

List of Available Papers

This bibliography describes material prepared by staff of the Research and Training Center. To receive a free copy, **please circle the item number** which precedes the title of each paper and mail to Catherine Newman, Research and Training Center for Children's Mental Health, Bibliography, 13301 Bruce B. Downs Blvd., Tampa Florida, 33612-3807. For questions or further information, please contact Catherine Newman at (813) 974-8429 (e-mail: cnewman@fmhi.usf.edu) or call the Center staff at (813) 974-4661.

Circle the item number of the document you would like to receive.

3202 *The Children and Youth We Serve: A National Picture of the Characteristics of Students with Emotional Disturbances Receiving Special Education*

Wagner, M., Kutash, K., Duchnowski, A.J., & Epstein, M. H. (in press). The children and youth we serve: A national picture of the characteristics of students with emotional disturbances receiving special education. *Journal of Emotional and Behavioral Disorders*.

This article provides a national perspective of children and youth with emotional disturbances (ED) served in special education using data from the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2). Data sources include teachers, school records, the students, and their parents. Results indicate that children and youth with ED live in households in which there are multiple risk factors for poor life outcomes. As a group, these children and youth have serious and multiple impairments that include an array of emotional disabilities, poor communication skills, and low academic achievement. There is a considerable gap between initial identification of problems and the onset of service delivery, a high rate of suspension and expulsion, and an unstable school environment. Parents work harder to secure services for their children and are less satisfied with services than parents of children in other disability groups. Implications of the findings point to a need to emphasize programs that address both the academic and behavioral needs of these children and youth.

3201 *The Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study (NLTS2): Study Designs and Implications for Youth With Emotional Disturbance*

Wagner, M., Kutash, K., Duchnowski, A.J., & Epstein, M. H. (2005). The Special Education Elementary Longitudinal Study and the National Longitudinal Transition Study: Study designs and implications for youth with emotional disturbance. *Journal of Emotional and Behavioral Disorders*, 13(1),25-41.

The purpose of this article is to describe the design features of two longitudinal studies, the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study (NLTS2), and to outline their potential implications for policy, practice, research, advocacy, and system development for children and youth with emotional disturbances (ED). We begin by reviewing the role of longitudinal research and its importance in building the knowledge base regarding these children and youth. A review of illustrative longitudinal studies conducted on children and youth with ED points to the potential of a longitudinal design for providing much-needed information but also reveals the limitations and inconsistencies in both the samples and methods of existing studies that hamper development of policy and practice. We describe key features of SEELS and NLTS2 and how they will extend the research knowledge base. We conclude by outlining the implications of the two studies for key issues in improving outcomes for children and youth with ED.

3032 *Systematically Examining School Improvement Activities Including Special Education*

Duchnowski, A. J., Kutash, K. & Oliveira, B. (2004). Systematically examining school improvement activities including special education. *Remedial and Special Education*, 25(2), 117-129.

Methodological and practical challenges present formidable barriers to conducting empirical evaluations of school reform initiatives. Systematic information about school reform and improvement, and its relationship to special education, is even more difficult to obtain. In this study, the authors developed a reliable and valid method to (a) systematically describe and assess the school improvement process and (b) examine its relationship to special education by including in the investigation programs for students with emotional disturbance. A rigorous case-study design was used with 20 schools that varied in their levels of improvement activity. Results indicated that the School Improvement Index (SII) could reliably and validly discriminate between schools engaging in high levels of school improvement activities and those schools engaging in low levels. The use of the SII as a research tool and an aid to local schools engaged in school improvement is discussed.

3031 *Mental Health Services: A Public Health Perspective*

Friedman, R. M., Best, K., Armstrong, M., Duchnowski, A., Evans, M., Hernandez, M., Hodges, S., & Kutash, K. (2004). Child mental health policy. In B. L. Levin, J. Petrila, & K. Hennessey (Eds.), *Mental health services: A public health perspective* (2nd ed, pp. 129-156). New York: Oxford University Press.

This chapter reviews the child mental health policy of the United States and identifies key policy issues at a time when greater attention is being paid to the area of children's mental health. This attention reflects both the severity of the problem of emotional, behavioral, and mental disorders in children and adolescents, and the inadequacy of present attempts to address these disorders. A brief history of child mental health policy is reviewed, and the prevalence and seriousness of the problem is discussed.

