ENEWS -- A Monthly Forum for Sharing and Interchange UCLA SCHOOL MENTAL HEALTH PROJECT/

September, 1997 -- (Vol. 1, #12)

This forum is another link for those concerned with enhancing policies, and promoting mental health in schools. It augments the other ways our

*Emerging Issue:

who can expand their agenda to focus on the

*Opinions, comments and requests

*Other Comments from Subscribers

recent publications, reports, resources)

-Common Purpose (by Lisbeth Schorr)

Health Professionals

Create Elementary School-Based Health Centers

-Tough Kids, Cool Counseling: User-Friendly

-Solution-Focused Counseling in Middle and High Schools

-New Newsletter: The Community Agenda

-New Project: Adolescent Health Care in Transition

To post messages to ENEWS, email them to: smhp@ucla.edu

(no charge) by sending an email request to:

maiser@bulletin.psych.ucla.edu

subscribe mentalhealth

To remove your name from the mailing list type:

EMERGING ISSUE:

expand their agenda to focus on the problem of fragmented policy?

The following statement and proposal is made in our just finished policy report on

Closing Gaps in School/Community Policy and Practice"

"One of the ironies when policymakers call for collaboration is that so little attention is given to

policy cohesion related to addressing barriers to learning, the report proposes creation of a policy-oriented coalition consisting of key organizations. Such a coalition can generate

gaps.

There is little reason to anticipate progress toward cohesive policy if concerned organizations (e.g., centers, guilds, agencies, institutions of higher education) do not work together with a laser-like focus on cohesive policy.

While every organization has self-interests, many share some facets of their agenda. With this in mind, it seems reasonable to suggest that the time is past due for developing a broad-based coalition dedicated to unifying and enhancing policy for addressing barriers to learning. A good step in this direction is for a group of key organizations to agree to become a policy-focused network -- linked by a common aim and with a commitment to devoting a meaningful but relatively small amount of resources to its pursuit."

Do you disagree?

Are there already other directly relevant coalitions? If so, please let us know how to contact them.

OPINIONS, COMMENTS, REQUESTS FROM THE FIELD

RE: Student Absenteeism: A Major Barrier to Learning at School

In response a request in last month's issue, Bill Carruthers notes that he and his colleagues have written:

All About Attendance: A Manual and Case Studies for Schools and Families (1993).

Bill can be contacted at: Wake County Public School System, P.O. Box 288041, Raleigh, NC 27611

For other information on student absenteeism, feel free to contact either our center or our sister center in Baltimore -- see contact information listed at the end of this issue.

Excerpts of comments from ENEWS subscribers:

"...schools need to have quality control over who works

with children and who deals with mental health issues . . . High standards need to be set and the schools need to closely monitor to be sure the people working with students meet these standards."

"I am ... involved in developing a collaborative therapy model with our local County Mental Health Clinic. We are doing so because the psychological stressors on children have reached a crisis proportion. ... The days of planting one's head firmly underground and attending only to the information in your course outline are over. We cannot separate the education from the socio-emotional needs of the children."

Catherine Emihovich sent an email about her new book (with Carolyn Herrington):

"Sex, kids, and politics: Health Services in Schools" (1997). Teachers College Press.

She indicates that the work examines the practical, cultural, and political implications of placing health services in public schools. The focus is on three quite different school districts (in Florida) and how support staff, teachers, and administrators respond to student needs in the areas of sexuality education, and basic health and preventive care.

Kevin Dwyer recommends several resources in response to a question we relayed to him from a subscriber. The concern raised was about confidentiality concerns that arise for practitioners working in schools. In addition to providing his insights, he suggests as good resources "Ethics and Law -- For School Psychologists" (1994) by Susan Jacob-Timm & Tim Hartshorne (Wiley & Sons) as well as the Code of Ethics put out by the National Association of School Psychologists. He also notes school psychologists should feel free to contact the association's ethics committee (Chair: Fred Grossman -- phone 503-591-4767 or email Fred_Grossman@bsd.beavton.k12). Other professional associations, of course, have ethic's committees and relevant guidelines.



NEWS FROM AROUND THE COUNTRY

^^^^^^^^RECENT PUBLICATIONS^^^^^^^^^^

*COMMON PURPOSE: Strengthening Families and Neighborhoods to Rebuild America..

