



ENEWS

A Monthly Forum for Sharing and Interchange



August, 2008 (Vol 12 #11)

ENEWS is one of the many resources provided by the School Mental Health Project/ Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see <http://smhp.psych.ucla.edu>



We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know. Contact smhp@ucla.edu



WHAT'S HERE THIS MONTH

****Emerging Issue**

>Needed: Greater Emphasis in Personnel Preparation for Educators on Addressing Barriers to Learning and Teaching

****News from around the country**

****Recent publications relevant to**

>Children's mental and physical health

>Family, school & community

>Policy, systems, law, ethics, finances & statistics

****This month's focus for school to address barriers to learning**

>August – Welcoming & Supporting New Staff – A Major Step in Countering Burnout

****Other helpful Internet resources**

****Links to**

>Upcoming initiatives, conferences & workshops

>Calls for grant proposals, presentations & papers

>Training and job opportunities

**UCLA Center update

**Comments, requests, information, questions from the field



EMERGING ISSUE

>Needed: Greater Emphasis in Personnel Preparation for Educators on Addressing Barriers to Learning and Teaching

As recently reported in *Education Week*, Pennsylvania's Secretary of Education, Gerald L. Zahorchak, argues that state departments of education are the key actors in setting school leadership policy. Yet few of them have offered adequate support to principals in addressing the new school challenges. He suggests several options for states, including setting standards for school leaders and establishing new training requirements.

While few will argue with the need to rethink personnel preparation to better meet the many challenges confronting public education, quite controversial are the matters of what should change and who should guide the changes. For more on this, see the recent Center report: *Preparing All Education Personnel to Address Barriers to Learning & Teaching* at

<http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf>

What's your view on the need to enhance the focus on addressing barriers to learning and teaching in the preparation of teachers, support staff, and administrators? Send your comments to Ltaylor@ucla.edu



** NEWS FROM AROUND THE COUNTRY

>SCHOOLS FEEL BUDGET PINCH

Slashed funding and rising costs are forcing school districts to cut back, even close down. Budget shortfalls are resulting in locked-up schools, flurries of pink slips, empty shelves where new books and computers should be. Schools, like other sectors, are caught between skyrocketing prices and dried-up funding streams. 6/24/08. The Christian Science Monitor. <http://www.csmonitor.com/2008/0625/p01s01-usgn.html>

>THE RENEWED FOCUS ON DROPOUTS

As more accurate data are accruing on the dropout rate across the country (see example below), there are increasing reports indicating that policy makers are beginning to attend to many of the factors that lead to students leaving school and to the personal and societal impact.

>>CA. HIGH SCHOOL DROPOUT RATE FAR HIGHER THAN EXPECTED

California's first true count of high school dropouts shows that one in four kids quit school last year, which is far more than state educators estimated before they began

using a new student tracking system. The statewide 24% dropout rate also shows African American and Latino students leaving school at much higher rates than other ethnic groups: 42% of black students and 30% of Latinos quit high school last year. 7/17/08. *San Francisco Chronicle*.
<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/07/17/BAS311QATI.DTL&hw=California+Dropout+rate&sn=003&sc=621>

>>**BRINGING POTENTIAL DROPOUTS BACK FROM THE BRINK**

To improve their dropout numbers, districts are taking aggressive steps to keep students in the classroom. These include mentoring programs to help students most at risk of dropping out, identifying children as young as elementary age who are not attending school and may be at risk of dropping out in later years, small alternative programs for students identified as academically at risk because of truancy or disciplinary issues. 6/29/08. *The New York Times*.

http://www.nytimes.com/2008/06/29/nyregion/nyregionspecial2/29dropoutli.html?_r=1&scp=1&sq=BRINGING%20POTENTIAL%20DROPOUTS%20BACK%20FROM%20THE%20BRINK&st=cse&oref=slogin

>>**KANSAS ENCOURAGES EDUCATION THROUGH COLLABORATION**

“What we need is a strategic group to focus on how to get it right now, to take that 3 year old through graduate school, make sure we link what’s happening in schools with real skills.” Gov. Kathleen Sebelius

The Kansas P-20 Education Council [pre-school through graduate school] is a multi-agency coalition that will align all of the state’s educational institutions and decrease the number of students who are “dropping out, falling out or checking out along the way.” 7/3/08.

http://www.ktka.com/news/2008/jul/03/sebelius_encourages_education_through_collaboration/