3029 *The Mental Health Needs of Youth with Emotional and Behavioral Disabilities Placed in Special Education Programs In Urban Schools*

Kutash, K., & Duchnowski, A. J. (2004). The mental health needs of youth with emotional and behavioral disabilities placed in special education programs in urban schools. *Journal of Child and Family Studies*, 13(2), 235-248.

This paper describes the psychosocial characteristics of youth served in special education due to emotional disturbances in urban communities ($N = 158$). Data were also collected describing service utilization, academic functioning, and family characteristics. Ten schools in three mid-size urban cities participated. Results from the administration of standardized assessments revealed that the majority of students scored in the clinical range on the parent version of the Child Behavior Checklist and the Columbia Impairment Scale, indicating significant levels of emotional and behavioral impairment. Further, behavior problems began at an early age, and most of the youths' school careers have been in a special education setting. The most common services currently being supplied by school personnel was individual counseling, while child-serving agency personnel were providing individual counseling for 17% of the youth. Implications for the development of multi-agency collaborative services are presented.

3028 *The System of Care Twenty Years Later*

Kutash, K., Duchnowski, A. J., & Friedman, R. M. (2005). The system of care twenty years later. In M.H. Epstein, K. Kutash, & A. J. Duchnowski (Eds.), *Outcomes for children with emotional and behavioral disorders and their families: Program and evaluation best practices* (2nd ed., pp. 3-22). Austin, TX: Pro-Ed.

In this chapter the authors discuss the current impact and relevancy of the system of care model for the children's mental health services system. The chapter begins with a brief description of the context that led to the development of the systems of care nationally. This is followed by an examination of recent empirical advances that have been made in understanding the number of youth who have emotional disorders, components within systems of care, and outcomes related to the model. The chapter concludes with recommended next steps for systems of care research.

3025 *Improving Outcomes for Students Through the Application of a Public Health Model to School Psychology: A Commentary*

Friedman, R. M. (2003). Improving outcomes for students through the application of a public health model to school psychology: A commentary. *Journal of School Psychology*, 41, 69-75.

This overview contains a summary of the application of public health principles and concepts, which have the potential to improve outcomes for children served in our schools. The public health model focuses on the status of the overall population of children and that most children in need of services do not receive them. Implications for policy, research and the improvement of children in need of services is discussed.

3023 *Special Series: Children's Mental Health Policy [Special issue]*

Hernandez, M. (Ed.) (2003). Special series: Children's mental health policy [Special issue]. *Journal of Emotional and Behavioral Disorders*, 11(1).

In this special issue, the editor briefly reviews the history and evolution of the System of Care framework. A discussion of how policy makers, human service agencies and families have struggled to incorporate the values and principles of systems of care into daily operations and guiding policies follows.

3022 *Building upon Theory of Change for Systems of Care*

Hernandez, M., & Hodges, S. (2003). Building upon theory of change for systems of care. *Journal of Emotional and Behavioral Disorders* 11, 19-26.

This article describes the concept of systems of care for children with serious emotional disturbance and their families. Systems of care are presented as mutable strategies for improving organizational relationships that are best judged by outcomes focused at the organizational level. Implications for rethinking and expanding the theory of change that underlies the system of care is discussed.

3021 *Developmental Framework for Collaboration in Child-serving Agencies*

Hodges, S., Hernandez, M., & Nesman, T. A. (2003). Developmental framework for collaboration in child-serving agencies. *Journal of Child and Family Studies*, 12(3), 291-305.

This article presents a development framework for collaboration in child-serving agencies that is based on the experience of families, service providers, administrators, and community members who have been involved in local collaborative processes in their own communities. The results of this project indicate that while well-developed collaboration is a necessary component of collaboration, it is not sufficient in and of itself.

3020 *A Historical Perspective on National Child Mental Health Policy*

Lourie, I., & Hernandez, M. (2003). A historical perspective on national child mental health policy. *Journal of Emotional and Behavioral Disorders* 11, 5-10.

This article presents an historical perspective on the formalized child mental health policy in the United States. The perspective ranges from a century to the present day, and discusses challenges associated with the creation of meaningful policy in the area of children's mental health. The difficulty that children and their families have in receiving appropriate services is reviewed, and the need for a comprehensive policy is strongly encouraged.

3018 *Building Upon the Theory of Change for Systems of Care*

Hernandez, M., & Hodges, S. (2002). Building upon the theory of change for systems of care. *Journal of Emotional and Behavioral Disorders*, 11(1), 19-26.

