Barriers to Learning** *(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.*

D. **Welcoming and Involving New Students and Families** *(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. **Guiding Parents in Helping Children Learn** *(11/97)*

* You may download the document through our website at [http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu) except for published journal articles and chapters, hardcopies of which can be requested from the Center.
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.*

F. After-School Programs and Addressing Barriers to Learning (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.*

G. Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change (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.*

IV. 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.

A. Evaluation and Accountability Related to Mental Health in Schools (12/97) Info on conceptual models, cost analysis, methodology, outcome measures, quality indicators, evaluation guidelines and standards). *

B. Thinking About and Accessing Policy Related to Addressing Barriers to Learning (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). *

C. Behavioral Initiatives in Broad Perspective (5/98) info on behavioral initiatives (e.g., state documents, behavior and school discipline, behavioral assessments, model programs, school wide programs, and assessment instruments) *

D. School-Based Health Centers (7/98) Sampling of general references, facts & statistics, funding, state & national documents, guides, reports, model programs *

E. Protective Factors (Resiliency) (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 *

F. School Interventions to Prevent Youth Suicide (updated 1/03) Provides info on the problem and gives overviews on the topics of assessing suicide risk, prevention activities, and aftermath assistance. *

G. Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning (11/99) In this results-oriented era, it is essential to be able to reference programs that report positive findings. This document provides information on outcomes from a sample of almost 200 programs. Instead of simply providing a “laundry list”, the programs are 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. *

H. Using Technology to Address Barriers to Learning (updated 8/02) This sampler highlights a range of intervention activities that can benefit from advanced technological applications and some of the categories of tools that are available. *

I. Sexual Minority Students (9/00) Sampling of concerns facing sexual minority students and staff, including: violence, homophobia and prejudice, *

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social and psychological issues, suicide and health, coming out. Also included are programs for supporting sexual minority students and enhancing school policy.

V. Guides to Practice -- Ideas into Practice for Comprehensive Integrated Approaches to Addressing Barriers

Guidebooks that translate ideas into practice; contains resource aids

A. Mental Health and School-Based Health Centers (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.

B. What Schools Can Do to Welcome and Meet the Needs of All Students and Families (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.

C. Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment (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.

D. New Directions in Enhancing Educational Results: Policymakers’ Guide to Restructuring Student Support Resources to Address Barriers to Learning (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.

E. Guides for the Enabling Component -- 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.

   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 (one of the New American School Models) (11/96)

F. School-Community Partnerships: A Guide (updated 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.

G. 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.

VI. Continuing Education Modules, Training Tutorials & Quick Training Aids - for inservice courses and self-learning

A. Addressing Barriers to Learning: New Directions for Mental Health in Schools (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.

B. Mental Health in Schools: New Roles for School Nurses (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.

* You may download the document through our website at http://smhp.psych.ucla.edu except for published journal articles and chapters, hardcopies of which can be requested from the Center.
C. Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling (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. *

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. Keywords: inservice training; school policy; school practice; support staff; delivery systems

E. 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

1. Classroom Changes to Enhance and Re-engage Students in Learning (2/02)
2. Community Outreach: School-Community Resources to Address Barriers to Learning (2/02)
3. Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning (2/02)
4. Crisis Assistance and Prevention: Reducing Barriers to Learning (2/02)
5. Home Involvement in Schooling (2/02)
6. Students & Family Assistance Programs and Services to Address Barriers to Learning (2/02)
7. Support for Transitions to Address Barriers to Learning (2/02)

F. 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.

1. Assessing & Screening (3/02)
2. Attention Problems in School (9/02)
3. Behavior Problems at School (7/02)
4. Bullying Prevention (2/02)
5. Case Management in the School Context (5/02)
6. Confidentiality (4/02)
7. Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component (4/02)
8. Financing Strategies to Address Barriers to Learning (4/02)
9. Re-engaging Students in Learning (3/02)
10. School-Based Crisis Intervention (2/02)
11. School Interventions to Prevent and Respond to Affect and Mood Problems (12/02)
12. School Staff Burnout (8/02)
13. Suicide Prevention (2/02)
14. Violence Prevention (2/02)

VII. Special Reports & Center Briefs -
Special Reports - Periodic Center prepared reports on major topics and products of Networking efforts; Center Briefs - designed to provide short overviews on major concerns.

A. Policy Reports
   Based on a series of three regional meetings held by the Center, this report highlights the matters discussed, analysis and recommendations for next steps related to evolving a unifying policy framework for addressing barriers to learning and promoting healthy development.

2. Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice (Sept ‘97)
   Based on a national summit held by the Center, this report distills and analyzes work done at the summit and integrates the consensus with other sources of data. The point is to clarify the status and implications of prevailing reform and restructuring initiatives with specific respect to addressing barriers to student learning and enhancing healthy development. *

* You may download the document through our website at http://smhp.psych.ucla.edu except for published journal articles and chapters, hardcopies of which can be requested from the Center.
3. **The Maternal and Child Health Bureau’s Initiative for Mental Health in Schools** (May ’98)
   This report summarizes the proceedings of a summit on the Maternal and Child Health Bureau’s Initiative for Mental Health in Schools held in Washington, DC on March 7th, 1998. The objectives of the summit were to review progress and lessons learned and to do some problem solving and planning for the future. The report 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, and the current status of the initiative with respect to immediate contributions, lessons learned, and future directions.

4. **Restructuring Boards of Education to Enhance Schools’ Effectiveness in Addressing Barriers to Student Learning** (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.

5. **Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships** (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.

6. **Organization Facilitators: A Change Agent for Systemic School and Community Changes** (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.

7. **A Center Report... Framing New Directions for School Counselors, Psychologists, & Social Workers** (Mar ’01)
   This report 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.

8. **A Center Report... Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports** (Mar ’01)
   This report pulls together the Center’s work on resource-oriented mechanisms which are designed to ensure that schools pay more systematic attention to how they use resources for addressing barriers to student learning and promoting healthy development.

9. **A Center Report ... Toward Enhancing Resource Center Collaboration** (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.

10. **A Center Report... New Directions for School & Community Initiatives to Address Barriers to Learning: Two Examples of Concept Papers to Inform and Guide Policy Makers** (Feb’02)
    This report 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.

11. **A Center Report...Evaluation of Impact (March 2002)**
    This report is designed to both share some current data and as a stimulus for discussion of how to enhance the study of a resource center’s impact.

**B. Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development and Learning**

This 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

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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. **Report from the Steering Committee** (May 1998) - (The Coalition’s Organizing Framework)
   As a follow-up to the 1997 National Summit on Closing Gaps in School/Community Policy and Practice, a policy-oriented coalition of organizations was created to generate mechanisms for the preparation and implementation of a strategic plan to foster policy integration and close policy gaps in addressing barriers to development, learning, and teaching. The report outlines the coalition’s rationale, its current status, purpose and vision, current activities, and subsequent plans. *

2. **Report from the Steering Committee** (May 1999) - (Initial Works and Guiding Frameworks)
   These reports reflect our efforts to distill, analyze, and extrapolate work done at the Coalition’s April, 1999 steering committee meetings and to integrate 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** (October 1999)
   Describes the Policy Problem, and the 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** (August, 2000)
   A brief paper discussing new policy designed to encourage the restructuring of school-owned student support resources. *

C. **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. Such leadership 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** (July 1999) – (Policy Issues and Strategies)
   This document reports on key policy concerns discussed at the June 24th mini-summit held in Washington, D.C. and outlines some preliminary plans for expanding the pool of policy leaders focusing on mental health in schools. *

2. **Report from the Regional Conferences** (May 2000)
   The two regional meetings, held in February and April, of the Policy Leadership Cadre for Mental Health in Schools, explored a variety of policy related matters and outlined strategies for moving policy related to mental health in schools forward. *

3. **Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations** (May, 2001)
   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. *

D. **Center Report: Pioneer Initiatives to Reform Education Support Programs**
   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. The Center is supporting efforts to further such initiatives.

   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**, June 2000 *


**E. Reports from the Summit on New Directions for Student Support** (December, 2002)
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, November, 2002
2. A Center Report on the Summit on New Directions for Student Support, November, 2002
3. A Center Concept Paper & Accompanying Materials...Rethinking Student Support to Enable Students to Learn and Schools to Teach, October, 2002

**F. Center Briefs:**

1. A Center Brief and Fact Sheet: Financing Mental Health for Children & Adolescents (November, 2000) *
3. A Center Brief: New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale (June, 2001)*
4. A Center Brief: Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together (December, 2000)*
5. A Center Brief: Introduction to a component for Addressing Barriers to Student Learning (June, 2001)*
6. A Center Brief: Early Development and School Readiness from the Perspective of Addressing Barriers to Learning (November, 2001)*

**VIII. Feature Articles from Our Newsletter ** *

1. **Mental Health in Schools: Emerging Trends** (Winter ’96)
   Presents an overview of the need to include a focus on mental health in schools as part of efforts to address barriers to student learning. Highlights emerging trends and implications for new roles for mental health professionals. Includes tables outlining the nature and scope of students’ needs, the range of professionals involved, and the types of functions provided.