Lisbeth Schorr (1997). New York, NY: Anchor Press.

As in her 1988 book "Within Our Reach," Lisbeth Schorr suggests that high rates of single parenthood, child abuse, youth violence, school failure and intergenerational poverty can be turned around. She discusses what has been done and what has to be done so that model programs can flourish outside the hothouse. She highlights how communities are putting together a critical mass of what works to transform entire neighborhoods, crafting new partnerships between public agencies and neighborhood residents, and changing rules and regulations to create environments in which great schools and other effective institutions thrive.

The work includes:

- >A look at the key attributes of highly effective social programs.
- >An exploration of the ways in which successful programs are undermined by the systems that surround them.
- >An analysis of mistakes made during past attempts to replicate successful social programs on a large scale.
- >A detailed look at 22 initiatives that have broken the barriers that have kept most earlier successes small and isolated.

* Bridging the Gap: An Education Primer for Health Professionals (1997)

Prepared by the National Commission to Prevent Infant
Mortality [Switzer Building, Room 2014, 550 C Street, S.W., Washington, D.C.
20201.]

This primer is aimed at health professionals who want the education and health systems to work more closely together at the community, state, or even national level. Provides a brief overview of the health care and the education systems; presents concrete action steps to connect these sectors. Describes how the education system works and where there are leverage points for action. Points out the obstacles to success. Provides guidance on building positive working relationships with educators and helping them establish effective school health programs.

Also from the same source

*Bridging the Gap: A Health Care Primer for Education Professionals (1997)

This primer is aimed at educators who want the education and health systems to work more closely at the community, state, or even national level.

*Where the Kids Are: How to Work with Schools to Create Elementary School-Based Health Centers: A Primer for Health Professionals. A Special Report of the National Health & Education Consortium

NHEC has produced this primer to help health care providers answer some basic questions about the educational arena, such as:

- >How does the educational system work?
- >How is it governed?
- >Who is in charge of what?
- >If one wants to work with a school, how does one go about it?
- >How can health professionals get schools to work actively to achieve public health objectives?
- >How to gain access to students?
- >Why are some of offers met with resistance?
- >Why are health issues considered so controversial?

Contact: National Health & Education Consortium, Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036,

Phone: (202) 822-8405, Fax: (202) 872-4050.

**On Managed Mental Health Care

The Managed Care Initiative is a U.S. Department of Health and Human Services program designed to accelerate the Substance Abuse and Mental Health Services Administration (SAMHSA) involvement in managed care. The initiative's goal is primarily to promote access, quality, and cost-effectiveness, especially among vulnerable and underserved populations. Among SAMHSA's activities are the identification of problems and promising practices, evaluation and demonstration of alternative models of managed care, and a focus on accountability and quality assurance mechanisms.

Several SAMHSA studies review key issues in managed care and can be ordered through the CMHS National Health Services Knowledge Exchange Network. Here are some examples:

*Managed Mental Health Care: What to Look For, What to Ask (1996) (Publication No. MC96-59)

Developed by a panel of consumers and CMHS staff, this booklet gives a broad overview of managed mental health care for consumers of mental health services. Among other things, the booklet points out the strengths and weaknesses of managed care, the things to look for in a

managed care plan, the questions to ask in order to make informed decisions, consumer rights and grievance procedures, and where to go for more information. 17 pages.

*Health Care Reform Tracking Project: Tracking State Health Care Reforms as They Affect Children and Adolescents with Emotional Disorders and Their Families (1995 State Survey) (Publication No. MC95-5)

Reports on the Year One Baseline Survey of the Health Care Reform Tracking Project, a five-year project to track and analyze state health care reform initiatives as they affect children and adolescents with emotional/behavioral disorders and their families. The project is the only national study tracking this information. The report provides general information about state health care reforms and the populations affected by them, and describes coverage for children with serious mental disorders. 75 pages.

*Blueprints for Managed Care: Mental Healthcare Concepts and Structure (1995) (Publication No. MC95-4)

Uses diagrams to provide a visual analysis of State mental health delivery systems as they were organized before and after the advent of managed care. The diagrams convey a clearer sense of managed care by placing its basic elements-- clients, providers, services, and money-- in a logical relationship. The report includes a generic system blueprint to understand, conceptualize, and communicate system changes. 79 pages.

