From the Center's Clearinghouse ...

Catalogue of Special Resource Materials Developed by the Center

The resources developed by the Center can be downloaded at no cost from the Center’s website (http://smhp.psych.ucla.edu).

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice 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) 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.
The Center’s mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to psychosocial and mental health concerns as experienced in schools. Under the auspices of the School Mental Health Project in the Department of Psychology, our Center approaches such concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can end marginalization of the field, counter fragmentation, and enhance collaboration between school and community programs.

In meeting its mission, the Center provides
- a growing set of specially prepared, inexpensive resource aids (see box below)
- a topical printed quarterly newsletter and an electronic monthly newsletter update
- a regularly updated website that features topical information and ready access to helpful resources and TA (Quick Finds, Gateway to a World of Resources for Enhancing MH in Schools)
- other TA resources – including our Clearinghouse and Consultation Cadre
- targeted workshops, conferences, presentations, and participation with major panels, forums, and organizations
- involvement in major systemic reform initiatives
- special partnership arrangements with key organizations and centers

All activities are designed for outreach to appropriate individuals and organizations and stress use of delivery systems and strategies that provide free and ready access via the Internet and through other clearinghouses, including ERIC.

### The resource materials/tools developed by the Center encompass several formats focused on I. systems, II. programs, and III. types of psychosocial and mental health concerns experienced by children and adolescents. The formats are:

- **Introductory Packets** – overview discussions, descriptions of model programs (where appropriate), references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and Internet links, and a list of consultation cadre members ready to share expertise
- **Resource Aid Packets** – a form of tool kit for circumscribed areas of practice; contains materials to guide and assist with staff training and student/family interventions – including overviews, outlines, checklists, instruments, other resources that can be reproduced and used as info handouts and aids; and info about accessing other resources
- **Technical Aid Packets** – provides basic understanding of specific practices and tools and info about resource access
- **Technical Assistance Samplers** – provides basic info for accessing resources on a specific topic such as programs and their outcomes, agencies, organizations, websites, individuals with expertise, and library resources
- **Guides to Practice** – Guidebooks that translate ideas into practice; contains resource aids
- **Continuing Education Modules** – for inservice courses and self-learning
- **Training Tutorials** – Self-directed opportunities for in depth learning or a guide for training others; organized topically, with readings and related activities for “preheating,” active learning, and follow-up
- **Quick Training Aids** – A brief set of resources to guide those providing an inservice session. Also useful as a form of quick self-tutorial. Most encompass: key talking points for a short training session, a brief overview of the topic, facts sheets, tools, a sampling of other related information and resources.
- **Special Reports** – Periodic Center prepared reports on major topics and products of Networking efforts.
- **Center Briefs** – Designed to provide short overviews on major concerns.
- **Feature Articles from Our Newsletter** – topical articles.
- **Selected Reprints of Journal Publications and Chapters Clarifying the Center’s Approach to Mental Health in Schools**

If resources listed on the following pages interest you, you can download them from our website, or use the order form or call, write, fax, E-mail or send a carrier pigeon asking for a hard copy (for the cost of copying and postage).
The Center’s mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to psychosocial and mental health concerns as experienced in schools. Under the auspices of the School Mental Health Project in the Department of Psychology, our Center approaches such concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can end marginalization of the field, counter fragmentation, and enhance collaboration between school and community programs.

In meeting its mission, the Center provides

C a growing set of specially prepared, inexpensive resource aids (see box below)
C a topical printed quarterly newsletter and an electronic monthly newsletter update
C a regularly updated website that features topical information and ready access to helpful resources and TA (Quick Finds, Gateway to a World of Resources for Enhancing MH in Schools)
C other TA resources – including our Clearinghouse and Consultation Cadre
C targeted workshops, conferences, presentations, and participation with major panels, forums, and organizations
C involvement in major systemic reform initiatives
C special partnership arrangements with key organizations and centers

All activities are designed for outreach to appropriate individuals and organizations and stress use of delivery systems and strategies that provide free and ready access via the Internet and through other clearinghouses, including ERIC.

The resource materials/tools developed by the Center encompass several formats focused on **I. systems, II. programs, and III. types of psychosocial and mental health** concerns experienced by children and adolescents. The formats are:

- **Introductory Packets** – overview discussions, descriptions of model programs (where appropriate), references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and Internet links, and a list of consultation cadre members ready to share expertise
- **Resource Aid Packets** – a form of *tool kit* for circumscribed areas of practice; contains materials to guide and assist with staff training and student/family interventions – including overviews, outlines, checklists, instruments, other resources that can be reproduced and used as info handouts and aids; and info about accessing other resources
- **Technical Aid Packets** – provides basic understanding of specific practices and tools and info about resource access
- **Technical Assistance Samplers** – provides basic info for accessing resources on a *specific topic* such as programs and their outcomes, agencies, organizations, websites, individuals with expertise, and library resources
- **Guides to Practice** – Guidebooks that translate ideas into practice; contains resource aids
- **Continuing Education Modules** – for inservice courses and self-learning
- **Training Tutorials** – Self-directed opportunities for in depth learning or a guide for training others; organized topically, with readings and related activities for “preheating,” active learning, and follow-up
- **Quick Training Aids** – A brief set of resources to guide those providing an inservice session. Also useful as a form of quick self-tutorial. Most encompass: key talking points for a short training session, a brief overview of the topic, facts sheets, tools, a sampling of other related information and resources.
- **Special Reports** – Periodic Center prepared reports on major topics and products of Networking efforts.
- **Center Briefs** – Designed to provide short overviews on major concerns.
- **Feature Articles from Our Newsletter** – topical articles.
- **Selected Reprints of Journal Publications and Chapters Clarifying the Center’s Approach to Mental Health in Schools**

If resources listed on the following pages interest you, you can download them from our website, or use the order form or call, write, fax, E-mail or send a carrier pigeon asking for a hard copy (for the cost of copying and postage)
Contents of this Catalogue Are Organized According to the Following Topics:

I. Systemic Concerns

A. Policy Issues & Research Base
   1. The Concept of MH in Schools
   2. Addressing Barriers to Student Learning
   3. MH in Schools & School Reform and Restructuring
   4. Research Base
   5. Rethinking Student Support
   6. Integrating School and Community

B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services
   1. Collaborative Teams
   2. Mapping and Analyzing Resources
   3. School-Community-Family Connections
   4. Restructuring Student Support Programs
   5. Financial Strategies
   6. Evaluation, Quality Control, and Standards
   7. Sustainability and Scale-Up
   8. Reframing Staff Roles and Functions

C. Developing Comprehensive, Multifaceted, and Integrated Approaches

D. Building System Capacity and Networking

II. Program/Process Concerns

A. Program Areas
   1. Classroom Enhancement & Youth Development
   2. Support for Transitions
   3. Crisis Response and Prevention
   4. Home Involvement
   5. Student and Family Assistance
   6. Community Outreach (including Volunteer Participation)

B. Processes to Develop Comprehensive Approaches & School-Community Connections
   1. Enabling Component
   2. School-Based Health Centers
   3. Financing

