Update on the Center's Work and Impact

As is evident from the many reports and resources the Center has generated over the years, the overall mission and aims are to improve outcomes for young people by enhancing school and community policies and practices. The core of the work focuses on addressing barriers to learning and development; such barriers encompass neighborhood, family, school, peer, and personal factors that interfere with emotional, physical, social, and economic well being. And because so many barriers arise from a lack of equity of opportunity, the Center's analyses and recommendations stress systemic and institutional changes that can improve interventions in ways that enhance equity and social justice. In this way, the work broadens the focus on mental health concerns and ensures that societal contributing factors (currently designated as social determinants) are appropriately attended to in discussions of mental health in schools. (See Exhibit on next page for the Center's specific goals and objectives).

From its inception, the Center has gathered evaluative data for purposes of enhancing its performance and impact. (see http://smhp.psych.ucla.edu/pdfdocs/evaluation/impactevalrept.pdf).
Our first impact report was generated in 2002; it was updated in 2004, 2006, 2007, 2008, 2009, and now in 2010. Each year the Center's update includes a special report to highlight important benchmarks from the past year.

Our intent in the future is to continue to amass data related to Center efforts and impact and to update this document as a cumulative report. In addition, the Center will continue to send out frequent updates (e.g., monthly reports to the Center's Advisory Group members; progress reports on the National Initiative: New Directions for Student Supports). These provide a continuous perspective on the many activities and progress.

The present report is designed to highlight some benchmarks indicating the Center's escalating impact. The intent is to both share a current perspective on impact and provide a stimulus for discussion of how to enhance that impact. Feedback from the field is a core element of this year's special report. Over the year, the Center asks for and receives regular feedback. To elicit additional responses specifically on impact and need, the Center sent out a special request in the fall of 2009. To maximize responses, just two questions were asked: (1) What have you noted as the impact of the Center's work? and (2) What do you think is the single most important thing we should do in the coming year? Examples of feedback are incorporated throughout the report and in an Appendix.

A special note of appreciation from Joy Dryfoos:

"I just read over the monthly report....how far you have come!
I am impressed with the richness of info that you have made available to the world...and the strong leadership you have established.

Contents

Center Goals and Objectives

Our overlapping goals are to:

(1) elevate commitment to enhancing the MH and general well-being of children, adolescents, families through advancing policy/programs for MH in schools

(2) enrich policy formulation and program models for addressing MH and psychosocial concerns in schools

(3) build the capacity of schools and communities for evolving comprehensive, multifaceted, and integrated approaches to MH in schools

(4) build the capacity of schools and communities for strengthening school-wide approaches for fostering a climate to promote MH and well-being and prevent and ameliorate problems

(5) build the capacity of schools to address a wide range of behavioral, emotional, motivational, and learning problems and to promote healthy social-emotional development, emphasizing empirically supported approaches

Overlapping objectives and related strategies arising from these goals include:

(a) keeping abreast of key matters related to advancing MH in schools on national and state levels; identifying, gathering, and organizing relevant info and resources; and conducting analyses related to programs/policies

(b) developing major reports, resources, and other documents relevant to advancing MH in schools (including updated syntheses, analyses, guidebooks, training aids, and social marketing resources) designed to 1) guide capacity building for strengthening positive school climate, 2) enhance understanding of how schools and communities can link to evolve effective approaches to MH in schools, and 3) improve school-based systems, programs, and practices designed to address students' behavioral, emotional, motivational, and learning problems and promote the healthy social-emotional development

(c) distributing major reports and resources widely and to targeted groups through key dissemination and diffusion networks

(d) promoting diffusion and increasing mechanisms for diffusion and action

(e) mobilizing key leaders and expanding the infrastructure for advancing MH in schools

(f) pursuing Center quality improvement and impact evaluation

Significant progress related to the above overlapping goals and objectives can be seen in the Tables summarizing what has been accomplished in the period from January 1, 2009 through December, 2009 (see Appendix A). The tables enumerate longstanding and new regular Center mechanisms that provide information, ideas, and assistance to elevate commitment (Center goal 1), enrich policy formulation and program models (Center goal 2), and build capacity (Center goals 3, 4, 5).

WHERE'S IT HAPPENING & WHAT HAS BEEN LEARNED?

These are some of the most frequent questions asked about the Center's efforts to end the marginalization in policy and practice of student supports (and thus of mental health in schools). The following responds to those questions and provides a picture of the growing impact the Center is having across the country. Also underscored is the fact that the Center is on the cusp of making a major breakthrough in moving systemic changes forward.

Documentation and Resource Development

On our website, see (1) *Where's it Happening? Examples of New Directions for Student Support & Lessons Learned.* http://smhp.psych.ucla.edu/summit2002/wheresithappening.htm , (2) the list of Center resources and publications http://smhp.psych.ucla.edu/selection.html , and (3) the Toolkit designed for *Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning & Teaching* http://smhp.psych.ucla.edu/summit2002/resourceaids.htm .

As can be seen in the section on *Where's it Happening?*, highlighted first are the most promising current "pioneering and trailblazing" efforts across the country that are increasing clarity about new directions. They represent the most ambitious and comprehensive "out-of-the-box thinking." Each addresses four key, interacting considerations that reflect Center policy and practice analyses and hands-on work clarifying what is key to transforming school systems. These considerations are:

> Revisiting school improvement policies to expand them in ways that will end the marginalization of student supports and thus of mental health in schools
> Adopting intervention frameworks that encompass a comprehensive and multifaceted continuum of interventions with the intent of guiding development of a cohesive enabling component at every school in the district
> Reframing the infrastructure at school, complex, and district levels to ensure effective leadership, redefine roles and functions, and establish resource oriented mechanisms
> Developing strategic approaches to enable effective systemic change and scale up.

These four considerations guide the special resources developed by the Center (see the resources, materials, and the toolkit).

(1) Examples of State Department Designs Based on the Center's Work

>>Iowa — Comprehensive System of Learning Supports
   http://smhp.psych.ucla.edu/summit2002/trailblazing2.htm#iowa

>>Louisiana — http://smhp.psych.ucla.edu/summit2002/trailblazing2.htm#louisiana
   (Also see the video message about Louisiana's Comprehensive Learning Supports
   System from State Superintendent Paul Pastorek on youtube
   http://www.youtube.com/watch?v= -KuSDvtnayo)

>>Ohio has adopted a Comprehensive System of Learning Supports Guidelines
   http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/
   ohio_LEARNING_SUPPORTS_GUIDELINES_FINAL.pdf

>>Hawaii -- We were saddened when state superintendent, Pat Hamamoto, resigned.
   It is noteworthy that she stated in her newspaper interview that bringing the school
   system out of Felix Consent Decree in 2002 was one of her earliest achievements as
   superintendent. "We really had to transform the system from a school system to a
   system that cared," Hamamoto said. "We've won awards for our Comprehensive
   Student Support System internationally and nationally. And it wasn't me. Others
   came up with it; others put it together. We just made sure it happened."

Given that the Comprehensive Student Support System (CSSS) is based on our work with Hawaii, we hope to reconnect with Hawaii's State Department CSSS initiative in the coming year –see
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/hilegislation.pdf
Also see their brochure: *Comprehensive Student Support System* (CSSS)--
http://doe.k12.hi.us/programs/csss/csss_pamphlet.htm

>>Other states – Moving forward with respect to state education agencies, the Center is using the above pioneering efforts to stimulate interest of other states, and this is producing initial discussions with a number of states. In addition, the Center's public-private collaboration with Scholastic, Inc is focused on establishing a formal working relationship with the Council for Chief State School Officers (CCSSO). The work in Louisiana is providing a demonstration that CCSSO is following closely. It is anticipated that all this will lead to the Center expanding its series of Leadership Institutes to an ever widening group of high level policy makers and leaders across the country, and in turn, this will generate direct work with an increasing number of states in 2010 and beyond.

(2) School Districts Leading the Way

To advance work with school districts and their schools, the Center's collaboration with Scholastic Inc. generated a collaboration with the American Association of School Administrators (AASA) in the fall 2009. The work with AASA is designed to stimulate a range of opportunities focused on developing a comprehensive approach to addressing barriers to learning and teaching and re-engaging disconnected students. As a first step, four districts were chosen to become Lead Districts and are forming a collaborative for developing a comprehensive system of learning supports throughout their districts and for providing demonstrations for other districts, with the work guided by the Center. The districts are

>>Jefferson County Public Schools (KY)

>>Indian River County (FL)

>>Gainesville City Schools (GA)

>>Sabine Parish Schools (LA)

(3) Lessons Learned

The Center has worked with a variety of other states, districts, and localities and continues to do so. These are highlighted online at
http://smhp.psych.ucla.edu/summit2002/lessonslearned.htm
The various places presented provide relevant demonstrations of facets of new directions and offer insights and lessons learned that warrant the attention of anyone who is ready to rethink student supports.

All this work is updated and analyzed regularly on the Center website. See, for example,
National Initiative: New Directions for Student Support
http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm

The exhibit on the next page provides an example of the Center's impact on federal policy.

One Example of How the U.S. Department of Education has Used Our Work

The following statement is included in the RFA for the Grant Program: *Integration of Schools and Mental Health Systems* – online at http://www.ed.gov/programs/mentalhealth/2010-215m.doc . It demonstrates that the Center is having an impact on federal policy.

"As described by the University of California, Los Angeles' Center for Mental Health, development and implementation of a comprehensive, systemic approach to improving the mental health status of children as called for requires a broad, systems change in which services move from:

' (1) serving the few to ensuring an equal opportunity to succeed for the many;
  (2) fragmented practices to integrated approaches;
  (3) narrowly focused, discrete, problem specific, and specialist-oriented services to comprehensive, multifaceted, cohesive systems approaches;
  (4) an efficacy research-base toward effectiveness research as the base for student support interventions, with articulated standards that are reflected in an expanded approach to school accountability; and
  (5) projects and pilot demonstrations toward sustainable initiatives that are designed to go to scale.'

These themes reflect a new [systems] approach and recognize that schools cannot alone address the complex mental health needs of students. ... Including individuals, families, schools, mental health systems, justice systems, health care systems and relevant community-based programs, these systems build on available evidence-based programs utilizing a public health framework and utilize data-based decision making to evaluate the efficiency of individual programs or policies and to measure community-wide outcomes.

A public health framework to mental health services provides a multi-layered approach to children's mental health services which may include promoting mental health, primary prevention and education, screening and detection, early identification and treatment, follow-up and crisis services, and case management if necessary. This approach allows for schools to build an infrastructure of support systems and policies for mental health service delivery, allowing maximum flexibility for tailoring approaches specific to student and site needs, and building the capacity of its workforce to support mental health promotion, early intervention and treatment while linking with community partners committed to the same outcomes across a sustainable continuum of care.

The Grants for the Integration of Schools and Mental Health Systems program will enable schools to improve their approaches to meeting the mental health needs of children by increasing linkages to qualified community partners, such as local public mental health and local juvenile justice authorities, improving professional training, and accelerating and increasing the development and translation of evidence-based research into practice. These systemic changes will transform the way that schools currently understand and address children's mental health and will reflect a broader approach at the community and state levels. Through a comprehensive, integrated approach to children's mental health, our nation will be better able to address the mental health and developmental needs of all children."

Examples of Feedback from the Center's National Initiative Work

>From Louisiana Dept. of Education: "First of all, I want to say thank you for assistance in making it possible for Louisiana to move forward on building a comprehensive statewide system of learning supports. The personal assistance from Scholastic, Howard Adelman, Linda Taylor and Rhonda Neal Waltman has been invaluable to getting us where we are today. We truly feel that this work will have a transformational impact on learning and teaching in Louisiana. ... The Cabinet members are overwhelmingly in support."

>From Iowa State Department of Education: Iowa is applying for an NGA Center for Best Practices grant to support the development of state policies and practices that focus on dropout prevention and recovery. We will be using our Learning Supports framework and partnering with ICYD. I know I will be a frequent visitor to the policy documents on the UCLA website in the next couple of weeks." "The good news is that we have had our hands full developing the statewide infrastructure for Learning Supports through the Iowa Core Curriculum. We are in the process of developing a self-study guide for Learning Supports that districts will use as they develop their plans for implementing the Core Curriculum. Learning Supports is one of three action steps in the second goal for the Core Curriculum. We are also developing an implementation guide that will go along with the self-study. We will meet with the Department of Education Communications person to get assistance with branding Learning Supports and developing brochure templates, PowerPoint templates., etc. We will be presenting Learning Supports to the Iowa Core Curriculum network trainers that are responsible for working with districts on the Iowa Core Curriculum.

>The Center connected Wyoming State Department of Education with leadership for Learning Supports in IA to help Wyoming begin building capacity for establishing a comprehensive system of student and learning supports. From Iowa: "Just wanted to let you know that I had a wonderful conversation today with [name] from the Wyoming DOE. She said that she had already spoken with you and that they are eager to get started. She asked if I would be willing to serve as a sounding board and resource as they develop a plan and indicated that she had already talked with both of you about that. It sounded like that might want someone from Iowa to come to Wyoming later down the road.... I am happy to help them in whatever way I can."

>"To the Indiana State Board of Education from Gaylon Nettles, Director of the Office of Student Services from 2003 to 2009 and State Attendance Officer, Indiana Department of Education from 1989 to 2009:

> There is much discussion concerning removing barriers to education. I am contacting you concerning a program that was brought to Indiana by the Indiana Department of Education and the Office of Student Services a few years ago called *New Directions for Student Support*. This initiatives is supported by the National School Boards Association, the National Association of Secondary School Principals, and numerous other professional associations for school nurses, school psychologists, school counselors, and Pupil Services Administrators among others. The Indiana Initiative was conducted in Indianapolis by the UCLA Center for Mental Health in Schools. If you go to the Center website, link to New Directions it will lead you to substantive programs in other states. You will se the history in Indiana starting in 2004. It is a program intended to be locally driven. This initiative is

presently being used all over the United States and the Center can provide training and support to schools who need it. I am contacting you to encourage you to use your leadership and initiative as a legislative body to be proactive for the children. I encourage you to become part of a solution to education problems in this state."

>"New Directions is beginning to catch on in Texas. I am in the last stages of negotiating a consultant contract to assist Wichita Falls ISD in implementing district wide. My colleague will be working with the teachers and I will be working with the administration."

>"I have worked to keep the Center's interconnected systems framework on the table as the Texas School Safety Center has built the best practices document. The link you created for me today went directly into the survey reports as a hyperlink. It will go out to all school nurses and guidance counselors in the state once the report is released and bwill become a part of the state mental health transformation website."

>From the VT Dept. of Education, Student Support Division "We have completed the draft of the Vermont version of the self study of learning supports. We will be working with two rural elementary schools to pilot the process."

As part of the **Rebuilding for Learning** initiative, leaders of national, state, and large district education agencies and organizations are being provided with professional development and technical assistance resources to help them substantively rethink and comprehensively restructure how they address barriers to learning and teaching. Those who choose to move forward with systemic changes for addressing barriers to learning and teaching. will be provided ongoing learning opportunities to guide planning and implementation.

The intent is to enhance school improvement capacity building by offering information, guidance and support through the auspices of Scholastic and the UCLA Center for Mental Health in Schools.

- In person professional input and interchange (e.g. Rebuilding for Learning Institute and on-site technical assistance)

- Online professional development and guidance (e.g. continuing education and online technical assistance)

- Print and online supplemental resources

Rebuilding for Learning Institute — orients school leaders to the need for student learning supports, the full continuum of essential school-community interventions, and the core principles and tenets of comprehensive learning support systems. District or state leadership teams leave the Institute with an emerging "blueprint" that enables them to more deeply investigate student learning supports and the feasibility for instituting change in their districts or states.

Rebuilding for Learning Online Institute — available to Institute participants, this resource allows users to probe deeper with theory and practice content. The online resources are especially designed as aids for moving forward.

Technical Assistance — Institute participants pursuing implementation of comprehensive learning support systems have access to the initiative's team of specialists who are available to provide strategic guidance as districts move from planning to implementation.

Rebuilding for Learning Core Materials — provide administrators with information on student learning supports policies and practices. Core materials include the *Rebuilding for Learning Institute Handbook*. The handbook is provided to all in person institute participants.

Impact to Date:

- Development of leaders' handbook – *Rebuilding for Learning: Addressing Barriers to Learning and Teaching and Re-engaging Students* – online for downloading at no cost – go to http://smhp.psych.ucla.edu/rebuild/rebuildingtoc.htm

- Design work with Louisiana state department of education has moved to the stage of strategic and action plans for rolling out the work and taking it to scale.

- Initiative with the American Association of School Administrators (AASA) has established four lead districts: Jefferson County Public Schools (KY), Indian River County (FL), Gainesville City Schools (GA), and Sabine Parish Schools (LA).

- Webinar entitled: *Strengthening School Improvement: Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching* online at https://scholastic.webex.com/scholastic/lsr.php?AT=pb&SP=TC&rID=48915112&rKey= 09f14db0881f5159&act=pb

- Discussions with Council for Chief State School Officers (CCSSO) with respect to their Next Generation Learning initiative which includes a specific emphasis on Just-in-time Assessment and Powerful Systems of Intervention to Address Barriers to Learning

RECENT PUBLICATIONS

>*Mental health in schools: Engaging learners, preventing problems, and improving schools* (2010). Corwin Press. http://www.corwin.com/booksProdDesc.nav?prodId=Book234072&

> A major void in the field has been the lack of a book that presents a cohesive perspective and that focuses on systemic transformation using the lenses of public education, public health, and equity of opportunity. Thus, the Center built on and extended its earlier analyses and recommendations to provide the field with this timely resource that addresses the growing concerns about the large numbers of children whose emotional, behavioral, and developmental problems are not being well addressed and often are exacerbated by their experiences at school. Early reports indicate that the book is being well-received by policy makers, faculty in professional preparation programs, and practitioners.