Contact: U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services

The American Counseling Association publishes many works on counseling in schools.

A few examples are:

*Tough Kids, Cool Counseling: User-Friendly Approaches With Challenging Youth edited by John Sommers-Flanagan & Rita Sommers-Flanagan

*Solution-Focused Counseling in Middle and High Schools John J. Murphy

*Boundary Issues in Counseling: Multiple Roles and Responsibilities by Barbara Herlighy and Gerald Corey

Contact: the American Counseling Association Distribution Center at (800) 422-2648.

*"FOCAL POINT" is a national bulletin on family support & children's mental health.

The latest issue focuses on "Families, Juvenile Justice and Children's Mental Health." Published by The Research & Training Center, Regional Research Institute for Human Services, Portland State University. Incidentally, this center's new website address is http://www.pdx.rtc.edu

*New Newsletter: The Community Agenda

The Community Agenda is designed specifically for collaborative community groups committed to achieving better results for children and families. The goal is to provide information that can lead community collaboratives into action. The first issue (Summer, 1997) highlights the collaborative's role in welfare reform. Future issues will explore a broad set of issues and resources. The newsletter is seeking information, case studies, and tips on new developments and approaches to local governance in your community.

To subscribe or provide comments, contact:

Frank Farrow, Center for the Study of Social Policy, 1250 Eye Street, NW, Suite 503, Washington, DC 20008; phone: (202) 371-1565, fax: (202) 371-1472, email: ffarrow@cssp.org

^^^^New Project: Adolescent Health Care in Transition:

Medicaid, Managed Care, and Health Care Reform^^^^^^^^^^

This project of National Center for Youth Law (NCYL) and the National Health Law Program (NhelP) is funded through a two-year grant from the Carnegie Corporation of New York. Its purpose is to ensure that the special needs of adolescents are addressed at the national level and in the states in an era of rapid changes in Medicaid, managed care, and health care reform.

The project will bring adolescent health experts together with child health advocates to develop a comprehensive analysis of these critical issues and a focused advocacy strategy to achieve needed change. The goals are:

- > to identify, understand, and explain what the federal government and selected states have done to protect the health of adolescents in Medicaid, managed care, and health reform; and
- > to develop comprehensive and definitive advocacy materials, including model statutory and regulatory

provisions, to support advocacy to strengthen federal and state protections of adolescent health in Medicaid, managed care, and health reform.

Boston's Multicultural Mental Health Research Center will hold a national symposium on multicultural mental health research, "Multicultural Mental Health Research in the 21st Century: Multicultural, Cross-Cultural and Culturally Competent Perspectives." Top researchers in the field of mental health and key experts specializing in multicultural mental health researchers will gather at Boston's Dorothy Quincy Suite at the John Hancock Center in Boston to discuss the state of mental health of communities of color and of mental health research within communities of color.

The Symposium is being coordinated by Kermit Crawford, Ph.D., Executive Director of the Multicultural Mental Health Research Center and is co-sponsored in part by the Massachusetts Department of Mental Health, the University of Massachusetts Medical Center, and the Center for Mental Health Services in Rockville, MD, the Symposium is headlined by Bernard Arons, M.D., Director of the Center for Mental Health Services of SAMSHA and a stellar cadre of multicultural mental health researchers.

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For more information, contact:

Janine Fondon Tel: (508) 879-1384 Email: jfondon@aol.com

*** 1997 Alternative Schools Conference ***

* Theme: Administrative and Legal Challenges
in Alternative and Charter Schools *

*** December 4 - 6, 1997 ***

***Atlanta, GA***
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For those involved in school personnel and professional staff development, community collaborations, juvenile justice, and social service organizations as well as those involved in making decisions about teaching strategies and school structures for students in at-risk situations. Conference themes include:

- * charter schools
- * legal issues involved in school choices
- * community collaborations
- * curricular and instructional strategies
- * visions of future schools
- * technological advances
- * service learning
- * Magnet schools
- * in-school suspension programs

Contact: Dr. Robert Morris, Department of Education Leadership and Foundations, State University of West Georgia, 1600 Maple Street, Carrollton, GA, 30118-5160; phone: (770) 836-4646, fax: (770) 836-4646

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*** Second Biennial Conference on Minority Issues in Prevention ***