C. Staff Development Tools

III. Psychosocial & Mental Health Concerns
I. Systemic Concerns

A. Policy Issues & Research-Base

1. The Concept of MH in Schools

   a. About Mental Health in Schools (Introductory Packet, 4/02) – an overview of what the term "Mental Health in Schools" means; a subset of the Center's resources and documents are highlighted. *

   b. Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations (Cadre Report, 5/01) – This field-defining resource and reference work is designed to address national policy and practice concerns about what mental health in schools is, is not, and should be. *

   c. Comprehensive & Multifaceted Guidelines for Mental Health in Schools (Newsletter article, Fall, ’01) – Outlines the guidelines from the Policy Leadership Cadre for Mental Health in Schools document: Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations. *

   d. Mechanisms for Delivering MH in Schools (Newsletter article, Winter, ’01) – Excerpts from draft developed by the Policy Leadership Cadre for MH in Schools, outlining guidelines, describing delivery mechanisms, and much more. *

   e. New Directions for School & Community Initiatives to Address Barriers to Learning: Two Examples of Concept Papers to Inform and Guide Policy Makers (Center Report, Feb’02) – can be used as a foundation as different groups develop a concise presentation to (a) highlight the need and vision for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development and also (b) stress the type of major systemic changes that are involved. *

   f. Toward a comprehensive policy vision for mental health in schools (1996) by Howard Adelman & Linda Taylor (in M. Weist, S. Evans, & N. Tashman (Eds.), School mental health handbook. Lawrence Erlbaum.)


   j. Mental Health in Schools: Emerging Trends. (Newsletter article, Winter ’96) – overview of the need to include a focus on MH in schools as part of efforts to address barriers to student learning. Highlights emerging trends and implications for new roles for MH professionals. Includes tables outlining the nature and scope of students’ needs, the range of professionals involved, and the types of functions provided. *

   k. The Maternal and Child Health Bureau’s Initiative for Mental Health in Schools (Center Report, May ‘98) – Summarizes proceedings of a summit held in 1998. Includes a brief description of the two National Centers and five State Projects, brief analysis of some key similarities and differences among the state projects, complementary activity of the two national centers, lessons learned, and future directions. *

l. Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals (Center Brief Report, 1/04) – This brief report is intended for primary care health providers. Specifically, the following discussion: >underscores why mental health is a basic concern in the practice of all health professionals >sketches a broad definition of mental health that focuses on strengths as well as problems >outlines a continuum of interventions >highlights considerations related to working with families, schools, and communities

m. Mental Health of Children and Youth and the Role of Public Health Professionals (Center Brief Report,
I. Systemic Concerns – A. Policy Issues & Research-Base – cont.)
(1. The Concept of MH in Schools – cont.)

1/04) – This brief report highlights the following: >why mental health of children and youth is a major public health concern >the importance of viewing causal factors from a broad perspective >a continuum of intervention strategies for addressing the full range of problems >some considerations related to mental health promotion >some consideration related to prevention >a note about screening for mental health problems >the value of connecting with schools

n. Center Report: Mental Health in Schools: Reflections on the Past, Present, and Future (8/04) This report stems from an invitation to the Center staff to reflect on the past, present, and future of mental health in schools for a brief presentation. Anyone who has spent time in schools can itemize the multifaceted mental health and psychosocial concerns that warrant attention. It is useful to reflect on what schools have been and are doing about mental health concerns.

o. A Strategic and Shared Vision to Advance Mental Health in Schools through Family and System Partnership (Article, 2002)

2. Addressing Barriers to Student Learning

a. Fundamental Concerns About Policy for Addressing Barriers to Student Learning (Article, 1999) by Howard Adelman, Chris Reyna, Robert Collins, Judy Onghai, & Linda Taylor (in Reading & Writing Quarterly, 15, 327-350.)


c. Thinking About and Accessing Policy Related to Addressing Barriers to Learning (TA Sampler, 7/04) – Information on various resources discussing policies and initiatives relevant to addressing barriers to learning (e.g., general perspectives, conceptual models and state initiatives, issues and implications pertinent to policy making for educational reforms, improving educational standards/learning outcomes). *

d. Early Development and Learning from the Perspective of Addressing Barriers (Intro Packet, 8/04) – Includes discussion of the field, and recent research on early brain development. Also, summarizes the research base for early childhood interventions, underscores implications for school readiness, and good practices for promoting healthy development in addressing barriers. Encompasses an extensive set of information and links to resources and references *

e. Early Development and School Readiness from the Perspective of Addressing Barriers to Learning (Center Brief, 11/01)


g. Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development and Learning – This network is a broad-based, policy-oriented coalition of organizations who have a stake in addressing barriers to development, learning, and teaching, as well as concern for promoting healthy development. The Coalition's aim is to stimulate strategic efforts to foster policy integration and close policy gaps as ways to deal with the marginalization and fragmentation that dominates a great deal of prevailing practice.

(1) The Coalition’s Organizing Framework (5/98) – As a follow-up to the 1997 National Summit on Closing Gaps in School/Community Policy and Practice, this report outlines the coalition’s rationale, its current status, purpose and vision, current activities, and subsequent plans. *

(2) Initial Tasks and Guiding Frameworks (5/99) – distills, analyzes, and extrapolates work done 1999 steering committee meetings and integrates the consensus of what was explored with some frameworks to
guide analyses of policy related to addressing barriers to development and learning. *

(3) **The Problem and a Resolution to Guide Organizations Working toward Policy Cohesion**
(10/99) – Describes the policy problem, goals, and intentions of organizations involved in the **Coalition for Cohesive Policy.** *

(4) **Proposal for Policy Legislation: Restructuring Student Support Resources & Enhancing Their Connection with Community Resources** (8/00) – A brief paper discussing new policy designed to encourage restructuring of school-owned student support resources.*

h. **Natural Opportunities to Promote Social-Emotional Learning and MH** (Newsletter article, Fall ‘03) – In some form or another, every school has goals that emphasize a desire to enhance student’s personal and social functioning.; Those concerned with promoting social-emotional earning need to place greater emphasis on strategies that can capitalize on natural opportunities at school

i. **Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools**
(Continuing Education Modules, 9/03) – This module is designed as a direct aid for training leaders and staff and as a resource that can be used by them to train others. While accounting for individual case-oriented approaches, the emphasis is on a systems approach to enhancing mental health in schools. In particular, the focus is on pursuing the need for better mental health interventions within the context of moving toward a comprehensive, integrated approach to addressing barriers to student learning and promoting healthy development.

3. **MH in Schools & School Reform and Restructuring**

a. **Reframing mental health in schools and expanding school reform** (Article, 1998) by Howard Adelman & Linda Taylor (in Educational Psychology, 33, 135-152.)

b. **Mental Health in Schools and System Restructuring** (Article, 1999) by Howard Adelman & Linda Taylor (in Clinical Psychology Review, 19, 137-163.)


d. **Shaping the Future of Mental Health in Schools** (Article,2000) by Howard Adelman & Linda Taylor (in Psychology in the Schools, 37, 49-60.)

e. **Promoting mental health in schools in the midst of school reform** (Article, 2000) by Howard Adelman & Linda Taylor (in Journal of School Health, 70, 171-178.)

f. **Toward ending the marginalization of mental health in schools** (Article, 2000) by Linda Taylor & Howard Adelman (in Journal of School Health, 70 210-215.)

g. **Commentary: How school reform is failing to address barriers to learning** (Center paper, 7/98).

