

ENEWS -- A Monthly Forum for Sharing and Interchange

Source: UCLA SCHOOL MENTAL HEALTH PROJECT/  
CENTER FOR MENTAL HEALTH IN SCHOOLS

March, 1997 -- (Vol. 1, #6)

WHAT IS ENEWS? (for those who don't know)

This forum is another link for those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and promoting mental health in schools. It augments the other ways our Center shares information and facilitates interchange and networking.

What's here this month?

\*Emerging Issue: Barriers to Inclusion?

\*Some reactions from the field to Salazar & Bickman's  
article on Systems of Care

\*How one program responds to students who express suicidal thoughts

\*A few more websites

\*News from  
>around the Country  
>the UCLA Center for Mental Health in Schools  
>the University of Maryland at Baltimore's  
Center for School Mental Health Assistance

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EMERGING ISSUE

Barriers to Inclusion?

Schools who make a responsible effort to include youngsters labelled SED in regular classrooms are encountering a number of disincentives that hinder their efforts.

For example, Pamela Larrance, a special education teacher of Butte County of Education (Oroville, CA) recently described a major financial disincentive.

Pamela co-teaches with a general education teacher at a school where SED students are integrated with regular education peers throughout the day. Mental health services are provided by a social worker who embeds social skills training into the setting. Individual, small group, and family therapy also are provided. She and her co-workers feel this mainstreaming approach is effective. Unfortunately, the co-teaching model does not meet the criteria MediCal (California's version of Medicaid) evaluators define as "billable" intensive day treatment services. To qualify for reimbursement, an intensive day treatment must be provided in a segregated setting which runs counter to what Pamela's school sees as in the best interests of their students.

If you have found ways to deal with this or similar matters related to "disincentives" for including special education students in regular classrooms, let us know and we'll share the ideas. If you want to discuss the matter directly with Pamela, her email address is: PamelaLarr@aol.com.

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Our Center is part of the Dept. of Psychology --  
the current joke going around the building is:

What did the sign on Pavlov's lab door say?

Please knock.  
DON'T ring the bell.

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COMMENTS FROM THE FIELD ON SYSTEMS OF CARE EVALUATION

Last month we highlighted an article by Mark Salazar and Leonard Bickman raising issues about "systems of care." (Salazar & Bickman [1997], Delivering effective children's services in the community: Reconstructing the benefits of system interventions, Applied Preventive Psychology, 6.)

Below are two responses to Salazar and Bickman's work:

I. From Albert J. Duchnowski, Ph.D., Deputy Director and Professor of Special Education, Research and Training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, Fl 33612.

"It is important to discuss the results of the Fort Bragg study and their implications for the system of care model. Interested readers are referred to a special issue of The Journal of Mental Health Administration, Winter 1996, Volume 28(1). This issue has 16 articles describing the study, one of which challenges the interpretation of the results offered by Leonard Bickman and his colleagues. This article "The Evaluation of the Fort Bragg Demonstration Project: An Alternative Interpretation of the Findings" was authored by Robert Friedman, Director of the Center for Children's Mental Health at the University of South Florida and Barbara Burns of Duke University. Both are prominent researchers in the field of mental health services. In their article, Friedman and Burns point out problems with the program theory as well as with specific procedures in the study that may lead to a different interpretation of results that are more favorable to the system of care. For example, there were significant differences in favor of the model when results from children who were severely emotionally disturbed were analyzed; there was a low level of parent involvement which is a basic principle of the system of care model, and the manner in which participants paid for services differed at the Demonstration site and the comparison site making a comparison of costs difficult. While the Fort Bragg study is important, it is not a conclusive study and the results are probably best described as mixed. More interpretation of these results are being published by other researchers."

II. From Mike Furlong, UCSB, School Psychology,  
Santa Barbara, CA 93106-9490.

"Regarding Bickman. One needs to examine his methods very carefully. They are not without some serious questions (for example using T-scores from the CBCL instead of raw scores). While we need to take the outcome of the Fort Bragg study into account, there are some very fundamental issues regarding systems of care that need to be resolved before one jumps to the conclusion that Bickman has. In the Santa Barbara County System of Care, we are trying to play a small part by examining the outcome for our data in a couple of ways:

1. We have conducted cluster analyses of our early cases and found four distinguishable clusters of youths who have entered our system: Troubled, Troubling, Troubled and Troubling, and At-risk. [Furlong has a paper in press on this and will report preliminary outcomes at the U. of South Florida conference.] Our logic is that Bickman grouped all youths together in examining outcomes. We have found some evidence of different outcomes by cluster. In addition, one obviously needs to conduct analyses that examine if (a) services were provided that address the specific needs of each youth and (b) if the outcomes show improvement in the targeted areas.