Another indication of the Center's impact is seen in the large number of requests to write chapters and journal articles, do keynote presentations and workshops at conferences, for school districts, and at universities. In general, workshops, conference keynotes, and other one-shot efforts are nice ways to meet people, but they seldom lead to major movement forward in advancing systemic changes in schools (policy, infrastructure, and comprehensive, multifaceted, and cohesive intervention approaches). Thus, the Center accepts only those designed to have a strategic, ongoing impact.

Here are examples of recent chapters and journal publications that were prepared with a view to their potential for strategic use:

>>School Dropout Prevention: A Public Health Role for Primary Health Care Providers. *Developmental and Behavioral News*, Vol 18 (1), Spring 2009.

>>Comprehensive Support for Remedying a Disconnect. *The School Administrator*. June 2009. Number 6 Vol. 66.

>>Ending the Marginalization of Mental Health in Schools: A comprehensive Approach (2009). In R. Christner & R. Mennuti (Eds.). *School-based mental health: A practitioner's guide to comparative practices*. Routledge Publishing

>>Placing prevention into the context of school improvement. (2010). In B. Doll (ed) *Handbook of youth prevention science*. Routledge Publishing.

>>Expanding School Improvement Policy to Better Address Barriers to Learning and Integrate Public Health Concerns (in press). Prepared for a special issue of *Policy Futures in Education* that is being developed with a focus on examining health policies, practices and pedagogies.

>>Creating Successful School Systems Requires Addressing Barriers to Learning and Teaching (in press). Prepared for the second edition of *Creating successful school systems: Voices from the university, the field, and the community* editied by Francis Duffy (Galudet U.) and Jack Dale (superintendent of the Fairfax County Public Schools, Virginia).

>>Addressing Trauma and Other Barriers to Learning and Teaching: Developing a Comprehensive System of Intervention. Prepared for a book being edited by Robert Hull of Prince George County Public Schools.

>>Native American Students and Higher Education: Transition Concerns and Supports (We have just been invited to do this article for a special issue of the *American Indian Culture and Research Journal.*)

As part of the initiative with AASA and Scholastic, the Center co-directors will do two sessions at the February 2010 AASA National Conference in Phoenix: (1) a special Thought Leader's session and (2) a related workshop on *Rethinking Student Supports.*

RECENT POLICY AND PRACTICE ANALYSIS REPORTS

Besides the formally published work, the Center's reports also are widely circulated and increasingly referenced. All this work focuses on factors that interfere with emotional, physical, social, and economic well being and how well schools and communities are doing in enhancing equity of opportunity. The analyses and recommendations stress systemic and institutional changes that can improve interventions in ways that enhance equity and social justice. In this way, the work broadens the focus on mental health concerns and ensures that societal contributing factors (currently designated as social determinants) are appropriately attended to in discussions of mental health in schools.

Examples of recent reports are:

>>*Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success: An Equity of Opportunity Policy and Practice Analysis* http://smhp.psych.ucla.edu/pdfdocs/postsecondary.pdf

>>*State Education Agencies & Learning Supports: Enhancing School Improvement*
http://smhp.psych.ucla.edu/pdfdocs/seals.pdf

>>*Moving Toward a Comprehensive System of Learning Supports: The Next Evolutionary Stage in School Improvement Policy and Practice.*
http://smhp.psych.ucla.edu/pdfdocs/briefs/paradigmshift.pdf

>>*Community Schools: Working Toward Institutional Transformation.*
http://smhp.psych.ucla.edu/pdfdocs/csinstitutionaltrans.pdf

>>*Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendents Say They Need to Move Forward*
http://smhp.psych.ucla.edu/pdfdocs/superintendentssay.pdf

>>*Preparing All Education Personnel to Address Barriers to Learning & Teaching*
http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf

>>*Learning Supports and Small Schools*
http://smhp.psych.ucla.edu/pdfdocs/learningsupportssmallschools.pdf

OTHER RESOURCES

In the period from January through December 2009, Center staff produced policy and practice analysis reports and new resources and guides based on analyses of pressing concerns. Presented as Appendix C is the extensive catalogue of written products generated by the Center. These include Policy Reports, Issue Briefs, Policy-related Quick Finds and Resource Aids, Practice Notes, Guidance Notes, Fact Sheets, & Info Resources, Books, Chapters, Articles, etc...

In addition, we prepared and circulated (a) our regular weekly Mental Health in Schools Practitioner, (b) monthly ENEWS, and (c) Quarterly Journal/Newsletters. These are widely distributed electronically and archived on our website and are forwarded by recipients to colleagues across the country. And each month the online Monthly Themes for improving MH in schools were revised.

Some Highlights:

>*Major Update of Center Resources*
A key focus of our work this year was to update all of the Center produced resources (e.g., Introductory packets, Resource Aids, Training Resources, Guides, Quick Finds, etc.).

>Expanded Tool Kit for Rebuilding for Learning
The Tool Kit for rebuilding student supports has been further upgraded and is a major resource for the Scholastic and AASA collaborative work and the New Directions Initiative. For example, based on our work with the Louisiana State Department of Education, we added a generic outline of a design document, templates for preparing a design document, guidance notes for outside facilitators, guide for team designing a comprehensive system, a guide for strategic planning.

>Enriched Quick Finds
A new feature added to our online clearinghouse Quick Finds (over 130 alphabetized topics) is the inclusion of links to videos and archived webinars related to the topics. New quick finds were developed on social determinants; divorce; military families; racism; transition to college.

>New Training and Presentation Resources
In response to many requests for copies of the handouts used in Center presentations, we have reworked and added more online power point and PDF presentation resources. These are organized into sets of online modules accessed at: http://smhp.psych.ucla.edu/presentations.htm Also included is a webinar we did with Scholastic/AASA on "Strengthening School Improvement...

>New Guidance, Practice, and Policy Notes and Information Resources

>>Guidance notes:
- Personalizing Personnel Development at Schools
- First steps at state ed agencies and school districts in developing a comp. system...
- Youth Participation
- Schools, Families, and Community Working Together: Building an Effective Collaborative
- Integrating Learning Support into Race to the Top

>>Policy Notes:
- Balancing cutbacks at schools...

>>Fact and Information Resources:
- Diffusion theory and knowledge dissemination...
- Data about youth in the US
- Intro to multi-level community based...
- Strengthening Health Care for Adolescents
- Barriers, Buffers, and Youth Development
- Leadership for a learning support system

>New Hot Topics featured on our website
- What is a school's role in addressing the impact of poverty
- Preparing Everyone for College

>Young Adult Advisors Feature
This year we established our young adult advisors group and featured online their input about concerns related to school transitions. http://smhp.psych.ucla.edu/youthadvisor/summary(10-09).htm

Some Feedback on Center's Assistance and Resources

>>"Thank you for your efforts – a more coordinated, aligned effort to address barriers to learning is exactly what we need. Thank you for the resources you provide." District Superintendent (WA)

>>"Thank you for the suggestions regarding the ESEA reauthorization. We appreciate your input and your consistent focus on removing barriers to learning." Deputy Assistant Secretary, U. S. Dept of Education (DC)

>>"As you know we have been awarded two five-year cooperative agreements from the Maternal and Child Health Bureau to continue operating both of our centers. We are most grateful for your support in developing these two applications during early 2009. In 2010, we look forward to collaborating with you to advance the health agenda for adolescents and young adults during these complex economic times." Professor and Director (CA)

>>"Each bulletin from the Center has been valuable to our district. We have been able to refocus our support system and direct services in more effective and efficient ways because of your crisp research reporting. In the Race to the Top material, the Center's advice provided substantial support and guidance to our planning team." District Superintendent (RI)

>>"Thank you so much for the information related to School Improvement Grants. It is very well written and very useful. I appreciate it." District Superintendent (CT)

>>"The piece you recently sent regarding the language for the School Improvement Grant was extremely timely. We will use it for Race to the Top too. Thanks for all you do. Your work and networking are very much appreciated." State Department of Education (OH)

>>"I have referenced the UCLA Center for Mental Health in Schools Project enewsletter in a listserv to our Special Education Local Plan Area and Special Education Administrators of County Offices (of Education). I share the information with my colleagues in the Learning Support and Partnerships Division of the California Department of Education (CDE), a partner in the Mental Health Services Act. Thank you for all your help in enhancing mental health prevention, intervention, treatment, and recovery and resiliency to our California students during a very difficult time." State department of education administrator (CA)

>>"My organization provides training and support to schools and communities working on enhancing systems of care to improve outcomes for youth. Much of our model is based upon the work from the UCLA Center for Mental Health in Schools. ... I recommend that others check the Center website and in particular review the publication *Mental Health in School and School Improvement*." Mental Health Prevention and Promotion (OH)

>>"Thank you for the 'tools for practice' school-community collaboration self survey and community outreach for involvement and support self study survey. Both these tools will assist our communities core management team further their objectives as leaders of collaborative efforts in Peoria. We are making significant progress in our efforts to provide learning supports through school and community collaborations. Our school board adopted a parent and community involvement policy." School, Family and Community Partnerships Liaison/Coordinator (IL)

>>"I just wanted to comment on how fantastic your website is. In the UK a recent strand of funding has become available from the Department of Children, Schools and Families to run Targeted Mental Health initiatives providing specialist mental health services in schools and we are developing such a project. Your materials are a treasure trove in helping us to focus our thoughts and in developing an evaluation." (UK)

>>[Forwarded by one colleague to another] "Here is the newsletter from UCLA ... And you will get a ton of useful information from these articles. I think if you send them the email addresses of your counselors, they will put you on their list-serve and they will mail this to you and your crew automatically." (TX)

>>"I am a school social worker functioning as a coordinator for a Safe Schools Healthy Students Initiative. I have frequently used your web site to gather cutting edge information. Thank you for the resources you provide to those of us thirsting for more information regarding evidenced based school interventions." (CA)

>>"I requested copies of materials that arrived promptly. I am very appreciative. Your center is a wonderful resource" Faculty, University training program, (CA)

>>"The Center continues to develop timely resources for district use in order to meet the increasing needs of our youth with mental illness. The materials developed assist in raising awareness at the local school district level and the resources provided are helpful for answering questions and developing "next steps." I am confident in the material provided by the Center and have used packets ranging from change in schools, transitions, and student supports." Director, Special Education (MA)

>>"Your leads and support with our early childhood mental health initiative have been both timely and substantive. I have used your resources in year past as well, in connection with the development of a mental health-school collaboration grant, which was funded, and proved very successful." Behavioral Health Services (NY)

>>"Thanks for guiding me to the power point presentations on your website. I particularly appreciate your approach regarding motivation. It seems to address a parallel in psychotherapy: the evolution of focus on behavioral health, reinforcement systems, goals and objectives, and the impact on the value and power of the relationship, the dynamic, intersubjective, empathically attuned (and intrinsically motivating) relationship. I plan to share a few of these with some principals of the schools to which I consult and I am sure that they will find them helpful. Your website is so rich and full now that it is easy to miss some of the jewels. Keep up the helpful and very thoughtful work. You have advanced this field and the lives of so many students." Professor of Psychiatry (PA)

>>"It is my absolute pleasure to provide you with feedback. Indeed, it is the very least I can do to express my gratitude for the incredibly high quality of your many services. I have always and continue to marvel at the competence, timeliness and responsiveness to my specific requests for assistance. As well, the information provided on your website and newsletter, while sometimes overwhelming, is in my 15 years of experience with the Center, the most comprehensive, current, one-stop resource regarding information and issues vital to my daily practice. " Safe Schools Consultant (VT)

>>"The Center has served as an invaluable resource to me and several colleagues. The Connecticut Department of Public Health (DPH) applied for and received federal funding under the State Agency Partnerships for Promoting Child and Adolescent Mental Health

grant. A number of Center materials including but not limited to: *Countering the Over-pathologizing of Student's Feeling and Behaviors, Protective Factors and Resiliency, and Mental Health in Schools and Public Health* were used to obtain essential background information that was used in the grant application as well as in the development of some *Building Bright Futures in Connecticut* (BBFCT), materials. Federal grant funds were used to develop and implement *BBFCT,* a healthy social-emotional training and education program focused on children and adolescents ages 5-21 that targets individuals in the state workforce/working in state funded programs with little or no mental health background. In addition, participation in the Practitioner Listserve has provided perspective on what is happening across the country that's reduced isolation and provided a forum for fresh ideas." Department of Public Health (CT)

>>"As a prevention professional and school board member, you are my "go to" place/site for the latest evidence based information in the area of coordinated student supports that address barriers to learning. I am working hard to make the case, not only in the district where I am a board member, but in all of the school districts I partner with in my work. I use your model and research as my "mantra" at every turn - I am "getting there" in convincing school staff and community partners that we need to take a hard look at our delivery system and gaps as they relate to student supports and academic achievement. PLEASE keep doing what you're doing." School Board Member (MN)

>>"The information and policy papers are very worthwhile as we continue to build "capacity" in our school community and share best practice and research. This has provided an invaluable resource to our Student Assistant Team." School District administrator (MI)

>>"I find this article to be exceptional, on target, and what I am finding all over the country...."Policy leader (Public Education Network)

**EXPANDED DISSEMINATION AS AN EXAMPLE
OF THE IMPACT OF CENTER NETWORKING**

As stressed in last year's report, the Center focuses extensively on network building. One result is that the Center and its website are widely referenced as a major resource and are included as a direct link from websites across the country. This is exponentially expanding the number of organizations and individuals who share and reference Center work, which enhances the reach, value, and impact of that work.

Some Examples

>>The Comprehensive School Assistance Program at WestEd informed the Center: "We ... have written an abstract of your article *What is a Comprehensive Approach to Student Support?* and posted it on our website on school improvement. SchoolsMovingUp. Members number over 19,000 educators and researchers within and outside the United States."

>>The Public Education Network Weekly NewsBlast frequently references Center work (with links)

>>SchoolMentalHealth.org has included a considerable amount of Center material as links

>>The State Adolescent Health Resource Center at the Konopka Institute quarterly e-adolescence regularly highlights Center resources for state Maternal and Child Health professionals

>>U.S. Department of Education, Office of Safe and Drug Free Schools, Prevention News Update (email) recently included the announcement of the collaboration with the American Association of School Administrators. And included reference to the Louisiana Statement Department of Education design document for a Comprehensive Learning Supports Systems and the Iowa design document Development our Youth: Fulfilling a Promise, Investing in Iowa's Future. Also provided a description of the weekly Mental Health in School Practitioner Listserv and how to sign on.

>>The Support for School Improvement e-Newsletter, a joint project of the Council of Chief State School Officers and the Center on Innovation and Improvement Center publications reference the Center policy reports related to school improvement

>>America's Promise Alliance included the Center's Intro Packet on *Dropout Out Prevention* as a resource in *Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis*

>>The National Association of State Boards of Education included material from *Working Collaboratively: From School-based Teams to School-Community Higher Education Connections* in *Partners in Prevention: The Role of School-Community Partnerships in Dropout Prevention*

>>Coalition of Community Schools Newsletter included *What is a Comprehensive Approach to Student Supports?* and their Email Blast forwards relevant messages from the Center message (e.g., Ohio State Board of Education Approves Comprehensive System of Learning Supports Guidelines).

>>Educators and Schools in the NY state included the Center and its website as a major resource in *The Children's Plan*

>>*Principals Australia* requested permission to include Center's document *Rethinking how schools address student misbehavior and disengagement*

>>The Research and Training Center of Family Support and Children's Mental Health had included resources in its electronic newsletter (e.g., referenced *Connecting School, Families and Communities*)

>>A consultant from the CA Department of Mental Health indicated: "I just forwarded your report [*Prevention and Early Intervention in California's Mental Health Services Act: A Summary of School-based Programs in Ten County Plans*] to the Early Mental Health Intervention Technical Assistance Consultants interested in school-based projects. This has been a very, very helpful resource to all of us here."

>>An Education Consultant in TX emailed: "I spoke at the TX School Social Work conference and [gave them] a copy of the UCLA 4 pg doc "*School Improvement...fully addressing barriers to learning and teaching is the next step*". I mentioned smhp in my intro as a resource.

>>A Mental Health Consultant indicated: "I have made a copy of the document to take to the district with which I contract to provide a mental health program; hopefully we can generate some more discussion about maximizing efforts for the whole child, even in these hard times. I appreciate the news you send my way."

>>Many users make requests such as the following: "This is outstanding. [*Policy Note: Balancing Cut-backs at schools is essential to ensuring equity of opportunity*] Would it be possible to share this valuable info at a meeting I am attending?" (School Nurse, MA)

>>The Mental Health Prevention and Promotion Organization in Ohio sent the following message out across the state:"My organization provides training and support to schools and communities working on enhancing systems of care to improve outcomes for youth. Much of our model is based upon the work from the UCLA Center for Mental Health in Schools In addition to outstanding research, they also do direct work with Los Angeles schools to promote and improve mental health outcomes for youth. I recommend you check their website and in particular review their publication Mental Health in School and School Improvement."