This article describes the concept of *systems of care* as an explicit organizational philosophy that emphasizes services based on system-of-care values and principles, in contrast to the view of systems of care as discrete interventions causally related to child-level outcomes. The authors recommend rethinking and expanding the theory of change underlying systems of care in order to support development of the knowledge base for understanding what systems of care are, what they are not, and what they can be expected to accomplish.

3017 *Use of the System of Care Practice Review in the National Evaluation*

Hernandez, M., Gomez, A., Lipien, L., Greenbaum, P. E., Armstrong, K., & Gonzalez, P. (2001). Use of the System of Care Practice Review in the national evaluation: Evaluating the fidelity of practice to system of care principles. *Journal of Emotional and Behavioral Disorders*, 9, 43-52.

This article describes the empirical support of the System of Care Practice Review (SOCPR), a methodology developed to measure the alignment between the principles of a system of care and mental health practices in a community setting. To test this approach, two communities with well-developed systems of care were compared on the SOCPR with two communities with less developed systems of care. Results indicate that the SOCPR was successful in differentiating between those communities that were able to implement systems of care principles into mental health practices from those who did not.

3016 *What is Case Management?*

Evans, M. E., & Armstrong, M. I. (2002). What is case management? In B. J. Burns, & K. Hoagwood (Eds). *Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders*. New York: Oxford University Press, pp. 39-68.

Although case management has become a common intervention for children served through multiple systems, it can be quite variable in implementation. This chapter addresses the necessity to define case management in terms of common components and diverse models prior to exploring the evidence base for practice. This chapter also examines significant studies to date regarding the effectiveness of case management approaches.

3015 *Community-based Interventions in a System of Care and Outcome Framework.*

Duchnowski, A. J. Kutash, K. & Friedman, R. M. (2002). Community-based interventions in a System of Care and outcomes framework. In B. J. Burns, & K. Hoagwood (Eds). *Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders*. New York: Oxford University Press, pp.16-37

This chapter summarizes the various initiatives and research findings that are driving the shift in the children's mental health services system from the almost exclusive reliance on office-based or residential treatment to a community-based continuum of service options. The chapter introduces the topics covered in the remaining chapters in this book and presents an overview of the recent history of children's mental health services and the current status of the field. The chapter summarizes the current emphasis and work on evaluating outcomes in the service delivery system for children and their families.

3014 *The National Evaluation of the Comprehensive Community Mental Health Services Program for Children and their Families Program. A Commentary.*

Friedman, R. M. & Hernandez, M. (2002). The national evaluation of the comprehensive community mental health services program for children and their families program. A commentary. *Children's Services: Social Policy, Research, and Practice*, 5(1), 67-74.

This commentary appeared in a special issue describing the national evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program. Friedman and Hernandez' commentary identifies general issues and themes in development and evaluation of systems of care, and discusses these in the context of the articles appearing in this volume. Themes included (a) impact of complexity of community-based systems of care on evaluation design; (b) relevance of theories of change; (c) implications of diversity in populations served; and (4) strategies for conducting evaluation within the constraints imposed.

3013 *The Impact of Managed Care on Systems of Care that Serve Children with Serious Emotional Disturbances and their Families.*

Stroul, B., Pires, S., Armstrong, M. & Zaro, S. (2002). The impact of managed care on systems of care that serve children with serious emotional disturbances and their families. *Children's Services: Social Policy, Research and Practice*, 5(1), 21-36.

This article describes findings from a qualitative study evaluating the impact of managed care reforms on a select sample of systems of care funded by the Comprehensive Community Mental Health Services for Children and Their Families Program. This study's analyses reveal conditions and factors necessary to maintain a system-of-care-philosophy and approach in a managed care environment.

3012 *Child and Adolescent Mental Health: Recommendations for Improvement by State Mental Health Commissions*

Friedman, R. M. (2002). *Child and adolescent mental health: Recommendations for Improvement by State Mental Health Commissions*. Research and Training Center for Children's Mental Health, Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa, FL: Author.

Between 1997 and 2001, 13 states had commissions that reviewed their state mental health system. This manuscript reviews the findings and recommendations from the reports of these commissions with regard to child and adolescent mental health. The composite look at the commission reports offers an opportunity to examine the current status of systems and services for children with emotional disturbances and their families.

3010 *A School, Family, and Community Collaborative Program for Children who have Emotional Disturbances.*

Kutash, K., Duchnowski, A. J., Sumi, W. C., Rudo, Z. & Harris, K. M. (2002). A school, family, and community collaborative program for children who have emotional disturbances. *Journal of Emotional and Behavioral Disorders*, 10(2), 99-107.