*** February 5 & 6, 1998***

*** Tempe, AZ ***
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Arizona State's Preventive Intervention Research Center (PIRC) hosts a conference to:

- > provide a forum for scholars from many disciplines to discuss methods for culturally based interventions, prevention results from research with diverse ethnic groups, research on minority mental health issues, and methodological issues raised by mental health research and prevention with minority populations
- > expose students to the state of the art in prevention research and programs that target ethnic minority and/or low income populations and to training opportunities in prevention

For more information, see: http://PIRC.LA.ASU.EDU or contact: Mark Roosa, Minority Issues in Prevention Conference, Arizona State University, Box 871108, Tempe, AZ, 85287-1109; FAX (602-965-5430); email (Mark.Roosa@asu.edu)

*** 11th National Research Conference on Children's

Mental Health Service Systems ***

* Theme: A system of Care for Children's Mental Health:

Expanding the Research Base *

* March 8 - 11, 1998 *

*** Tampa, FL ***

The Research and Training Center for Children's Mental Health is now accepting applications to present at their 11th annual research conference on mental health service systems (researchers, providers, administrators, educators, family members). Nationally, efforts are underway to fashion comprehensive, community-based networks of services for children with emotional/ behavioral

reform, a solid research base is critical to supporting the efficacy of "systems of care" approaches.

Contact: Lyn Bryan, Phone: (813) 974-4649, Fax: (813) 974-4406, Email:

Or Krista Kutash, Ph.D., Deputy Director, Research and Training Center for Children's Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida, 13301

*** 7th Annual National Conference on

* March 26 - 28, 1998 * *** Washington, D.C. ***

Education, the conference is designed to promote dialogue between practitioners, researchers, and agency personnel (e.g., administrators, teachers, school board members, state and federal

- > Leadership for Change: managing reorganization;
- > Reforming Classroom Practice: teaching creatively and effectively; integrating technology into the classroom

equity and excellence; and technology as a tool for quality education

Norman, OK 73072-6400; phone: 1-800-522-0772, ext. 2248; fax: (405) 325-7164

and Best Practices for Healthier Communities Conference ***
April 25-28, 1998

Over 500 leaders from community, civic, government, philanthropic and health delivery organizations; and students, faculty, and deans from health professional schools, colleges and

mentoring sessions, poster presentations, community site visits and networking. Participants will examine community-campus partnerships for health professions education (i.e., service-learning),

community/economic development. Conference goals include:

- * providing an inclusive forum for networking, information sharing and skill-building among all stakeholders involved in community-campus partnerships
- * identifying "best practices" for meaningfully integrating principles into community-campus partnerships
- * exploring community-campus partnerships in the context of today's changing health care system
- * building and sustaining a growing network of health-promoting community-campus partnerships

Contact: Alisa Holmes, CCSPH Program Assistant, fax: (415) 476-4113, email: ccph@itsa.ucsf.edu

>>> Preparing Effective Community Leaders, Professionals and Workers to Partner with Families and Neighborhoods: <<<

>The Third National Conference on Community Collaboration and Interprofessional Education <

> November 5 - 7, 1998 <

> Kansas City, MO <

Sponsored by the National Interprofessional Education and Training Network and the Together We Can Initiative, the conference will have a special focus on the work of the Local Investment Commission in Kansas City. Lisbeth Schorr will speak. Conference goals are:

- * to learn how to broaden and deepen interprofessional and community collaboration so they have even greater impact
- * to learn how to promote more deep-seated change within the institutions which have a responsibility for developing those leaders and preparing that workforce.

^^^^Helpful Website and Listserv Resources^^^^

The following websites have been brought to our attention:

>>> The Department of Education's New Web Site <<< http://www.ed.gov/pubs/LearnCenters
"Keeping Schools Open as Community Learning Centers:
Extending Learning in a Safe, Drug Free Environment
Before and After School"

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>>> The Department of Education <<< >>> Draft Strategic Plan for Review and Comment << http://www.ed.gov/pubs/StratPln97

Goals, objectives and performance indicators from the Department (for 1998-2002) are set forth in this new draft strategic plan. This draft, which is the Department's *second* strategic plan, responds to the Government Performance & Results Act. It's available on the Department's web site (http://www.ed.gov/pubs/StratPln97).