>>From the NY State Student Support Services Center. "We are a statewide center of the New York State Education Department and we work to build the capacity of new York State schools to develop, enhance and sustain supportive environments and reduce barriers to learning that impact on academic achievement and citizenship. I have written a short description of your Center for our electronic newsletter."

>>Many of the Center works are cited by others. A good example of how this can be important is seen in the Institute of Medicine report on prevention of mental disorders where the chapter on *Moving prevention from the fringes into the fabric of school improvement* was included, and this increased its visibility and influence.

>>The National Initiative to Improve Adolescent Health (NIIAH) is of special importance to the Center. It is a collaborative effort to improve the health, safety, and well-being of

adolescents and young adults, launched by two federal agencies and encompasses an increasing range of national organizations who are advancing the goals of this national initiative. NIIAH provides a venue for enhancing the impact of all its participants. LEAHs (Leadership Education in Adolescent Health) are members of NIIAH. Here's an example of how this helps: Note from cooleague who is a Professor of Pediatrics in NY – "We will certainly buy this [*Mental Health in Schools* book] for our LEAH library. .... I am forwarding this to my colleagues in LEAH. [as follows]

> Dear LEAH project directors,
>
> > Those who know of the fabulous work that the School Mental Health Project has been doing for the last several years (http://smhp.psych.ucla.edu/) with support from the MCHB will be interested in this new book. Those who are not aware of the work that Howard Adelman and Linda Taylor have done are missing out on exciting information. Check out the website and consider buying the book for your LEAH library. Also, please pass this along to your Psychology, Social Work, Nursing, and Nutrition Discipline Coordinators, since those professions have lots of interactions with mental health issues in schools as well."

Feedback on Impact of the Center's Support & Collaboration

>>"You have played an integral role in advancing the agenda through the NIIAH (National Initiative to Improve Adolescent Health) Network. You consistently provide leadership, identify and provide resources, develop materials, such as the dissemination/diffusion materials that are shaping our work, sharing of resource materials that are being used as I am preparing by speech for the American College Health, the intellectual support and guidance to me personally has been priceless. You are such collaborators that you greatly help to leverage existing resources so that we can maximize available resources." LEAH Director (NY)

>>"We have found your work very useful in the evolution of our thinking and would like to invite you to join us in three ways as we move our work forward. First, the resources on our website will include an annotated bibliography of sustainability of reform and we would like to include a link to your work "Toward a scale-up model for replicating new approaches to schooling. ..Second we would like to invite you to join the researchers without borders community...Third, we will be convening an inperson meeting of individuals who have studied sustainability of innovation..." University Center Director (IL)

>>"[A colleague] highlighted a few areas of overlap with our emerging work focused on Postsecondary Success, and passed it on to me…… I recently visited your web site, signed up for your e-news letter and found a great deal of philosophical alignment with how we think about student supports. I will also share the resources from your Center with my colleagues working on the College Ready strategy here at the foundation who are focused on student supports and transitions related to high school populations…… While the work on our Postsecondary Success Team is more focused on out-of-school populations and on students in postsecondary systems, it was very helpful to learn more about how you think about comprehensive student supports for k-12 populations and systems, as described for example, in your quarterly newsletter: http://smhp.psych.ucla.edu/ . I will be sure that my colleagues also have a copy of the latest quarterly, as your six factors and accompanying matrix will likely resonate...Again, thank you for sharing your Center's valuable resources with the foundation." Project Officer (Gates Foundation)

>>"Just wanted to thank you again for your participation on the webinar. You all did a really wonderful job and your presentations complemented each other quite well." Staff (National Conference of State Legislatures)

>>"We are planning on placing a mental health counselor and a professional school counselor in the schools. When we were talking about the project, I was able to say that I knew just who to contact and what research to check first. That is just how important your work have been to my career." State School Counselor Association Immediate Past President, Professor Counseling and Educational Psychology (KS)

>>Re. The partnership with the Center for Social and Emotional Education in developing Standards for School Climate "Thank you... as always, I deeply appreciate your help, partnership and council." Center Director (NY)

>>"Your detailed and powerful support letter provides exactly the kind of support we need and validates our subscription to your model of infusing mental health in school systems." Professor and Center Director (OR)

>>"As the lead clinician whose responsibility it is to help develop a school based mental health program through a Safe Schools/Healthy Students grant, it is with great pleasure that I read your website. We look forward to developing a relationship with your Center and hope that we can utilize your expertise to help us further develop our own school mental health project. There is strong support in our community for this grant which includes an enhanced mentoring component. I invite you to consider a mentoring relationship to us. (OR)

>>"I would like you to know about our Healthy Start Student Support Center. We have some wonderful programs that support our students and I believe we are moving closer to a comprehensive school support model. ...I would like to be connected to your program and take advantage of your technical assistance." Healthy Start Coordinator (CA)

>>"The National Association of School Psychologists is doing an online learning event on population-based mental health services. We are hoping that you might be willing to contribute to the event when the topic shifts to resource mapping. Thought it might be an opportunity to make participants aware of your website and the vast resources to remove barriers to learning. School Psychology Professor (IN)

>>"Mobile is applying for the SS/HS grant. I want to put in Student Learning Supports training for 24 schools and hope you will provide training." Education consultant (AL)

>>"I wanted to let you know that our proposal to develop a Full Service elementary school was approved by the NY City Department of Education. We will be presenting to local politicians and community members. To date, everyone that we have shared the vision with has been completely amazed and impressed with the concept of addressing Barriers to Learning." District Lead (NY)

PLANS FOR 2010

The Center will continue to (a) pursue strategic work across the country, (b) develop policy reports, issue briefs, and policy-related quick finds, (c) strategically disseminate various special guides to stimulate action, (d) publish (e.g., book chapters, journal articles, etc.), (e) develop and diffuse special resources, (f) use of regular center mechanisms to inform, assist, network, and facilitate interchanges at national, state, and local levels, and internationally. Special attention will be paid to

> updating reports and other resources and generating new ones for diffusion designed to generally advance the status of MH in schools (e.g., resources related to rethinking student support staff roles and functions, developing infrastructure for enhancing MH in schools, system change strategies, sustainability of innovations)

> building on previous work related to review of policies and programs to identify and analyze direct and indirect influences on MH in schools and the degree to which pieces can be woven together to enhance a comprehensive approach

> summarizing and reporting finding as quickly as feasible

> assisting when national and regional major emergencies arise that affect schools and students. (In this respect, the Center has and will continue to monitor the impact of the economic downturn with a view to analyzing and reporting on how the well-being of students/families is affected, the type of impact it is having on school supports, and what needs to be done.)

And, to compensate for the dearth of attention the field has devoted in the past, the Center plans to build on the work it has been doing to ensure attention is paid to those in late adolescence and entering young adulthood (e.g., transition age youth; those between 16-24 who have left school; college students). This includes enhancing relevant resources, outreach, and additional policy and program analyses.

Finally, with a view to further advancing the field, personalized attention will be given to advancing the work of all those with whom the Center has developed a strategic relationship.


A few noteworthy specifics:

> Now that the collaboration with Scholastic, Inc. has stimulated action by AASA and is facilitating interest on the part of CCSSO, the Center will be able to reach and collaborate with many more high level policy and planning decision makers (e.g., at state departments of education, regional education agencies, and school districts, mental health agencies). The outreach will be followed-up with a range of capacity building activity (e.g., Leadership Institutes, webinars, a new online professional development course developed by Scholastic and the Center, expanded Toolkit, etc.)

> Future policy and program analyses being considered:

>> A study of state departments of education with respect to their approach to mental health, psychosocial problems, and student/learning supports,

>> Based on our continuing work with California's Department of Mental Health, we will do further analyses of the impact of the Mental Health Services Act and clarify implications for mental health in schools across the country (MH in School: Lessons Learned from Funded Projects in CA).

>> School restructuring: What is done to directly address barriers to learning and teaching?

>> How states are addressing social and emotional learning

>> others are under discussion

> Besides inclusion in Center reports, findings will be translated into publications for electronic and print journals, chapters, etc.

Appendix A
Tables

Web Site Number of Downloads

Files Downloaded (y-axis): 100,000; 350,000; 600,000; 850,000; 1,100,000; 1,350,000; 1,600,000; 1,850,000; 2,100,000

- 10/00-9/01: 242,960
- 10/01-9/02: 398,097
- 10/02-9/03: 423,551
- 10/03-9/04: 642,291
- 10/04-9/05: 1,163,601
- 10/05-9/06: 1,394,766
- 10/06-9/07: 1,665,604
- 10/07-09/08: 1,879,035
- 10/08-9/09: 1,793,905
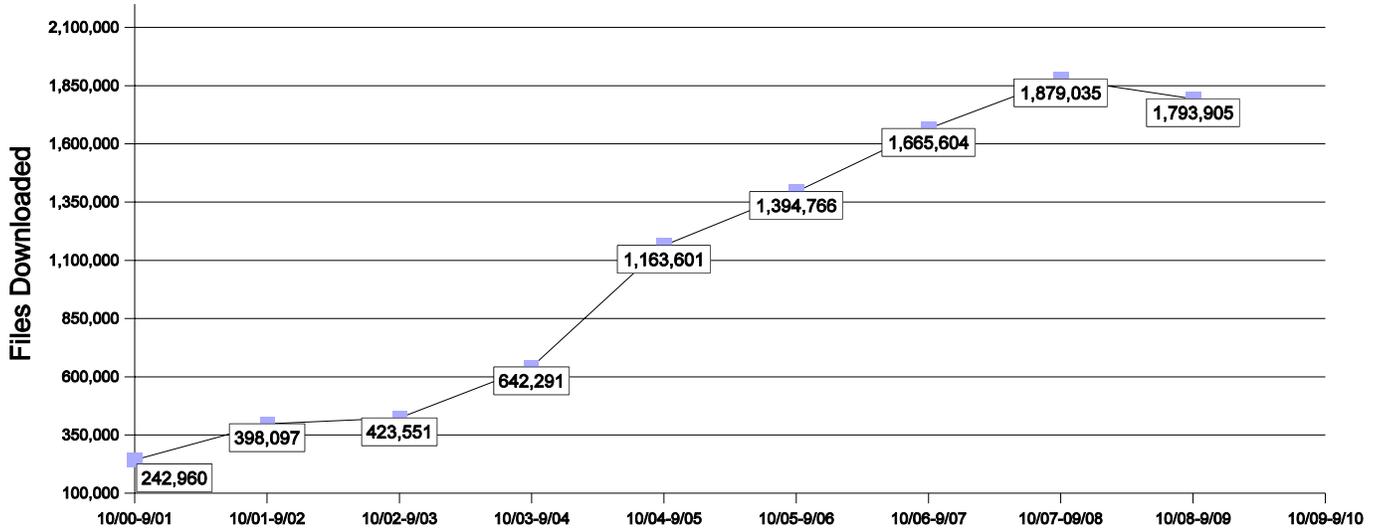
Web Site Quick Find* Topics Accessed

Number of Quick Find Files Accessed (y-axis): 5,000 to 345,000

- 10/00-9/01: 18,332
- 10/03-9/04: 112,996
- 10/04-9/05: 146,831
- 10/05-9/06: 181,203
- 10/06-9/07: 189,577
- 10/07-09/08: 301,225
- 10/08-9/09: 318,564
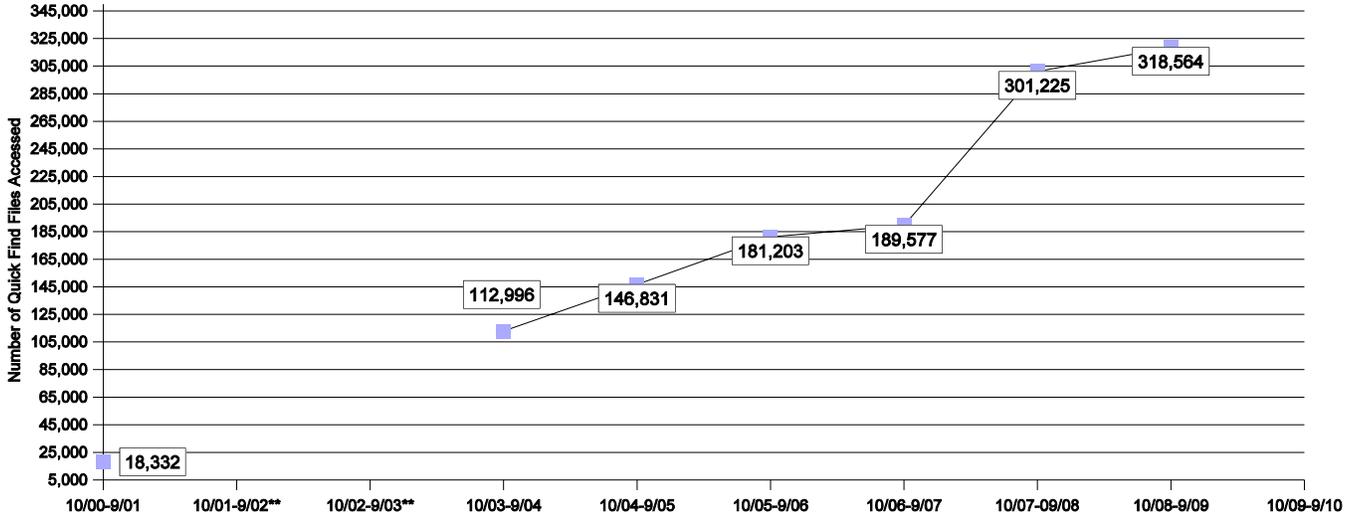
*Quick Find is the Center Clearinghouse Online menu/resource locator. It groups material together by topic. Currently, there are over 130 topics on-line that include references to Center material and links to other internet based documents, publications, web sites, and agencies.

**The data for the 01/02 & 02/03 years were lost, but the trend was upward.

21

Quarterly Journal/Newsletter*
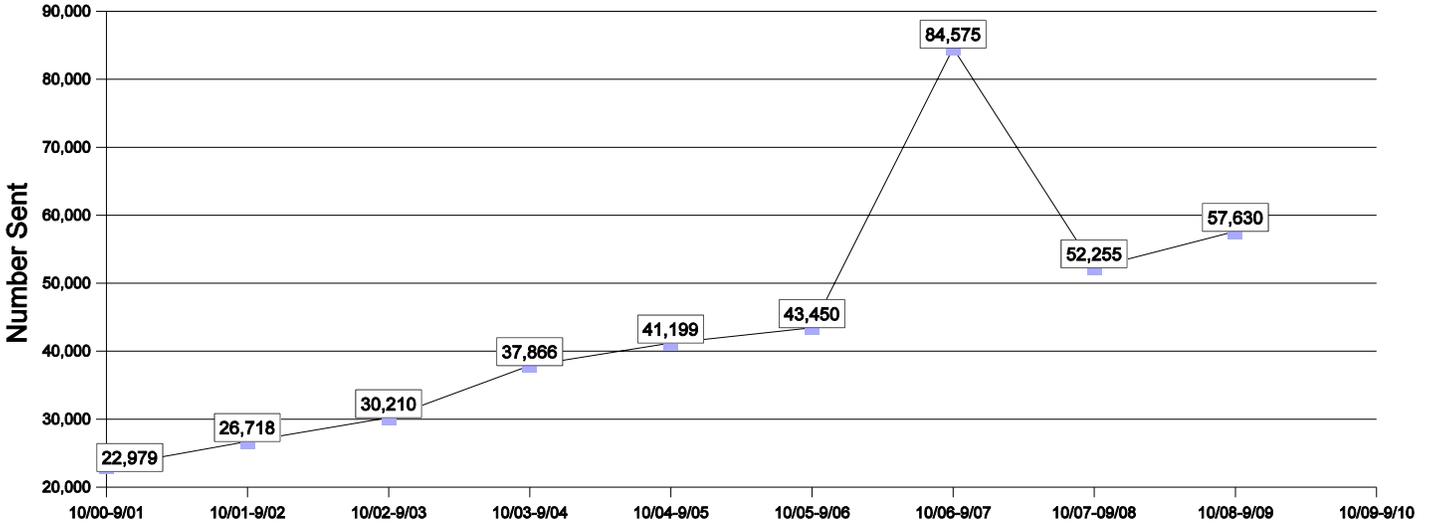
*These data represent the initial mailing of the Center's quarterly journal/newsletter which currently is sent directly to over 10,500 individuals. Besides the initial mailing, copies also are sent out as part of inquiries to the Center, in response to specific technical assistance requests, and so forth. Some organizations ask for multiple copies to send on to their membership. Copies also are distributed at various conferences and workshops where Center materials are displayed. And, reports indicate that others are making copies and distributing them to colleagues. Here, too, given the degree to which these are forwarded to others, there is no way to determine how many more are receiving these. All editions are archived on the website for ready and ongoing access. Because of budget cuts, as of fall, 2007, hardcopies are no longer mailed.