2. In addition, before one concludes that systems of care do not work, one needs to show that the treatment provided for each client had fidelity with the tenets of the system of care change theory. Bickman has not done this. His work is analogous to the early work that declared psychotherapy or personal counseling ineffective. All types of theory were co-mingled with all types of client presenting problems and needs. What Bickman has done is only a first step in evaluating the conditions under which systems of care are and are not effective."

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It is said that organizational change comes from gentle pressure --  
relentlessly applied.

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## HOW ONE PROGRAM RESPONDS TO STUDENTS WHO EXPRESS SUICIDAL THOUGHTS

A response from the field about how one school works with such students.

Diana Segre says:

"In the school where I work (K - 12), several students have challenged us this year with regard to handling and managing their suicidal feelings. We are lucky to have a school-linked service with an outside agency who provides psychotherapy to students. When a student is identified as potentially at-risk for suicide, the issue of outside therapy is discussed and encouraged with the parent/guardian. The therapist then becomes part of the team who works together to monitor the student's behavior and emotional state. The communication becomes critically important, among the counselor, teacher, administrator, parent, therapist, and outside agency. A "case-manager" (social worker, psychologist, or counselor) is assigned to oversee the case and collect information. The counselor, administrator, and teachers work together to discuss what behavioral indicators should be noted and referred to the counselor immediately. The counselor needs to check in with the teacher periodically to see how the student is doing. Managing these students is very time consuming. Each crisis necessitates an assessment to determine the level of risk. Contact with the home is made, regardless of the level of risk, to inform and encourage parental involvement in dealing with their child. Follow up is managed by the school case manager."

Diana may be reached at: [dsegre@worldnet.att.net](mailto:dsegre@worldnet.att.net)

If you have another approach to share, let us know.

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## MORE WEBSITES YOU MIGHT FIND HELPFUL

This month the following websites were brought to our attention:

\*National Center for Learning Disabilities, Inc.  
<http://www.nclld.org>

\*Consumer Information Center of the U.S.  
General Services Administration  
<http://www.pueblo.gsa.gov>

\*Education Week and Teacher Magazines  
<http://www.edweek.org/>

\*Pathways to School Improvement  
<http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>

\*Division of Adolescent and School Health (DASH)  
<http://www.cdc.gov/nccdphp/dash>

This website is in the works; it will focus on information about youth and effective interventions that address adolescent risk behaviors. Materials available will include: 1995 National Summary Youth Risk Behavior Surveillance System (YRBSS) data, 1995 Adolescent Health Summaries by State, School Health Program Guidelines and Description/Elements of Comprehensive School Education.

And here are some sites focused specifically on cultural concerns relevant to addressing barriers to learning:

\*Quality Education for Minorities (QEM) Network  
<http://qemnetwork.qme.org>

\*Latino Scholastic Achievement Corporation (LSAC)  
<http://www.lsac-edu.org:80/index.htm>

\*Intercultural Development Research Association (IDRA)  
<http://www.idra.org>

\*American Indian Science & Engineering Society (AISES)  
<http://spot.colorado.edu/~aises/guidelines.html>

\*The Asian/American Center (A/AC) at Queens College  
of the City of New York  
[http://qcunix1.acc.qc.edu:80/Asian\\_American\\_Center/aacabout.html](http://qcunix1.acc.qc.edu:80/Asian_American_Center/aacabout.html)

\*Multicultural Education resources  
<http://www.udel.edu/sine/educ/multcult.htm>

\*The Black Community Crusade for Children (BCCC)  
<http://www.tmn.com/cdf/bccc.html>

If you have favorite sites you think others would find useful, let us know.

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Remember: You can link to other mental health related sites from our website.

<http://www.lifesci.ucla.edu/psych/mh/>

If you haven't visited our site lately, check out "What's New" -- we add new materials every couple of weeks.

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## NEWS FROM AROUND THE COUNTRY

The June 1996 issue of *Adolescent Medicine: State of the Art Reviews* is devoted to the topic of Health Care in Schools. Included are articles on school-based health centers, school-based primary care in a managed care environment, research and evaluation in school-based health care, and an article by our center's co-directors entitled *Mental Health in Schools: Promising Directions for Practice*.