2. **School-Linked Services and Beyond** (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.

3. **Labeling Troubled and Troubling Youth: The Name Game** (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.

4. **Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions** (Fall ’96)
   Summarizes the Center’s policy report [Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions (October 1996).]

5. **Comprehensive Approaches & Mental Health in Schools** (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.

6. **Behavior Problems: What’s a School to Do?** (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 *

7. **Addressing Barriers to Learning: Closing Gaps in Policy & Practice** (Sum ’97)
   Sums up the Center Policy Report [Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice (September 1997).]

8. **Easing the Impact of Student Mobility: Welcoming & Social Support** (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 *
9. **Accountability: Is it Becoming a Mantra?** (Winter ‘98)
   Discusses accountability and evaluation from the perspective of the society, the institution of schooling, and specific youngsters and families.

10. **Enabling Learning in the Classroom: A Primary Mental Health Concern** (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.

11. **Open Letter to the Secretary of Education, Richard Riley** (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.

12. **Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning** (Fall ‘98)
   Discusses major issues and trends related to social promotion from both an educational and psychosocial perspective. Highlighting this is the need for appropriate support to enable all students to learn and all teachers to teach effectively.

13. **School Community Partnerships from the School’s Perspective** (Winter ‘99)
   Discusses issues and offers recommendations to enhance school-community partnerships.

14. **Expanded School Reform** (Spring, ‘99)
   Highlights expanded school reform models being planned and/or 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 that interfere with development, learning, and teaching.

15. **Youth Suicide/Depression/Violence** (Summer, ‘99)
   A list of risk factors is presented along with some general guidelines for prevention.

16. **Promoting Youth Development and Addressing Barriers** (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.

17. **Connecting Counseling, Psychological, & Social Support Programs to School Reform** (Winter, ‘00)
   Discusses the relationship between a student’s motivational level of readiness and their ability to learn. Recommendations include designs for reform aiming to increase motivational levels and the need to look at the external and internal barriers that may prevent proper development and learning.

18. **Expanding the Framework for School Accountability** (Spring, ‘00)
   Discusses the necessity of going beyond the current overreliance on academic testing if society and students are to be well-served.

19. **Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches** (Summer, ‘00)
   Revisits the topic of substance abuse prevention discussed in the Winter 2000 edition with a view to discussing new directions.

20. **Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base** (Fall, ‘00)
   A research base for policy makers identifying research clarifying the importance of and bases for initiatives to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance.

21. **Mechanisms for Delivering MH in Schools** (Winter, ‘01)
   Excerpts from a working draft being developed by the Policy Leadership Cadre for MH in Schools, outlining guidelines, describing delivery mechanisms, and much more.

22. **Opening the Classroom Door** (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.

* You may download the document through our website at [http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu) except for published journal articles and chapters, hardcopies of which can be requested from the Center.
23. CSSS - Hawai’i’s Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools (Summer ‘01)
Discuss CSSS which has developed three key components (a) improving instruction (b) enhancing how resources are managed and (c) encompassing an “enabling” or “student support” component.

24. Comprehensive & Multifaceted Guidelines for Mental Health in Schools (Fall, ‘01)
Outlines the guidelines from the Policy Leadership Cadre for Mental Health in Schools: Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations.

25. Re-engaging Students in Learning at School (Winter, ‘02)
Focuses on motivational considerations related to re-engaging students who have disengaged form classroom learning*

26. School Staff Burnout (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. *

27. Revisiting Learning Problems and Learning Disabilities. (Summer, ’02)
Those concerned about the mental health of young people must strive to enhance understanding of the nature of learning problems and the issues surrounding the concept of learning disabilities.

28. Summit on New Directions for Student Support (Fall, 2002)
Over the many years that school reform has focused on improving instruction, little attention has been paid to rethinking student supports.

IX. Selected Reprints Clarifying the Center’s Approach to Mental Health in Schools


10. Commentary: How school reform is failing to address barriers to learning (7/98). Prepared by UCLA Center for Mental Health in Schools *

11. H.S. Adelman & L. Taylor (1998). Beyond placement in the least restrictive environment: The concept of least intervention needed and the need for continuum of community-school programs/services. (prepared for a forum sponsored by the National Association of State Directors of Special Education.)


* You may download the document through our website at http://smhp.psych.ucla.edu except for published journal articles and chapters, hardcopies of which can be requested from the Center.


29. H.S. Adelman & L.Taylor (2002). Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization. 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.*