Materials Distributed for Outreach and for Outreach Follow-up*
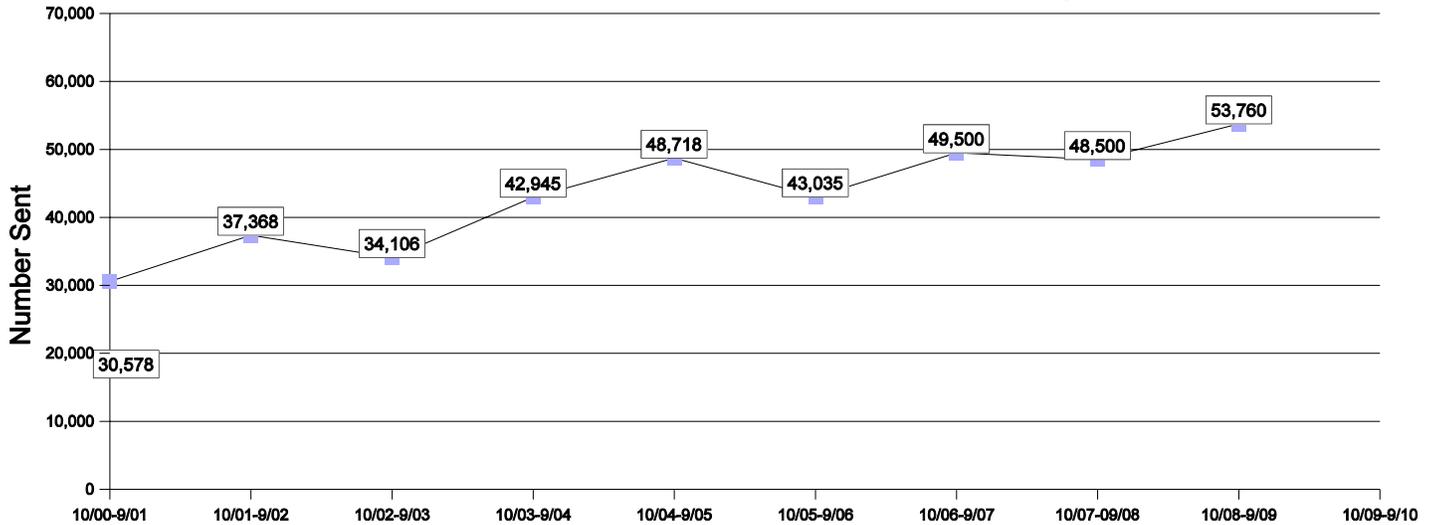
*This reflects not only dissemination efforts, but also the increasing focus by the Center on developing effective diffusion strategies. The figures encompass distribution of resources such as policy reports, guidebooks, introductory and resource aid packets, continuing education units, information, fact and practice notes, etc. These go to various centers, clearinghouses, federal agencies, and other potential dissemination agents, as well as to members of the Center's advisory group, our sister Center, the participant organizations in the National Initiative to Improve Adolescent Health (NIIAH), other key consultants, as well as what the Center distributes at workshops, conferences, and special meetings.

Direct Email Outreach (e.g., ENEWS, Practitioners Listserv, Updates)*

Number Sent (y-axis, from 25,000 to 575,000)

Data points by period:
- 10/00-9/01: 41,280
- 10/01-9/02: 63,430
- 10/02-9/03: 115,071
- 10/03-9/04: 128,258
- 10/04-9/05: 186,830
- 10/05-9/06: 461,118
- 10/06-9/07: 443,371
- 10/07-09/08: 419,500
- 10/08-9/09: 444,300
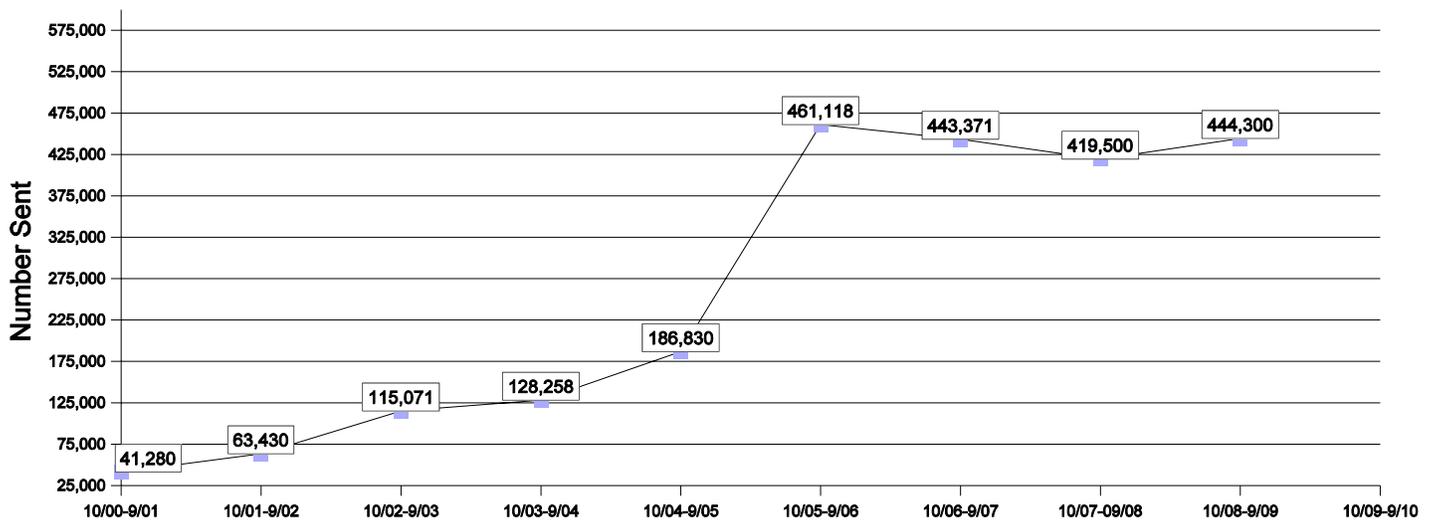
*As part of its strategy for diffusion, each year the Center has markedly increased its outreach with a strong emphasis on using email communications. Also, see the data on web site use (the web, of course, enables major electronic outreach and provides access to TA, training, materials, networking, etc.). ENEWS is the Center's monthly electronic news update developed and implemented in Sept. 1996. The listserv started with just over 200 and now is directly sent to over 9,000 individuals and organizations, and the list continues to grow. The latest issue is added to the website for others to access. Reports indicate that it is widely forwarded to organizational listservs. In addition, the Center sends out a weekly Practitioners' listserv which responds to requests and facilitates sharing; other networking listservs are sent out periodically (e.g., National Initiative for New Directions, Policy Leadership Cadre). Given the degree to which these are forwarded to others, there is no way to determine how many more are receiving these. Special ENEWS communications are sent whenever special announcements and special needs arise (e.g., this was used extensively in the Center's work in the aftermath of Hurricane Katrina and at other times of special need).

Direct TA Requests*

Number of Requests (y-axis, from 100 to 1,200)

Data points by period:
- 10/00-9/01: 1,182
- 10/01-9/02: 952
- 10/02-9/03: 516
- 10/03-9/04: 578
- 10/04-9/05: 527
- 10/05-9/06: 552
- 10/06-9/07: 568
- 10/07-09/08: 481
- 10/08-9/09: 401
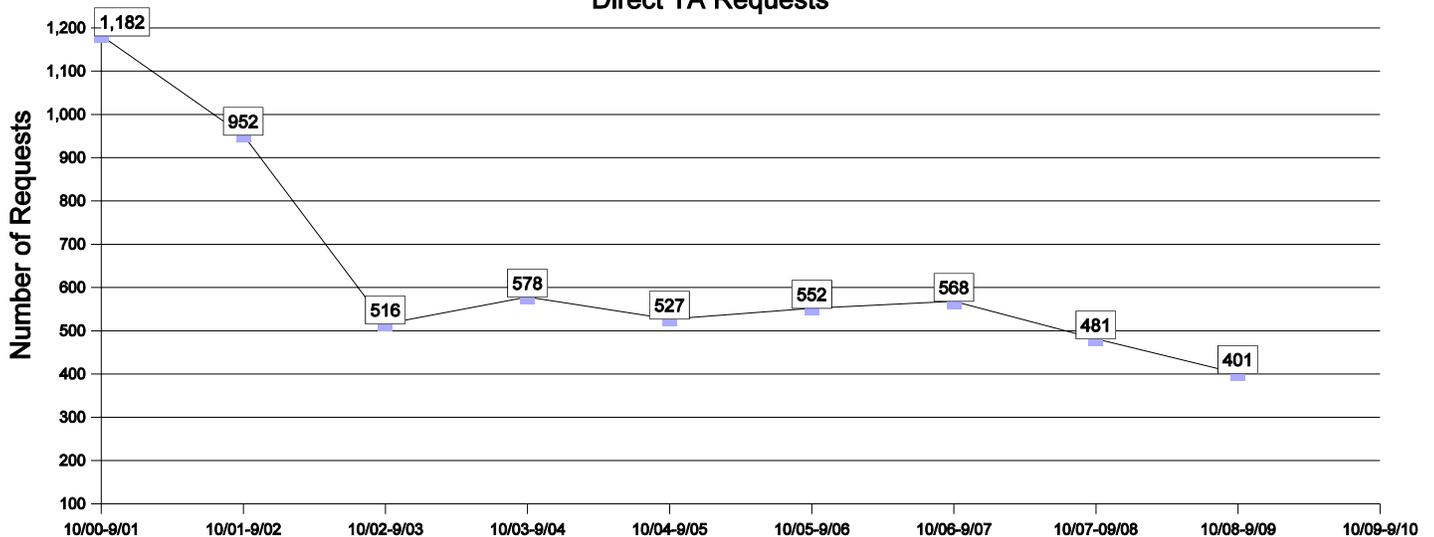
*In addition to the site-based practitioners who contact the Center for technical assistance, about half of the requests are from institutional representatives, including centers, organizations, agencies, school districts, and schools. While every contact has the potential to create a *ripple effect,* this is particularly so for the assistance provided organizations. The total number represents specific areas where assistance was provided; requests often ask for assistance and materials in more than one area. These figures do not include the unique form of TA provided through the Center's weekly Practitioners' Listserv. Note the drop and subsequent fluctuations in TA requests (which started in 1999). This reflects the impact of the Center's increased outreach (e.g., work around the country, the Practitioners' listserv, the enhancement of the website). In particular, as the website has expanded, those in need of technical assistance increasingly have been able to find what they need without calling directly. The Center receives constant inquiries about whether its documents can be copied and circulated. Moreover, feedback indicates that a significant amount of what the Center sends out is copied and shared – sometimes on a mass production scale. In addition, all documents are shared with other centers, organizations, and clearinghouses for distribution through their facilities. In addition, almost all Center documents are available for downloading in pdf format (readable by Adobe Acrobat, a free document browser) at no cost, and increasingly consumers are doing this rather then ordering hard copies. As a result of all this, as Center users increase, direct calls for TA increase at a slower rate.

Center Announcements & Surveys of Need*

Number of Documents

350,000	
300,000	
250,000	241,661
200,000	
150,000	
100,000	113,775
50,000	
0	

27,573 · 31,206 · 59,335 · 72,433 · 56,199 · 53,450 · 113,775 · 241,661 · 332,300

10/00-9/01 · 10/01-9/02 · 10/02-9/03 · 10/03-9/04 · 10/04-9/05 · 10/05-9/06 · 10/06-9/07 · 10/07-09/08 · 10/08-9/09 · 10/09-9/10
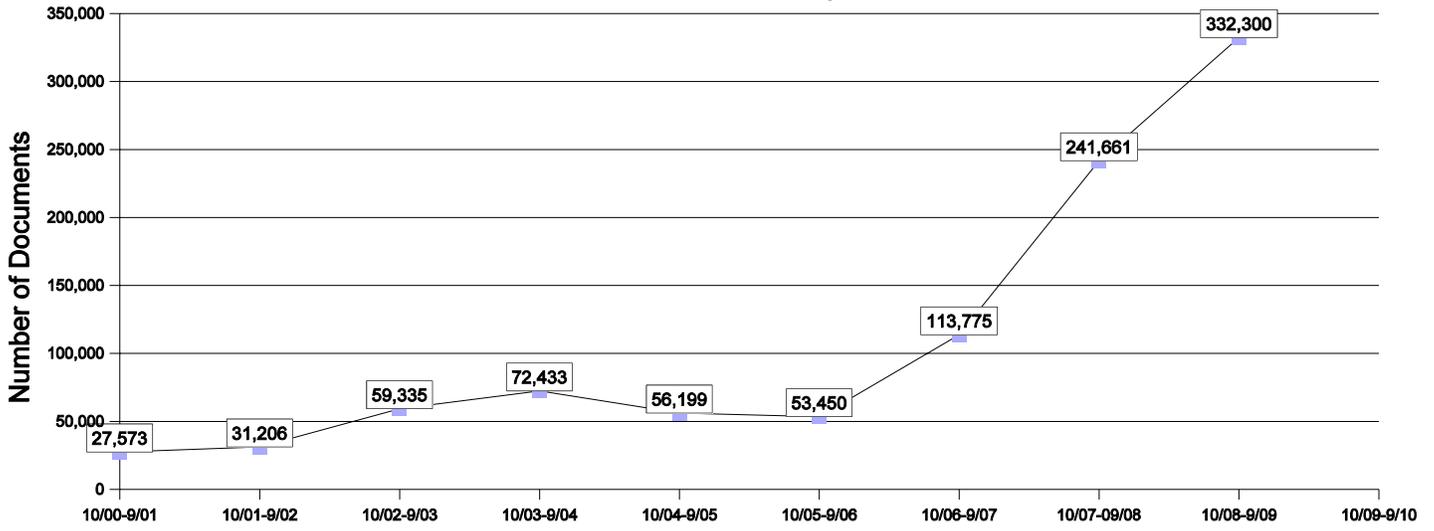
*Refers to mailing of center announcements, direct needs assessments and those sent out inserted in newsletters, follow-up feedback forms sent to center consumers, etc.

Appendix B

Responses to the Request for Impact Feedback through December 2009

In the fall of 2009, the Center sent out a request for feedback. To maximize responses, just two questions were asked: (1) What have you noted as the impact of the Center's work? and (2) What do you think is the single most important thing we should do in the coming year?

The request contained the following reminder about the Center's work:

> Just to remind you, the Center for Mental Health in Schools at UCLA is a policy and practice analysis center. As part of this work, we provide a wide range of resources and supports to the field (e.g., resource aids for policy makers, practitioners, researchers, and professional educators; a world class website which contains all that we have developed and is also designed as a major gateway to other resources; technical assistance; weekly community of practice listserv for school practitioners; monthly ENEWS; a quarterly newsletter/journal; timely listserv announcements about opportunities to advance the work, etc.).

> In all that we do, we embed a full range of concerns about mental health in schools under a unifying approach to addressing barriers to learning and teaching and re-engaging disconnected students. A special focus is on promoting development of a comprehensive system of student and learning that weaves together school and community resources to ensure all children and youth have an equal opportunity to succeed at school.

The responses are organized in this appendix as follows:

I.   Impact on Policy & Practice
            In General
            Specific Focus on Mental Health in Schools
            Specific Focus on Comprehensive System of Learning Support

II.   Suggested Priorities for 2010
            In General
            Related to Policy
            Related to Practice

I. Impact on Policy & Practice

A. In General

"I'm thankful for your Center and its resource base and for your consistent push toward more humane schools. I think there is greater recognition of the whole child approach, not widespread but growing even in the face of the No Child Left Behind testing mania. Even ASCD has a Whole Child Initiative. More people understand the impact of mental health issues with youth though not a lot of educators express it or know how to implement better programming or have the power to. Parents are ahead of educators in this regard. There seems a growing interest in creating "one-stop service centers" in schooling as a necessary and efficient step for successful education of all ages." Director, Design for Learning (MN)

"I would like to personally thank you for the timely topics and the expanded materials you provide to us at the LEA level. We have used the materials for information purposes with our parent community as well as training with our principals and psychologists. Your continued research efforts and sharing of best practices help those of us who are consumers of your information as there is no way we could interact with our students and provide a sufficient level of emotional and behavioral support which enables them to be successful in their academics. Thank you for taking the lead on this tremendously important undertaking." Director, Student Support Services & Special Education (CA)

"A noticeable impact on what are considered acceptable policies and practices especially as U.S. shifts to more prevention/early intervention." Program Manager, State Department of Health (NY)

"I like to think that the changes implemented this year in nite-time programs for families; more access of administrators, esp. principal, to children; book clubs sponsored by faculty; pairing up immigrant parents with other families; after-school "academies" for children to help raise state test scores are all happening because of your publications and coordination. You help us learn what works across the country." School Nurse, Baltimore County Schools (MD)

"Two key indicators of impact: (1) Continuing, timely, and powerful dissemination of knowledge, including your own publications, E-NEWS, and the occasional policy alerts and briefs; (2) Your work with national associations in support of the four new district pilots." Professor (NY)

"I really look forward to the email newsletter, share it with cohorts regarding current news items, places to find up to the minute articles in the various journals, and to stay on top of possible grants." School Counselor (NY)

"I have used your website for many years and through several jobs. The website is a resource that I use regularly. I used your resources when I was asked to set up a Crisis Management Team in my school. I use your information when I need to get information together for teachers or parents. The website has information on just about anything that could come up in a school environment. It is also updated regularly. I have also recommended the website to many counselors, administrators and teachers. The Center's work has had a great impact on my job and my ability to assist teachers, administrators and other counselors with many issues. Your website is the first place that I go for information. I have not found any one source of information about schools and mental health that even comes close to the Center. Keep up the good work. Your work is helping so many of us throughout the country to do a better job of educating and providing supports for our students." Student Assistance Counselor, (NJ)

"The information you send out through email is very helpful. Providing webinars and power

point presentation formats is also helpful. This information has been used in our county to educate folks about SEL that I feel will be relevant to US Dept of Ed Sec Duncan's focus on school climate for learning. I have found the Center to be quick to respond to request though the information at times is "overwhelming" in terms of depth and length." County Office of Education's Partners in Health and Safety (CA)

