From the Center's Clearinghouse ...

Catalogue of Resources & Publications

Most resources developed by the Center can be downloaded at no cost at: http://smhp.psych.ucla.edu.
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.

Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
Phone: (310) 825-3634    Fax: (310) 206-8716    Toll Free: (866) 846-4843
email: smhp@ucla.edu -- website: http://smhp.psych.ucla.edu

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175)
U.S. Department of Health and Human Services.
(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). It also provides a link with the Center’s ongoing technical assistance and the Consultation Cadre. It enables sharing, supports efforts to enhance school priorities for MH, provides mechanisms for addressing issues, etc.

If you or any colleagues want to be added to this electronic network send us an email at 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 (sent via email)
(provide email mailing address below)

(5) Want Technical Assistance or specific resources?
Indicate what you need below and we will contact you.

(6) As always, we welcome your feedback on any facets of the Center’s Operations.

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.
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For further information, you can contact the center at:
School Mental Health Project/Center for Mental Health in Schools, Box 951563, Department of Psychology, UCLA,
Los Angeles, CA  90095-1563 Ph:  (310) 825-3634 | Toll Free:  (866) 846-4843 | Fax:  (310) 206-8716
E-mail:   smhp@ucla.edu   Website:  http://smhp.psych.ucla.edu/
Online the Resources & Publications can be accessed by format or topic. ([http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu))

### Formats

- **Books & Monographs**
- **Recent Chapters**
- **Selected Journal Articles**
- **Policy & Program Reports & Briefs**
- **Featured Articles in Center Newsletter/journal**
- **Guides to Policy and Program Development/Practice**
  - Guidebooks
  - Guidance Notes
  - Practice Notes
  - Tools
- **Training & Presentation Resources**
  - Continuing Education Modules
  - Quick Training Aids & Tutorials
  - Fact & Information Resources
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- **Resource Packets**
  - Introductory Packets on System, Program/process Concerns, & Psychosocial Problems
  - Resource and Technical Aids
- **Initiative & Center Reports**
  - Reports from the National Initiative: New Directions for Student Support
  - Reports from the Policy Leadership Cadre for Mental Health in Schools
  - Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development & Learning
  - Center Impact Evaluation Report

### Topics

**As a first step in looking for our resources & publications on a given topic, go to our QUICK FIND search drop down menu. This evolving tool for accessing our Online Clearinghouse provides information on a growing range of topics. Use it for easy access to resources & publications from our Center and for direct links to resources & publications from other sources.**

Alternatively, go to the following:

#### I. Systemic Concerns
- Policy Issues & Research Base
  - The Concept of MH in Schools
  - Addressing Barriers to Student Learning
  - MH in Schools & School Reform and Restructuring
  - Research Base
  - Rethinking Student Support
  - Integrating School and Community
- Systemic Changes & Enhancing and Sustaining Systems/Programs/Services
  - Collaborative Teams
  - Mapping and Analyzing Resources
  - School-Community-Family Connections
  - Restructuring Student Support Programs
  - Financial Strategies
  - Evaluation, Quality Control, and Standards
  - Sustainability and Scale-Up
  - Reframing Staff Roles and Functions
- Developing Comprehensive, Multifaceted, and Integrated Approaches
- Building System Capacity and Networking

#### II. Program/Process Concerns
- Program Areas
  - Classroom Enhancement & Youth Development
  - Support for Transitions
  - Crisis Response and Prevention
  - Home Involvement
  - Student and Family Assistance
  - Community Outreach (including Volunteer Participation)
- Processes to Develop Comprehensive Approaches & School-Community Connections
  - Enabling Component
  - School-Based Health Centers
  - Financing
- Staff Development Tools

#### III. Psychosocial & Mental Health Concerns

*Note: Items indicating (SP) are available in both English and Spanish.*
CATALOGUE OF RESOURCES & PUBLICATIONS BY FORMAT