(Published three times a year as the official journal of the Section on Adolescent Health of the American Academy of Pediatrics, this series invites leading authorities to tackle adolescent physical and emotional health problems. Each issue is edited by an authority on the focal subject, who designs the contents and invites expert contributors to write chapters. For additional information, call Hanley & Belfus, Inc. at 1-800-962-1892, (215) 546-7293, fax to (215) 790-9330 or write to 210 South 13th Street, Philadelphia, PA 19107.)

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The Association for Supervision and Curriculum Development (ACSD) is now accepting proposals for sessions at next year's annual conference to be held March 21-24, 1998 in San Antonio, TX. One strand will focus on making links between schools and communities.

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The March 1997 issue of the *American Psychologist* contains a series of four articles (in its Psychology in the Public Forum section) on *Rethinking Psychology and the Schools*. There is a strong emphasis on linking school and health (physical and mental).

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Howard Knoff and Michael Curtis have put together a Mini-Series on Organizational Change and School Reform which appears in the current issue of *School Psychology Review* (1996, v. 25, #4). In addition to 5 major articles (including one by one of our center's co-directors), there are 7 commentaries and an annotated bibliography.

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Upcoming Events

Here are some events we have been asked to announce.

Send us any information you'd like included in the next issue.

The Second Annual Health Professions Schools in Service to the Nation's Program's national conference will be held on Friday, April 4, 1997 at the Hyatt Regency in San Francisco. Contact: Alisa Holmes, Community-Campus Partnerships for Health, 1388 Sutter Street #805, San Francisco, CA, 94109 or call (415) 502-7979.

The conference will include: Mentor Sessions, "Navigating the Future" Sessions: Mapping Our Way to a National Movement, Student Networking, Poster Sessions, Exhibition Sessions and Information Sharing. Registration deadline is Friday, April 4, 1997 and hotel registration deadline is March 25, 1997.

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On May 8-10, 1997, The Research and Training Center on Family Support and Children's Mental Health will present a conference entitled, "Building on Family Strengths: Research and Services in Support of Children and Their Families". The conference will focus on developments in family centered research, family-centered, culturally competent services and family support and building communities. Contact: Kaye Exo, Portland State University, P.O. Box 751, Portland Oregon, 97207-0751, (503) 725-5558/phone, (508) 725-4180/fax, or e-mail to: exok@rri.pdx.edu.

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The Society for Community Research and Action (SCRA -- Div. 27 of the American Psychological Association) invites you to its biennial conference to be held on the campus of the University of South Carolina May 28-31, 1997. The theme is Healthy Communities--Healthy People. Questions about registration should be directed to Linda Pickering (803-777-2726) Email pickering@garnet.cla.sc.edu

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The Summer Leadership Institute presented by the National Dropout Prevention Center/Network College of Health, Education and Human Development at Clemson University will be held from June 29 - July 2, 1997. The Institute will focus on "Creating Community Connections: Working Together to Meet the Needs of Youth at Risk" and will teach you how to integrate service and academics, identify funding sources, address youths' special health and social needs, develop community responses to problems of youth at risk and build effective partnerships. If you are interested in attending the session, register by calling (864) 656-2599.

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Do you know about...?

The American Bar Association's Center for Children and the Law. The Center's mission is to improve the quality of life for children through advancements in law, justice, and public policy. The Center's areas of expertise encompass: child abuse and neglect (including child sexual abuse and exploitation); child welfare, child protective services and related court system enhancement, foster care, family preservation, termination of parental rights, child support, child fatalities, parental substance abuse, child custody and visitation and parental kidnapping. For more information, contact, The American Bar Association, Young Lawyers Division, 740 15th St., NW, Washington, DC 20005, (202) 662-1720/phone, (202) 662-1755 (fax) or visit their website at: <http://www.abanet.org/child>

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Community Circle of Caring Journal. This journal provides an interdisciplinary perspective on positive approaches to motivating and educating youth who are troubled, angry, and disconnected from their schools, peers, or family. Regular features include: Programs that Work, Voices of Youth, Resolving Conflict Creatively, and Expanding the Circle (strategies for involving parents).

For more information, contact Nancy Silas Shin, National Education Service, 1252 Loesch Road, P.O. Box 8, Bloomington, IN 47402, 1-800-733-6786, (812) 336-7790 (fax), e-mail: [nes@bluemarble.net](mailto:nes@bluemarble.net). or visit their website at: <http://www.nes.org>

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## NEWS FROM THE UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

Newsletter. The 5th issue of our newsletter, "Addressing Barriers to Learning," was just sent out. If you're not on our mailing list and would like to receive a copy, let us know!