h. **Expanded School Reform** (Newsletter article, Spring, ’99) – Highlights expanded school reform models as implemented by the Memphis (TN) City Schools, the New American Schools’ Urban Learning Center Model at Elizabeth Learning Center in Los Angeles, and the Central O‘ahu (HI) District. The focus in each is on comprehensive, multifaceted, and integrated approaches to enable learning by addressing barriers to development/learning/teaching.*

i. **Moving Prevention From the Fringes Into the Fabric of School Improvement** (Article, 2000) by Howard Adelman & Linda Taylor (in Journal of Educational and Psychological Consultation, 11, 7-36.)
j. **Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions**  
   (Center Report, Oct ’96) – Based on a series of three regional meetings held by the Center, this report outlines next steps related to evolving a unifying policy framework for addressing barriers to learning and promoting healthy development. *

k. **Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions**  
   (Newsletter article, Fall, ’96) – Summarizes the Center’s ’96 policy report [Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions *

l. **Open Letter to the Secretary of Education**  
   (Newsletter Article, Summer, ’98) – Focuses on the reauthorization of programs under the Elementary & Secondary Education Act (ESEA) and the Goals 2000: Educate America Act. Underscores that prevailing policy marginalizes efforts to address barriers to learning, development, and teaching. This marginalization undercuts efforts to improve student achievement.*

m. **Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning**  
   (Newsletter article, Fall, ’98) – Discusses major issues and trends related to social promotion from both an educational and psychosocial perspective. Highlights the need for support to enable all students to learn and all teachers to teach effectively.*

n. **Opening the Classroom Door**  
   (Newsletter article, Spring, ’01) – Discusses the inadequacy of new reforms in helping many students who manifest commonplace behavior, learning, and emotional problems. Recommendations include ways in which the classroom can be designed to (a) stress the necessity of matching both motivation and capabilities and (b) encompass both regular instruction and specialized assistance.*

o. **School Counselors and School Reform: New Directions**.  

p. **Rethinking School Psychology**  
   (Commentary on Public Health Framework Series).  

q. **Integrating Agendas for Mental Health in Schools into the Recommendations of the President’s New Freedom Commission on Mental Health**  
   (Newsletter Article, Winter ’04) – This issue of the newsletter is devoted entirely to presenting the first draft of a brief prepared by the staff of two national centers: the Center for Mental Health in Schools at UCLA (co-directed by Howard Adelman and Linda Taylor) and the Center for School Mental Health Assistance at the University of Maryland, Baltimore (directed by Mark Weist).

r. **Revisiting Learning & Behavior Problems: Moving School Forward**  
   (Continuing Education Modules, 2004) – Between the covers of this book, you will find a big picture overview of what’s wrong with the way schools address learning and behavior problems, frameworks for rethinking current policy and practice and for moving in new directions, and specific practices for making schools more effective.

s. **Resource Synthesis to Help Integrate Mental Health in Schools into the Recommendations of the President’s New Freedom Commission on Mental Health**  
   (Center Resource Aid, 3/04) – It has long been acknowledged that psychosocial and mental health concerns must be addressed if schools are to function satisfactorily and students are to learn and perform effectively. The many resources highlighted on the following pages provide a foundation upon which to pursue a shared agenda.

t. **Integrating Agenda for Mental Health in Schools into the Recommendations of the President’s New Freedom Commission on Mental Health**  
   (Center Brief Report, 3/04) – This brief was prepared by the staff of the two national centers the DHHS initiative created to advance mental health in schools. The document incorporates the research, training, and technical assistance activity of both centers. It also reflects the goals of Healthy People 2010, and the ideas set forth in Bright Futures, Mental Health.

u. **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**  
   (Center Brief Report, 4/04) – This report presents analyses of the synthesis of online, noncommercial resources that have relevance for advancing efforts to integrate mental health in schools into the New Freedom Initiative.
I. Systemic Concerns
   A. Policy Issues & Research-Base
      (cont.)

   v. Mental Health in Urban Schools (Article, 2004) – This article discusses the wide range of assets and strengths that exist in urban schools related to mental health, and how these schools should engage the various challenges confronting them.

4. Research Base

   a. Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning
      (Technical Assistance Sampler, 7/04) – provides outcome info from almost 200 programs grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support (including use of volunteers).

   b. Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base
      (Center Brief, 8/04) *

   c. Addressing Barriers to Learning & Promoting Healthy Development: Usable Research-Base
      (Newsletter article, Fall, `00) – Identifies a research base for policy makers clarifying the importance of and bases for initiatives to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance *

   d. Education reform and the demands for an evidence-base and results (Article, 2002). by Howard Adelman & Linda Taylor (in Data Matters) see – http://www.georgetown.edu/research/gucdc/datamatters5.pdf

   e. Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List
      (Resource Aid Packet 8/98) – Provides resources to statistical info on a broad range of topics on youth, mental health, education, etc. *

   f. Youngsters’ Mental Health and Psychosocial Problems: What are the Data
      (Center Report, 12/03) – A common request to Centers such as ours is for information about the prevalence and incidence of youngsters’ problems. The intent of this report is to provide a synthesis of the best data and to clarify the limitations of what has been gathered so far.

   g. On Understanding Intervention in Psychology and Education
      (Continuing Education Module, 7/04) - On a broad theoretical level, in-depth understanding of the fundamental intervention problems introduced in this chapter have significant potential for improving practice and advancing knowledge. As more and more professionals address these problems and approach intervention in generic terms, they not only will improve understanding of their own interventions but will contribute to fundamental knowledge regarding intervention as a pervasive phenomenon in society. What follows is a progress report on our efforts along these lines.

5. Rethinking Student Support

   a. Restructuring Boards of Education to Enhance Schools’ Effectiveness in Addressing Barriers to Student Learning
      (Center Report, Sept. ‘98) – Discusses how school boards can take another critical step in reforming and restructuring school. Explores the need to build an enhanced focus on addressing barriers into a school board’s committee structure and discusses lessons learned from a major district where the board has begun the process. *
b. **New Directions in Enhancing Educational Results: Policymakers’ Guide to Restructuring Student Support Resources to Address Barriers to Learning** (Guide to practice, 1/99) – This guidebook (a) clarifies why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and (b) offers guidance on how to do so. The first section emphasizes reframing how schools think about addressing barriers to learning with a view to systemic reforms to establish comprehensive, multifaceted approaches. The second section discusses how to go about the process. Tools and appendices offer specific aids. *

c. **Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships** (Center Report, Oct. ‘99) – Discusses the need to restructure student support services and fully integrate them with school support; highlights the importance of weaving school and community resources together; discusses the need to rethink how school board’s deal with these matters. *

d. **Framing New Directions for School Counselors, Psychologists, & Social Workers** (Center Report, Mar ‘01) – highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters. *

e. **Connecting Counseling, Psychological, & Social Support Programs to School Reform** (Newsletter article, Winter, ‘00) *

f. **Reports from the Policy Leadership Cadre for Mental Health in Schools** – The purpose of this Cadre is to expand, link, and build the capacity of the pool of persons who 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 MH problems, as well as policies related to treatment of mental illness.

1. **Expanding Policy Leadership for Mental Health in Schools** (7/99 – Policy Issues and Strategies) – reports on key policy concerns discussed at a mini-summit held in Washington, D.C.; outlines preliminary plans *

2. **Report from the Regional Conferences** (5/00) – explores a variety of policy related matters and outlines strategies for moving policy related to mental health in schools forward. *

3. **Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations** (5/01) – This field-defining resource and reference work is designed to address national policy and practice concerns about what mental health in schools is, is not, and should be. *

g. **So you want higher achievement scores? Its time to rethink learning supports.** (Article 2002) in *The State Education Standard*, Autumn 2002

h. **New Directions for Student Support: Some Fundamentals** (8/03)
   
   Our intent in the following pages is to focus the discussion about new directions for student support by presenting a big picture overview of what's wrong with the way school address student problems, offering frameworks for rethinking current policy and practice and for moving in new directions, and detailing specific practices for making schools more effective.

i. **Reports from the Summit on New Directions for Student Support** (12/02) – Rethinking student support in order to enable students to learn and schools to teach.