>>**CAREER PROGRAMS STRESS COLLEGE TOO**

A new kind of high school program known as a career academy has proliferated, especially in low-income districts. A long-term and rigorous evaluation of nine career academies has found that eight years after graduation, participants had significantly higher employment and earnings than similar students in a control group. 6/26/08 *The New York Times*.

http://www.nytimes.com/2008/06/26/education/26careers.html?_r=1&scp=1&sq=CAREER%20PROGRAMS%20STRESS%20COLLEGE%20TOO&st=cse&oref=slogin

>>**TO AVOID STUDENT TURNOVER, PARENTS GET RENT HELP**

In some of Flint’s elementary schools, half or more of the students change in the course of a school year. The moves are usually linked to low, unstable incomes. The resulting classroom turmoil led the Michigan State Department of Human Services to start an unusual experiment, paying some parents \$100 a month in rent subsidies to help them stay put—a rare effort to address the damaging turnover directly. 6/24/08 *The New York Times*.

http://www.nytimes.com/2008/06/24/us/24move.html?_r=1&scp=1&sq=TO%20AVOID%20STUDENT%20TURNOVER,%20PARENTS%20GET%20RENT%20HELP&st=cse&oref=slogin

@###@#

Student to Teacher: *If you didn’t make so many rules, there wouldn’t be so many for me to break!*

@###@#



Note: Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving mental health in schools through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>



RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

***Children's Mental and Physical Health**

>Social and interpersonal factors relating to adolescent suicidality: A review of the literature. (2008) C. King & C. Merchant. *Archives of Suicide Research*, 12(3) 181-196.

[Http://www.tandf.co.uk/journals/titles/13811118.html](http://www.tandf.co.uk/journals/titles/13811118.html)

>*Young adults with serious mental illness: Some states and federal agencies are taking steps to address their transition challenges* (2008) United States Government Accountability Office. GAO-08-678.

<http://searching.gao.gov/query.html?charset=iso-8859-1&q1=&rf=2&qt=GAO-08-678>

>Addressing self-injury in the school setting (2008) S. Shapiro. *Journal of School Nursing*, 24(3) 124-130. http://www.allenpress.com/pdf/scnu_24_305_124_130.pdf

>Does chronic classroom peer rejection predict the development of children's classroom participation during the grade school years? (2008) G. Ladd, et al. *Child Development*, 78(4) 1001-1015.

http://www3.interscience.wiley.com/search/allsearch?mode=viewselected&product=journal&ID=120775718&view_selected.x=74&view_selected.y=7

>Relationship of anger, stress, and coping with school connectedness in fourth grade children. (2008). M. Rice, et al., *Journal of School Health*, 78(3) 149-156.

http://findarticles.com/p/articles/mi_hb6628/is_200803/ai_n26544063?tag=artBody:coll

>Suicide awareness training for faculty and staff: A training model for school counselors. (2008) M. Gibbons, et al., *Professional School Counseling*, 11(4) 272-276.

<http://www.thefreelibrary.com/Suicide+awareness+training+for+faculty+and+staff:+a+training+model...-a0178348232>

***Family, school & community**

>Adolescents in transition: School and family characteristics in the development of violent behaviors entering high schools. (2008) A. Frey, et al., *Child Psychiatry and Human Development* ePub. [Http://www.springerlink.com/content/1573-3327/](http://www.springerlink.com/content/1573-3327/)

>*Best practices to address community gang problems: OJJDP's comprehensive gang model* (2008) Office of Juvenile Justice and Delinquency Prevention.

[Http://www.ncjrs.gov/pdffiles1/ojjdp/222799.pdf](http://www.ncjrs.gov/pdffiles1/ojjdp/222799.pdf)

>*Partnerships in character education state pilot projects, 1995-2001: Lessons learned.* (2008) U. S. Department of Education. [Http://www.ed.gov/programs/charactered/lessons.pdf](http://www.ed.gov/programs/charactered/lessons.pdf)

>Creating a community coalition to address violence (2008) J. Hawkins, et al., *Issues in Mental Health Nursing*, 29(7) 755-765.