This article provides the rationale, development, implementation and evaluation of a school-based program for students with emotional disturbances and who are served in a special education setting is described. The essential features of this program included a training program for professionals from the school and community agencies, the development and implementation of a strengths-based plan in which students and families are included as partners, and a method for evaluating the fidelity of program implementation. Results indicated a reduction in discipline referrals, better retention of students with emotional disturbances in their community school, and a trend toward improved emotional functioning. In addition, fidelity was positively related to higher reading achievement.

3009 *A Conceptual Framework for Developing and Implementing Effective Policy in Children's Mental Health*

Friedman, R. M. (2002). A conceptual framework for developing and implementing effective policy in children's mental health. *Journal of Emotional and Behavioral Disorders*, 11(1), 11-18.

This article presents a framework to be used in studying public policy development and implementation in children's mental health. It particularly focuses on policy related to the establishment of community-based systems of care. The framework is based on a review of the literature on policy development and implementation. It focuses on four dimensions: the stages of policy development and implementation, the relationships among different levels of government, the relationships among different service sectors, and variables that affect the likelihood that a policy will achieve its intended effect.

3008 *The Child Behavior Checklist/4-18*

Greenbaum, P. E., Dedrick, R. F., & Lipien, L. (2003). The Child Behavior Checklist/4-18. In M. Hersen (Ed.), *Comprehensive handbook of psychological assessment: Vol. 2. Personality assessment*. Hoboken, NJ: Wiley.

This chapter presents the Child Behavior Checklist/4-18 as one of the most widely used parent report forms of children's psychological behavior. The checklist was designed to measure competencies and problems in children 4 to 18 years of age. The chapter reviews a broad range of issues regarding the checklist, including: the theoretical basis, the range of applicability and limitations, the accommodations for populations with disabilities, and the legal and ethical considerations in using this instrument.

3007 *Overview of the National Evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program.*

Holden, E. W., R. M. Friedman, & R. L. Santiago (2001). Overview of the national evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program. *Journal of Emotional and Behavioral Disorders*, 9, 4-12.

This article appeared in the special issue of the Journal of Emotional and Behavioral Disorders, The National Evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program edited by E. Wayne Holden, Robert M. Friedman, & Rolando Santiago [Vol. 9, Issue 1, (2001)]. It provides an overview of the methodology and status of the evaluation conducted by ORC Macro, Inc., in collaboration with the University of South Florida and other partners.

3006 *A Comparison of the Academic Progress of Students with Emotional and Behavioral Disabilities and Students with Learning Disabilities.*

Anderson, J. A., Kutash, K., & Duchnowski, A. J. (2001). A comparison of the academic progress of students with emotional and behavioral disabilities and students with learning disabilities. *Journal of Emotional and Behavioral Disorders*, 9 (2), 106-115.

This article presents findings from a study comparing academic progress over 5 years for students with emotional and behavioral disorders and students with learning disabilities. Factors related to academic achievement (attendance, behavior offenses, type of special education setting, school mobility and early retention) were examined as to their contribution to achievement over time for these two groups.

3005 *The Practice of Psychology with Children, Adolescents, and Their Families: A Look to the Future.*

Friedman, R. M. (2001) *The practice of psychology with children, adolescents, and their families: A look to the future*. In J. N. Hughes, A. M. La Greca, & J. C. Conoley, (Eds.) *Handbook of Psychological Services for Children and Adolescents*, New York: Oxford University Press, pp. 3-22.

This chapter reviews the changes that have been made in the children's mental health field in the last two decades, and examines some of the challenges that the field now faces. It discusses such issues as systems of care, individualized care, financing of services, accountability, and evidence-based practice.

3004 *Improving the Quality of Community-Based Services for Children*

Evans, M. E. (2001). Improving the quality of community-based services for children. In B. Dickey & L. I. Sederer (eds.). *Improving mental healthcare: Commitment to quality*. Washington, DC: American Psychiatric Press.

This chapter considers the problem of assessing and improving the quality of intensive case management services for children and adolescents with serious emotional disturbance. It identifies the systemic factors contributing to quality services, details the intervention, and describes three methods that the effectiveness of the intervention were assessed. It concludes with recommendations for improving quality of intensive case management services and designing additional services to meet the needs of these children and their families.