1. **A Center Report Executive Summary on the Summit on New Directions for Student Support, (11/02)**

2. **A Center Report on the Summit on New Directions for Student Support, (11/02)**

©You may download the document through our website at: [http://smhp.psych.ucla.edu/](http://smhp.psych.ucla.edu/) except for published journal articles and chapters, hard copies of which can be requested from the Center.
(I. Systemic Concerns - A. Policy Issues & Research-Base – cont.)
(5. Rethinking Student Support – cont.)

(3) A Center Concept Paper & Accompanying Materials...Rethinking Student Support to Enable Students to Learn and Schools to Teach, (10/02)

j. Where’s it happening (7/03) – This document describes major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, state, and national levels. We have grouped the endeavors into three categories: (1) places where broad-based systemic changes are underway, (2) places where some form of interesting innovation is or has been implemented, and (3) place developing strategic plans for broad-based systemic changes. Other examples will be added as soon as they are identified and relevant descriptive materials are gathered.

k. Summit on New Directions for Student Support (Newsletter Article, Fall, 2002) – Over the many years that school reform has focused on improving instruction, little attention has been paid to rethinking student supports*

l. New Directions: Where’s it Happening? (Newsletter Article, Summer, 2003) – Moving student support in new directions requires rethinking how best to address barriers to learning and thinking.

6. Integrating School and Community


b. Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice (Center Report, Sept ‘97) – distills and analyzes work done at a national summit and integrates the consensus with other sources of data. The status and implications of prevailing reform and restructuring initiatives are explored with respect to addressing barriers to student learning and enhancing healthy development. *

c. Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization. (Article, 2002) by Howard Adelman & Linda Taylor. Paper commissioned by the National Association of School Psychologists and the ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS). Published by the ERIC/CASS Clearinghouse. Accessible on the internet at: http://ericcass.uncg.edu/whatnew.html *

d. Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together (Center Brief, 12/00)*


g. Safe Students/Health Schools: A Collaborative Process (Newsletter article Spring, 2003) – Our intent is to underscore the critical roles played by the state of a school’s “mental health” and the degree to which the school collaborates with families and the community.*

h. Mental Health of Children and Youth and the Role of Public Health Professionals (Center Brief Report, 1/04) – This brief report highlights the following: >why mental health of children and youth is a major public health concern >the importance of viewing causal factors from a broad perspective >a continuum of intervention strategies for addressing the full range of problems >some considerations related to mental health promotion >some consideration related to prevention >a note about screening for mental health problems >the value of connecting with schools

®You may download the document through our website at: http://smhp.psych.ucla.edu/ except for published journal articles and chapters, hard copies of which can be requested from the Center.
I. Systemic Concerns - cont.

B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services

1. **Collaborative Teams**

   a. **Working Collaboratively: From School-Based Teams to School -Community-Higher Education Connections** (Introductory Packet, 4/97) – Outlines models of collaborative school-based teams and interprofessional education programs. *

   b. **Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports** (Center Report, Mar ’01) – pulls together the Center's work on resource-oriented mechanisms designed to ensure schools pay systematic attention to how they use resources for addressing barriers to learning and promoting healthy development. *

   c. **Establishing school-based collaborative teams to coordinate resources: A case study** (Article, 1997) by Cynthia Lim & Howard Adelman (in Social Work in Education, 19, 266-277.)

   d. **Involving teachers in collaborative efforts to better address barriers to student learning** (Article, 1998) by Howard Adelman & Linda Taylor (in Preventing School Failure, 42, 55-60.)

2. **Mapping and Analyzing Resources**

   a. **Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs** (Resource Aid Packet, updated 8/98) – Surveys for 6 program areas and related system needs that constitute a comprehensive, multifaceted, and integrated approach to address barriers and thus enable learning. The areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). *

   b. **Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change** (Technical Aid Packet, 3/02) – provides processes and tools for schools to use in taking stock of its resources related to addressing barriers to learning and rethinking how the resources can be used to greatest effect *

3. **School-Community-Family Connections**

   a. **School-Community Partnerships: A Guide** (9/02) – highlights the concept of school-community partnerships; reviews the state of the art to underscore directions for advancing the field; provides tools for those interested in developing and improving the ways schools and communities work together *

   b. **Connecting Schools, Families, and Communities** (Article, 2000) by Linda Taylor & Howard Adelman (in Professional School Counseling, 3, 298-307.)

   c. **School Community Partnerships from the School’s Perspective** (Newsletter article, Winter ’99) – Discusses issues and offers recommendations to enhance school-community partnerships *

   d. **Community Outreach: School-Community Resources to Address Barriers to Learning** (Training Tutorial, 2/02) *


g. Organization Facilitators: A Change Agent for Systemic School and Community Changes (Center Report, Feb. ’01) – stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an Organization Facilitator to aid with major restructuring. *


4. Restructuring Student Support Programs

a. School-Linked Services and Beyond (Newsletter Article, Spring, ’96) – Discusses contributions of school-linked services and suggests it is time to think about more comprehensive models for promoting healthy development and addressing barriers to learning. *

b. Restructuring Education Support Services: Toward the Concept of an Enabling Component (Monograph,1996) by Howard Adelman (Kent, OH: American School Health Association.)

c. Restructuring education support services and integrating community resources: Beyond the full service school model (Article, 1996) by H.S. Adelman (in School Psychology Review, 25, 431-445.)

d. System reform to address barriers to learning: Beyond school-linked services and full service schools (Article, 1997) by Howard Adelman & Linda Taylor (in American Journal of Orthopsychiatry, 67, 408-421.)

e. Pioneer Initiatives to Reform Education Support Programs (Center Report 6/00) – Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning.

(1) Full Report: Pioneer Initiatives to Reform Education Support Programs – In May, 2000, a group of leaders involved in pioneer initiatives to reform and restructure education support programs participated in a "summit." This report extrapolates basic implications from work being done by such initiatives; provides a context for such work, attempts to distill the essence and richness of the initiatives; and explores some next steps. *

(2) Executive Summary: Pioneer Initiatives to Reform Education Support Programs *

(3) Materials from: Pioneer Initiatives to Reform Education Support Programs *

f. New Directions in Enhancing Educational Results: Policymakers’ Guide to Restructuring Student Support Resources to Address Barriers to Learning (Guide to practice, 1/99) – This guidebook (a) clarifies why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and (b) offers guidance on how to do so. The first section emphasizes reframing how schools’ think about addressing barriers to learning with a view to systemic reforms to establish comprehensive, multifaceted approaches. The second section discusses how to go about the process. Tools and appendices offer specific aids. *
g. **Organization Facilitators: A Change Agent for Systemic School and Community Changes** (Center Report, Feb. '01) – stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an *Organization Facilitator* to aid with major restructuring. *

h. **Lessons learned from working with a district’s mental health unit** (Article, 2002) by Linda Taylor & Howard Adelman (in *Childhood Education*, 78, 295-300.)

i. **Summit on New Directions for Student Support**
   1. **Full Report: Summit on New Directions for Student Support** (Center Report, 11/02)*
   2. **Executive Summary: Summit on New Directions for Student Support** (11/02)*
   3. **A Center Concept Paper & Accompanying Resource Aids... Rethinking Student Support to Enable Students to Learn and Schools to Teach** (10/02)*
   4. **Summit on New Directions for Student Support** (Newsletter article, Fall '02) *


k. **Developing Resource-Oriented Mechanisms to Enhance learning Supports** (Continuing Education Module 7/03) – This set of training modules is designed as an aid for training leaders and staff about the importance of and how to establish effective resource-oriented mechanisms to advance development of a comprehensive, multifaceted, and integrated learning supports (or enabling) component at every school. *

l. **Leadership Training: Moving in New Directions for Student Support** (10/03) – The material presented on the following pages incorporates what we have learned over many years of working on matters related to students’ learning, behavior, and emotional problems and what schools need to do about such problems.