"Providing a wealth of information and resources to school practitioners as to how to develop a systemic approach to reduce barriers to learning and increase student engagement. In addition to the resource bank, the approachability of the Professors Taylor and Adelman is beyond reproach." District Superintendent (WI)

"We discuss the information to determine if we are meeting the needs of students in our district (public school in Indiana). We have increased counseling services for children at all levels (K-12) and increased services at our county detention center. I have personally shared information with the attorneys who defend juveniles." Assistant Superintendent for Instruction, School District (IN)

"Our campus has developed a "Community Support Group" to reach out to the community. We are in the *beginning stage of developing goals,* and plan to use data/information from your program to determine what our campus can do to improve our relationship with the community." RN, High School (TX)

"Professionals in the field are kept abreast of best practices and the work of other professionals in community-based programs. Your promotion of collaborative efforts is of particular importance. Please continue publication of ideas and trends while maintaining your value as a forum for exchange for all of our ideas and experiences." Family Connection Regional Consultant (GA)

"I continue to sing your praises and refer many to your site. I recently referred the Pediatric Neurology Foundation to you also as he is trying to connect to school nurses nationally for educational outreach and linkage." Director of Psychiatry, Children's Hospital of Philadelphia (PA)
"For me, it [the impact] is bringing about awareness of your Center to the graduate students in school psychology. Continue all that you are doing in terms of research, providing resources, and communicating with educators." Professor, School Psychology (CA)

"As I travel about, I hear more and more folks who have actually heard of smhp!...YEA! I reference your work in nearly every training I conduct....your resources are so practical and meaningful. As Title IV $$$ dwindle, your work IS PREVENTION for education systems....I'm hopeful that more schools can connect with the Center's framework as the foundation to their Prevention efforts....(they won't mind losing money for ribbons and big multi-media presentations when they see student behaviors are more impacted on the educational environment of care and support!)" Education Consultant (TX)

"Tremendous clearinghouse of knowledge. Fabulous treasure-trove of links and cutting-edge information." Prof. of Pediatrics, Past President Society for Adolescent Medicine (NY)

"Collaboration and sharing of ideas resources, and materials. New ideas on issues and themes that are common." Guidance Counselor, School District (MA)

"The concept of building emotional support and strength for all children is one that is often overlooked. Without your voices, it would be even less visible (audible?). I have valued your focus on including all student services personnel in reform efforts as well as your clear

identification of invisible barriers to achievement. As you know, I included one of your articles in my edited book Taking Sides: Clashing Views in Special Education. The response of my students to your work has been very positive. It has caused them to look at their own schools differently to seek the supports that all students need. I wanted them (and my other readers) to think long and hard about some of the (relatively) simple ways schools can anticipate problems and build resilience and re-engagement. Just Tuesday night, we discussed the futility of sending kids to the office and how this simply exacerbates disengagement. In my consulting practice, this same conversation occurs frequently. One astute teacher asked for support in positive behavior intervention rather than consequence-based interventions that resulted in a student reaching maximum penalty level during the first half hour — why, she said, should he even bother to think about school? Wise woman. A number of years ago, as a special ed director, I had the task of presenting the report of our guidance study task force right after a fascinating set of examples of our new English curriculum efforts. Somewhat dismayed, I felt there was no way to match the act I followed — especially without betraying confidence. Not to worry, said one incredibly supportive school committee member — your work is visible in the number of children we save; in the number of times each parent can sleep easily, knowing there is a safety net. What more can any of us ask?" Associate Professor (MA)

"I appreciate the information and resources that you have available on your website. I stumbled upon it and was thrilled with all the information and resources you have for those of us employed in schools. School budgets are being cut yearly and currently even in the middle of the year in the State of Michigan, it is so important to be able to access current information and best practices in order to do what is best for our students. Your site is a great gift!" Counselor, School District (MI)

"I value the resources and the ability to have different issues put out nationally and get feedback on a concern or issue I am facing." Social Worker

"I have enjoyed the communication and research you have done this past year. Topics have been very applicable and timely. Please keep up the great work!!" High School Social Worker (IL)

"I appreciate the information. I think that the information has helped in my role of a high school nurse within a community of 1000 + students." School Nurse, University City (MO)

"For me it has been a wonderful resource, caused me to think about many issues, helped think about what work needs to be done and exposed me to things that are happening nationally. I value this resource." Social Worker

"I'm listed within your practitioner and consultant cadre groups. For me, SMHP is one of the most practical and useful resource sites I use to understand what is really going on in this vital service for helping students in life as well as in school." Program Director (AZ)

"You guys are a tremendous asset and I value your documents and newsletters. Please continue doing everything you do!" School Social Worker (IL)

"I have seen the visibility of the program increase in Southern California and Arizona at the level of local districts."School Psychologist (CA)

"The information you provide has always been valuable and you are always there to answer additional questions I may have." Public School District (NJ)

"I have most appreciated the research/news updates, a quick and easy way to stay connected to

the field. Please continue your good work." Director, School Readiness (CT)

"Access to information relating to our everyday roles is supportive, encouraging, and motivating."   School Social Worker (NJ)

"Informs practitioners and trainers as to latest research." Professor, School Psychology (CA)

"As I live in Northern Greece I cannot say exactly what the impact to users in the U.S has been. But I am sure that your center is an important resource and support " buddy" for everyone. Since I discovered your website I don't feel " alone", it has been of great support and the banks of information are endless. I have recommended the centers' website to many parents, teachers, students and other professionals in Greece and we all agree, we need a center of your kind desperately in Greece." Schools Psychologist, (Greece)

B. Specific Focus on Mental Health in Schools

"There has been a seismic shift in thinking around mental health in schools recently — as a result of the work of many organizations including UCLA, Cohen, WestEd, as well as ASCD and others, and the educational refocus on coming from the federal Education Department." Director, Healthy School Communities, ASCD (VA)

Re: Michigan's new Mental Health in Schools Policy. "Thanks for all your help, guidance and support through this process! You all do amazing work there [at the Center] and we hope to in some way follow in your footsteps!" Consultant, Michigan Department of Education/Michigan Department of Community Health

"The Center has served as an invaluable resource to me and several colleagues. The Connecticut Department of Public Health (DPH) applied for and received federal funding under the State Agency Partnerships for Promoting Child and Adolescent Mental Health grant. A number of Center materials including but not limited to: *Countering the Over-pathologizing of Student's Feeling and Behaviors, Protective Factors and Resiliency, and Mental Health in Schools and Public Health* were used to obtain essential background information that was used in the grant application as well as in the development of some *Building Bright Futures in Connecticut* (BBFCT), materials. Federal grant funds were used to develop and implement *BBFCT,* a healthy social-emotional training and education program focused on children and adolescents ages 5-21 that targets individuals in the state workforce/working in state funded programs with little or no mental health background. In addition, participation in the Practitioner Listserve has provided perspective on what is happening across the country that's reduced isolation and provided a forum for fresh ideas."Social Work Consultant, Department of Public Health (CT)

"At the Arizona Department of Education, specifically the School Safety & Prevention Unit, we utilize the Center's work (resources, papers, weblinks) to keep updated with mental health information as it impacts students throughout the states. This information is used in grant work and to support the work we are doing in our unit to provide resources for schools, parents, and organizations. The work that the Center presents touches every aspect of what we do in working with all youth — in a holistic approach. We also forward the Center's work to our prevention contacts in the state. I believe the Center's work has had a very positive impact in the way the public and people in the field view mental health, the barriers to learning, and student engagement." Prevention Education Specialist, School Safety & Prevention, Department of Education (AZ)

"In our institute here, we conduct research and TA on issues of community based systems of care

Champions for Inclusive Communities , otherwise known as ChampionInc.org on the web. We use a lot of the information you provide in our efforts to assist state and community level programs to utilize the best information available. (We credit you as source)" THANKS! Director, Early Intervention Research Institute, Utah State University (UT)

"Awareness of the resources available on your website has increased dramatically within the circles in which I travel. As awareness of the resources' availability has grown, people's awareness about mental health issues in schools and best practices has increased, too." Child and Mental Health Advocate (TX)

"The Center continues to develop timely resources for district use in order to meet the increasing needs of our youth with mental illness. The materials developed assist in raising awareness at the local school district level and the resources provided are helpful for answering questions and developing 'next steps.' I am confident in the material provided by the Center and have used packets ranging from change in schools, transitions, and student supports." Director, Special Education, School District (MA)

"The Center's work has importantly helped to educate me and members of our staff about mental health/educational goals and strategies that need to be a meaningful facet of K-12 school life. the Centers work has helped to shape our own policy and practice efforts." Center Director, (NY)

"In my experience, you provide a great treasure trove of thoughtfully compiled information and recommendations that helps practitioners in the schools to make a case for keeping mental health issues at the table when schools plan to remove barriers to learning. For some reason, the ideas of experienced employees are most always discounted by decision-makers unless there is copious data from the 'experts' to back them up. (And even then, school boards can make decisions based on their own schooling experiences several decades ago.) Your policy papers and reference materials magnify the voices of individual practitioners. School Psychologist (OR)

"I greatly appreciate the resources including handouts, literature, and templates. I am very fortunate to be working on a project I believe in so strongly. Addressing barriers to learning, enhancing protective factors, and making the mental health of our students a district priority will ensure progress towards the improved achievement of all students. The Center has provided me with the resources that I need to assist Scottsdale Unified School District in becoming the state leader in advancing and promoting quality mental health services for students and their families, thereby creating a more efficient workplace, a stronger community, and better outcomes for all students. I am very optimistic that this process will lead to an enhanced model of service delivery and high levels of customer satisfaction." Clinical Services Director, Mental Health in the Schools (AZ)

"I think the center is providing educational materials to improve instruction in schools and to promote mental health services in the schools. I frequently use the materials to train our school staff, and improve the services I offer students and their families." School Based Psychologist, New Port News (VA)

"The Center is an incredible go-to place for school employees in providing info/research on important issues. Your E-News and Mental Health in Schools Practitioner Listserve are excellent resources." School social workers, School District (WA)

"I have noted the impact of the Center's work as expanding school mental health professionals knowledge and access to your wonderful clearinghouse of information. I present nationally on our prevention programs and always tie it your website and resources as key tools for schools to

use in their work. I always ask if folks are familiar with your site and there are one or two folks who raise their hand mirror my praise of it being an important, useful tool." Youth Program Manager, Screening for Mental Health

"Keeping the issues front and center: mental health, connection of mental health and school world, intersection of health and education. Simple to use resources and tools for people doing the work." Best practices in adolescent health Resource Center Director (MN)

"Please let me thank you for my input to what I value most about what your Center provides to mental health advocates throughout the nation: an educated, routinely updated, well researched resource for care providers to high risk kids where they can be served daily (schools)." Social Worker, Mission Possible (CA)

"The research, outcomes, data, you offer help support our work.(articles, studies)" Mental Health Consultant, Department of Education, Department of Community Health (MI)

"[With the Center's help] School-based mental health is now an 'Evidence-based Practice'. Director, County Mental Health and Developmental Disabilities, (IA)

"I appreciate the data on mental health research studies." Coordinator School Health, County Schools (TN)

"It has helped guide the direction and sometimes validate what we do with mental health on school campuses for our district and partners." Coordinator Safe Schools/Healthy Student, (CA)

"As the clinic coordinator of a very small SBHC located in a public alternative charter school I would like to thank you for allowing me to be a part of the list serv. The emails I receive with questions and available resources listed are often very useful to me and my school. I have accessed your site on many occasions. I have passed on many of the articles and resources listed to the rest of my school. The topics addressed are usually very pertinent to situations in my school and useful as the SBHC is often the entry point for kids needing additional mental/behavioral health support. I also appreciate your advocacy efforts to educate and gain support for mental health services within the school setting." Clinic Coordinator, School Based Health Center (CO)

"The greatest impact for me is having a source of digested information about the latest issues and research in this area that comes to me in the form of a regular newsletter. In addition, no one else in California seems to be focusing on this particular area (mental health in schools), which is such an important topic, so it is also a great benefit that someone is simply doing this at all (bringing the information about this topic together and suggesting ways of dealing with it). It's also good to know that you may be able to help me if I need technical assistance when dealing with a recalcitrant school district." Attorney, Special Education Law (CA)

"The development of model delivery systems and dissemination of this information has been helpful." School health advisor, Department of Public Health (MA)

C. Specific Focus on Comprehensive System of Learning Support

"Because of Iowa's long-term partnership with the Center, Iowa has been able to begin to model a Learning Supports system at the state level that is being replicated at the AEA level (intermediary agencies between the state and LEAs). In addition, the information provided by the Center was helpful in crafting the Iowa proposal for Race to the Top. Every time that I visit the website I feel that I am opening a treasure chest. The wealth of resources available on the

website at no cost are so helpful and it is always easy to find just what I need on a particular topic. Beyond what is available on the website, Drs Adelman and Taylor make themselves available for individual consultation. We absolutely could not engage in this level of statewide system change without the expertise, support, and encouragement that is provided through the Center and Drs Adelman and Taylor who provide a personal touch to everything they do." Department of Education (IA)

"As a prevention professional and school board member, you are my "go to" place/site for the latest evidence based information in the area of coordinated student supports that address barriers to learning. I am working hard to make the case, not only in the district where I am a board member, but in all of the school districts I partner with in my work. I use your model and research as my "mantra" at every turn - I am "getting there" in convincing school staff and community partners that we need to take a hard look at our delivery system and gaps as they relate to student supports and academic achievement. PLEASE keep doing what you're doing." School Board Member (MN)

"Each bulletin from the Center has been valuable to our district. We have been able to refocus our support system and direct services in more effective and efficient ways because of your crisp research reporting. In the Race to the Top material, the Center's advice provided substantial support and guidance to our planning team." District Superintendent (RI)

"Provides access to comprehensive resources that helps our high school develop effective policies and practices that improve student learning." Program Manager, Youth Guidance

"Folks in TX are also talking a lot more about the full continuum of school services and supports rather than over-focusing on special education needs, and the phrase "barriers to learning" is actually creeping into TX education lingo. While there is talk at the state level of promoting better resource coordination, there unfortunately remains no willingness to discuss true systemic reform." Child and Mental Health Advocate (TX)

"I now teach your concepts and use your book in my school psychology program. I also talk about the schoolwide learning notion with my colleagues at LMU, to be used possibly in Catholic schools." Program Director, University School Psychology Program (CA)

"The center has helped us update our Student Conduct and Discipline policy to address over-representation of minorities in disciplinary outcomes and establishing a tiered continuum of intervention (PBS). Program Manager, Portland Schools (OR)

"The impact on my community is an increased knowledge base on the many of the subjects you cover re: systems work, defining learning support systems and working the continued advocacy regarding the marginalization of support services." Program Manager, County Office of Education (CA)

"The Center has more timely resources and research on comprehensive student support than anyone else. I am always sending their resources to my local grantees. It is great to have a high quality research and practice partner to refer to, and consult with, to add rigor to the answers to tough questions about student support. They have been a tried and true partner for the long haul!" Foundation Program Officer (CA)

"It is incredible research based information that you provide. I am always amazed at how timely the information is sent out and how very relevant. The 'universal' concerns that we all face in public education in dealing with our 'at risk' population of students ... is so clearly presented in a manner that provides a solution focus. I especially refer to the comprehensive system of learning

supports."Behavioral Specialist, Kalamazoo Public Schools (MI)

"You continue to provide a variety of informative articles, and a clear voice, pointing to the need for a comprehensive system of student and learning that weaves together school and community resources. I have put some of the links you share in my own library and point to them in my own advocacy." Program Director (IL)

"The work you are doing and sharing with us has been extremely helpful as we reshape and develop RTI processes and structures, social and emotional learning programs, our attendance improvement program and how we work with children." Counseling Coordinator, School District (WI)

"To raise awareness and increase knowledge about barriers to learning and systems for developing whole school/community approaches. The nature and amount of "tool kits" and other learning materials are also very important and have contributed greatly." Professor (LA)

II. Suggested Priorities for 2010

A. In General

"Continue adding to your website and informing others of best practices and the latest research developments it enables us to provide best practices and make a difference in the lives of our students and families. Keep the information free and continue to provide resources that we can use right away in our schools."Counselor, Public Schools (MI)

"Continue to send around resources (including work from other states/districts). Things that are happening/working nation-wide." Mental Health Consultant, Department of Education, Department of Community Health (MI)

"Continue to provide suggestions, tools, technical assistance that help make the case for change to elevate and legitimize Learning Supports to the same level of concern and action as academics." Department of Education (IA)

"The information & links you send out on a regular basis is easily forwarded by me to others who over time get slowly drawn into your website and a better awareness of children's mental health issues, particularly as they relate to school success. I believe it is critical that this continues. The second most important thing I think you should do is send me a copy of the new (MH) book Child and Mental Health Advocate (TX)

"I am working on a Mental Health School policy. I would like to view an example of a rural school's mental health policy." Coordinated School Health, County Schools (TN)

"I so enjoy the research that goes into the articles you send. They validate and guide what we do with our mental health programs." Coordinator, Safe Schools/Healthy Students (CA)

"Stay afloat! Keep nurturing the awareness and the scope of understanding that there is "another way"...I love reading about states that are embracing the framework on a large scale. It continues to give me hope." Education Consultant (TX)

"Continue to send us the research that describes the realities of children (ADD, ADHD, Bi-polar,

etc.). Also, any recommendations to support children, families, and communities dealing with high poverty (and all the ills that become present), and low expectations for self and others."Assistant Superintendent of Instruction, School District (IN)