3002 *Environmental Safety and Exposure to Violence of Inner City Children: Children in Psychiatric Crisis*

Boothroyd, R. A. & Evans, M. E. (2001). Environmental safety and exposure to violence of inner city children: Children in psychiatric crisis. *International Journal of Anthropology*, 16(2-3) 97-209

The article details environmental safety and exposure to violence in a group of particularly vulnerable children ages 5-18. The approximately 300 children enrolled in this study resided in the Bronx, New York, and presented at a psychiatric emergency room in crisis. This study discusses these children's level of exposure to violence and unsafe environments, as well as their ratings regarding feelings about safety. Two case studies are presented, along with implications of findings.

3001 *Child and Adolescent Measures of Functional Status.*

Burns, B. J., & Kutash, K. (2000). Child and adolescent measures of functional status. In *Handbook of psychiatric measures and outcomes* (pp. 357-392). Washington, D.C.: American Psychiatric Association

This chapter provides an overview of the commonly used assessments to measure functioning in children and adolescents. A description of each assessment is provided along with the psychometric properties, estimated time to administer, and the cost. Each measure is evaluated for its components, reliability, validity, and utility, including its strengths and weaknesses. Instruments reviewed include the Child and Adolescent Functioning Assessment Scale (CAFAS) and the Columbia Impairment Scale (CIS).

3000 *The School and Community Study: Characteristics of Students who have Emotional and Behavioral Disabilities Served in Restructuring Public Schools.*

Kutash, K., Duchnowski, A. J., Robbins, V., Calvanese, P. K., Oliveira, B., Black, M., & Vaughn, D. (2000). The school and community study: Characteristics of students who have emotional and behavioral disabilities served in restructuring public schools. *Journal of Child and Family Studies*, 9(2), 175-190.

This article presents preliminary results from an ongoing study of the effects of school reform and restructuring on students with serious emotional and behavioral disabilities (SED). Ten schools, ranging from grades K through 12, were studied with regard to accountability, governance, parent involvement, "includedness," curriculum and instruction, and pro-social discipline. The schools in this study identify and serve students in special education programs at a higher rate than the national average. While school reforms varied between schools, similar patterns emerged, e.g., "a strong shared value among the staffs of these schools that everyone felt responsible for the education of all children" (p. 18). Methodology of the study is emphasized, and longitudinal studies of the children and their families will continue for two years.

2004 *The Alternatives to Residential Treatment Study (ARTS): 12 Month Outcomes*

Duchnowski, A. J., Hall, K. S., & Kutash, K. (1998). The Alternatives to Residential Treatment Study (ARTS): 12 month outcomes. In M. H. Epstein, K. Kutash, & A. J. Duchnowski (Eds.), *Outcomes for children with emotional and behavioral disorders and their families: Program and evaluation best practices*, (pp. 55-80). Austin, TX: Pro-Ed.

This chapter reviews the Alternatives to Residential Treatment Study (ARTS) used to describe children and adolescents served in five innovative programs, and their outcomes over time (one year). Significant similarities and differences between the National Adolescent and Child Treatment Study (NACTS) and the ARTS outcomes are discussed. Findings from both studies reveal a long delay between symptom onset and implementation of comprehensive services, thus having implications for policymakers.

2003 *Serving Youth With Mental Health and Substance Abuse Problems*

Petrilla, A., Foster-Johnson, L., & Greenbaum, P. E. (1996). Serving youth with mental health and substance abuse problems. In B. A. Stroul (Ed.), *Children's mental health: Creating systems of care* (pp. 493-512). Baltimore: Paul Brookes.

This chapter reviews issues central to understanding adolescents with co-occurring alcohol and other drug use and mental health disorders and notes that co-occurrence is "as prevalent among adolescents as it is among adults" (p. 493). The special characteristics of this adolescent population are discussed in detail and existing treatment programs are reviewed. The need for treatment strategies that integrate mental health and substance abuse programs is emphasized, and unique and innovative treatment approaches are summarized.

2002 *Co-occurring Addictive and Mental Disorders Among Adolescents: Prevalence Research and Future Directions*

Greenbaum, P. E., Foster-Johnson, L., & Petrilla, A. (1996). Co-occurring addictive and mental disorders among adolescents: Prevalence research and future directions. *American Journal of Orthopsychiatry*, 66, 52-60.