BOOKS & MONOGRAPHS

RECENT CHAPTERS

SELECTED JOURNAL ARTICLES

POLICY & PROGRAM REPORTS & BRIEFS

FEATURED ARTICLES IN CENTER NEWSLETTER/JOURNAL

GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE

GUIDEBOOKS

GUIDANCE NOTES

PRACTICE NOTES

TOOLS

TRAINING & PRESENTATION RESOURCES

CONTINUING EDUCATION MODULES

QUICK TRAINING AIDS & TUTORIALS

FACT & INFORMATION RESOURCES

SLIDES

RESOURCE PACKETS

INTRODUCTORY PACKETS ON SYSTEM, PROGRAM/PROCESS CONCERNS, & PSYCHOSOCIAL PROBLEMS

RESOURCE AND TECHNICAL AIDS

INITIATIVE & CENTER REPORTS

REPORTS FROM THE NATIONAL INITIATIVE: NEW DIRECTIONS FOR STUDENT SUPPORT

REPORTS FROM THE POLICY LEADERSHIP CADRE FOR MENTAL HEALTH IN SCHOOLS

REPORTS FROM THE COALITION FOR COHESIVE POLICY IN ADDRESSING BARRIERS TO DEVELOPMENT & LEARNING

CENTER IMPACT EVALUATION REPORT

ONLINE CLEARINGHOUSE QUICK FIND TOPICS
**BOOKS & MONOGRAPHS**


**RECENT CHAPTERS**


**SELECTED JOURNAL ARTICLES**


POLICY & PROGRAM REPORTS & BRIEFS

I. Mental Health in Schools

> Youth Risk Taking Behavior: The Role of Schools
> Building Collaboration for Mental Health Services in California Schools: What Will be Built?
> Suicide Prevention in Schools
> Should Policy Specify a Formal Role for Schools Related to Mental Health?
> Screening Mental Health Problems in Schools
> The Current Status of Mental Health in Schools: A Policy and Practice Analysis
> Diversity Competence for Psychological Practitioners: Eliminating Disparities in Psychological Practices
> Integrating Agenda for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
> Gap Analysis of the Resource Synthesis Related to integrating Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
> Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals
> Mental Health of Children and Youth and the Role of Public Health Professionals
> Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together
> Youngsters' Mental Health and Psychosocial Problems: What are the Data?
> Financing Mental Health for Children & Adolescents
> The Maternal and Child Health Bureau's Initiative for Mental Health in Schools
> Mental Health in Schools: Reflections on the Past, Present, and Future

II. School Improvement and Restructuring Related to Addressing Barriers to Student Learning

A. Policy & Practice Analysis

> Youth Gangs and Schools
> Preschool Programs: A Synthesis of Current Policy Issues
> Grade Retention: What's the Prevailing Policy and What Needs to be Done?
> Early Development and School Readiness from the Perspective of Addressing Barriers to Learning
> Addressing Barriers to Student Learning & Promoting Healthy Development
> Introduction to a component for Addressing Barriers to Student Learning
> Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships
> Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice
> Schools as Caring, Learning Communities
> Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions
> Designing Schoolwide Programs in Title I Schools: Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching
Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning

For Consideration in Reauthorizing the No Child Left Behind Act... Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching

School Improvement Planning: What's Missing?

Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development

Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base

Example of a Formal Proposal for Moving in New Directions for Student Support

B. Concept Papers and Proposals for Restructuring
(see also Books, Chapters, and Articles and Other Center Resources)

New Directions for Student Support (Concept Paper)
Assuring No Child is Left Behind
Two Examples of White Papers to Inform and Guide Policy Makers
So you Want Higher Achievement Scores? It's Time to Rethink Learning Supports
Q & A Talking Points
What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?
Guidelines for a Student Support Component
Where's It Happening? New Directions for Student Support
Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports
Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning

C. Calls to Action to Advance Efforts to Address:

An Open Letter to Congress: Reauthorizing the Elementary and Secondary Education Act to Better Address Barriers to Learning and Teaching
An Open letter To Mayors: discussion of a mayor’s role in public education
School Improvement?... fully addressing barriers to learning and teaching is the next step!
Student Support Staff: Moving in New Directions through School Improvement

D. Systemic Change and Sustainability

Toward a School District Infrastructure that More Effectively Addresses Barriers to Learning and Teaching
New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale
Systemic Change for School Improvement: Designing, Implementing, and Sustaining Prototypes and Going to Scale
Organization Facilitators: A Key Change Agent for Systemic School and Community Changes
Toward Enhancing Resource Center Collaboration
FEATURED ARTICLES IN CENTER NEWSLETTER/JOURNAL