Consultation Cadre. Over 200 professionals working in urban and rural areas across the country have volunteered to network with others to share their expertise without charging a fee. Some cadre members run programs; many work directly with kids in a variety of settings and on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system concerns. The Center compiles and circulates the names of cadre members.

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New Resource Aids:

Where to Get Resource Materials to address barriers to learning -- includes a sampling of major clearinghouses, centers, organizations, and publishers that offer resource materials and provide



information on what they offer in terms of publications, brochures, fact sheets, audiovisual & multimedia tools.

Organizations with Resources Relevant to Addressing Barriers to Student Learning: A Catalogue of Clearinghouse, Technical Assistance Centers, and Other Agencies -- this catalogue groups organizations around five major categories: I. Children's Mental Health, II. Education and Schools, III. School-Based and School-Linked Centers, IV. Concerned with Youth, Family, and Community, and V. Health Related Concerns. An appendix provides concise descriptions of each organization, its mission, and types of assistance it provides and offers updated information on how to access the agency.

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### New Introductory Packets

We continue to develop Introductory Packets that highlight key topics related to specific psychosocial problems, program, and system concerns. Each has overview discussions, descriptions of model programs, references to recent publications, information on relevant centers, agencies, organizations, advocacy groups, Internet links, and lists of consultation cadre members ready to share expertise. Our latest packets are:

\*Assessing to Address Barriers to Learning -- discusses basic principles, concepts, issues, and concerns related to assessment of various barriers to student learning. It also includes resource aids on the types of procedures and instruments to measure psychosocial, as well as environmental barriers to learning.

\*Cultural Concerns in Addressing Barriers to Learning -- highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, for staff development, and for system change.

A free listing of our growing set of Introductory, Resource, and Technical Aid Packets and other special resources developed by the Center is available on request.

To defer costs of copying, handling, and mailing, we do charge a small fee -- in most cases \$3.50 for each. packet. Eventually, we plan to put Center materials on line so those with Internet access will have free access.

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Let Us Hear From You:

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)

Phone : (310) 825-3634 --- Fax: (310) 206-8716

Write: Center for Mental health in Schools  
Dept. Of Psychology, UCLA  
Box 951563  
Los Angeles, Ca. 90095-1563

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NEWS FROM OUR SISTER CENTER AT THE UNIVERSITY OF BALTIMORE

On September 12-13, Center for School Mental Health Assistance will hold its Second National Conference on Advancing School-Based Mental Health Services in New Orleans, Louisiana.

For those who want to be in their mailing list, please contact

CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE  
University of Maryland at Baltimore  
Department of Psychiatry  
680 West Lexington Street, 10th flr.  
Baltimore, Maryland 21201-1570  
(888)706-0980  
email: [csmha@csmha.ab.umd.edu](mailto:csmha@csmha.ab.umd.edu)  
<http://csmha.ab.umd.edu/>

The Center for School Mental Health Assistance (CSMHA) at the University of Maryland at Baltimore, Department of Psychiatry, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The CSMHA is directed by Mark Weist, Ph.D. and co-directed by Bernice Rosenthal, M.P.H. Marcia Glass-Siegel, MSS, LCSW-C is the Program Coordinator.

Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.

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LET US KNOW IF THERE IS ANYTHING YOU'D  
LIKE US TO INCLUDE IN THE NEXT ISSUE?

AS ALWAYS, FEEL FREE TO FORWARD THIS TO OTHERS  
WHO YOU THINK MIGHT BE INTERESTED.

THIS IS THE END OF THIS ISSUE OF ENEWS.  
Below is a brief description of our Center.

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## WHO ARE WE?

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, we have established a Center for Mental Health in Schools. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

Our group at UCLA approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

We are involved in model development and implementation, training and technical assistance, and policy analysis. Our activities include gathering and disseminating information, materials development, direct assistance, and facilitating networking and exchanges of ideas.

Don't forget to visit our web site at:

<http://www.lifesci.ucla.edu/psych/mh/>

And let us know what you think we should add (or if you are having trouble accessing it).

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To post messages to ENEWS, email them to: [smhp@ucla.edu](mailto:smhp@ucla.edu)

To subscribe to ENEWS, send an email request to:

[maiser@bulletin.psych.ucla.edu](mailto:maiser@bulletin.psych.ucla.edu)

leave the subject line blank, and in the body of the message type:

subscribe mentalhealth

you will automatically be added to the mailing list.

To remove your name from the mailing list type:

unsubscribe mentalhealth

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For more information about the Center or about ENEWS contact  
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