This article reviews existing literature on the prevalence of adolescents with co-occurring addictive and mental disorders (COAMD), and emphasizes the need for adolescent COAMD assessment practices that differ methodologically and conceptually from assessment of adults with COAMD. The authors find a wide variability in prevalence, but also note some emerging patterns in the literature, e.g., that conduct disorder and depression are the two most frequently reported co-occurring mental disorders among adolescents with COAMD. Noting that relatively little is known about this population of adolescents, the authors suggest that future studies ought to develop psychometrically valid and reliable assessment instruments, use general population samples, and explore differences between adolescents with COAMD and those with a single-disorder.

859 *Prevalence of Serious Emotional Disturbance in Children and Adolescents*

Friedman, R. M., Katz-Leavy, J. W., Manderscheid, R., & Sondheimer, D. (1996). Prevalence of Serious Emotional Disturbance in Children and Adolescents. In R. Manderscheid and M. Sonnenschein (Eds.) *Mental Health, United States: 1996* (pp. 71-89). Washington, DC: U.S. Government Printing Office, DHHS Publication Number (SMA)96-3098.

This chapter presents the findings of a group of technical experts who met to consider estimation methodologies for establishing prevalence of children with serious emotional disturbance. The chapter consists of the definition of serious emotional disturbance developed by the Center for Mental Health Services, a discussion of how this definition was operationalized, the general approach used to develop the estimation methodology, the data bases used, and the findings from these data bases. The report concludes with a recommendation for an estimation methodology, a discussion of important gaps in the existing knowledge base, and suggestions for addressing these limitations.

858 *The Fort Bragg Study: What Can We Conclude?*

Friedman, R. M. (1996). The Fort Bragg study: What can we conclude? *Journal of Child and Family Studies*, 5(2), 161-168.

While the thoroughness of the research and outcomes of the evaluation of the CHAMPUS demonstration project at Fort Bragg was a heroic effort in gathering information on multiple facets of systems of care, the complexity of the project left many questions unanswered. This paper addresses some of those questions as well as possible steps that could have been taken to anticipate and provide answers to new questions and/or problems that a study of this magnitude might produce.

857 *Create Comprehensive and Collaborative Systems*

Kutash K., & Duchnowski, A. J. (1997). Create comprehensive and collaborative systems. *Journal of Emotional and Behavioral Disorders*, 5(2), 65-128.

The article presents a review of comprehensive and collaborative service systems for children with serious emotional disturbance and their families from the advocacy of the 1960s to its current status. A coalition of child-serving agencies (education, mental health, child welfare, and juvenile justice), health care, agency practitioners and the families they serve represent these systems. Recommended are strategies for overcoming the challenges of creating and maintaining comprehensive and collaborative systems in Vermont and other state models.

856 *The Evaluation of the Fort Bragg Demonstration Project: An Alternative Interpretation of the Findings*

Friedman, R. M., & Burns, B. J. (1996). The evaluation of the Fort Bragg demonstration project: An alternative interpretation of the findings. *Journal of Mental Health Administration*, 23(1), 238-136.

The article offers an interpretation of the findings of the Fort Bragg Demonstration Project evaluation that differs in many important ways from the evaluation results provided in this special issue of the *Journal of Mental Health Administration* and in a book published by the evaluators. It points out problems associated with the program theory used by the evaluation team to illustrate how the intended intervention is expected to lead to the major outcomes.

855 *The Ecology of Outcomes: System Accountability in Children's Mental Health*

Hernandez, M., Hodges, S., & Cascardi, M. (1998). The ecology of outcomes: System accountability in children's mental health. *Journal of Behavioral Health Services & Research*, 25(2), 136-150.

This article presents the Ecology of Outcomes framework, which provides a foundation for the utilization of information so that outcome information can provide opportunities for learning and self-correction. In this manner, an evaluation that would traditionally be structured as external is integrated into the internal system of service planning and delivery (e.g., by involving stakeholders in identification of desired outcomes). The following components are described: principles of outcome accountability, prerequisites and building blocks, implementation of the outcome information system, and utilization of results. The framework can aid policymakers and administrators in the planning and delivery of services to children and their families.

849 *State Health Care Reforms: How They Affect Children and Adolescents with Emotional Disorders and Their Families*

Stroul, B. A., Pires, S. A., Roebuck, L., Friedman, R. M., Barrett, B., Chambers, K. L., & Kershaw, M. A. (1997). State health care reforms: How they affect children and adolescents with emotional disorders and their families. *Journal of Mental Health Administration*, 24(4), 386-399.