"Continue to raise awareness and provide resources for our school personnel to use as increasing numbers of students are presenting with serious problems. In our district we are currently in the middle of a high school-wide (2100 students) screening (Signs of Suicide) and resources are stretched to the limit. Some community support in the field of mental health has been received but so much more is needed. Thank you for the fine work you do and make available to all." Director, Special Education, School District (MA)

"Continue the great work that supports integrated service systems."Program Manager, Portland Schools (OR)

"Continue to send information to us in the coming year, I promise to download it and share it with my trainees and interns, as well as use it in presentations (with proper credit given, of course) to political bodies as well." Social Worker (CA)

"Keep on doing what you're doing." School Social Worker (NJ)

"Periodic updates on your four pilot school projects is paramount." District Superintendent (WI)

"While it may not be the single most important thing you should do in the coming year, I would like to see a continued focus on: engaging children from highly-mobile families; and engaging (or re-engaging) students whose families do not appear to value traditional education. Thank you for all the great work coming out of your center. Your resources are appreciated here in the frontier of Montana." School Nurse (MT)

"Continue doing what you're doing and offering what you're offering! Thanks" School social worker, Middle School (WA)

"Continue to be a resource for information, new programs, books, initiatives, findings, data, etc." Professor of Pediatrics, Division of Adolescent Medicine (NY)

"Single most important thing we should do in the coming year is keep doing what you already are!! I have heard that the website can be confusing to folks, I personally think it is ok but I think it's largely due to my comfort and familiarity build up over the past 6+ years I've been using it." Youth Programs Manager, Screening for Mental Health

"Continue to help show how student supports can be developed and implemented in an effective RTI process. THANK YOU FOR ALL YOU ARE DOING! KEEP UP THE GREAT WORK AND SHARING!" Counseling Coordinator, School District (WI)

"Please keep doing what you are doing!! Awesome work." Public Schools (MI)

"Continue providing this wonderful resource." Career Counselor (AR)

"Continue posting resources for professional educators." School based psychologist, Newport News (VA)

"Remain funded in this austere time. Your work is too important and too useful to not be available." Director, Early Intervention Research Institute, Utah State University (UT)

"Continue your great work, of course. You are giving student support "champions" like myself much need ammunition in the "fight." We know a coordinated approach is much more efficient and effective, but change is hard...especially for public schools where "achievement" (teaching to the test) is the charge and adequate staffing is a challenge. We need to continue our work at a national and state policy level for sustainable funding and staff mandates for student supports. We expect test scores to rise, yet our students are struggling more than ever emotionally. In Minnesota, we have a terrible counselor to student ratio as it is, and in many cases a "dean system" (administrators) is replacing licensed school counselors. Even when there are licensed school counselors present, they are spread too thin - usually as testing coordinators - and can't meet the needs of the kids who need it the most. And, worst of all, in tight budget times student supports are often the first to go - it's abhorrent. I am typically not a proponent of mandates but in this case I think it's necessary. Community non-profits who can focus on positive youth development and capacity building in youth and families are also cutting staff and programs - it's more and more difficult for them to be effective partners because of funding. We also cannot continue our band-aid approach - the programmatic, grant funded approaches aren't sustainable and certainly don't provide the long term positive outcomes we want and need for our young people. We need a paradigm shift that addresses systemic issues (our own barriers to change) and environmental strategies as well as the resources and policies that provide sustainability." School Board Member (MN)

"I've brought up the work of the center with different administrators who often have not heard of the work of the center. I find this frustrating because I think your work is addressing the exact questions many districts are dealing with. In light of this my suggestion for the most important thing to do in the upcoming year is marketing. Get your work under the noses of all districts administrators. I think spending more time getting out the word will help to spread the impact of the work." School Counselor (WA)

B. Related to Policy

"Keep pushing the policy agenda for learning supports. We have a short window of opportunity with this administration." Foundation Program Officer (CA)

"Continuing to shape state and federal policy and providing resources..as you are doing.. to support this work." Center Director (NY)

"From my perspective, be very very visible in the reauthorizations of ESEA and IDEA. I have heard there is a movement to merge these two and right now, I'm ambivalent. On the negative side, the needs of the most vulnerable could be masked as they were decades ago. On the positive side, attention to those who struggle might reduce the number of the vulnerable. Keep up the good work. Let us all know when we should weigh in. Thanks so much for — and thanks so much for your work." Associate Professor (MA)

"The public and policy makers need to be aware of the Center's work and how much this work affects our students, teachers, and the field in general. This is extremely important work and should be utilized by professional educators, policy makers, mental health professionals, and those who make an impact in the lives of youth. Thank you for all of your work!" Prevention Education Specialist, School Safety & Prevention, Department of Education (AZ)

"Continue to be an advocate for SEL by providing information and updating your information in relationship to the changing issues education is facing." County Office of Education (CA)

"How professionals in the field of mental health in schools can continue to provide quality

mental health care in an atmosphere of increased need and decreased resources." Social Work Consultant, Dept of Public Health (CT)

"Continue to reach out to policy makers and educators. Not just those who work in primary and secondary schools but those who train individuals who do this work. I think working with staff at institutions who train undergraduate and graduate level students is one of the best ways to move the field forward." Program Manager, State Health Department (NY)

"The ongoing challenge as a school district is funding. We are charged with education. Although we know the importance of mental health for our children to obtain an education, when we are faced with decisions about losing a teacher or a social service staff person there is no choice available. I would personally like the Department of Health and Human Services that is charged with mental health to step up and service the children in our schools. That is what their budget is supposed to do. Together we could make a difference for our students. If our students need mental health services we should be able to refer them to a community health provider that comes to the school to provide the services. This seems like such a simple request but I have not been able to make it happen. Even as a past Safe Schools Healthy Students site, we can not get mental health providers into the school unless the school (or grant) pays them to come. If you could make this happen.............." School District (NJ)

"Focus on policy-makers because they are cutting funding for mental health AND schools." County Mental Health and Developmental Disabilities (IA)

[Focus on] "The impact of the financial crisis of services provided on the schools and/or community agencies that serve children and youth." Professor, School Psychology (CA)

"Share with your constituency the ways and means to achieve sustainability --- the funding crunch will be with us for the forseeable future so we all must be learning how to continue the work in efficient and effective ways within the limited resource environment." Family Connection Regional Consultant, (GA)

"Continue to promote the importance of having district administration support Mental Health in the Schools as a priority." Clinical Services Director, Mental Health in the Schools (AZ)

"Embed the concept and issues around mental health in the broader school improvement context. Silo-ing mental health or student wellbeing under a purely ''health for health sake'' umbrella whilst continuing the promotion of student health can be self-limiting. Our focus at ASCD is to see health/learning/wellbeing as unified not separate." Director, Healthy School Communities, ASCD (VA)

"How schools can effectively teach heterogeneous groups of children? What does heterogeneous mean across the country? How can teachers manage diverse reading levels in the classroom whose size continues to grow without additional qualified adult support? How can administrators plan adequately for teachers in schools where enrollment is a revolving door and the system shuts off hiring anyone but paid parent helpers? Mental Health ideas for k-2nd graders who clearly cannot function in a typical large classroom …….The obese child in pre-k thru Gr.5. Mental Health impact on child's readiness to learn. Bullying, name calling advice specifically for systems and classroom teachers." School Nurse, Baltimore County Schools (MD)

"I think that it is vital to focus on the links between poor achievement, school factors and family and community factors. We need to have more automatic statements that point to the web of interaction between students and high achievement as well as low achievement. If I hear one more time about the gap disappearing with just having highly effective teachers for 5 years in a

row, I will scream! If this is all it took, why is this such a rare experience in urban school districts across the country? I would like more information on the interaction between risk factors and poor achievement as well as protective factors and high achievement. I would then like more information on how family, community and school factors can be comprehensively addressed by educators and community partners/institutions. I am tired of the narrow lens that poor achievement is solely the school's fault as if education happens in a vacuum. I am also tired of the political response of putting a mayor in charge, when those results are not clear cut as being beneficial and when mayors are in charge and standards are lowered or statistics are skewed, how helpful is mayoral control? There are no federal standards that we are even talking about here. We are talking about state to state standards that are vastly different from each other." School Psychologist (WI)

"I am a Student Assistance Counselor in a small middle/high school with a population of approximately 550 students. My school, like many others throughout the country, struggle to keep students engaged and in school. Zero Tolerance policies are clearly hurting the very students that we are trying to keep in school. Suspensions, in-school or out, only make things worse. Schools need alternatives to Zero Tolerance and punishments that keep students away from the classroom. These alternatives must be acceptable to parents because they sit on school boards, etc. Our school district allows students to have 12 unexcused absences from school each school year. Some of my students have already met that number. There are many reasons for the absences. Students may be ill but not be able to afford to go to the doctor to get a note so the absence is excused. They may have to stay home to babysit for a younger sibling. They may be home because a parent came home drunk and kept that child up all night and they got no sleep. It may also be that they used drugs the night before and they couldn't drag themselves out of bed to go to school. Whatever the reason, those students are very difficult to teach for the remainder of the school year. Our school district has been lucky enough to receive grants to hire mental health professionals to work in our school. The students have access to those four counselors, as well as the Guidance counselors and me (substance abuse & mental health counseling). As counselors, we feel that we make an impact but we still can't overcome the issues at home. We want them to care about grades and school success. We keep looking for ways to help these at-risk students stay in school. We work with them, addressing their mental health needs the best we can but we can only get them started. Parents need to follow-up with outside treatment but they rarely do. I keep telling my administration that if we take care of the mental health issues of these students, the grades will come. They haven''t become believers yet. I''m sorry this response is so long but this is what I see on a day to day basis. These are things that frustrate those of us who try to help these at-risk students. I know that you have lots of information on the website about these very problems but we need more ideas." Student Assistance Counselor (NJ)

"My response to this comes without having to think at all: Please focus on the criminalization of students with mental health problems and learning disabilities. This is a horrible problem in Santa Barbara, where the schools purposefully flush poor-performing low income kids into the juvenile justice system or into County Office of Education-run "community day schools" full of gang kids. The local districts often accomplish this through Truancy Programs in conjunction with DA's Offices, where children with disabilities are illegally referred straight to the DA instead of being assessed for disabilities as the schools are required to do under federal law when they are struggling in school. The local school districts improve their NCLB scores this way and County Office of Eds get lots of extra money for these kids, who then get a dumbed-down curriculum consisting of "packets" of work to do at home — and if they miss classes, they are put on probation, eventually sent to juvenile hall, and finish up school at a juvenile hall school. These "community day schools" have ridiculously low standards to meet under NCLB. We have had low-income families of children with disabilities have to leave town because of the truancy program, as the DA's office doesn't give a damn if the students have disabilities, can't read, have developed mental health problems and don't want to go to school because the schools treat

them like bad people and ignore their disabilities. It's a perfect system for the schools to save money, but destroys kids' lives (and is illegal under the IDEA).

The other problem is the disaster of County Mental Health (the only option for low-income families). Our county is one of the worst in the state, but they are all bad. Most kids are treated so badly (punitively) by Mental Health - that they are better off not receiving services at all — even if the mental health problem is serious. Mental Health also tends to refer these kids, especially Hispanic boys, to law enforcement to get rid of them. This is a disgusting situation." Attorney, Special Education Law (CA)

C. Related to Practice

"Do more work on operationally defining the planning and implementation of Comprehensive Learning Supports models (ex: Louisiana) to facilitate replication. Also, continue what you've been doing." Professor of Psychiatry (LA)

"Establish a basic mental illness curriculum, age appropriate for K-12, including symptoms, frequency, onset ages, recovery data, and the names of famous people with each disorder. Teach to end stigma and delayed treatment." Mental Health Advocate & Educator

"Could you look into confidentiality as it applies to mental health services and school social work practice. As an active member of the IL chapter of my national organization (NASW), I have been trying to champion the cause of preserving our students' inherent worth and dignity by maintaining not just verbal confidentiality but visual confidentiality. At the school site I am assigned to I had an office for 8 years. This year I and 7 other social workers in our district lost their offices and are practicing in an open cubicle arrangement shared with academic counselors. My students have to parade past 4 adults before getting to my "space" and then are at risk of being barged in upon by any adult that finds a reason to come see me (i.e.: to borrow a pen). What are your thoughts?" High Schools Social Worker (IL)

"In the future, please continue to be student focused. Questions like: How can districts best serve students in tight economic times? Investigate effective meaningful practices learned and practiced in school that highly impact families. In this way schools can leverage practices to more widely impact the lives of the children they serve. Simple thought — thanks for asking — better still thanks for sharing all the work you have been sharing!" District Superintendent (RI)

"Reframe school mental health issues for public health people who are not in the education field but who want to or are trying to 'infiltrate' education systems. Your language seems really education oriented to some public health people I work with and they're not sure how they can use it. Keep up all the good work you're currently doing — it's top notch!" Adolescent health resource Center Director, (MN)

"I think for 2010 please focus on behavioral assessments and issues related to adolescents." School Nurse (MO)

"One long-term stumbling block in the mental health arena is the lack of an easily understood, jargon- and statistics-free "ruler" for measuring the effects of a mental health treatment. (Maybe 'thermometer' is a better image; it goes up, it goes down, the numbers indicating a fever are red - you can understand it at a glance.) Schools like to know that when they put out X dollars for mental health, it makes Y amount of improvement. Bonus points if whatever improves happens to increase student academic achievement as measured by whatever test the district/state/nation

is using at the moment. Very hard to do, yes, but if such a measure could be found - and if mental health really is a keystone in the arch of what schools are trying to accomplish - then decision-makers would feel foolish for letting mental health issues slide in order to reduce overall expenses. Mental health would no longer be seen as an unnecessary 'frill' - a nice idea but not really needed because it doesn't help all that much." School Psychologist (OR)

"What is needed are more concrete examples/steps to get started...for elementary, middle, and high schools...and at different level of resource availability (e.g. at private or charter schools where there are limited support staff). The forms in the back of the book are excellent, so have some completed ones to demonstrate using them to get the work going.Your concepts are great. Thanks!!" Program Director, School Psychology Training Program (CA)

"I am seeing a tremendous amount of cyberbullying, sexting in and out of school with classmates, and frank threats via videochatting (so no printed record as with instant messaging); these problems wreak havoc with a school environment and they are not easily remediated. Police involvement is not quite right, and questions abound regarding optimal school based interventions. Prevention of youth involvement in internet crimes (child pornography, set ups for sex, etc.) is a related area. Materials for principals, teachers, and for parent focused meetings, as well as a synthesis of what we know for school based professionals, as well as legal cases to date as case examples would be a great start!" Director of Psychiatry, Children's Hospital of Philadelphia (PA)

I am interested in knowing about further grant opportunities. I would like to know if anyone is analyzing data regarding successful outcomes with their students." Mental Health Therapist, School Initiative (OH)

"For *our* campus, specifically, it [the priority] would be to develop culturally specific ways to reach out to our Hispanic population." School Nurse, High School (TX)

"The importance of Social/Emotional functioning and learning on academic performance, and bringing it to the same level of attention as Math, Reading, and Science has." Guidance Counselor, Schools District (MA)

"Don't interpret what follows in a pejorative way: You need to work against your own scarcity and combat the idea that your work is restricted to what [you can do] .... I worry about sustainability and scale up, and both depend on a critical mass of leaders distributed strategically around the U.S. ... a group of leaders as consultant evaluators, technical assistance providers, etc needs to have what amounts to a common denominator of knowledge, sensitivities and skills, but also some degrees of freedom because of the need for adaptive competence. I know that you have done some of this, but I think you need to prioritize it now because of the open window (Obama). Notwithstanding differences among many of us who do this kind of work, I think all of us have arrived at the point where we truly need opportunities to interact regularly and formally and develop the new century agenda collaboratively. ... Thanks for all you are and do. You are indeed inspiring. Professor (NY)

"I would like to see your organization partner with others as a way to gain momentum. I am happy to facilitate that process as I work with many districts in Southern California and Arizona." School Psychologist, (CA)

"Don't forget that many of us live in small rural communities and often have to be creative to access services for our students." Clinic Coordinator, Schools Based Health Center (CO)

"Continuing education for mental health workers in ethics. Board of Examiners in Counseling (AR)

"Provide funding opportunity notices; the funding stream both federal and state has changed dramatically including some long-term grants no longer available. Being creative will be the action phrase for 2010." Program Manager, County Office of Education (CA)

"Since there is often an artificial barrier between emotional health 'education' and student 'intervention' services, I wish we could have an on-line 'forum' to explore strategies for bridging the gap between the two. I don't find any current on-line 'forum' sites very useful for this purpose. Perhaps SMHP could periodically establish a 'virtual conference' where not only student services professionals, but also school administrators, and even parents, can be invited to weigh in with their views on the subject. Congratulations on your efforts to advance these necessary, but too often underfunded and unacknowledged school services." Program Founder, (AZ)

"Stimulate the growth of 'Learning circles' in colleges, high schools, businesses, professional groups, non profits and schools, where groups of people look at your information, and that hosted by others, to build their own understanding of the problems and solutions, as well as a range of actions people and organizations and businesses can take to help kids have high quality learning and social emotional supports at schools, in the non school hours, and via the internet, without government funding or leadership. Here's a project that started at DePaul University in Chicago this fall. It's an example of what could be happening in many locations. http://jhickey50.wordpress.com/   I attended a high school drop out summit in Illinois recently, which was co-hosted by Americas Promise and an organization called Birth to Work. http://birth2work.org/main.php I talked with their leader and asked if they were aware of your work, and they were not. I encourage you to take a look at what they do. They have some significant business involvement, via the Americas Promise network." Program Director (IL)

