



ENEWS

A Monthly Forum for Sharing and Interchange



January, 2008 (Vol. 12 #4)

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



We wish you a Happy New Year and thank you for all you do in the best interests of children, their families, schools, and neighborhoods.

WHAT'S HERE THIS MONTH

****Emerging Issue**

>>Pernicious Funding Related to Student and Learning Supports

****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 schools to address barriers to learning**

>January: New Year's Resolutions –
A Time for Renewal: A New Start for Everyone

****Other helpful Internet resources**

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- >Upcoming initiatives, conferences & workshops
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- >Training and job opportunities

****UCLA Center brief update**

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

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****EMERGING ISSUE**

>>Pernicious Funding Related to Student And Learning Supports

Not surprisingly, the trend for some time in trying to find “extramural” funds for student and learning support has been to reach for and accept whatever is around. Increasingly, however, concerns have been raised that some sources of funding can distort the essence of what a comprehensive student support system should be and can work against development of a full continuum of support interventions. Some major examples cited include: funding for *Supplemental Services* under Title I (which has focused only on tutoring and has limited and skewed afterschool programming), Medicaid funding for school-based services that ends up redefining the roles of some school support staff (by turning them mainly into providers of fee-based clinical services), and extramural project funding for relatively small projects that end up redirecting staff attention away from system building (and creating “projectitis”).

What experiences have you had with pernicious funding related to efforts to develop a system of student supports? Other thoughts about this matter? Send your comments to Ltaylor@ucla.edu

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****NEWS FROM AROUND THE COUNTRY**

>Current Ways of Fixing Schools Has Been Failing

What should school districts do to fix schools that have long histories of failure? While there are isolated examples of schools that overcome the odds, there has not been an inexpensive solution that has fixed a large number of urban public schools. Some staffs say NCLB is focusing on the wrong issues. They say that family and socioeconomic issues outside a school’s influence can hinder its success. 12/6/07 Baltimore Sun. [Http://www.baltimoresun.com](http://www.baltimoresun.com)

>Many Children Still Struggling After ‘05 Storms

At least 46,600 children along the Gulf Coast are still struggling with mental health problems and other serious aftereffects of 2005 hurricanes, according to a new study by the Mailman School of Public Health at Columbia University and the Children’s Health Fund. Many of these children are performing poorly in school. Almost a third of the children examined have developed depression, anxiety or behavior disorders since the hurricanes. 12/7/07 The New York Times. <http://www.nytimes.com>

>Prescription Drug Abuse Still High for 12th Graders

This year’s Monitoring the Future survey showed a significant decline in both smoking and illicit drug use for 8th, 10th, and 12th graders in the last decade. Prescription drug abuse remains high. Fifteen percent of high school seniors reported nonmedical use of at least one prescription drug during the past year. Recent data for drinking have remained steady at high levels, particularly for 10th and 12th graders. 12/11/07 National Institutes of Health. <http://www.nih.gov/news/pr/dec2007/nida-11.htm>

>Teenage Birth Rate Rises for First Time Since ‘91

Teenage sex rates have risen since 2001 and condom use has dropped since 2003. Birth rates rose 3 percent among teenagers ages 15 to 17 and 4 percent among those ages 18 and 19 according to Centers for Disease Control and Prevention Report. Women of almost every age

had more children last year than the year before. Unmarried childbearing reached a record high in 2006, with unmarried mothers now accounting for 38.5 percent of all births. 12/6/07. The New York Times. <http://www.nytimes.com>

>What Matters Most in Measuring

U. S. News and World Report set some clear criteria for academic quality in its new ranking of American high schools. To make the cut, schools have to provide a good education across their entire student body, not just for some students. Only 505 schools (out of 22,000) earned a silver or gold medal this year. 11/29/07 U.S. News and World Report. <http://www.usnews.com>

>Campaign on Childhood Mental Illness Succeeds at Being Provocative

Six ‘ransom notes’ make up a provocative public service campaign introduced this week by the New York University Child Study Center to raise awareness of ‘the silent public health epidemic of children’s mental illness.’ The campaign’s overarching theme is that 12 million children ‘are held hostage by a psychiatric disorder.’ In some quarters, however, the campaign has raised hackles as much as awareness. 12/14/07 The New York Times. <http://www.nytimes.com>



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

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

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Unintended Consequences?