5. **Financial Strategies**

   a. **Financial Strategies to Aid in Addressing Barriers to Learning** (Introductory Packet, updated 3/00) – Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. *

   b. **Financing Strategies to Address Barriers to Learning** (Quick Training Aid, 4/02) *

   c. **Financing Mental Health for Children & Adolescents** (Center Brief and Fact Sheet, 11/00) *

6. **Evaluation, Quality Control, and Standards**

   a. **Evaluation and Accountability: Getting Credit for All You Do!** (Introductory Packet, updated 8/04) – Emphasizes evaluation as a tool to improve quality and to document outcomes. Focuses on measuring impact on students, families and communities, and programs and systems. *

   b. **Evaluation and Accountability Related to Mental Health in Schools** (Technical Aid Packet, 7/04) – info on conceptual models, cost analysis, methodology, outcome measures, quality indicators, evaluation guidelines and standards). *

   c. **Accountability: Is it Becoming a Mantra?** (Newsletter article, Winter, ‘98) – Discusses accountability and evaluation from the perspective of the society, the institution of schooling, and specific youngsters and families*
d. **Expanding the Framework for School Accountability** (Newsletter article, Spring, ‘00) – discusses the necessity of going beyond the current overreliance on academic testing if society and students are to be well-served *


f. **A Center Report...Evaluation of Impact** (May 2003) – This report is designed to both share some current data and as a stimulus for discussion of how to enhance the study of a resource center's impact.

7. **Sustainability and Scale-Up**

a. **Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit** (8/03) – explores how to integrate newly developed approaches into the fabric of existing support programs and services *

b. **New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale** (Center Brief 8/03)*

c. **Toward a scale-up model for replicating new approaches to schooling** (Article, 1997) by Howard Adelman & Linda Taylor (in *Journal of Educational and Psychological Consultation*, 8, 197-230.)


e. **On Sustainability of Project Innovations as Systemic Change** (Article, 2003) by Howard Adelman and Linda Taylor (in *Journal of Education and Psychological Consultation*, 14(1), 1-25.)

f. **Where’s It Happening: New Directions for Student Support** (Center Report, 7/03) – This document describes major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, state, and national levels. We have grouped the endeavors into three categories: (1) places where broad-based systemic changes are underway, (2) places where some form of interesting innovation is or has been implemented, and (3) place developing strategic plans for broad-based systemic changes.

g. **Sustainability and Scale-up: It's About Systemic Change** (Fall, 2004) – Well conceived and implemented innovations are essential to strengthening students, schools, families, and communities. Many new initiatives, however, are pursued primarily as specially funded projects and demonstrations.

8. **Reframing Staff Roles and Functions**

a. **Framing New Directions for School Counselors, Psychologists, & Social Workers** (Center Report, Mar ‘01) – highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters. *

b. **Organization Facilitators: A Change Agent for Systemic School and Community Changes** (Center Report, Feb. ’01) – Stresses that substantive systemic changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. Highlights a change model for establishing, sustaining, and scaling-up school and community reforms and the role of an Organization Facilitator to aid with major restructuring. *
c. **Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide** (1/03) – If all students are to have an equal opportunity to succeed at school and if schools are to leave no child behind, then all school staff must enhance their understanding of how to address barriers to student learning — including a variety of mental health (MH) and psychosocial concerns.*

d. **Improving Teaching and Learning Supports by Addressing the Rhythm of a Year** (8/03) – These thematic resource aids reflecting the yearly rhythm of schools are designed to encourage school staff, especially student support personnel, to be proactive and timely in promoting a focus on some basic concerns that arise throughout the year.*

e. **Needed: A Greater Role for Learning Support Staff in Inservice at Every School** (Newsletter article, Winter, 2003) – All school staff must enhance their understanding of how to address barriers to student learning.*

f. **New Directions for Student Support: Some Fundamentals** (Guides to Practice, 8/03) – Our intent in the following pages is to focus the discussion about new directions for student support by presenting a big picture overview of what's wrong with the way school address student problems, offering frameworks for rethinking current policy and practice and for moving in new directions, and detailing specific practices for making schools more effective. Along the way, we stress how schools, families, and communities must collaborate to get there from here.*

g. **Guidelines for Student Support Component** (Resource Aid, 10/03) – In response to widespread interest for mounting a strategic initiative for new directions for student support, the Summits Initiative began in October 2002 with a national Summit; The plan is to continue the initiative with a series of regional and state-wide summits. These will be designed to encourage advocacy for and initiation of New Directions for Student Support and will build a leadership network. The focus also will be on delineating specific action steps for getting from here to there.

C. Developing Comprehensive, Multifaceted, and Integrated Approaches

1. **Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools** (Continuing education modules, 9/03) – This module is designed as a direct aid for training leaders and staff and as a resource that can be used by them to train others. While accounting for individual case-oriented approaches, the emphasis is on a systems approach to enhancing mental health in schools. In particular, the focus is on pursuing the need for better mental health interventions within the context of moving toward a comprehensive, integrated approach to addressing barriers to student learning and promoting healthy development.*

2. **Addressing Barriers to Learning: New Directions for Mental Health in Schools** (Continuing education modules, 5/97) – to assist practitioners in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality.*

3. **Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning** (Training Tutorial, 2/02) *

4. **Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component** (Quick Training Aid 4/02)

5. **Introduction to a component for Addressing Barriers to Student Learning** (Center Brief, 6/01)*

6. **A School-Wide Component to Address Barriers to Learning** (Article, 1999) by Howard Adelman, Linda Taylor, & Mary View Schnieder (in Reading & Writing Quarterly, 15, 277-302.)

7. **Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning** (Article, 2002) by Howard Adelman & Linda Taylor (in Childhood Education, 78, 261-268.)
8. Comprehensive Approaches & Mental Health in Schools (Newsletter article, Winter ‘97) – Discusses the enabling component, a comprehensive, integrated approach that weaves six main areas into the fabric of the school to address barriers to learning and promote healthy development for all students *

9. CSSS - Hawai‘i’s Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools (Newsletter article, Summer, ’01) –


11. Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development (Guides to practice) – the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.
   a. Getting from Here to There: A Guidebook for the Enabling Component (Guide to practice, 10/97) – This is the unabridged guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.
   b. A Guide to the Enabling Component (11/96) – abridged version – as included in the Learning Center Model, which is one of the New American School Models

12. About Infrastructure Mechanisms for a Comprehensive Learning Support Component (Continuing Education, 10/03)

D. Building System Capacity and Networking


4. Toward Enhancing Resource Center Collaboration (Center Report June ‘01) – In May, 2001, sixteen resource centers met for an interchange about enhancing formal connections; next steps were formulated for advancing an initiative for increased resource center collaboration.*

5. Special Center Compilations/Catalogues – The info contained in the following resources are readily accessed through the search features on our website (e.g., search data bases by keywords or use the Quick Find topical menu or through the “Gateway to a World of Resources . . .”). For those who need the info in hard copy format, the following compilations can be ordered.
   a. Clearinghouse Catalogue (Resource Aid Packet, updated regularly) – contains annotated descriptions of articles, books, reports, programs, tools, etc.; these are organized under three general categories: systemic; program/process; & psychosocial/MH concerns*
   b. Consultation Cadre Catalogue (Resource Aid Packet, updated regularly) – provides info for accessing a large network of experienced colleagues who have agreed to share their expertise without charging a fee. Cadre members have expertise related to major systemic/policy concerns, program/process concerns, and psychosocial/MH concerns *
   c. Catalogue of Internet Sites Relevant to Mental Health in Schools (Resource Aid Packet, updated regularly) – Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools *
d. Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies (Resource Aid Packet, updated regularly) – Categorizes and provides contact info on organizations focusing on children’s mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. *

e. Where to Get Resource Materials to Address Barriers to Learning (Resource Aid Packet, updated regularly) – Offers school staff and parents lists of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings *

II. Program/Process Concerns

A. Program Areas

1. Classroom Enhancement and Youth Development

a. Classroom Changes to Enhance and Re-engage Students in Learning (Training Tutorial, 2/02) *
b. Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling (Continuing Education Modules, 2/01) – Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.*

>Has an accompanying set of expanded readings and the beginnings of a toolkit that can be used with modules. *

c. Enabling Learning in the Classroom: A Primary Mental Health Concern (Newsletter article, Spring, ‘98) – Discusses how the concept of and practices related to classroom-focused enabling enhances a teacher’s array of strategies for working with a wide range of individual differences (including learning and behavior problems) and creating a caring context for learning in the classroom *

d. Personalizing Classroom Instruction to Account for Motivational and Developmental Differences (Article, 1999) by Linda Taylor & Howard Adelman (in Reading & Writing Quarterly, 15(4), 255-276.)

e. Assessing to Address Barriers to Learning (Introductory Packet, 1/97) – Discusses basic principles, concepts, issues, and concerns related to assessment of barriers to student learning; also includes resource aids on procedures and instruments to measure psychosocial, as well as environmental barriers to learning. *

f. Promoting Youth Development and Addressing Barriers (Newsletter article, Fall, ‘99) – Discusses how current policies focus too much on solving problems and too little on strengthening supports and opportunities to increase potential; synthesizes resources related to (1) promoting development and learning and (2) addressing factors that can interfere with healthy development and appropriate learning. *

g. Protective Factors (Resiliency) (Technical Assistance Sampler, updated 11/02) – Contains a sample of resources and links discussing protective factors and resiliency; fostering resilience is presented as requiring a focus on policy and environmental changes *

h. Early Development and Learning from the Perspective of Addressing Barriers (Intro, Packet 5/01) –

*Resources covering additional program and process concerns related to specific types of psychosocial problems can be found in Section III of this catalogue.
Includes discussion of the field and recent research on early brain development. Also, summarizes the research base for early childhood interventions, underscores implications for school readiness and promoting healthy development in addressing barriers. Encompasses an extensive set of information and links to resources and references.

i. *Early Development and School Readiness from the Perspective of Addressing Barriers to Learning* (Center Brief 11/01)*

j. *Revisiting Learning and Behavior Problems: Moving Schools Forward* (Continuing Education Modules, 11/03) – Between the covers of this book, you will find a big picture overview of what’s wrong with the way schools address learning and behavior problems, frameworks for rethinking current policy and practice and for moving in new directions, and specific practices for making schools more effective. Along the way, we stress how schools, families, and communities must collaborate to get there from here. Our approach involves both analysis and commentary; we offer conceptualizations, examples, and opinions.


2. **Support for Transitions**

   a. *Support for Transitions to Address Barriers to Learning* (Training Tutorial, 2/02)

   b. *Easing the Impact of Student Mobility: Welcoming & Social Support* (Newsletter article, Fall, '97) – Underscores the vital role of welcoming and social support in every school; discusses phases, key tasks, elements, and activities to ensure that mechanisms and processes are in place.

   c. *What Schools Can Do to Welcome & Meet the Needs of All Students and Families* (Guide to practice, 12/97) – Focuses on early-age interventions, primary prevention, and addressing problems soon after onset; includes discussion of schools as caring, learning environments; welcoming and social support; using volunteers to assist school adjustment; understanding and responding to learning problems and students’ psychosocial and MH needs; program reporting; and more.

   d. *Welcoming and Involving New Students and Families* (Technical Aid Packet, 10/97) – Guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools.

   e. *After-School Programs and Addressing Barriers to Learning* (Technical Aid Packet, 7/04) – Discusses how schools implement prevention and corrective activities through on-site after-school involvements; resources also is useful for planning programs for before-school, recess, and lunch periods, weekend, and holiday periods, and generally making schools community hubs to enrich learning opportunities and provide recreation in a safe environment.

   f. *Transitions: Turning Risks into Opportunities for Student Support* (6/03) – Readings and related activities on support for transitions to address barriers to student learning covering both research and best practices.

   g. *Beyond Positive Behavior Support Initiatives* (Newsletter article, Summer, '04) – This Introductory Packet provides readings and related activities on support for transitions to address barriers to student learning covering both research and best practices. It explores why transitions are dangerous opportunities that can disrupt or promote development.

©You may download the document through our website at: [http://smhp.psych.ucla.edu/](http://smhp.psych.ucla.edu/) except for published journal articles and chapters, hard copies of which can be requested from the Center.
3. **Crisis Response and Prevention**

   a. **Violence Prevention and Safe Schools** (Intro Packet, updated 3/00) – Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice *

   b. **Responding to Crisis at a School** (Resource Aid Packet, updated 5/04) – Provides guides and handouts for crisis planning, training staff, school-based crisis teams; contains handouts for staff, students, and parents. *

   c. **Crisis Assistance and Prevention: Reducing Barriers to Learning** (Training Tutorial, 2/02) *

   d. **School-Based Crisis Intervention** (Quick Training Aid, 2/02) *

   e. **Behavioral Initiatives in Broad Perspective** (Technical Assistance Sampler, 5/98) – info on behavioral initiatives (e.g., state documents, behavior and school discipline, behavioral assessments, model programs, school wide programs, and assessment instruments) *

   f. **Behavioral Problems at School** (Quick Training Aid, 7/02) *

   g. **School Interventions to Prevent and Respond to Affect and Mood Problems** (Quick Training Aid 11/02) *

   h. **Youth Suicide Prevention: Mental Health and Public Health Perspectives** (Presentation and Training Aid, 6/03) – This presentation and training aid provides a brief overview and discussion of the nature and scope of the problem, what prevention programs try to do, a framework for a public health approach, guides to programs and more. This material can be used for both handouts and as overheads for use with presentations.

4. **Home Involvement**

   a. **Parent and Home Involvement in Schools** (Introductory Packet, updated 3/04) – Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to under-served families are addressed. *

   b. **Home Involvement in Schooling** (Training Tutorial, 2/02) – This training tutorial provides readings and related activities focusing on new ways to engage families in learning. It looks at programs that work in involving families and discusses ways to use change agents to improve involvement. *

   c. **Guiding Parents in Helping Children Learn** (Technical Aid Packet 2/04) – Specially designed for those who work with parents and other nonprofessionals; consists of a “booklet” to help nonprofessionals understand what is involved in helping children learn; contains info about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children’s learning and performance; also includes guides and basic info parents can use to enhance children’s learning outcomes *

   d. **On Understanding Intervention in Psychology and Education** (Continuing Education Module 2004) – On a broad theoretical level, in-depth understanding of the fundamental intervention problems introduced in this chapter have significant potential for improving practice and advancing knowledge. As more and more professionals address these problems and approach intervention in generic terms, they not only will improve understanding of their own interventions but will contribute to fundamental knowledge regarding intervention as a pervasive phenomenon in society.