"Providing information and expanding collaboration for student mental health needs." Professor, School Psychology (CA)

"Address the role of other members of the school mental health delivery system...the dearth of information on the role of the school nurse on a trans-disciplinary team is truly neglectful. School nurses provide the greatest number of student health encounters in the schools, they are the entry point for all mental health concerns, and are professionals trained in providing mental and behavioral services, but there is no information on the role of the school nurse in primary, secondary or tertiary services." School Health Advisor, Department of Public Health (MA)

"Identify best practices for working with difficult students with academic and or behavioral challenges." Program Manager, Youth Guidance

"I really appreciate being kept up to date via your newsletter regarding schools and issues of mental health. I was wondering however, as time is often in short supply, if it would be possible to include a succinct summary of the material (perhaps at the beginning of the newsletter). Just a thought... thank you." Social Worker, Public Schools (CT)

"My impression from reading all that you have sent to me is that it is important to your mission to remove the barriers to learning. What I would like to see more of is research pertinent to removing the barriers to learning for the DD population. Our kids are profoundly and severely delayed and we find it difficult to hire staff because no one wants to work with this population." School Social Worker (CO)

"I'd like to see some documentation of the impact of traditional education as a factor in the mental health of youth. That is, years of being told by report cards and other means that you are dumb has to take a toll. Years of sitting passively without recognition of student's interests and questions and the need for active learning must have a price in self-efficacy, self-determination and self-esteem. It ignores human development needs for direct involvement, to create, to be in charge, and for recognition. It says to children and youth that your little ideas aren't worth addressing and that we'll decide what counts in the larger scheme of preparing for adulthood. There must be a vibrant research base in psychological and sociological studies screaming for broader broadcast than obscure academic journals." Center Director (MN)

"Offer resources and information on lay assessment and when to refer to professionals for teachers/school staff." Director, Career Preparation, School District (CA)

"Some of the reports tend to be repeat themselves regarding barriers to learning, the information is out there, but sometimes it is so buried in several pages, it would be nice to get more streamlined, bullet points, here are ten things that can help to start to turn things around. Perhaps break up the large topic of barriers to learning into sub categories so one can find the smaller steps one can be personally responsible for to start change. Yes policy, procedures, and methods need to be revised, but there is a lot of wiggle room that individuals can do to champion change without waiting for the boards, legislature, etc to get with the program." School Counselor (NY)

"I follow closely what is happening in the world regarding the children and adolescents. The picture is not a positive one. Centers like yours, must create international efforts to, a.) create more efficient education packets, short-term curriculum, to teach and guide children- how to protect themselves from the dangers around them and, b.) more practical parental training packs (short-term curriculum) regarding their role in protecting and guiding their child through the ages of 5-18 yrs. old. Time is our enemy, and such initiatives need to have a similarity in their objectives on an international level." School Psychologist (Greece)

Appendix C

Center Catalogue of Resources (January, 2010)

Catalogue of Resources & Publications

UCLA
Center for
Mental Health
in Schools
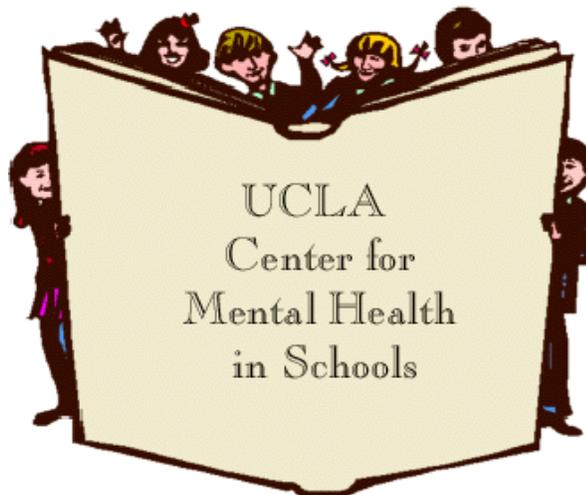
Most resources developed by the Center can be downloaded at no cost at: http://smhp.psych.ucla.edu.
The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices
of the School Mental Health Project, Dept. of Psychology, UCLA.

Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
Phone: (310) 825-3634   Fax: (310) 206-5895   Toll Free: (866) 846-4843
email: smhp@ucla.edu -- website: http://smhp.psych.ucla.edu

CATALOGUE OF RESOURCES & PUBLICATIONS BY FORMAT

BOOKS & MONOGRAPHS

RECENT CHAPTERS

SELECTED JOURNAL ARTICLES

POLICY & PROGRAM REPORTS & BRIEFS

FEATURED ARTICLES IN CENTER NEWSLETTER/JOURNAL

GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE

    GUIDEBOOKS

    GUIDANCE NOTES

    PRACTICE NOTES

    TOOLS

TRAINING & PRESENTATION RESOURCES

    CONTINUING EDUCATION MODULES

    QUICK TRAINING AIDS & TUTORIALS

    FACT & INFORMATION RESOURCES

    PRESENTATIONS HANDOUTS/SLIDES

RESOURCE PACKETS

    INTRODUCTORY PACKETS ON SYSTEM, PROGRAM/PROCESS CONCERNS, & PSYCHOSOCIAL PROBLEMS

    RESOURCE AND TECHNICAL AIDS

INITIATIVE & CENTER REPORTS

    REPORTS FROM THE *NATIONAL INITIATIVE: NEW DIRECTIONS FOR STUDENT SUPPORT*

    REPORTS FROM THE POLICY LEADERSHIP CADRE FOR MENTAL HEALTH IN SCHOOLS

    REPORTS FROM THE *COALITION FOR COHESIVE POLICY IN ADDRESSING BARRIERS TO DEVELOPMENT & LEARNING*

    CENTER IMPACT EVALUATION REPORT

ONLINE CLEARINGHOUSE QUICK FIND TOPICS

BOOKS & MONOGRAPHS

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POLICY & PROGRAM REPORTS & BRIEFS

I. Mental Health in Schools

> Beyond Placement in the Least Restrictive Environment: The Concept of Least Intervention Needed and the Need for a Continuum of Community-School Programs
> Youth Risk Taking Behavior: The Role of Schools
> Building Collaboration for Mental Health Services in California Schools: What Will be Built?
> Suicide Prevention in Schools
> Should Policy Specify a Formal Role for Schools Related to Mental Health?
> Screening Mental Health Problems in Schools
> The Current Status of Mental Health in Schools: A Policy and Practice Analysis
> Diversity Competence for Psychological Practitioners: Eliminating Disparities in Psychological Practices
> Integrating Agenda for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
> 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
> Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals
> Mental Health of Children and Youth and the Role of Public Health Professionals
> Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together

> Youngsters' Mental Health and Psychosocial Problems: What are the Data?
> Financing Mental Health for Children & Adolescents
> The Maternal and Child Health Bureau's Initiative for Mental Health in Schools
> Mental Health in Schools: Reflections on the Past, Present, and Future

II. *School Improvement and Restructuring Related to Addressing Barriers to Student Learning*

A. Policy & Practice Analysis

> Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success: An Equity of Opportunity Policy and Practice Analysis
> State Education Agencies & Learning Supports: Enhancing School Improvement
> Learning Supports and Small Schools
> Prevention and Early Intervention in California's Mental Health Services Act: A Summary of School-Based Programs in Ten County Plans
> Integration of Schools and Mental Health Systems: An Overview of the State Grants from the U.S. Department of Education Program
> Youth Gangs and Schools
> School Attendance Problems: Are Current Policies & Practices Going in the Right Direction?
> Preschool Programs: A Synthesis of Current Policy Issues
> Grade Retention: What's the Prevailing Policy and What Needs to be Done?
> Early Development and School Readiness from the Perspective of Addressing Barriers to Learning
> Addressing Barriers to Student Learning & Promoting Healthy Development
> Introduction to a component for Addressing Barriers to Student Learning
> Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships
> Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice
> Schools as Caring, Learning Communities
> Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions
> Designing Schoolwide Programs in Title I Schools: Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching
> Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning
> For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching
> School Improvement Planning: What's Missing?
> Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development
> Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component
> Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base
> Example of a Formal Proposal for Moving in New Directions for Student Support

B. Concept Papers and Proposals for Restructuring
(see also Books, Chapters, and Articles and Other Center Resources)

> What is a Comprehensive Approach to Student Supports?
> New Directions for Student Support (Concept Paper)
> Assuring No Child is Left Behind
> Two Examples of White Papers to Inform and Guide Policy Makers
> So you Want Higher Achievement Scores? It's Time to Rethink Learning Supports
> Q & A Talking Points
> What Might a Fully Functioning Enabling or Learning Supports Component Look Like
    at a School?
> Guidelines for a Student Support Component
        >> Full Document and Summary Outline
> Where's It Happening? New Directions for Student Support
> Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education
    Supports
> Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing
    Barriers to Student Learning
        >> Full Report and Executive Summary
> Framing New Directions for School Counselors, Psychologists, & Social Workers

C. Calls to Action to Advance Efforts to Address Barriers to Student Learning:

> An Open Letter to Congress: Reauthorizing the Elementary and Secondary Education Act
    to Better Address Barriers to Learning and Teaching
> An Open letter To Mayors: discussion of a mayor's role in public education
> School Improvement? . . . fully addressing barriers to learning and teaching is the next
    step!
> Student Support Staff: Moving in New Directions through School Improvement

D. Systemic Change and Sustainability

> Toolkit - Rebuilding Student Supports into a Comprehensive System for Addressing
    Barriers to Learning and Teaching
> Moving Toward a Comprehensive System of Learning Supports: The Next Evolutionary
    Stage in School Improvement Policy and Practice
> Community Schools: Working Toward Institutional Transformation
> Transforming School Improvement to Develop a Comprehensive System of Learning
    Supports: What District Superintendents Say They Need to Move Forward
> Preparing All Education Personnel to Address Barriers to Learning & Teaching
> New Directions for Student Support: Current State of the Art
> Toward a School District Infrastructure that More Effectively Addresses Barriers to
    Learning and Teaching
> New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and
    Going- to-Scale
> Systemic Change for School Improvement: Designing, Implementing, and Sustaining
    Prototypes and Going to Scale
        >> Full Report and Executive Summary
> Organization Facilitators: A Key Change Agent for Systemic School and Community
    Changes
> Toward Enhancing Resource Center Collaboration

FEATURED ARTICLES IN CENTER NEWSLETTER/JOURNAL

> Addressing Disparities by Enhancing Equity of Opportunity at School (Winter, '10)
> Strengthening Learning Supports at Schools This Year: Best Practices and Innovation (Fall, '09)
> Youth Participation: Making It Real (Summer, '09)
> Schools as Centers of the Community: Moving Forward in Hard Times (Spring, '09)
> Special Edition: Opportunities for Change in Challenging Times: School Improvement and
    Learning Supports (Winter, '09)
> School Dropout Prevention: A Civil Rights and Public Health Imperative (Fall, '08)
> Personnel Development for Education: Does the Process Enhance How Schools Address
    Barriers to Learning and Teaching? (Summer, '08)
> Rethinking How Schools Address Student Misbehavior & Disengagement (Spring, '08)
> Challenges and Opportunities in the Classroom (Winter, '08)
> Mental Health in Schools: Much More than Services for the Few (Fall, '07)
> Evidence-Based Practices in Schools: Concerns About Fit and Implementation (Summer '07)
> Engaging the Strengths of Families, Youth, and Communities in Rebuilding Learning Supports
    (Spring '07)
> Open Letter to the Mayor (Winter '07)
> Response to Intervention (Fall '06)
> School Improvement: Where's Student Support? (Summer '06)
> Concerns=Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by
    Moving in New Directions (Spring '06)
> Working in Schools: Q and A (Winter '06)
> Mental Health in Schools: An Opportunity to Influence Change in a Period of Transformation
    (Fall '05)
> Complex Problems, Limited Solutions (Summer '05)
> Who at the School Addresses Barriers to Learning and Teaching? (Spring '05)
> Bullying and Addressing Barriers to Learning (Winter '05)
> Sustainability & Scale-up: It's About Systemic Change (Fall '04)
> Beyond Positive Behavior Support Initiatives (Summer '04)
> Diversity and Professional Competence in Schools... a mental health perspective (Spring '04)
> Integrating Agendas for Mental Health in Schools into the Recommendations of the President's
    New Freedom Commission on Mental Health (Winter '04)
> Natural Opportunities to Promote Social-Emotional Learning and MH (Fall '03)
> New Directions: Where's it Happening? (Summer, '03)
> Safe Students/Healthy Schools: A Collaborative Process. (Spring, '03)
> Needed: A Greater Role for Learning Support Staff in Inservice at Every School. (Winter, '03)
> Summit on New Directions for Student Support. (Fall, '02)
> Revisiting Learning Problems and Learning Disabilities.(Summer, '02)
> School Staff Burnout. (Spring, '02)
> Re-engaging Students in Learning at School. (Winter, '02)
> Comprehensive & Multifaceted Guidelines for Mental Health in Schools. (Fall, '01)
> CSSS - Hawai`i's Comprehensive Student Support System... a multifaceted approach that
    encompasses & enhances MH in schools. (Summer, '01)
> Opening the Classroom Door (Spring, 01)
> Mechanisms for Delivering MH in Schools (Winter, '01)
> Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base
    (Fall, '00)
> Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches (Summer,'00)
> Expanding the Framework for School Accountability (Spring, '00)
> Connecting Counseling, Psychological, & Social Support Programs to School Reform
    (Winter, '00)
> Promoting Youth Development and Addressing Barriers (Fall, '99)

>Youth Suicide/Depression/Violence (Summer, '99)
> Expanded School Reform (Spring, '99)
> School-Community Partnerships from the School's Perspective (Winter, '99)
> Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning
    (Fall, '98)
> Open Letter to the Secretary of Education, Richard Riley (Summer '98)
> Enabling Learning in the Classroom: A Primary Mental Health Concern(Spr98)
> Accountability: Is it Becoming a Mantra? (Winter '98)
> Easing the Impact of Student Mobility: Welcoming & Social Support (Fall '97)
> Addressing Barriers to Learning: Closing Gaps in Policy & Practice (Sum '97)
> Behavior Problems: What's a School to Do? (Spring '97)
> Comprehensive Approaches & Mental Health in Schools (Winter '97)
> Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions
    (Fall '96)
> Labeling Troubled Youth: The Name Game (Summer '96)
> School-Linked Services and Beyond (Spring '96)
> Mental Health in Schools: Emerging Trends (Winter '96)

GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE

I. Guidebooks (also see Books)

> Steps and Tools to Guide Planning and Implementation of a Comprehensive System to
    Address Barriers to Learning and Teaching
> Fostering School, Family, and Community Involvement. Guidebook in series, Safe and Secure:
    Guides to Creating Safer Schools. Portland, OR: Northwest Regional Educational Laboratory
    & Hamilton Fish Institute. (2007)
> Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A
    Guidebook and Tool Kit
> School-Community Partnerships: A Guide
> What Schools Can Do to Welcome and Meet the Needs of All Students and Families (SP)
> Mental Health and School-Based Health Centers
> Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems,
    Disorders and Perspectives for Prevention and Treatment
> New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring
    Student Support Resources to Address Barriers to Learning
> Getting from Here to There: A Guidebook for the Enabling Component
> A Guide to the Enabling Component (one of the New American School Models)

II. Guidance Notes

> Youth Participation: Making It Real
> First Steps at State Education Agencies and School Districts in Developing a Comprehensive
    System of Learning Supports as an Essential Component for School Improvement and
    Student Success
> Personalizing Personnel Development at Schools: A Focus on Student Engagement and
    Re-engagement
> Schools, Families, and Community Working Together: Building an Effective Collaborative
> What are Learning Supports?
> Enhancing a School Board's Focus on Addressing Barriers to Learning & Teaching
> Mapping & Analyzing Learning Supports (A School Improvement Tool for Moving toward a
    Comprehensive System of Learning Supports)
> Leadership at a School Site for Developing a Comprehensive System of Learning Supports
    (Job Descriptions)

> Benchmark Checklist for Monitoring and Reviewing Progress in Developing a Comprehensive
    System to Address Barriers to Learning and Teaching
> Dissemination Focused on Diffusion: Some Guidelines
> Engaging and Re-engaging Students in Learning at School
> Turning a Project or Pilot into a Catalyst for Systemic Change and Sustainability
> Is the School Year Off to a Good Start?
> Schools Helping Students Deal with Loss
> Addressing School Adjustment Problems
> Dropout Prevention
> Homework is a Mental Health Concern
> Gateways to Resources for Enhancing Positive Outcomes for all Students
> Integrating Learning Supports into the Infrastructure of a Small School
> The Relationship of Response to Intervention and Systems of Learning Supports
> Fully Integrating Student/Learning Supports into the School Improvement Agenda
> Pursuing Opportunities for Moving Proactively from the Margins into the Mainstream of
    School Improvement
> Life Beyond the "Project" — Fully Integrating the Effort into the School Improvement Agenda
> What will it cost? - No New Dollars!
> Infrastructure for Learning Supports at District, Regional, and State Offices
> About Planning and Action for the Mental Health Needs of Students and School Staff in the
    Aftermath of a Natural Disaster

III. Practice Notes

> Notes on Transition Planning for College
> Volunteers as an Invaluable Resource
> Guiding and Supporting Volunteers
> Turning Big Classes into Smaller Units
> Response to Intervention
> About Motivation
> Addressing School Adjustment Problems
> Bullying: A Major Barrier to Student Learning
> Common Behavior Problems at School: A Natural Opportunity for Social and Emotional
    Learning
> Countering the Over-pathologizing of Students' Feeling & Behavior: A Growing Concern
    Related to MH in Schools
> Developing Systems at a School for Problem Identification, Triage, Referral, and Management
    of Care
> Grief and Loss
> Involving Parents in Counseling
> Making MOUs Meaningful
> Natural Opportunities to Promote Social-Emotional Learning and MH
> Obesity and Mental Health
> Prereferral Interventions
> Prescription Drugs Abuse Among Youth
> School Response to Natural Disasters
> Suicidal Crisis
> Supporting Successful Transition to Ninth Grade
> Welcoming Strategies for Newly Arrived Students & Their Families
> When a Student Seems Dangerous to Self or Others
> Working with Disengaged Students

IV. Policy Notes

> Balancing Cut-backs at Schools is Essential to Ensuring Equity of Opportunity

V. Tools

> Toolkit: Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching - (http://smhp.psych.ucla.edu/toolkit.htm)

This kit is divided into five sections.