“We thought we solved the problem when we brought in the drug sniffing dogs, but the students then brought in prescription drugs the dogs couldn’t detect. The “Pharm Parties” are a much worse problem than we started with.”

School Principal

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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*Children’s Mental and Physical Health

>Current approaches to the assessment and management of anger and aggression in youth: A review. (2007) C. Blake & V. Hamrin. Journal of Child and Adolescent Psychiatric Nursing, 20(4) 209-21. <http://www.blackwell-synergy.com/loi/ijnt>

>Psychosocial factors contributing to adolescent suicidal ideation (2007) R. Sun & E. Hui. Journal of Youth and Adolescence, 36(6) 775-786. <http://www.springerlink.com/content/1573-6601/>

>Deliberate self-harm in adolescents. (2007) G. Portzky & K. Heeringen. Current Opinion in Psychiatry, 20(4) 337-41. <http://www.co-psychiatry.com/>

>Adolescents views on preventing self-harm: A large community study. (2007) S. Fortune, et al., Social Psychiatry and Psychiatric Epidemiology, epub. <http://www.springerlink.com/content/1433-9285/>

>Bereavement support for children (2007) M. Auman. Journal of School Nursing, 23(1) 34-9. <http://www.cinahl.com/>

>Adolescent romantic competence: Development and adjustment implications. Special section. Journal of Clinical Child and Adolescent Psychology, 36.

***Family, School & Community**

>Beyond Benchmarks and Scores: Reasserting the Role of Motivation and interest in Children's academic achievement. An ACEI Position Paper by Mary Renck Jalongo.
<http://www.acei.org/motivPosPaper.pdf>

>Effects of a skills-based prevention program on bullying and bully victimization among elementary school children. (2007) J. Jenson & W. Dieterich. Prevention Science, ePub.
[Http://www.springerlink.com/content/1573-6695](http://www.springerlink.com/content/1573-6695)

>Demographic differences in the prevalence, co-occurrence, and correlates of adolescent bullying at school. (2007). K. Carlyle & K. Steinman, Journal of School Health, 77(9) 623-9.
[Http://www.ashaweb.org/](http://www.ashaweb.org/)

>How to extricate an unruly student from a classroom. (2007). J. VanSciver. Schools in the Middle, 9(9) 36-37.

>Differentiating classroom guidance (2007) P. Akos, et al., Professional School Counseling, 10(5) 455-63. http://findarticles.com/p/articles/mi_m0KOC/is_5_10/ai_n19328761

>The how, whom, and why of parents' involvement in children's academic lives: More is not always better (2007). E. Pomerantz, et al., Review of Educational Research, 77(3) 373-383.

>Group Coleadership: A critical review. (2007) M. Luke, et al., Counselor Education and Supervision, 46(4) 280-93.

>Peer experiences as predictors of adjustment across the middle school transition. (2007) J. Kingery, et al., Education and Treatment of Children, 30(2) 73-88.

***Policy, Systems, Law, Ethics, Finances & Statistics**

>Promotion and Prevention in Mental Health: Strengthening Parenting and Enhancing Child Resilience (2007. Substance Abuse and Mental Health Services Administration
<http://mentalhealth.samhsa.gov/publications/allpubs/svp%2d0186>

>Towards a more telling way of understanding early school leaving (2007). D. Hodgson. Issues in Educational Research, 17(1) 40-61. <Http://www.iier.org.au/iier.html>

>What reform left behind: A decade of change at one urban high school (2007) M. MacIver. Education and urban Society, 40(1) 3-35.

>Social environmental risk and protection: A typology with implications for practice in elementary schools. (2007) N. Bowen, Children & Schools, 4, 229-42.

