POLICY LEADERSHIP CADRE FOR
MENTAL HEALTH IN SCHOOLS

[The cadre's purpose is to expand, link, and build the capacity of the pool of persons who can 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 mental health problems, as well as policies related to treatment of mental illness.]

July 14, 2000

To: Task Work Group members

From: Howard Adelman, Linda Taylor, and Perry Nelson Cadre Facilitators

As indicated in the last communication, July seems like a good time for the groups to kick into gear. Some folks already have done a bit of work. And, we can build on their efforts as well as on some work that is being done in other venues.

Below are the three tasks that were identified during the regional meetings. Based on what was discussed, we have listed with each task some activities that seem like good starting points. After reading the following, please send your responses to us.

(Please: Don't reply to the entire list – send your response to smhp@ucla.edu)

Task A. Strategies for Enhancing Organizational Linkages.
   Clarifying ways to improve the capacity of school mental health providers to work collaboratively.

Work group:
Linda Taylor, Lead, Howard Adelman, Paula Armbruster, Steve Evans, Evelyn Frankford, Leslie Jackson, Annette Johnson, Jennifer Kitson, Roger LaJeunesse, Phil Leaf, Mary Courtney Leyendecker, Jennifer Matjasko, Angela Oddone, David Osher, Gail Reynolds, Marian Sheinholtz, Ernesto Stolpe, Ronda Talley, Charlene Vega, Marci Viboeh, Mary Walsh, Mark Weist, Peter Whelley

Linda Taylor has begun to develop an outreach strategy to the associations and guilds that serve practitioners involved in school MH activity (e.g., development of a newsletter focused on United School Mental Health, letters to the associations and guilds exploring ways to encourage cross-membership discussion and joint ventures).

(1) Please let her know if you are interested in helping generate future newsletters. Also, if you have access to a relevant newsletter, indicate whether you think it would be worth getting something about this matter into that source.
(2) Send in names of association/guild leaders who should be contacted about this effort.

(3) As a basis for the task work group's planning, please send in one basic idea you think might be helpful to pursue at the national, state, and/or local level in efforts to improve the capacity of school mental health providers to work collaboratively.

(4) Send along any other thoughts about things this Work Group should do.

Task B. Developing a Comprehensive "Map" of Existing Centers and Other Resource Sources.

The idea is to expand on existing mapping of resources for enhancing mental health in schools and to begin analyses and formulation of implications for coalescing what exists and filling gaps. (e.g., How can resources be improved and access to them enhanced?) As soon as an expanded map is developed, the work group will clarify strategies for facilitating its widespread dissemination both as an aid to the field and as a next step in stimulating discussion for greater cooperation and coordination among those developing resources and doing training and TA related to mental health in schools.

Work Group:

The staff at the Center for MH in Schools at UCLA has catalogued a large number of centers/organizations/agencies that have clearinghouses, dispense materials, etc. relevant to MH in schools. Suggested activities to move things forward with respect to developing a useful "map" include (a) updating and expanding the catalogue, (b) developing the prototype for a website map (not just a list of links) that could be adopted and put on the websites of cooperating centers/organizations/agencies, etc., (c) bringing together leaders from bodies that have resources to share to establish a range of strategies for cooperation and coordination.

(1) If you know of any other catalogues of centers/organizations/agencies that have clearinghouses, dispense materials, etc. relevant to MH in schools, please let Perry Nelson know so he can pull them together. (send the info to him at smhp@ucla.edu)

(2) Those of you who have ideas/experience related to developing a website map of relevance to MH in schools that would graphically communicate "who has what" should send the information as a beginning step. (Perhaps you can indicate a website that provides a model.) These ideas will be shared with the Work Group members as a basis for developing the map.

(3) With respect to establishing a range of strategies for cooperation and coordination among centers/organizations/agencies that have resources to share, please recommend who should be represented at a summit on this matter. Also, indicate when and where it should be held.

(4) Send along any other thoughts about things this Work Group should do.
Task C. Develop a "Policy-Oriented Document on MH in Schools."

The intent is to enhance clarity and consensus about what is meant by the term (MH in Schools) and to provide a sense of what the "gold-standard" is for best practice. Development of the document would involve input from all stakeholder groups. Once developed, the document would be adapted into several formats to fit different audiences (e.g., practitioners, school policy makers and administrators, training institutions).

Work Group:
Howard Adelman, Lead, Olga Acosta, Corrine Anderson-Ketchmark, Ronald Brill, Sam Chan, Mary di Sibio, Steve Evans, Linda Florey, Sandra Greene, Rachel Grier, Kimberly Hoagwood, Bonnie Ho, Leslie Jackson, Jenni Jennings, Annette Johnson, Jennifer Kitson, Roger LaJeunesse, Phil Leaf, Judy Leever, Cynthia Lim, Jennifer Matjasko, David Mawn, Paul Meyers, Leslie Morris, Angela Oddone, David Osher, Bill Primmerman, Tony Rostain, Richard Spring, Linda Taylor, Mark Weist, Peter Whelley, Duane Woodruff

Howard Adelman, Mark Weist, Linda Taylor, and Angela Oddone have been working with an expert panel formed by the American Academy of Pediatrics and the National Association of School Nurses (with funding from HRSA) focused on developing a set of guidelines relevant to MH in schools. You have all seen the initial outline. Now a first draft has been developed. Reviewing that draft would seem to be a good place for the Work Group to start.

(1) Please let Howard know if you want to review a copy of these guidelines with a view to deciding whether the Leadership Policy Cadre should adopt them when they are finished. Also indicate whether you would like to provide feedback on how to improve the guidelines.

(2) If you have material you think should go into a document "defining" MH in schools (e.g., definitions, principles, guidelines, policy statements, etc.), please send them in so they can be circulated to the Work Group as a basis for discussion.

(3) Send along any other thoughts about things this Work Group should do.