Section A contains a set of brief documents clarifying the imperative for rebuilding and providing a big picture for policy makers, administrators, and other stakeholders. These include: briefs clarifying the rationale and frequently asked questions about rebuilding student supports; examples of policy formulations; prototypes of guidelines and standards; and a prototype for a school district proposal

Section B describes some planning tools for initial and ongoing planning of the rebuilding process. These include: reframing intervention; reworking infrastructure; and capacity building.

Section C includes tools related to phasing-in the new system such as: planning phase-in; and ongoing capacity building.

Section D contains some considerations about systemic change.

Section E highlights a topical Quick Find Clearinghouse that is readily accessed through a menu (direct website addresses are provided). The menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more. Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules

TRAINING & PRESENTATION RESOURCES

I. Continuing Education Modules (also see Books, Chapters, and Articles)

> Leadership Training: Moving in New Directions for Student Support
> Revisiting Learning & Behavior Problems: Moving Schools Forward
> Addressing Barriers to Learning: New Directions for Mental Health in Schools
> Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools
> Enhancing Classroom Approaches for Addressing Barriers to Learning:
    Classroom-Focused Enabling
    >> Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing
        Barriers to Learning: Classroom-Focused Enabling
> Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide
> About Infrastructure Mechanisms for a Comprehensive Learning Support Component
> Developing Resource-Oriented Mechanisms to Enhance learning Supports
> Mental Health in Schools: New Roles for School Nurses

II. Quick Training Aids & Tutorials

> Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning
    Supports) Component
> Assessing & Screening (SP)
> Attention Problems in School
> Behavior Problems at School
> Bullying Prevention

> Case Management in the School Context
> Classroom Changes to Enhance and Re-engage Students in Learning
> Community Outreach: School-Community Resources to Address Barriers to learning
> Confidentiality (SP)
> Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning
> Crisis Assistance and Prevention: Reducing Barriers to Learning
> Financing Strategies to Address Barriers to Learning
> Home Involvement in Schooling
> Re-engaging Students in Learning
> School-Based Crisis Intervention (SP)
> School Interventions to Prevent and Respond to Affect and Mood Problems
> School Staff Burnout
> Students & Family Assistance Programs and Services to Address Barriers to Learning
> Suicide Prevention
> Support for Transitions to Address Barriers to Learning
> Violence Prevention

III. Fact & Information Resources

> Leadership for a Learning Support System in State Departments of Education: Example Job Descriptions
> Barriers, Buffers, & Youth Development
> Strengthening Health Care for Adolescents
> Data About Youth in the United States
> What is a Comprehensive Approach to Student Supports?
> Why School-owned Student Support Staff are So Important
> Many Schools, Many Students: Equity in Addressing Barriers
> Data Related to the Need for New Directions for School Improvement
> Data on the Plateau or Leveling Off Effect of Achievement Test Scores
> *Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools: A Series of Information Resources on Enabling System Change*
>> Brief Overview of a Major Review by Lawrence W. Green, Judith M. Ottoson, Cesar Garcýa, and Robert A. Hiatt (2009) entitled: Diffusion Theory and Knowledge Dissemination, Utilization, and Integration in Public Health
>> Dissemination Focused on Diffusion: Some Guidelines
>> Diffusion: In Pursuit of Action
>> Excerpts from Child Trends' series of Research-to Results Briefs on Adopting, Implementing, Sustaining, and Replicating Evidence-Based Practices
>> Brief Overview of Major Concepts from E.M. Rogers' Work on Diffusion of Innovations
>> Some Key Terms Related to Enabling System Change
>> Systemic Change for School Improvement
>> Change Agent Mechanisms for School Improvement: Infrastructure not Individuals
>> Policy Implications for Advancing Systemic Change for School Improvement
>> Some Key References Related to Enabling System Change
>> Brief Overview of Malcolm Gladwell's Concept of the Tipping Point
>> Systemic Change and Empirically-Supported Practices: The Implementation Problem
>> Intro to Multi-Level Community Based Culturally Situated Interventions
>> Making and Disseminating Recommendations is Not Sufficient
> Costs of Not Addressing Barriers to Learning
> Some Base Line Data on School Mental Health Services
> Why Address What's Missing in School Improvement Planning?

> Frequently Asked Questions About Mental Health in Schools
> The School's Role in Addressing Psychological Reactions to Loss
> About Positive Psychology
> About Empirically Supported Therapeutic Relationships
> Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports)
> New Directions for Student Supports: Some Resources
> Resources for Planning Mental Health in Schools
> What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School
> What is a Learning Support Resource Team?
> Financing Mental Health for Children & Adolescents
> Annotated "lists" of Empirically Supported/Evidence Based Interventions for School-aged Children and Adolescents
> About School Engagement and Re-Engagement

IV. Presentations, Webinars, and Related Material (e.g., Powerpoint Slides, Handouts)

> Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students
> Strengthening School Improvement: ..Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching (a powerpoint presentation by the American Association of School Administrators, Scholastic and the UCLA Center for Mental Health in Schools)
> Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap
> Addressing Barriers to Learning and Teaching to Enhance School Improvement
> Mental Health in Schools: Becoming an Integrated Part of the School Improvement Agenda
> Youth Suicide Prevention: Mental Health and Public Health Perspectives (SP)
> Academics and Beyond: Addressing Barriers to Learning and Teaching

RESOURCE PACKETS

I. Introductory Packets on System, Program/Process Concerns, & Psychosocial Problems

A. System Concerns

> Financial Strategies to Aid in Addressing Barriers to Learning
> Evaluation and Accountability: Getting Credit for All You Do
> Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections
> About Mental Health in Schools.

B. Program/Process Concerns

> Violence Prevention and Safe Schools (SP)
> Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs
> Parent and Home Involvement in Schools (SP)
> Confidentiality and Informed Consent (SP)
> Understanding and Minimizing Staff Burnout
> Assessing to Address Barriers to Learning
> Cultural Concerns in Addressing Barriers to Learning
> Early Development and Learning from the Perspective of Addressing Barriers
> Transitions: Turning Risks into Opportunities for Student Support

C. Psychosocial Problems

> Dropout Prevention
> Learning Problems and Learning Disabilities
> Teen Pregnancy Prevention and Support
> Attention Problems: Intervention and Resources
> Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School
    Aged Youth
> Social and Interpersonal Problems Related to School Aged Youth
> Affect and Mood Problems Related to School Aged Youth
> Conduct and Behavior Problems in School Aged Youth

II. *Resource and Technical Aids*

A. Resource Aid Packets & Tools

> Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching
> Frameworks for Systemic Transformation of Student and Learning Supports
> Screening/Assessing Students: Indicators and Tools (SP)
> Responding to Crisis at a School (SP)
> Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It
    Needs
> Students and Psychotropic Medication: The School's Role
> Substance Abuse (SP)
> Clearinghouse Catalogue (On-line)
> Consultation Cadre (On-line)
> Gateway of Internet Sites Relevant to Mental Health in Schools (On-line)

> Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of
    Clearinghouse, Technical Assistance Centers, and Other Agencies
> Where to Get Resource Materials to Address Barriers to Learning (includes a range of
    sample materials)
> Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An
    Annotated Reference List
> Improving Teaching and Learning Supports by Addressing the Rhythm of a Year
> Guidelines for a Student Support Component
> Resource Synthesis to Help Integrate Mental Health in Schools into the Recommendations
    of the President's New Freedom Commission on Mental Health (see also Gap Analysis
    Report)
> New Directions for Student Support: Rethinking Student Support to Enable Students to
    Learn and Schools to Teach
> Catalogue of Internet Sites Relevant to Mental Health in Schools
> Standards for an Enabling or Learning Supports Component
> Standards & Quality Indicators for an Enabling or Learning Supports Component

B. Technical Aid Packets

> School-Based Client Consultation, Referral, and Management of Care
> School-Based Mutual Support Groups (For Parents, Staff, Older Students) (SP)
> Volunteers to Help Teachers and School Address Barriers to Learning
> Welcoming and Involving New Students and Families (SP)
> Guiding Parents in Helping Children Learn (SP)
> After-School Programs and Addressing Barriers to Learning
> Resource Mapping and Management to Address Barriers to Learning: An Intervention for
    Systemic Change

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> Evaluation and Accountability Related to Mental Health in Schools
> Autism Spectrum Disorders and Schools

C. Technical Assistance Samplers

> Thinking About and Accessing Policy Related to Addressing Barriers to Learning
> Behavioral Initiatives in Broad Perspective
> School-Based Health Centers
> Protective Factors (Resiliency)
> School Interventions to Prevent Youth Suicide
> A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to
    Learning (also see policy brief entitled: Addressing Barriers to Student Learning &
    Promoting Healthy Development: A Usable Research-Base)
> Using Technology to Address Barriers to Learning
> Sexual Minority Students

INITIATIVE & CENTER REPORTS

I. Reports from the *National Initiative: New Directions for Student Support*

In addition to the items below, other resources for the *Initiative* and reports on individual state
activity are online at: http://smhp.psych.ucla.edu/summit2002/ndannouncement

A. Report from the National Meeting on Pioneer Initiatives to Reform Education Support Programs (May, 2000)

> Center Report: Pioneer Initiatives to Reform Education Support Programs
> Executive Summary: Pioneer Initiatives to Reform Education Support Programs
> Resource Materials

B. National Summit New Directions for Student Support

> Executive Summary and Full Report

II. Reports from the *Policy* Leadership Cadre for Mental Health in Schools

> Expanding Policy Leadership for Mental Health in Schools
> Report from the Regional Conferences
> Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations
> Report from the Texas Leadership Institute for Mental Health in Schools
> An Initial Look at Texas Policy Related to Mental Health in Schools

III. Reports from the *Coalition for Cohesive Policy in Addressing Barriers to Development & Learning*

> Organizing Framework: Coalition for Cohesive Policy in Addressing Barriers to Development
    and Learning
> Initial Tasks and Guiding Frameworks: Coalition for Cohesive Policy in Addressing Barriers
    to Development and Learning
> The Policy Problem and a Resolution to Guide Organizations Working toward Policy
    Cohesion
> Proposal for Policy Legislation: Restructuring Student Support Resources and Enhancing
    Their Connection with Community Resources

IV. *Center Impact Evaluation Report*

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). It also provides a link with the Center's ongoing technical assistance and the Consultation Cadre. It enables sharing, supports efforts to enhance school priorities for MH, provides mechanisms for addressing issues, etc.

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* (sent via email)
       (provide email mailing address below)

(5) Want Technical Assistance or specific resources?
    Indicate what you need below and we will contact you.

(6) As always, we welcome your feedback on any facets of the Center's 0perations.

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.

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 │Toll Free: (866) 846-4843 │ Fax: (310) 206-5895
E-mail: smhp@ucla.edu   Website: http://smhp.psych.ucla.edu/

Online the Resources & Publications can be accessed by format or topic. (http://smhp.psych.ucla.edu)

Formats	*Topics*

Formats

Books & Monographs

Recent Chapters

Selected Journal Articles

Policy & Program Reports & Briefs

Featured Articles in Center Newsletter/journal

Guides to Policy and Program Development/practice

> Guidebooks
> Guidance Notes
> Practice Notes
> Tools

Training & Presentation Resources

> Continuing Education Modules
> Quick Training Aids & Tutorials
> Fact & Information Resources
> Presentations Handouts/slides

Resource Packets

> Introductory Packets on System, Program/process Concerns, & Psychosocial Problems
> Resource and Technical Aids

Initiative & Center Reports

> Reports from the National Initiative: New Directions for Student Support
> Reports from the Policy Leadership Cadre for Mental Health in Schools
> Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development & Learning
> Center Impact Evaluation Report

Online Clearinghouse Quick Find Topics

Note: Items indicating **(SP)** are available in both English and Spanish.

Topics

As a first step in looking for our resources & publications on a given topic, go to our QUICK FIND search drop down menu. This evolving tool for accessing our Online Clearinghouse provides information on a growing range of topics. Use it for easy access to resources & publications from our Center and for direct links to resources & publications from other sources.

Alternatively, go to the following:

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

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 (Including Sexual Assault & Harassment)
- After-School Programs (and Evaluation)
- Alternative Schools and Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism: Educating Children
- Barriers to Learning
- Behavior and Mass Media
- Behavior Problems and Conduct • Disorders
- Bullying
- Burnout
- Business Support for Schools
- Case/Care Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Child Traumatic Stress
- Children and Poverty
- Children of Alcoholics & Substance Abusers
- Childhood Development
- Chronic Illness: Information and Coping
- Classroom Climate/Culture
- Classroom Management
- Classroom-focused Enabling
- Collaboration- School, Community, Interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (incl. Interagency Release Forms)
- Conflict Resolution in Schools
- Cost-Benefit Analysis Relevant to • Addressing Barriers to Learning
- Crisis Prevention and Response
- Cultural Competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Disciplinary Practices
- Discipline Codes and Policies
- Diversity, Disparities, and Promoting Health Equitably
- Divorce & Children
- Domestic Violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health, and Mental Health Reports
- 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
- Ethical/Legal/Consumer Issues
- Evaluation of programs addressing 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 - Surfin' for Funds (a pdf document)
- Foster Care
- Gangs
- Gay, Lesbian, Bisexual Issues
- Grade Retention/Social Promotion
- Grief and Bereavement
- Group Counseling
- Guidelines, Frameworks, Standards
- Hate Groups: Helping Students and Preventing Hate Crime
- Homeless Children and Youth - Education
- Homework Help for Educators, Students, Parents
- Hotlines
- Hyperactivity
- IDEA and Accommodations/Inclusion
- Immigrant Students and Mental Health
- Impulse Control
- International links to Mental Health in Schools
- Involving Stakeholders
- Job Descriptions Related to Mental Health in Schools
- Juvenile Justice Systems - Mental Health Needs
- Learning Problems & Disabilities
- Learning Supports: Addressing Barriers to Learning by Enabling Students to Succeed
- Legal and Ethical Issues in School Health/Mental Health
- Legislation Related to Student Support & Mental Health in Schools
- Mapping Existing School and Community Resources for Addressing Barriers to Learning
- Media's Effect on Behavior
- Medicaid and Managed Care for School Based Mental Health
- Medication (see Psychotropic Medication)
- Memoranda of Agreements (including joint agency agreements, MOU's)
- Mental Health Curriculum
- Mental Health in Schools -- A Sampling of References
- Mental Health in Schools in Other Countries
- Mental Health Related Software & Multimedia
- Mentoring
- Military Families and Student Mental Health
- Model Programs Information
- Motivation
- Native American Students
- Needs and Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parenting Education
- Peer Relationships and Peer Counseling
- Physical and Somatic Complaints
- Policy Related to MH in Schools and Addressing Barriers to Learning

- Post-traumatic Stress
- Poverty
- Prevention for Students "At Risk"
- Psychotropic Medications
- Racism and Schools
- References for Mental Health in Schools
- Resilience/Protective Factors
- Response to Intervention (RTI)
- Rural School Mental Health
- Safe Schools and Violence Prevention
- School and Community Collaboration
- School Avoidance
- School-Based Health Centers
- School Climate/Culture
- School Improvement Planning - Analyses from the UCLA Center
- School-Linked Services
- Self-Esteem
- Small Class Size
- Social Promotion/Grade Retention
- Social and Emotional Development and Social Skills
- Social Determinants of Health, Mental Health, and Academic Achievements
- Staffing Student Support Services: New Directions
- Stakeholders, Involving
- Standards (Guidelines, Frameworks related to Addressing Barriers to Learning)
- Statistical Information on Health, Mental Health, and Education Related Topics
- Stigma Reduction
- Student and Family Assistance Programs and Services - Outcomes
- Substance Abuse
- Suicide Prevention
- Support for Transitions (see: Transition Programs/Grade Articulation/Welcome)
- Sustainability of Initiatives
- Systemic Change and Schools
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialties
- Threat Assessment: Resources and Cautions
- Tolerance
- Transition from Adolescence
- Transition Programs/Grade Articulation/Welcome
- Transition to College
- Traumatic Brain Injury - Implications for School
- Tutoring
- Videos About Addressing Barriers to Learning and Teaching
- Violence Prevention and Safe Schools
- Visually/Aurally Impaired Students and Mental Health
- Volunteers in Schools
- Youth Development
- Zero Tolerance