>Roles and responsibilities of researchers and practitioners for translating research to practice (2007) M. Shriver. Journal of Evidence-based Practices for Schools, 8(1), 5-25.
<http://www.rowmaneducation.com>

>Evidence-based practice use, training and implementation in the community-based service setting: A survey of children's mental health service providers. (2007) A. Sheehan, et al., Journal of Child and Family Studies, 16, 169-182. Summarized at http://datatrends.fmhi.usf.edu/summary_149.pdf



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

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“We are drowning in information, but starved for knowledge.”

John Nesbitt

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****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>January – New Year's Resolutions

A Time for Renewal; A New Start for Everyone

The winter break provides a time to take a deep breath and reflect on how the school year (and your life) is going. Often this leads to promises to oneself to improve. For those of us working in schools, this often means reacting less to outside pressures and evaluation and instead building on our own assessment of our strengths and resources to improve outcomes for the students who are not, so far this year, doing well. In “January” in our “Ideas for Enhancing Support at Your School This Month” at <http://smhp.psych.ucla.edu> you will see ideas for five “resolutions” for school staff to consider and how to accomplish them:

- (1) Resolve to make the first days back special by welcoming each students, especially those who are struggling.
- (2) Resolve to follow-through to help all students re-engage in positive interactions and learning
- (3) Resolve to reach out to create more collaborative and mutually supportive ways to team with others at the school, in the district, and in the community.
- (4) Resolve to develop mutually supportive relationships with all the families.
- (5) Resolve to take care of yourself by turning your resolutions into actions that will enhance your feelings of competence, self-determination, and relatedness to others.

For more ideas on turning resolutions into actions by building Learning Supports Resource Teams to address barriers to learning and teaching, see:

Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf

Also watch for our upcoming Winter quarterly newsletter/journal which will feature “Challenges and Opportunities in the Classroom” (i.e., strategies for moving resources and supports into regular classroom to prevent problems and intervene as soon as problems arise).



Note: You can anticipate major concerns that arise over the course of the school year that provide natural opportunities to strengthen support for learning. To see the “calendar” of monthly concerns and themes, see “Ideas for Enhancing Support at Your School this Month” on the Center’s home page at <http://smhp.psych.ucla.edu>

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A Charlie Brown resolution:

“I have a new philosophy. I’m only going to dread one day at a time.”

Charles Schulz

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****OTHER HELPFUL INTERNET RESOURCES**

>Indicators of school crime and safety:2007. National Center for Education Statistics
[Http://nces.ed.gov/programs/crimeindicators/crimeindicators2007/](http://nces.ed.gov/programs/crimeindicators/crimeindicators2007/)

>Numbers and rates of public high school dropouts: school year 2004-05
<http://nces.ed.gov/pubs2008/hsdropouts/>

>Working without a net: How new teachers describe their first year on the job
<http://www.publicagenda.org/lessonslearned2/>

>Ethnography in evaluation: Uncovering hidden costs and benefits in child mental health
<http://datatrends.fmhi.usf.edu>

>Is your organization supporting meaningful youth participation in collaborative team planning?
<http://www.rtc.pdx.edu/PDF/pbAMPQuizBrochure.pdf>

>Best practices for increasing meaningful youth participation in collaborative team planning
<http://www.rtc.pdx.edu/pdf/pbampyouthparticipation.pdf>

>Individualized transition plan for student support
http://www.rtc.pdx.edu/PDF/tool_IndividPlan.pdf

>Youth Programs Resource Center
<http://www.financeproject.org/irc/yp.asp>



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

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“I used to work in a fire hydrant factory. You couldn’t park anywhere near the place.”

Steven Wright

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****LINKS TO**

>Upcoming Initiative, 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 on each of these is updated on an ongoing bases 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

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****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.