[Http://www.tandf.co.uk/journals/titles/01612840.asp](http://www.tandf.co.uk/journals/titles/01612840.asp)

>Using local data to explore the experiences and needs of children of incarcerated parents (2008) D. Brazzell. Urban Institute. <http://www.urban.org/url.cfm?ID=411698>

>A new safety net for low income families (2008) S. Zedlewski, et al., Urban Institute. <http://www.urban.org/projects/newsafetynet/>

> *The School Climate Challenge: Narrowing the Gap Between School Climate Research and School Climate Policy, Practice Guidelines and Teacher Education Policy.* – White paper prepared by the Center for Social and Emotional Education (CSEE) and the Education Commission of the States’ National Center for Learning and Citizenship -- http://csee.net/climate/aboutcsee/school_climate_challenge.pdf

***Policy, systems, law, ethics, finances & statistics**

>School-based service utilization among urban children with early onset educational and mental health problems: The squeaky wheel phenomenon. (208) C. Bradshaw, et al., *School Psychology Quarterly* 23(2) 169-186. <http://apa.org/journals/spq>

>Capacity building: Sustaining urban secondary schools as resilient self-renewing organization in the face of standardized educational reform (2008) C. Giles. *The Urban Review* 40(2) 137-162. <http://www.springerlink.com/content/v16340664j235482/>

>Diagnosed attention deficit hyperactivity disorder and learning disability: United States, 2004-2006. (2008) P. Pastor & C. Reuben. National Center for Health Statistics, *Vital Health Statistics* 10(237). <http://www.medpagetoday.com/neurology/adhd-add/tb/10242>

>America’s children in brief: Key national indicators of well-being, 2008. Federal Interagency Forum on Child and Family Statistics. <http://www.childstats.gov/>

>Kids count 2008 data book. Annie E. Casey Foundation. <http://www.kidscount.org/datacenter/databook.jsp>

>From Research to Policy (2008) F. Hess. *American School Board Journal*, 196(8) 38-41.



Note: The Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu



@#@@#@#

“Students shouldn’t be required to power down to boredom each morning they arrive a school... If we want more students in school, then we must make it a journey, not a treadmill.”

Sandy Garrett, Oklahoma State School Superintendent

@#@@#@#

****THIS MONTH’S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>August – Welcoming & Supporting New Staff – A Major Step in Countering Burnout

As schools and districts anticipate the beginning of a new school year, mobilizing returning staff to welcome and support newcomers is an essential ingredient for school improvement. Using first contacts to build networks for support and collaboration is an opportunity not to be missed.

While schools are doing better in providing welcoming and supports for new students and their families, the needs of new staff still tend to be given short shrift. New staff include those who are new to the profession (new teachers, new student support staff, new administrators), those new to the district, and those who are new at each school. As stressed by those concerned with teacher burnout and dropout:

“Proper placement and sound supports for [newcomers] need to be in place as they continue to hone their knowledge and skills. If they continue to work without a net, they will likely turn away from the profession or be less effective than we need them to be, regardless of the quality of their preparation.”

[From Lessons Learned: New teachers talk about their jobs, challenges, and long range plans 2008.

<http://www.publicagenda.org/reports/lessons-learned-issue-no-3-new-teachers-talk-about-their-jobs-challenges-and-long-range-plans>]

Our Summer quarterly journal/newsletter deals with this in the context of personnel development (<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer08.pdf>) as does our recent Center Report entitled: *Preparing All Education Personnel to Address Barriers to Learning & Teaching* (<http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf>).

In these documents, we pose a number of questions designed to guide efforts to plan capacity building and support for new staff. For example, we suggest the need to ask: What mechanisms and programs are needed to welcome and support new staff? to provide professional and personal support and guidance to enable new staff to function effectively? And, if the answers are that existing efforts are inadequate, then these must be an expanded focus for school improvement policy and practices.

Other Center resources that may be helpful:

>*Is the School Year Off to a Good Start?* Online at
[Http://smhp.psych.ucla.edu/pdfdocs/goodstart.pdf](http://smhp.psych.ucla.edu/pdfdocs/goodstart.pdf)

This document stresses: “Another school year begins, and the intent is to increase achievement, close the achievement gap, reduce student (and staff) dropouts, ensure schools are safe, enhance well-being, and much more. With these goals in mind, this is the time to review school improvement action plans with an eye to whether what is planned is sufficient and how well plans are being implemented. In doing so, it is especially important to do the review through the lenses of: ensuring all students have an equal opportunity to succeed at school; addressing barriers to learning and teaching; and engaging and re-engaging students in classroom instruction. Using these lenses, consider the following five major concerns that require particular attention at the beginning of a school year. A quick monitoring will indicate how well a school is attending to each.”

