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The authors call for a complete transformation of the mental health system for children with emotional and behavioral problems and their families. They suggest that "a comprehensive primary system of mental health care [should] be a central part of psychology's agenda" (p. 602) to provide mental health services to children and their families. The authors discuss four key components to guide such a transformation. According to the authors, the systems-of-care philosophy "can be applied at any needed level to any of the four areas outlined here" (p. 608): (a) easy access to culturally competent, evidence-based services and supports for all children and families and especially for children with a DSM-IV generated diagnosis; (b) an emphasis on prevention of mental health problems before they develop into DSM-IV diagnoses; (c) the provision of short-term interventions for children having sub-clinical (i.e., without a DSM-IV diagnosis) mental health problems and their families; and (d) the promotion of awareness in child-serving settings (e.g., primary health care, schools, day care, after school programs, etc.) of mental health problems, interventions and supports. These components overlap conceptually and strategically and are briefly summarized below.

Overall, the authors stress the importance of restructuring and reconceptualizing children's mental health services delivery so that children's mental health becomes a primary concern among practitioners (psychologists, psychiatrists, mental health counselors, primary care doctors, etc.), families, and society in general. This requires "considerable deliberation and significant shifts in current practices and policies" (p. 607). It also requires public and practitioner awareness that mental health problems can contribute to other health concerns and, if left untreated, child mental health problems can lead to further mental health problems and economic costs in adulthood. Thus, one way of making mental health care a primary concern is to educate practitioners and the public about the social and economic costs of untreated mental health care.

Another way of promoting mental health services for all children is to encourage the development and use of empirically-based preventive strategies for children who are at risk of mental health problems. Also, children with sub-clinical symptoms should have short-term access to preventive interventions. Frequently insurance pays for children with a DSM-IV generated diagnosis but not for children without a diagnosis. In order to transform the mental health system, insurance laws and policies should reflect the importance of preventive interventions in the treatment of children at risk for emotional and behavioral problems.

Additionally, the existence of effective interventions must be made known to the public and to practitioners, and more work must be done to determine whether efficacious programs are also effective in "real world" settings—for both children with a DSM-IV generated diagnosis and for those who are at risk of a mental health problem. Access to empirically-based services should be encouraged by having mental health services available in schools, primary health care clinics, day care centers, churches, community centers and other community-based organizations; the provision of mental health services in various child-serving settings also will educate the public about the prevalence of mental health problems in children and the availability of services.

Finally, the authors mention that psychology training programs are central to accomplishing an integrated mental health services delivery system. These practitioners must be "trained to interpret and rely on empirical evidence" (p. 612) and programs should be put into place that encourage mid-career training. Notably, "the next decade of doctoral training must assert the need for a new breed of public health psycholo-

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gist, one who understands epidemiology, developmental psychopathology, prevention and mental health promotion approaches, and evaluation procedures along with the more typical skills” (p. 612).

In conclusion, this article is significant in that it appears in a leading psychology journal, encourages the promotion and use of evidence-based practices, and endorses the systems-of-care philosophy. The role of the psychologist should be to collaborate with other stakeholders (i.e., the American Psychological Association and the Substance Abuse and Mental Health Services Administration) to educate the public about evidence-based preventive and treatment interventions, to promote children’s mental health as a primary concern, and to help bridge the gap between what is known about child development, social functioning, and mental health. Psychologists must work with other stakeholders and practitioners to deliver accessible, family-focused, culturally competent, evidence-based practices for children with severe emotional and behavioral problems and for those who are at risk of such disturbances.