***New Resources**

>>New addition to the Series of Information Resources related to Diffusion of Innovations and Science-based Practices to Address Barriers to Learning & Improve Schools
“Excerpts from Child Trends’ series of Research-to-Results Briefs on Adopting, Implementing, Sustaining, and Replicating Evidence-Based Practices”
<http://smhp.psych.ucla.edu/pdfdocs/systemic/Childtrendsseries.pdf>

>>New additions to the Series of Practice Notes

Regarding Volunteers in Schools:

>>>Guiding and Supporting Volunteers

[http://smhp.psych.ucla.edu/pdfdocs/practicenotes/guiding volunteers.pdf](http://smhp.psych.ucla.edu/pdfdocs/practicenotes/guiding%20volunteers.pdf)

>>>Volunteers as an Invaluable Resource

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

Regarding Classroom Strategies to Address Barriers to Learning

>>>Turning Big Classes into Smaller Units

[http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small classes.pdf](http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small%20classes.pdf)

>>Center Evaluation of Impact – January to December, 2007 Update

<http://smhp.psych.ucla.edu/pdfdocs/evaluation/evaluationupdate07-08.pdf>

The complete report is available to

<Http://smhp.psych.ucla.edu/pdfdocs/evaluation/impactevalrept.pdf>

***Updated Resources**

>>Violence Prevention and Safe Schools

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

>>School Interventions to Prevention Yough Suicide

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

>>About Mental Health in Schools

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

>>Catalogue of Internet Sites Relevant to Mental Health in Schools

<http://smhp.psych.ucla.edu/pdfdocs/internet/catalog.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



AND 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

Mark has asked that we let everyone know that proposals are now being accepted for the 13th Annual Conference on Advancing School Mental Health to be held 9/25-27/08 in Phoenix, AZ. The deadline for submissions in 1/31/08 online at <http://csmh.umaryland.edu>

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“We all learn by experience but some of us have to go to summer school.”

Peter DeVries

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

>>Related to last month’s Emerging Issue
Are Some Schools “Dropout Factories?”

(1) “By the end of June 2007 I had completed a simple spread sheet with 11 columns, one for each year going back for 11 years, and 13 rows for the enrollment number for each grade for that year, and a final row for the number of diplomas granted that year, all for Dallas ISD here in Dallas, Texas. (I am an inner city middle school computer teacher with dropout prevention as a "hobby" on the side.) The results are online at <http://www.studentmotivation.org/DallasISD.htm>.

Several months after finishing that spreadsheet I heard of the work of the John Hopkins University team and their identification of 1,700 "dropout factory" high schools all across the US. I studied their numbers and their selections here in Dallas. It was shocking. They had designated every single one of the 21 non-magnet high schools in Dallas ISD as dropout factories. If you study the report I pulled from their report at <http://www.studentmotivation.org/DallasHighSchoolsCSOSlist.htm> you will see that these schools averaged having only 45% of their 9th graders in the 12th grade 3 years later. When you then add in the fact that for the past 10 years an average of 3.8% of all seniors did not receive diplomas, that gives a graduation rate of about 43%. That is exactly the graduation rate based on 9th grade enrollment using the spreadsheet for DallasISD enrollment going back 11 years!

I am VERY impressed with John Hopkins University and their work. While these calculations did not include the magnet schools in Dallas, it still verified the work completed just a few months earlier using a simple 11-year enrollment spreadsheet very well.

We are not going to end this dropout disaster that is continuing in the US without some painful admissions and a new paradigm of intervention being accepted. I hope we are moving toward that new paradigm with the Middle School Archive Project, now in it's third year, <http://www.dropoutcure.org>, but that is another email.”

(2) “Press coverage here focused on the failure of the schools and said little or nothing about the personal, family, neighborhood and community pathologies that are barriers for so many kids. Tacoma's reaction was to attempt to get off the Hopkins list and to address some of the issues in an OpEd piece in the local paper. Clover Park's response was to say approximately "we will continue to work very hard, as we have been, to assure success for all children." But the whole thing underscored for me the lack of a focused systemic approach to addressing the issues of barriers. Lakewood's Promise continues to work with the district to develop such a systemic approach and there may be some progress, albeit slow. I keep telling them about your work,

whenever I have the opportunity! Last week the Mayor and I met with two members of the WA State legislature on this issue, taking with us some of the policy references in one of your bulletins.”