>In the Quick Find online clearinghouse, see menu topic *Burnout Prevention* –
<http://smhp.psych.ucla.edu/qf/burnout.htm>

This resource provides links to Center documents, including
>>*School Staff Burnout Prevention* (a quick training aid)

****If you have processes in place to welcome new staff and form support networks for all**

staff, let us know so we can share your work with others. Ltaylor@ucla.edu



Note: In planning for the year, a major focus should be on anticipating major concerns that arise over the course of the school year. Such concerns provide natural opportunities to address potential barriers to learning and teaching in ways that support the school's mission. As a guide, see the "calendar" of monthly concerns and themes by clicking on "Ideas for Enhancing Support at Your School this Month" which is on the Center's home page at <http://smhp.psych.ucla.edu>



@#@#@#@#@#

"You know you're in trouble when you start counting the days left in the school year and it is only September."

@#@#@#@#

****OTHER HELPFUL INTERNET RESOURCES**

>NEW: SAMHSA has launched a new *Homelessness Resource Center Web Site*
<http://homeless.samhsa.gov/Default.aspx>

>Children's perspectives of their mental health services. *Data Trends #158*
<http://www.rtc.pdx.edu>

>*Parents talk about raising children in today's America*
<http://www.publicagenda.org/reports/lot-easier-said-done>

>*Sustainability Planning Information Resource Center*
<http://www.financeproject.org/index.cfm?page=28>

>*Demographics Fact Sheet on Adolescents and Young Adults*
http://nahic.ucsf.edu/index.php/data/article/briefs_fact_sheets/

>*Helping Young Offenders Return to Communities*
http://www.samhsa.gov/samhsa_news/volumeXVI_3/article1.htm

>*Measuring Poverty in the United States*
http://www.nccp.org/publications/pub_825.html

>*Highly mobile children: Addressing educational challenges*
http://www.serve.org/nche/ibt/educ_mobile.php

>*Inspire: Creating opportunities for young people to change their world*
<http://www.inspireusaoundation.org>

>*Screening and assessing immigrant and refugee youth in school based mental health programs*
<http://healthinschools.org>

>*Protective Schools: Safe & Healthy Environments*
<http://www.protectiveschools.org/>

>*Colocating health services: A way to improve coordination of children's health care*

http://www.commonwealthfund.org/usr_doc/ginsburg_colocation_issue_brief.pdf?section=4039

>How State Education Agencies can Bolster School Improvement
<http://www.alliance.brown.edu/pubs/csrqi/symposium.pdf>

>National School Climate Center
<http://nsc.csee.net/>

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at
http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

@#@#@#@#

“No problem is so formidable that you can’t walk away from it.”

Charles Schulz

@#@#@#@#

****LINKS TO**

>Upcoming Initiatives, Conferences & Workshops
<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for Grant Proposals, Presentations & Papers
<http://smhp.psych.ucla.edu/upcall.htm>

>Training and Job Opportunities
<http://smhp.psych.ucla.edu/job.htm>

Information of each of these is updated on an ongoing basis on our website. Just click on the indicated URL. If you would like to add information on these, please send it to ltaylor@ucla.edu



****UCLA CENTER – BRIEF UPDATE**

For the latest information on Center resources and activities, go to <http://smhp.psych.ucla.edu> and click on *What’s New*

Highlighted below are a few items – all documents cited are online to make them immediately accessible at no cost and with no restrictions on use.

>Summer Journal

The lead article in the Summer quarterly journal/newsletter explores *Personnel Development for Education: Does the Process Enhance How Schools Address Barriers to Learning and Teaching?*

A related article focuses on: *School Improvement & Personnel Development: Fully Addressing Barriers to Learning and Teaching is Essential.*

Online at <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer08.pdf>

>Higher Education Initiative Focused on Personnel Preparation

The Summer journal provided a kickoff for a higher education initiative focused on personnel preparation for education with a view to enhancing the focus on addressing barriers to learning and enhancing healthy development (with obvious implications for advancing mental health in

schools).

As schools, districts, and state departments around the country grapple to prevent and ameliorate the many barriers to effective learning and teaching, there is a growing need to transform policy and practice related to school improvement and personnel development.

In this context, a frequently asked question is: How are pre-service preparation programs for teachers, support staff, and administrators focusing on addressing barriers to learning and teaching?