5. **Student and Family Assistance**

   a. **Labeling Troubled and Troubling Youth: The Name Game** (Newsletter article, Summer, ’96) – Underscores bias inherent in current diagnostic classifications for children and adolescents and offers a broad framework for labeling problems on a continuum; implications for addressing the full range of problems are discussed *
b. **Students & Family Assistance Programs & Services to Address Barriers to Learning** (Training Tutorial, 2/02) *

c. **Re-engaging Students in Learning** (Quick Training Aid, 3/02) *

d. **Re-engaging Students in Learning at School** (Newsletter article, Winter, ‘02) – Focuses on motivational considerations related to re-engaging students who have disengaged from classroom learning *

e. **Screening/Assessing Students: Indicators and Tools** (Resource Aid Packet, 10/01) – provides resources relevant to screening students experiencing problems; includes a perspective for understanding the screening process and aids for initial problem identification and screening *

f. **Assessing & Screening** (Quick Training Aid, 3/02) *

g. **Assessment Strategies for School-Based Mental Health Counseling** (Article, 2001) by Rachel Grier, Leslie Morris, & Linda Taylor (in *Journal of School Health*, 71, 467-469.)

h. **School-Based Client Consultation, Referral, and Management of Care** (Tech. Aid Packet, updated 1/03) – Outlines processes related to problem identification, triage, assessment and client consultation, referral, and management of care. Provides discussion of prerereferral intervention and referral as a multifaceted intervention. Examples of tools to aid in all these processes are included. *

i. **Case Management in the School Context** (Quick Training Aid, 5/02) *


k. **Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs** (Introductory Packet, updated 8/98) – Highlights the principle of *least intervention needed* and its relationship to the concept of *least restrictive environment*; describes approaches for including students with disabilities in regular programs *

l. **Beyond placement in the least restrictive environment: The concept of least intervention needed and the need for continuum of community-school programs/services.** (Paper, 1998) by Howard Adelman & Linda Taylor (prepared for a forum sponsored by the National Association of State Directors of Special Education.)

m. **Confidentiality and Informed Consent** (Introductory Packet, 8/04) – Focuses on issues related to confidentiality and consent of minors in human services and interagency collaborations. Also includes sample consent forms. *

n. **Confidentiality: Competing principles, inevitable dilemmas** (Article, 1998) by Linda Taylor & Howard Adelman (in *Journal of Educational and Psychological Consultation*, 9, 267-275.)

o. **Confidentiality** (Quick Training Aid 4/02)

p. **Students and Psychotropic Medication: The School’s Role** (Resource Aide Packet, 1/03) – contains aids related to safeguards and provides info on the effects and monitoring of various psychopharmacological drugs used to treat child and adolescent psycho-behavioral problems. *

q. **School-Based Mutual Support Groups (For Parents, Staff, and Older Student)** (Technical Aid Packet, 8/97) – focuses on steps and tasks for establishing mutual support groups at a school. The sequential approach involves (1) working within the school to get started, (2) recruiting members, (3) training them on how to run their own meetings, and (4) offering off-site consultation as requested. The specific focus here is on parents; however, the procedures are readily adaptable for use with others, such as older students and staff. *
6. Community Outreach (including volunteer participation)

a. Community Outreach: School-Community Resources to Address Barriers to Learning (Training Tutorial, 2/02)

b. Volunteers to Help Teachers and School Address Barriers to Learning (Tech. Aid Packet, 1/04) — Outlines ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support; clarifies steps for implementing volunteer programs in schools, recruitment and training procedures, and key points to consider in evaluating volunteer programs; also includes resource aids and model programs.*

B. Processes to Develop Comprehensive Approaches & School-Community Connections

1. Enabling Component

a. Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component (Quick Training Aid 4/02) *

b. Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning (Training Tutorial, 2/02) *

c. Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development (Guides to practice) – the following resources discuss what an enabling component is and provides details and resource aids for organizing the component at a school site by weaving together school and community resources.

(1) Getting from Here to There: A Guidebook for the Enabling Component (10/97) – This is the unabridged guide. In six parts, it contains information on how to organize and maintain an enabling component and includes reference to key resources.

(2) A Guide to the Enabling Component – abridged version – as included in the Learning Center Model, which is one of the New American School Models (11/96)

2. School-Based Health Centers

a. School-Based Health Centers (Technical Assistance Sampler 7/98) – sampling of general references, facts & statistics, funding, state & national documents, guides, reports, model programs *

b. Mental Health and School-Based Health Centers (Guide to Practice , 9/97) – introductory overview of the MH facets of school-based health centers and how they fit into the work of schools. Module I addresses how to maximize resource use and effectiveness; Module II focuses on matters work with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Includes resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day operation *
3. Financing

a. **Financing Strategies to Address Barriers to Learning** (Quick Training Aid, 4/02) *
b. **Financial Strategies to Aid in Addressing Barriers to Learning** (Intro Packet, updated 2/04) – Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms. *
c. **Financing Mental Health for Children & Adolescents** (Center Brief and Fact Sheet, 11/00) *

C. Staff Development Tools

1. **Understanding and Minimizing Staff Burnout** (Introductory Packet, updated 8/04) – Addresses sources and symptoms of burnout; identifies ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout. *
2. **School Staff Burnout** Newsletter article, (Spring, ‘02) – When school staff don’t feel good about themselves, it is unlikely they will be effective in making students feel good about themselves. *
3. **School Staff Burnout** (Quick Training Aid, 7/02) *
4. **Addressing Barriers to Learning: New Directions for Mental Health in Schools** (Continuing education modules, 5/97) – to assist practitioners in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. *
5. **Cultural Concerns in Addressing Barriers to Learning** (Introductory Packet, 8/04) – Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. *
6. **Mental Health and School-Based Health Centers** (Guide to Practice, 9/97) – introductory overview of the MH facets of school-based health centers and how they fit into the work of schools. Module I addresses how to maximize resource use and effectiveness; Module II focuses on matters work with students (consent, confidentiality, problem identification, prereferral interventions, screening/assessment, referral, counseling, prevention/mental health education, responding to crises, management of care); Module III explores quality improvement, evaluating outcomes, and getting credit for all you do. Includes resource aids (sample forms and special exhibits, questionnaires, interviews, screening indicators) for use as part of the day-by-day operation *
7. **Using Technology to Address Barriers to Learning** (Technical Assistance Sampler, updated 8/02) – A sampling of advanced technological applications and tools *
8. **Financing Strategies to Address Barriers to Learning** (Quick Training Aid, 4/02) *
9. **Financing Mental Health for Children & Adolescents** (Center Brief and Fact Sheet, 11/00) *
10. **Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit** (9/01) – explores how to integrate newly developed approaches into the fabric of existing support programs and services *
11. **Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning** (Training Tutorial, 2/02) *
12. **Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component** (Quick Training Aid 4/02) *

©You may download the document through our website at: [http://smhp.psych.ucla.edu/](http://smhp.psych.ucla.edu/) except for published journal articles and chapters, hard copies of which can be requested from the Center.
13. **Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling**

(Continuing Education Modules, 2/01) – Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.*

>Has an accompanying set of expanded **readings and the beginnings of a toolkit** that can be used with modules.*

14. **Re-engaging Students in Learning** (Quick Training Aid, 3/02)*

15. **Classroom Changes to Enhance and Re-engage Students in Learning** (Training Tutorial, 2/02) *

16. **Assessing & Screening** (Quick Training Aid, 3/02)*

17. **Behavioral Problems at School** (Quick Training Aid, 7/02) *

18. **Violence Prevention** (Quick Training Aid 2/02)*

19. **Bullying Prevention** (Quick Training Aid 2/02)*

20. **Students & Family Assistance Programs and Services to Address Barriers to Learning** (Training Tutorial, 2/02)