> Evidence-Based Practices in Schools: Concerns About Fit and Implementation (Summer '07)
> Engaging the Strengths of Families, Youth, and Communities in Rebuilding Learning Supports (Spring '07)
> Open Letter to the Mayor (Winter '07)
> Response to Intervention (Fall '06)
> School Improvement: Where's Student Support? (Summer '06)
> Concerns=Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions (Spring '06)
> Working in Schools: Q and A (Winter '06)
> Mental Health in Schools: An Opportunity to Influence Change in a Period of Transformation (Fall '05)
> Complex Problems, Limited Solutions (Summer '05)
> Who at the School Addresses Barriers to Learning and Teaching? (Spring '05)
> Bullying and Addressing Barriers to Learning (Winter '05)
> Sustainability & Scale-up: It's About Systemic Change (Fall '04)
> Beyond Positive Behavior Support Initiatives (Summer '04)
> Diversity and Professional Competence in Schools...a mental health perspective (Spring '04)
> Integrating Agendas for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health (Winter '04)
> Natural Opportunities to Promote Social-Emotional Learning and MH (Fall '03)
> New Directions: Where's it Happening? (Summer, '03)
> Safe Students/Healthy Schools: A Collaborative Process. (Spring, '03)
> Needed: A Greater Role for Learning Support Staff in Inservice at Every School. (Winter, '03)
> Summit on New Directions for Student Support. (Fall, '02)
> Revisiting Learning Problems and Learning Disabilities.(Summer, '02)
> School Staff Burnout. (Spring, '02)
> Re-engaging Students in Learning at School. (Winter, '02)
> Comprehensive & Multifaceted Guidelines for Mental Health in Schools. (Fall, '01)
> CSSS - Hawai`i's Comprehensive Student Support System...a multifaceted approach that encompasses & enhances MH in schools. (Summer, '01)
> Opening the Classroom Door (Spring, 01)
> Mechanisms for Delivering MH in Schools (Winter, '01)
> Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base (Fall, '00)
> Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches (Summer, '00)
> Expanding the Framework for School Accountability (Spring, '00)
> Connecting Counseling, Psychological, & Social Support Programs to School Reform (Winter, '00)
> Promoting Youth Development and Addressing Barriers (Fall, ‘99)
> Youth Suicide/Depression/Violence (Summer, ‘99)
> Expanded School Reform (Spring, ‘99)
> School-Community Partnerships from the School's Perspective (Winter, ‘99)
> Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning (Fall, ‘98)
> Open Letter to the Secretary of Education, Richard Riley (Summer ‘98)
> Enabling Learning in the Classroom: A Primary Mental Health Concern(Spr98)
> Accountability: Is it Becoming a Mantra? (Winter ‘98)
> Easing the Impact of Student Mobility: Welcoming & Social Support (Fall ‘97)
> Addressing Barriers to Learning; Closing Gaps in Policy & Practice (Sum ‘97)
> Behavior Problems: What's a School to Do? (Spring ‘97)
> Comprehensive Approaches & Mental Health in Schools (Winter ‘97)
> Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions (Fall ‘96)
GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE

I. Guidebooks (also see Books)

> Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
> School-Community Partnerships: A Guide
> What Schools Can Do to Welcome and Meet the Needs of All Students and Families (SP)
> Mental Health and School-Based Health Centers
> Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment
> New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning
> Getting from Here to There: A Guidebook for the Enabling Component
> A Guide to the Enabling Component (one of the New American School Models)

II. Guidance Notes

> Schools Helping Students Deal with Loss
> Addressing School Adjustment Problems
> Dropout Prevention
> Homework is a Mental Health Concern
> Gateways to Resources for Enhancing Positive Outcomes for all Students
> Integrating Learning Supports into the Infrastructure of a Small School
> The Relationship of Response to Intervention and Systems of Learning Supports
> Fully Integrating Student/Learning Supports into the School Improvement Agenda
> Pursuing Opportunities for Moving Proactively from the Margins into the Mainstream of School Improvement
> Life Beyond the "Project" — Fully Integrating the Effort into the School Improvement Agenda
> What will it cost? - No New Dollars!
> Infrastructure for Learning Supports at District, Regional, and State Offices
> About Planning and Action for the Mental Health Needs of Students and School Staff in the Aftermath of a Natural Disaster

III. Practice Notes

> About Motivation
> Addressing School Adjustment Problems
> Bullying: A Major Barrier to Student Learning
> Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning
> Countering the Over-pathologizing of Students' Feeling & Behavior: A Growing Concern Related to MH in Schools
> Developing Systems at a School for Problem Identification, Triage, Referral, and Management of Care
> Grief and Loss
IV. Tools

Toolkit: Rebuilding Kit for a Comprehensive System of Learning Supports
(http://smhp.psych.ucla.edu/toolkit.htm)

This kit is divided into three sections.