With a view to clarifying implications for policy and practice related to the National Initiative: New Directions for Student Support, our Center has begun to focus on this matter. To anchor our efforts in the reality of current personnel preparation programs, we are initiating a series of Leadership Institutes for representatives from university departments of education. The first of these was held on Friday, June 27, 2008.

The report from this meeting is online. See *Preparing All Education Personnel to Address Barriers to Learning and Teaching* at <http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf> .

The report is designed both to provide a general conceptual overview and a snapshot of practice considerations and concerns. It begins by reiterating the case for why it is essential to fundamentally and systemically transform how schools (working with families and communities) address barriers to learning and teaching. This is followed by a discussion of the general challenges confronting personnel development for education.

Then, we provide a synthesis of findings gleaned from the Leadership Institute our Center conducted in June 2008 for representatives from university departments of education.

Throughout, the report offers major implications for transforming personnel preparation for teachers, student support staff, administrators, and other stakeholders involved in addressing barriers to learning and teaching. Our intent is to use this report as the beginning of a higher education initiative across the country designed to stimulate discussion, sharing, learning, and systemic changes related to how personnel preparation focuses on addressing barriers to learning and teaching. To this end, we have attached a brief response form. Please take a few minutes to return it to us.

We hope you will forward the report to colleagues to stimulate widespread discussion about these important matters. (The response form also invites you to indicate any other folks to whom you think we should send the report.)

>Updated Resources

The following two documents provide data on the research base supporting the promise of a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and teaching. The first document is a brief that can readily be shared with policy makers.

>>*Addressing Barriers to Student Learning & Promoting Health Development: A Usable Research Base.* <http://smhp.psych.ucla.edu/pdfdocs/briefs/barriersbrief.pdf>

>>*A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning* <http://smhp.psych.ucla.edu/pdfdocs/Sampler/Outcome/outcome.pdf>

The following two documents provide some guidance for new directions and related staff development:

>>*Addressing Barriers to Learning: New Directions for Mental Health in Schools*

<http://smhp.psych.ucla.edu/pdfdocs/contedu/conted.pdf>

>> *Enhancing School Staff Understanding of Mental Health and Psychosocial Concerns: A Guide* <http://smhp.psych.ucla.edu/pdfdocs/enhancingschoolstaff.pdf>

For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project/Center for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095-1563. Phone (310) 825-3634. Toll Free (866) 846-4843; Fax (310) 206-8716; Email: smhp.@ucla.edu



Check out our sister center, Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th Floor, Baltimore, MD 21202. Toll Free (888) 706-0980. Email: csmh@psych.umaryland.edu

This year the Maryland Center's annual conference will be held September 25-27, 2008 in Phoenix, Arizona at the Hyatt Regency Phoenix. The theme for the conference is "School Mental Health for All Students: Building a Shared Agenda for Youth, Families, Schools, and Communities." To register online, go to <http://cf.umaryland.edu/csmha/confreg2/>.



@##@#@#

“Revolutions always come around again. That's why they're called revolutions.
Terry Pratchett

@##@##

****COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

>Regarding last month's emerging issue: Where do the presidential and congressional candidates stand on improving federal educational policy?

From a colleague:

“Unfortunately, education policy appears to take a back burner to many other policy issues the candidates discuss such as security, defense and the environment. While these are vital issues, education needs to have a more open, specific dialogue. While this burden should lie on the shoulders of the candidates we as educators need to discuss the economic impact of education reform. Cost benefit analysis have been done to some extent in education (I.E. prevention programs, the Perry Pre-School program) but it is not enough to get the attention of policy makers and, more importantly, the electorate. If people knew their rate of return on investing in reform efforts that produced universally accessible, high quality educational programming, they could make a better decision about what programs and policies to support and thus, what to ask candidates.”

For more on this, see:

>Ads hope to inject U. S. School Challenges into White House Race (7/13/08)
<http://www.washingtonpost.com>

>Candidates' K-12 Views Take Shape (7/25/08) Education Week
<http://www.edweek.org>

>Election 2008: Candidates on the Issues: Candidates Differ on Breadth of Education Plans

<http://www.npr.org>

>See the presidential candidates positions on Education at their websites:

<http://www.johnmccain.com>

<http://www.barackobama.com>



THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
UCLA School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716; email: smhp@ucla.edu