21. **Confidentiality** (Quick Training Aid 4/02) *

22. **Case Management in the School Context** (Quick Training Aid, 5/02) *

23. **Support for Transitions to Address Barriers to Learning** (Training Tutorial, 2/02) *

24. **Crisis Assistance and Prevention: Reducing Barriers to Learning** (Training Tutorial, 2/02) *

25. **Suicide Prevention** (Quick Training Aid, 2/02)

26. **School-Based Crisis Intervention** (Quick Training Aid, 2/02) *

27. **Home Involvement in Schooling** (Training Tutorial, 2/02) *

28. **Community Outreach: School-Community Resources to Address Barriers to Learning** (Training Tutorial 2/02)*

29. **School Interventions to Prevent and Respond to Adolescent Affect and Mood Problems** (Quick Training Aid, 11/02) *

30. **Mental Health in Schools: New Roles for School Nurses** (Continuing Education Modules, 4/97) – to assist nurses in addressing psychosocial and mental health problems; includes procedures and guidelines on initial problem identification, screening/assessment, client consultation & referral, triage, initial and ongoing case monitoring, mental health education, psychosocial guidance, support, counseling, consent, and confidentiality. *

31. **Special Center Compilations/Catalogues** – The info contained in the following resources are readily accessed through the search features on our website (e.g., search data bases by keywords or use the Quick Find topical menu or through the “Gateway to a World of Resources . . .”). For those who need the info in hard copy format, the following compilations can be ordered.

   a. **Clearinghouse Catalogue** (Resource Aid Packet, updated regularly) – contains annotated descriptions (e.g., articles, books, reports, programs, tools, etc.); these are organized under three general categories: systemic, program/process, and psychosocial/MH concerns. *

   b. **Consultation Cadre Catalogue** (Resource Aid Packet, updated regularly) – provides info for accessing a large network of experienced colleagues who have agreed to share their expertise without charging a fee. Cadre members have expertise related to major systemic/policy concerns, program/process concerns, and psychosocial/MH concerns *

   c. **Catalogue of Internet Sites Relevant to Mental Health in Schools** (Resource Aid Packet, updated regularly) – Contains a compilation of Internet links related to addressing barriers to student learning and MH in schools *
d. **Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies** (Resource Aid Packet, updated regularly) – Categorizes and provides contact info on organizations focusing on children’s mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. *

e. **Where to Get Resource Materials to Address Barriers to Learning** (Resource Aid Packet, updated regularly) – Offers school staff and parents lists of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings *

32. **Youth Suicide Prevention: Mental Health and Public Health Perspectives** (Presentation & Training Aids, 2003) – This presentation and training aid provides a brief overview and discussion of the nature and scope of the problem, what prevention programs try to do, a framework for a public health approach, guides to programs and more. This material can be used for both handouts and as overheads for use with presentations.

33. **Safe Students/Healthy Schools: A collaborative Process** (Newsletter, Spring ‘03) – Discusses the state of a school’s "mental Health" and the degree to which the school collaborates with families and the community.

33. **Diversity and Professional Competence in Schools... a mental health perspective** (Newsletter, Spring ‘04)

Clearly, the topic of human diversity is fundamental to the processes, content, and outcomes of schooling. And, of course, diversity competence is central to any discussion of mental health in schools, Our concern in this article is with the competence of schools personnel to account for human diversity in daily practice in ways that help to address barriers to learning and promote healthy development.

### III. Psychosocial & Mental Health Concerns

The Center has resources for each of the topics below. To enhance access to the Center materials and, at the same time, to alert you to resources available elsewhere, click on any of the following topics. This will take you to a Quick Find. The first items listed will be our Center resources. Click on any of the resources listed there to download the material.

- Affect and Mood Problems Related to School Aged Youth
- Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth
- Attention Problems: Intervention and Resources
- Behavior Problems: What's a School to Do?
- Bullying Prevention
- Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment
- Conduct and Behavior Problems in School Aged Youth
- Disabilities
- Dropout prevention
- Drug/alcoh. abuse
- Depression/suicide
- Eating problems (anorexia, bulimia)
- Gangs
- Gender and sexuality
- Grief
- Learning problems and Learning Disabilities
- Neglect
- Physical/Sexual Abuse
- Pregnancy prevention/support
- Reactions to chronic illness
- Relationship problems
- Self-esteem
- School adjustment (including newcomer acculturation)
- School Interventions to Prevent and Respond to Affect and Mood Problems
- School Interventions to Prevent Youth Suicide
- Sexual Minority Students
- Social and Interpersonal Problems Related to School Aged Youth
- Substance Abuse
- Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches
- Suicide Prevention
- Violence Prevention
- Youth Suicide/ Depression/ Violence

© You may download the document through our website at: [http://smhp.psych.ucla.edu/](http://smhp.psych.ucla.edu/) except for published journal articles and chapters, hard copies of which can be requested from the Center.
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 (incl. sexual assault & harassment)
- After School programs (and evaluation)
- Alternative Schools & Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder
- Barriers to Learning
- Behavior and mass media
- Bullying
- Burnout
- Business support for Schools
- Case Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Children and poverty
- Children of alcoholics and substance abusers
- Chronic Illness: Info and coping
- Classroom Management
- Classroom Focused Enabling
- Collaboration - school, community, interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (including interagency release forms)
- Conflict Resolution in Schools
- Crisis Prevention and Response
- Cultural competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Discipline Codes and Policies
- Domestic violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health & Mental Health Reports
- Emotionally Disturbed Visually/Aurally Impaired Students
- 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
- Evaluation of Programs to Address 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: Surf’ for funds
- Gangs
- Gay, Lesbian, & Bisexual Issues
- Grief & Bereavement
- Hate Groups: Helping Students and Preventing Hate Crimes
- Homeless Children and Youth
- Hotlines
- Individuals with Disabilities Education Act – Accommodations/Inclusion
- Immigrant Students and Mental Health
- Juvenile justice and mental health
- Legal/ethical Issues in School Health/Mental Health
- Mapping School and Community Resources
- Medicaid and Managed Care for School-Based Mental Health
- Memoranda of Agreements (including joint agency agreements, MOUs)
- Mental Health Curriculum
- Mental Health in Schools - Sampling of References
- Mentoring
- Model Programs Information
- Motivation
- Native American students
- Needs & Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parent Education
- Peer relationships and peer counseling
- Physical and somatic complaints
- Policy related to mental health in schools and addressing barriers to learning
- Post-traumatic stress
- Prevention for Student "At Risk"
- Resilience/Protective Factors
- Rural School Mental Health
- Safe Schools & Violence Prevention
- School Avoidance
- School Based Health Centers
- School and Community Collaboration
- School Linked Services
- Self-esteem
- Social Promotion
- Social and Emotional Development and Social Skills
- Staffing Student Support Systems
- Statistical Information on Mental Health and Education Related Topics
- Student and Family Assistance -Outcomes
- Substance Abuse
- Suicide prevention
- Support for Transitions
- Sustainability of Initiatives
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialties
- Threat Assessment: Resources & Cautions
- Tolerance
- Transition Programs/Grade Articulation Tutoring
- Volunteers in Schools
- Youth Development
- Zero Tolerance
Some opportunities the Center Offers You

(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). 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** (provide mailing address below)

---

**Your Information**

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.

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.

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 #U93 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.

Note: A small fee is charged to cover copying, mailing, and handling for most items. See our clearinghouse’s order and invoice form for details.

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 | Fax: (310) 206-8716
E-mail: smhp@ucla.edu  Website: http://smhp.psych.ucla.edu/