>>> The Future of Children: Journal and Executive Summary<<< http://www.futureofchildren.org

The David and Lucille Packard Foundation publish and distribute (free of charge) a controlled circulation journal called The Future of Children (three times a year). An electronic edition is on their website. Each issue focuses on a specific topic. The current issue is devoted to Children and Poverty. Past issues have dealt with school-linked services, health care, sexual abuse, early childhood programs, special education, the juvenile court, and more. Upcoming are issues on financing schools, protecting children from abuse and neglect, and children and managed care.

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The National Association of School Psychologists' SPAN Listserv provides legislative updates, information exchanges, and discussions. To subscribe: send an e-mail to <nasp-span-request@lists.ltsi.net> and just write <subscribe>

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You can also 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, click on "What's New" -- we add new material every couple of weeks).

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

^^^Job Announcements^^^

>>>Assistant Professor of Human Development and Family Studies <<<

Starts August, 1998: a nine month tenure track position in the Department of Family and Consumer Studies. Priority given to applicants with a focus on family formation and dissolution (e.g., marriage/relationship formation, post-divorce problems and adjustment, family transitions from a life-course perspective, work and marriage, family violence). Application receipt deadline is January 16, 1998, or until the position is filled.

- >>> JOB OPENING <<<
- >>> Three Tenure Track Positions Department of Psychology, University of South Carolina <<<

Rank of assistant or associate professor -- research scholars with basic and applied interests in 1) developmental cognitive neuroscience, 2) measurement and evaluation, 3) prevention science, or 4) reading and related processes. Candidates are expected to contribute to one of three graduate programs: Clinical/Community Psychology, Experimental Psychology, or School Psychology. Contact: Dr. Sandra Kelly, Developmental Cognitive Neuroscience Search Chair, (803) 777-7610, email: kelly@garnet.cla.sc.edu; Dr. Ron Prinz, Prevention Science Search Chair, (803) 777-7143, email: prinz@garnet.cla.sc.edu; Dr. James Laughlin, Measurement and Evaluation Search Chair, (803) 777-22256, email: laughlin@garnet.cla.sc.edu; Dr. Ann Engin, Reading and Related Processes Search Chair, (803) 777-2704, email: engin@garnet.cla.sc.edu.

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NEWS FROM OUR CENTER AND OUR SISTER CENTER

We have just completed a new Technical Aid packet entitled "Volunteers to Help Teachers and School Address Barriers to Learning." It outlines (a) the diverse ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support, (b) steps for implementing volunteer programs in schools, (c) recruitment and training procedures and (d) key points to consider in evaluating volunteer programs. The packet also includes resource aids, examples of model programs, a list of selected references and internet resources, agencies, organizations and consultation cadre.

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Our new Center Policy Report on "Addressing Barriers to Student Learning: Closing Gaps in

School/Community Policy and Practice" (September, 1997) This report reflects our efforts to distill, analyze, and extrapolate the work done at our July Summit held at UCLA and to integrate the consensus of what was explored with various other sources of data we have gathered..

>>>>More resources are coming soon from the Center's Clearinghouse. Near completion is a technical aid packet on "Welcoming and Involving New Students and Their Families"

For more information about the resources, training, and technical assistance we offer, see our website http://www.lifesci.ucla.edu/psych/mh/

or use any of the following contact points to ask for more information.

E-mail: smhp@ucla.edu

Phone: (310) 825-3634 / Fax: (310) 206-5895

Write: Center for Mental Health in Schools
Department of Psychology, UCLA
Box 951563
Los Angeles, CA 90095-1563

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>>>>>>>And don't forget about OUR SISTER CENTER --They provide technical assistance, resource materials and a host of other ways to help.

In collaboration with the School Health Resource Services of the Office of School Health at University of Colorado Health Sciences Center, the Center for School Mental Health Assistance has developed a Resource Packet focused on School-Based Mental Health Programs. This packet is a starter kit to assist in developing mental health services in schools. It contains an overview/background, program development, critical issues, common mental health concerns, and resources.

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/csmha@csmha.ab.umd.edu http://csmha.ab.umd.edu/

There's always an easy solution to every human problem --

neat, plausible, and wrong.

Let us know:
IS THERE ANYTHING YOU'D LIKE US TO INCLUDE IN THE NEXT ISSUE?

THIS IS THE END OF THIS ISSUE OF ENEWS

Below is a brief description of our Center.

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.