(3) “I think the main issue that usually gets missed when talking about "failing schools" is the students themselves. These articles are usually written from the point of view of a researcher or other adult observer who talks about the structure of the school, the workings of the staff, and the failings inherent in these areas. I think what would be much more powerful is to have the perspective of students be privileged. Why is it that not all students care to learn? What do they want/need to make school a priority. Students are the ones with the legal right to attend school, what are they looking for from the adults at the school, in their home, and in their community to make learning a priority? Why is it that many students are not as motivated to learn as images we see of students in China or India? There are issues of educator quality that should be addressed, but I think we miss the boat when the conversation is not focusing on the student's perspective or assumes the students perspective.”

(4) “The discussion in this country needs to center on the fact that families and communities, as well as schools, are under-resourced. The problems are created before students get to ninth grade. Such unfortunate policies such as tracking, starting as early as 3rd grade, but certainly impacting millions of students by middle school, are responsible. Please see the work of Jeannie Oaks, UCLA. Students tracked into so-called middle or low tracks arrive at high school with a fraction of the skills and knowledge of the students in high tracks -- to say nothing of the negative attitudes and emphasis on "(poor) behavior" in these lower tracks. Any teacher knows that meaningless curricula makes for "problem behaviors" in school. The curricula in lower tracks is remedial in nature, focusing on ever more finely described discrete skills. In other words, the curricula focus on ever more smaller learning goals. Remedial education has a terrible record. Where is it ever successful? I'd be interested in seeing where, if anywhere. There is a fake definition of "ability" in ability grouping, which usually has more to do with socio-economic status. As well, federally mandated curricula such as Open Court do not prepare students to read, and is usually mandated in Title 1 schools. Critical thinking is absent from these rote programs where students never read real texts. There is a message about who is permitted in our society to read real books and who is not. That has to have high emotional cost. I understand that high-stakes tests and being held back are contributing to high suicide rates. Now we have the same nonsense marketed as a panacea to middle schools and high schools called LANGUAGE! This stuff is used only for poor and minority students -- more affluent communities would never stand for it. These commercial programs make a lot of \$\$ for McGraw Hill, but do nothing to "remediate" poor readers, but rather, serve to further hold them back from the full curriculum of the regular school; in other words, to disable them. It is no wonder that so many students are unable to keep up in high school -- they have not had access to the curriculum that would prepare them for high school. Please see *READING FOR PROFIT* by Altwerger. The popular press picks up on "drop-out factory," but does not enter the discussion about tracking, discrete skills-based, remedial curriculum. Large institutions such as Johns Hopkins and UCLA need to point the finger at these "business-usual" practices. Thanks for the opportunity to respond.”

(5) I read your piece. It makes me think of a book I read in college entitled, "Regulating the Poor." My comment to you is taken from a professor who said something like: "where there is a social problem, someone is benefiting from it otherwise the problem wouldn't exist!"

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And, finally, we were asked to share this:

“I am a doctoral candidate at Smith College School for Social Work in Northampton, MA. I am writing to invite you to participate in a research project* aimed at further understanding the

ways that cultural competence, racial identity and empathy might facilitate or impede therapeutic engagement with urban, at risk adolescents of color. If you are a mental health clinician (e.g., social worker, psychologist), have at least 3 years of clinical experience with urban, at-risk adolescents of color, and if you identify racially as white, then I ask you to log on to the following site (or cut and paste it into your browser):

https://www.surveymonkey.com/s.aspx?sm=QNR6f9Mlpxc5R3cs2qwuPw_3d_3d

From there you will find the Informed Consent and the survey. I would greatly appreciate your participation in this study as soon as you are able to do so. As a “thank you,” there is a list of resources and training materials at the end of the survey. Any questions can be directed to me via email (AllianceFactors@aol.com). Please feel free to pass this link/email to anyone you believe might fit the criteria. Thank you again for your consideration.

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THIS IS THE END OF THIS ISSUE OF ENEWS

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:
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