This article presents baseline results of the Health Care Reform Tracking Project, a national study designed to describe and analyze state health care reforms and their impact on children and adolescents with emotional disorders and their families. The authors examine the nature and extent of health care reforms in which states are engaged and identify trends across states with respect to mental health service delivery for children and adolescents. The article concludes with a discussion of issues and concerns related to mental health service delivery and systems of care for children and adolescents with emotional disorders and their families.

848 *Services and Service Delivery Systems for Children with Serious Emotional Disorders: Issues in Assessing Effectiveness*

Friedman, R. M. (1997). Services and service delivery systems for children with serious emotional disorders: Issues in assessing effectiveness. In C. T. Nixon and D. A. Northup (Eds.), *Evaluating mental health services: How do programs for children "work" in the real world?* (pp. 16-44). Thousand Oaks, CA: Sage.

This chapter focuses on the many changes in service delivery and systems of care in the children's mental health field that have occurred since the publication of Knitzer's *Unclaimed Children* in 1982 and discusses the role of research and evaluation in bringing about these changes. The author presents a discussion of the challenges inherent in conducting research and evaluation to improve services and systems of care and concludes by advocating for a comprehensive knowledge development strategy in which a broad range of research and evaluation methods are utilized.

845 *National Adolescent and Child Treatment Study (NACTS): Outcomes for Children with Serious Emotional and Behavioral Disturbance*

Greenbaum, P. E., Dedrick, R. F., Friedman, R. M., Kutash, K., Brown, E. C., Lardieri, S. P., & Pugh, A. (1996). National Adolescent and Child Treatment Study (NACTS): Outcomes for children with serious emotional and behavioral disturbance. *Journal of Emotional and Behavioral Disorders*, 4(3), 130-146.

This article describes the results of a seven-year longitudinal study designed to gather information on the demographics and family characteristics, level of psychological and adaptive functioning, services received, and outcomes of children with serious emotional disturbances.

Send this request for papers to: — Catherine Newman, Research and Training Center, Bibliography
Louis de la Parte Florida Mental Health Institute
13301 Bruce B. Downs Blvd., Tampa, FL 33612-3807
Phone: 813/974-8429, Fax: 813/974-7896
E-mail: cnewman@fmhi.usf.edu

Please send the papers I circled to:

Name	_____
Agency	_____
Address	_____
City/State/Zip	_____
Phone	_____



More Products from the Center

Annual Research Conference Proceedings

Since 1988, the Center has coordinated an annual research conference on children's mental health to encourage the development and sharing of information on effective service systems. Proceedings from conference presentations are published annually. Topics address current issues in service strategies, systems research methodology, financing and evaluating service components and systems of care, investigation of family issues, studies on child welfare systems, education, case management, legal issues and cultural competency.

Proceedings starting with the 8th Annual Research Conference can be downloaded from the Research and Training Center web site at <http://rtckids.fmhi.usf.edu>

To inquire about copies of Proceedings from the 1st through the 7th Annual Research Conferences, please contact: Catherine Newman, Department of Child & Family Studies, Louis de la Parte Florida Mental Health Institute
13301 Bruce B. Downs Blvd., Tampa, FL 33612-380, Phone: 813/974-8429, Fax: 813/974-7896
E-mail: cnewman@fmhi.usf.edu

Data Trends

Data Trends are produced to increase the dissemination of current research findings in the area of children's mental health services. There are two Data Trends products: (1) Summaries, which detail recent, published articles on systems of care for children with emotional and behavioral disabilities and their families, and; (2) News briefs, which highlight related items or events of interest to the field. A citation is provided for each reviewed publication so the reader will be able to retrieve the original document for further examination. Data Trends from 1999 to the present can be accessed on the World Wide Web at <http://rtckids.fmhi.usf.edu/rtcpubs/datatrendshp.htm>. The ISSN# for Summaries is 1537-0399; the ISSN# for News briefs is 1537-0402.

Health Care Reform Tracking Project

The Health Care Reform Tracking Project was initiated in 1994 in response to the rapid expansion of managed care in the early 1990s from the private health care field to the public sector. The original purpose was to track and analyze the impact of Medicaid managed care reforms on children and adolescents with serious emotional disturbances and their families. The project gathered extensive data on the early stages of implementation of Medicaid managed care.

