
Given current events, it is essential to reemphasize

Guidelines for Mental Health in Schools

Twenty-five years ago, our Center at UCLA worked with a policy leadership group focused on developing policy guidelines for mental health in schools. The group recognized that

policy must be developed around well-conceived models and the best available information. Policy must be realigned to create a cohesive framework and must connect in major ways with the mission of schools. Attention must be directed at restructuring the education support programs and services that schools own and operate and weave school owned resources and community owned resources together into comprehensive, integrated approaches for addressing problems and enhancing healthy development. Policy makers also must deal with the problems of “scale-up” (e.g., underwriting model development and capacity building for system-wide replication of promising models and institutionalization of systemic changes). And, in doing all this, more must be done to involve families and to connect the resources of schools, neighborhoods, and institutions of higher education.

Take a look at the group’s report; it fits remarkably well with the situation we all find ourselves coping with today. <https://smhp.psych.ucla.edu/pdfdocs/policymakers/cadreguidelines.pdf>

And for an updated perspective, see

Embedding Mental Health as Schools Change
<https://smhp.psych.ucla.edu/pdfdocs/mh20a.pdf>

If you have any questions or comments about this, feel free to contact us at any time.

And, of course, we are concerned about how mental health in schools is being affected by the current actions of the federal government. If you have anything you can share about this, please let us know. Send to Ltaylor@ucla.edu for compiling and sharing with the field and discussion of implications for what schools need to do.

Best wishes and be well,

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