Section A offers exemplars, guides, and discussions related to moving forward with a comprehensive system of learning supports. For example, it offers a prototype for a school district proposal, examples of policy formulations, a guide on how to phase-in a learning supports component that includes an outline of steps, a calendar for integrating the work into school improvement planning, a monitoring outline, and set of benchmark indicators, a draft of a five year phase-in plan, and prototypes for component guidelines, standards and accountability.

Section B describes a variety of brief guidance and blueprint notes, tools, and training materials developed by the Center to aid capacity building (particularly staff and stakeholder development). Direct website addresses are provided for ready access. These range from note to respond to frequently asked questions, tools for mapping and analyzing existing practices, and notes about rethinking infrastructure at all levels.

Section C highlights a topical Quick Find Clearinghouse that is readily accessed through a menu (direct website addresses are provided). The menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more. Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules.

TRAINING & PRESENTATION RESOURCES

I. Continuing Education Modules (also see Books, Chapters, and Articles)

> Leadership Training: Moving in New Directions for Student Support
> Revisiting Learning & Behavior Problems: Moving Schools Forward
> Addressing Barriers to Learning: New Directions for Mental Health in Schools
> Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools
> Enhancing Classroom Approaches for Addressing Barriers to Learning:
  Classroom-Focused Enabling
  >> Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling
> Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide
> About Infrastructure Mechanisms for a Comprehensive Learning Support Component
> Developing Resource-Oriented Mechanisms to Enhance learning Supports
> Mental Health in Schools: New Roles for School Nurses
II. Quick Training Aids & Tutorials

> Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component
> Assessing & Screening (SP)
> Attention Problems in School
> Behavior Problems at School
> Bullying Prevention
> Case Management in the School Context
> Classroom Changes to Enhance and Re-engage Students in Learning
> Community Outreach: School-Community Resources to Address Barriers to learning
> Confidentiality (SP)
> Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning
> Crisis Assistance and Prevention: Reducing Barriers to Learning
> Financing Strategies to Address Barriers to Learning
> Home Involvement in Schooling
> Re-engaging Students in Learning
> School-Based Crisis Intervention (SP)
> School Interventions to Prevent and Respond to Affect and Mood Problems
> School Staff Burnout
> Students & Family Assistance Programs and Services to Address Barriers to Learning
> Suicide Prevention
> Support for Transitions to Address Barriers to Learning
> Violence Prevention

III. Fact & Information Resources

> Data Related to the Need for New Directions for School Improvement
> Data on the Plateau or Leveling Off Effect of Achievement Test Scores
> Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools: A Series of Information Resources on Enabling System Change
  >> Brief Overview of Major Concepts from E.M. Rogers' Work on Diffusion of Innovations
  >> Some Key Terms Related to Enabling System Change
  >> Systemic Change for School Improvement
  >> Change Agent Mechanisms for School Improvement: Infrastructure not Individuals
  >> Policy Implications for Advancing Systemic Change for School Improvement
  >> Some Key References Related to Enabling System Change
  >> Brief Overview of Malcolm Gladwell’s Concept of the Tipping Point
  >> Systemic Change and Empirically-Supported Practices: The Implementation Problem
> Costs of Not Addressing Barriers to Learning
> Some Base Line Data on School Mental Health Services
> Why Address What's Missing in School Improvement Planning?
> Frequently Asked Questions About Mental Health in Schools
> The School's Role in Addressing Psychological Reactions to Loss
> About Positive Psychology
> About Empirically Supported Therapeutic Relationships
> Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports)
> New Directions for Student Supports: Some Resources
> Resources for Planning Mental Health in Schools
> What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School
> What is a Learning Support Resource Team?
> Financing Mental Health for Children & Adolescents
> Annotated "lists" of Empirically Supported/Evidence Based Interventions for School-aged Children and Adolescents
> About School Engagement and Re-Engagement

**IV. Slides**

> Youth Suicide Prevention: Mental Health and Public Health Perspectives (SP)
> New Directions for Student Support
> Addressing Barriers to Learning and Closing the Achievement Gap: New Directions for Student Support. A series of seven "presentations" focused on key facets of this critical topic. Each can be viewed on screen in either pdf or powerpoint format. They can also be downloaded for your use in presenting to others.

