Overview of Center Slide Presentations

Welcome!!

We have received many requests for power point versions of various presentations we have made across the country. So, we have organized a set of online modules.

The first modules will be of interest to the widest segment of stakeholders; the last few will be important to those who are ready to play an ongoing role in improving how schools provide supports for students who are not succeeding.

If you find these helpful, let us know about any other slide modules you would like us to develop.

The Center for Mental Health in Schools operates under the auspices of the School Mental Health Project at UCLA. The Co-directors are Howard Adelman & Linda Taylor.

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) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of U.S. DHHS.
The first module provides some introductory concepts to highlight major themes and problems that seem fundamental to fully integrating mental health into the ongoing efforts of schools to address factors that interfere with students learning and teachers teaching.

The second module focuses on the policy context related to school improvement and community agency reforms and suggests a fundamental policy shift.

The third module offers a comprehensive and cohesive intervention framework to replace the fragmented and marginalized approach currently found in schools and in how schools and community agencies work together.
The fourth module explores how current infrastructure needs to change in order to develop a comprehensive, multifaceted, and cohesive component to address barriers to learning and teaching.

The fifth module discusses the topic of “getting from here to there.” That is, the focus is on systemic change.

The sixth module explores concerns about sustainability and scale-up.

Module seven stresses the importance of a strong emphasis on intrinsic motivation.
The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.

John Maynard Keynes
Addressing Barriers to Learning and Closing the Achievement Gap: New Directions for Student Support

Schools and communities increasingly are being called on to meet the needs of all youngsters—including those experiencing behavior, learning, and emotional problems. The challenge for us all is to collaborate and maximize resources to strengthen youngpeople, their families, and neighborhoods. Currently, the situation is one where there is a considerable amount of promising activity, but it is implemented in fragmented and often highly competitive ways. Of even greater import is the fact that most of this activity is marginalized in policy and practice, especially at school sites.

The need is to enhance policy and practice based on unifying frameworks that are comprehensive, multifaceted, and integrated. For schools and communities, this means developing, over time, a full continuum of systemic interventions (not just integrated, school-linked services) that encompass

> systems for promoting healthy development and preventing problems

> systems for responding to problems as soon after onset as is feasible

> systems for providing intensive care

(cont.)
At schools and for school complexes and their neighborhoods, the need is to develop, over time, clusters of programmatic activity that address barriers to learning and enhance healthy development. Based on analyses of school and community activity, such activity can be grouped into six basic areas of function (“curricular areas’) to enable every school to:

> enhance classroom-based efforts to enable learning
> provide support for transitions
> provide prescribed student and family assistance
> increase home involvement in schooling
> respond to and prevent crises
> outreach to increase community involvement & support – including volunteer recruitment

Building all this requires connecting with the agenda for school improvement. Financing all this requires (a) weaving together school-owned resources and (b) enhancing programs by integrating school and community resources (including increasing access to community programs and services by integrating as many as feasible to fill gaps in programs and services). Accomplishing all this will transform how the community and its schools address barriers to learning and enhance healthy development and should result in schools being seen as key hubs in their neighborhood.
Outline for

Addressing Barriers to Learning and Closing the Achievement Gap: 
*New Directions for Student Support*

I. **Introductory Concepts**

- Why New Directions are Imperative?
- What’s Involved?
- Student Supports for All? Or for Some?
- Focusing on the Full Range of Learners
- Barriers to Learning and Development
- Barriers, Protective Buffers, & Promoting Full Development
- What’s the Current State of Affairs?

II. **Needed: a Policy Shift**

- Two Major and Separate Reform Movements
- What’s Missing?
- Marginalization
- Moving to a Three Component Model
- Policy into Daily Practice

(cont.)
III. Comprehensive Intervention Framework

- Addressing Barriers to Learning for All Students: An Umbrella Concept for a Comprehensive Approach
- What a Comprehensive Framework Would Include
- Two Interacting Frameworks for Schools and for School-Community Collaboration
  - Essential Continuum of Interconnected Systems
  - An Enabling or Learning Support Component
- Integrating the Two Frameworks
- Toward a Comprehensive, Multifaceted, & Integrated Approach

IV. Rethinking Infrastructure

- Overview Matrix
- School Level Mechanisms
- Connecting a “Family” of Schools
- Developing an Effective School-Community Collaborative