Thus far, the project has published several full reports, several journal articles and short summaries. The 1995 survey of all 50 states determined the status of their behavioral health care reforms; the 1997 impact analysis, the findings of site visits to 10 states; a second survey of all 50 states occurred in 1997-98; and the 1999 impact analysis study (site visits to eight new states and follow-up reports on 10 original states). For the 2000 all-state survey, the tracking project's focus broadened to include the implementation of title XXI-State Children's Health Insurance Program. Results from the third all-state survey in 2003 were released in February, 2004. Starting in 2002, the projects launched a new series: *Promising Approaches for Behavioral Health Services to Children and Adolescents and Their Families in Managed Care Systems* and has released five volumes in this series to date. For more information about the Health Care Tracking Projects or to obtain copies of reports, visit <http://cfs.fmhi.usf.edu/state-andlocal/hctrking/hctrmain.htm> or call 813-974-6271.

More Recommended Reading

The Classic:

A System of Care for Children and Youth with Severe Emotional Disturbances

Stroul, B. A., & Friedman, R. M. (1986). *A system of care for children and youth with severe emotional disturbances. (Revised ed.)*. [Revised June, 1994]. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.

Since its publication in 1986, this monograph has provided states and communities a conceptual model for a system of care for children and youth with emotional disorders. The 1994 update includes an introduction summarizing progress in children's mental health and provides additional emphasis on family involvement, cultural competence, dual diagnosis, and juvenile justice. Language has been updated to reflect the "child first" orientation in the service community.

To order this book and other publications on Systems of Care, write or call:

National Technical Assistance Center, Center for Child Health and Mental Health Policy
Georgetown University Child Development Center
3307 M. Street, NW Washington, DC 20007-3935,
Phone: 202-687-5000
or visit the website: <http://www.georgetown.edu/research/gucdc/index.html>

System of Care for Children's Mental Health Series

This innovative book series serves as a forum for new ideas on community-based services, interagency collaboration, and greater family involvement in service programs. The series editors are Beth Stroul and Robert Friedman. Currently, there are four books published in the series.

From Case Management to Service Coordination for Children with Emotional, Behavioral, or Mental Disorders (1995). Edited by Barbara Friesen & John Portner.

Children's Mental Health: Creating Systems of Care in a Changing Society (1996). Edited by Beth Stroul.

What Works in Children's Mental Health Services? Uncovering Answers to Critical Questions (1996). By Krista Kutash & Vestena Robbins Rivera.

Promoting Cultural Competence in Children's Mental Health Services (1998). Edited by Mario Hernandez & Mareasa R. Isaacs.

Transition to Adulthood: A Resource for Assisting Young People with Emotional or Behavioral Difficulties (2000). Edited by Hewitt B. Clark, Ph.D., & Maryann Davis, Ph.D.

Developing Outcome Strategies in Children's Mental Health (2001). Edited by Mario Hernandez & Sharon Hodges

To order from the System of Care Mental Health Series, visit their website [<http://www.brookespublishing.com>], write or call Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624, Phone: 1-800-638-3775

Promising Practices in Children's Mental Health Series

On the Center for Effective Collaboration and Practice website [<http://cecp.air.org/promisingpractices>], you can find three series of monographs on Promising Practices in Children's Mental Health, sponsored by the Comprehensive Community Mental Health Services for Children and Their Families Program. The most recent, the 2001 Series, contains three volumes (see below). The 2000 Series includes three volumes and the 1998 Series, which was released in early 1999, includes seven volumes.

Each monograph volume is available for download as a PDF file (which requires Adobe Acrobat). Please have patience when downloading large files! In addition, the Executive Summaries are available to browse online in both English and Spanish. Volumes downloaded from this website are free of charge, but hard copies cost \$12 per volume for shipping and handling.

The 2001 volumes include:

Volume I - Wraparound: Stories from the Field. Authors: Kimberly Kendziora, Eric Bruns, David Osher, Debra Pachiano & Brenda Mejía

Volume II - Learning from Families: Identifying Service Strategies for Success. Authors: Janice E. Worthington, Mario Hernandez, Bob Friedman & Doug Uzzell

Volume III - Promising Practices in Early Childhood Mental Health. Authors: Jennifer S. Simpson, Pauline Jivanjee, Nancy Koroloff, Andrea Doerfler & María García



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
www.samhsa.gov

The Research and Training Center for Children's Mental Health is jointly funded by the National Institute on Disability and Rehabilitation Research of the U.S. Department of Education, and the Center for Mental Health Services of the Substance Abuse and Mental Health Services Administration under grant number H133B90022. The opinions contained in this publication are those of the grantee and do not necessarily reflect those of the U.S. Department of Education or the Substance Abuse and Mental Health Services Administration.

Products of the Research and Training Center for Children's Mental Health are available in alternative formats upon request.