**RESOURCE PACKETS**

**I. Introductory Packets on System, Program/Process Concerns, & Psychosocial Problems**

**A. System Concerns**

> Financial Strategies to Aid in Addressing Barriers to Learning
> Evaluation and Accountability: Getting Credit for All You Do
> Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections
> About Mental Health in Schools.

**B. Program/Process Concerns**

> Violence Prevention and Safe Schools (SP)
> Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs
> Parent and Home Involvement in Schools (SP)
> Confidentiality and Informed Consent (SP)
> Understanding and Minimizing Staff Burnout
> Assessing to Address Barriers to Learning
> Cultural Concerns in Addressing Barriers to Learning
> Early Development and Learning from the Perspective of Addressing Barriers
> Transitions: Turning Risks into Opportunities for Student Support

**C. Psychosocial Problems**

> Dropout Prevention
> Learning Problems and Learning Disabilities
> Teen Pregnancy Prevention and Support
> Attention Problems: Intervention and Resources
> Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth
> Social and Interpersonal Problems Related to School Aged Youth
> Affect and Mood Problems Related to School Aged Youth
> Conduct and Behavior Problems in School Aged Youth
II. Resource and Technical Aids

A. Resource Aid Packets & Tools

- Screening/Assessing Students: Indicators and Tools (SP)
- Responding to Crisis at a School (SP)
- Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs
- Students and Psychotropic Medication: The School's Role
- Substance Abuse (SP)
- Clearinghouse Catalogue (On-line)
- Consultation Cadre (On-line)
- Gateway of Internet Sites Relevant to Mental Health in Schools (On-line)
- Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouse, Technical Assistance Centers, and Other Agencies
- Where to Get Resource Materials to Address Barriers to Learning (includes a range of sample materials)
- Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List
- Improving Teaching and Learning Supports by Addressing the Rhythm of a Year
- Guidelines for a Student Support Component
- Resource Synthesis to Help Integrate Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health (see also Gap Analysis Report)
- New Directions for Student Support: Rethinking Student Support to Enable Students to Learn and Schools to Teach
- Catalogue of Internet Sites Relevant to Mental Health in Schools
- Standards for an Enabling or Learning Supports Component
- Standards & Quality Indicators for an Enabling or Learning Supports Component

B. Technical Aid Packets

- School-Based Client Consultation, Referral, and Management of Care
- School-Based Mutual Support Groups (For Parents, Staff, Older Students) (SP)
- Volunteers to Help Teachers and School Address Barriers to Learning
- Welcoming and Involving New Students and Families (SP)
- Guiding Parents in Helping Children Learn (SP)
- After-School Programs and Addressing Barriers to Learning
- Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change
- Evaluation and Accountability Related to Mental Health in Schools
- Autism Spectrum Disorders and Schools

C. Technical Assistance Samplers

- Thinking About and Accessing Policy Related to Addressing Barriers to Learning
- Behavioral Initiatives in Broad Perspective
- School-Based Health Centers
- Protective Factors (Resiliency)
- School Interventions to Prevent Youth Suicide
- A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning (also see policy brief entitled: Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base)
- Using Technology to Address Barriers to Learning
- Sexual Minority Students
Initiative & Center Reports

I. Reports from the National Initiative: New Directions for Student Support

In addition to the items below, other resources for the Initiative and reports on individual state activity are online at: http://smhp.psych.ucla.edu/summit2002/ndannouncement

A. Report from the National Meeting on Pioneer Initiatives to Reform Education Support Programs (May, 2000)
   - Center Report: Pioneer Initiatives to Reform Education Support Programs
   - Executive Summary: Pioneer Initiatives to Reform Education Support Programs
   - Resource Materials

B. National Summit New Directions for Student Support
   - Executive Summary and Full Report

II. Reports from the Policy Leadership Cadre for Mental Health in Schools

   - Expanding Policy Leadership for Mental Health in Schools
   - Report from the Regional Conferences
   - Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations
   - Report from the Texas Leadership Institute for Mental Health in Schools
   - An Initial Look at Texas Policy Related to Mental Health in Schools

III. Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development & Learning

   - Organizing Framework: Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
   - Initial Tasks and Guiding Frameworks: Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
   - The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion
   - Proposal for Policy Legislation: Restructuring Student Support Resources and Enhancing Their Connection with Community Resources

IV. Center Impact Evaluation Report
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 (Including Sexual Assault & Harassment)
- After-School Programs (and Evaluation)
- Alternative Schools and Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism: Educating Children
- Barriers to Learning
- Behavior and Mass Media
- Behavior Problems and Conduct Disorders
- Bullying
- Burnout
- Business Support for Schools
- Case/Care Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Child Traumatic Stress
- Children and Poverty
- Children of Alcoholics & Substance Abusers
- Childhood Development
- Chronic Illness: Information and Coping
- Classroom Climate/Culture
- Classroom Management
- Classroom-focused Enabling
- Collaboration-School, Community, Interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (incl. Interagency Release Forms)
- Conflict Resolution in Schools
- Cost-Benefit Analysis Relevant to Addressing Barriers to Learning
- Crisis Prevention and Response
- Cultural Competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Disciplinary Practices
- Discipline Codes and Policies
- Domestic Violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health, and Mental Health Reports
- 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
- Ethical/Legal/Consumer Issues
- Evaluation of programs addressing 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 (a pdf document)
- Foster Care
- Gangs
- Gay, Lesbian, Bisexual Issues
- Grade Retention/Social Promotion
- Grief and Bereavement
- Group Counseling
- Guidelines, Frameworks, Standards
- Hate Groups: Helping Students and Preventing Hate Crime
- Homeless Children and Youth - Education
- Homework Help for Educators, Students, Parents
- Hotlines
- Hyperactivity
- IDEA and Accommodations/Inclusion
- Immigration Students and Mental Health
- Impulse Control
- International links to Mental Health in Schools
- Involving Stakeholders
- Juvenile Justice Systems - Mental Health Needs
- Learning Supports: Addressing Barriers to Learning by Enabling Students to Succeed
- Legal and Ethical Issues in School Health/Mental Health
- Legislation Related to Student Support & Mental Health in Schools
- Mapping Existing School and Community Resources for Addressing Barriers to Learning
- Media's Effect on Behavior
- Medicaid and Managed Care for School Based Mental Health
- Medication (see Psychotropic Medication)
- Memoranda of Agreements (including joint agency agreements, MOU's)
- Mental Health Curriculum
- Mental Health in Schools -- A Sampling of References
- Mental Health in Schools in Other Countries
- Mental Health Related Software & Multimedia
- Mentoring
- Model Programs Information
- Motivation
- Native American Students
- Needs and Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parenting Education
- Peer Relationships and Peer Counseling
- Physical and Somatic Complaints
- Policy Related to MH in Schools and Addressing Barriers to Learning
- Post-traumatic Stress
- Poverty
- Prevention for Students "At Risk"
- Psychotropic Medications
- References for Mental Health in Schools
- Resilience/Protective Factors
- Response to Intervention (RTI)
- Rural School Mental Health
- Safe Schools and Violence Prevention
- School and Community Collaboration
- School Avoidance
- School-Based Health Centers
- School Climate/Culture
- School Improvement Planning - Analyses from the UCLA Center
- School-Linked Services
- Self-Esteem
- Small Class Size
- Social Promotion/Grade Retention
- Social and Emotional Development and Social Skills
- Staffing Student Support Services: New Directions
- Stakeholders, Involving
- Standards (Guidelines, Frameworks related to Addressing Barriers to Learning)
- Statistical Information on Health, Mental Health, and Education Related Topics
- Stigma Reduction
- Student and Family Assistance Programs and Services - Outcomes
- Substance Abuse
- Suicide Prevention
- Support for Transitions (see: Transition Programs/Grade Articulation/Welcome)
- Sustainability of Initiatives
- Systemic Change and Schools
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialties
- Threat Assessment: Resources and Cautions
- Tolerance
- Transition Programs/Grade Articulation/Welcome
- Traumatic Brain Injury - Implications for School
- Tutoring
- Violence Prevention and Safe Schools
- Visually/Aurally Impaired Students and Mental Health
- Volunteers in Schools
- Youth Development
- Zero Tolerance