(cont.)
V. Getting From Here to There: Systemic Change

- Four Major Phases of System Change
- Some Key Elements in Making System Changes
- Considerations Related to New Initiatives
- A Logic Model
- Understanding Barriers to Change
- Steps in Establishing a Learning Support or Enabling Component
- First Steps for a School-Community Collaboration
- About Change Agents
- Social Marketing, Data, and Systemic Change
- Standards and Accountability

VI. Sustainability and Scale-up

- Defining Sustainability
- Sustainability seen as a Systemic Change Process
- Scale-up is Systemic Change
- Sustaining & Scaling-up What? Making a Strong Argument
- What’s Involved in sustaining and scaling-up valued functions?
- Guidelines, Stages, and Steps

VII. Don’t Forget About Intrinsic Motivation!

- Understanding Intrinsic Motivation
- Overreliance on Extrinsic: A Bad Match
- Re-engagement in School Learning
A Sample of Our Published Works Since 1990 on Matters Directly Related to the Presentation*

School avoidance behavior: Motivational bases and implications for intervention.

Intrinsic motivation and school misbehavior: Some intervention implications.

Mental health facets of the School-Based Health Center movement: Need and opportunity for research and development.

Early school adjustment problems: Some perspectives and a project report.

Two studies of low income parents' involvement in schooling.

Learning problems and learning disabilities: Moving forward.

School-based mental health: Toward a comprehensive approach.

Utilization of a school-based clinic for identification & treatment of adol. sexual abuse.

School-based mutual support groups for low-income parents.

Transition support for immigrant students.

School-linked mental health interventions: Toward mechanisms for service coordination

Mental health status and help-seeking among ethnic minority adolescents.

On intervening to enhance home involvement in schooling.

*For an overview of all Center resources, see the Center website – http://smhp.psych.ucla.edu
On understanding intervention in psychology and education.


Welcoming: Facilitating a new start at a new school.


Upgrading school support programs through collaboration: Resource Coordinating Teams.


Education reform: Broadening the focus.


Mobility and school functioning in the early grades.


Mental health in the schools: Promising directions for practice.


Restructuring education support services: Toward the concept of an enabling component.


Restructuring education support services and integrating community resources: Beyond the full service school model.


Toward a scale-up model for replicating new approaches to schooling.


Addressing barriers to learning: Beyond school-linked services and full service schools.


Establishing school-based collaborative teams to coordinate resources: A case study.


Involving teachers in collaborative efforts to better address barriers to student learning.


School counseling, psychological, and social services.

A policy and practice framework to guide school-community connections.

Mental health in schools: Moving forward.

Confidentiality: Competing principles, inevitable dilemmas.

Reframing mental health in schools and expanding school reform.

Mental health in schools: A federal initiative.

Mental health in schools and system restructuring.

Personalizing classroom instruction to account for motivational and developmental differences.

A school-wide component to address barriers to learning.

Scaling-up reforms across a school district.

Keeping reading and writing problems in broad perspective.

Moving prevention from the fringes into the fabric of school improvement.

Looking at school health and school reform policy through the lens of addressing barriers to learning.

Promoting mental health in schools in the midst of school reform.
Toward ending the marginalization of mental health in schools.

Connecting schools, families, and communities.

Enlisting appropriate parental cooperation & involvement in children’s mental health treatment.

Impediments to enhancing availability of mental health services in schools: fragmentation, overspecialization, counterproductive competition, and marginalization.

Building comprehensive, multifaceted approaches to address barriers to student learning.

Lessons learned from working with a district’s mental health unit.

Aligning school accountability, outcomes, and evidence-base practices.

So you want higher achievement test scores? It’s time to rethink learning supports.

School counselors and school reform: New directions.

Toward a comprehensive policy vision for mental health in schools.

Rethinking school psychology.

School-community relations: Policy and practice.
Creating school and community partnerships for substance abuse prevention programs. Commissioned by SAMHSA’s Center for Substance Abuse Prevention.

Advancing mental health science and practice through authentic collaboration.

On sustainability of project innovations as systemic change.

Advancing mental health in schools: Guiding frameworks and strategic approaches.
ABOUT THE CENTER FOR
MENTAL HEALTH IN SCHOOLS at UCLA

The Center, co-directed by Howard Adelman and Linda Taylor, is one of two national centers funded in part by

• the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175)

• with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

Both are agencies of the U.S. Department of Health and Human Services.

For an overview of resources available from the Center, write c/o Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563 or call (310) 825-3634 (toll free – 866/846-4843 or use the internet to scan the website:

http://smhp.psych.ucla.edu