



## A Resource for Information, Sharing, and Interchange

April, 2017 (Vol. 21 #7) – 31 Years & Counting

*Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on these and other related matters.*



**We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**



**For more on resources from our national Center, see**

<http://smhp.psych.ucla.edu>

### WHAT'S HERE THIS MONTH

#### **\*\*Emerging Issue**

**>Federal Budget and Priorities for Addressing Barriers to Learning/Teaching**

#### **\*\*News from around the country**

#### **\*\*This month's focus for schools to address barriers to learning**

**>April: Helping Students & Families Plan Transitions to a New Grade/New School**

#### **\*\*National Initiative for Transforming Student & Learning Supports in 2017**

#### **\*\*UCLA Center Resources Update**

#### **\*\*Access links about:**

**>Upcoming initiatives, conferences & workshops**

**>Upcoming and archived webcasts, video, and online professional development**

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

#### **\*\*A few other helpful resources accessible from the internet**

#### **\*\*Additional recent publications relevant to**

**>School, family, & community**

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

**>Child, adolescent, and young adults' mental and physical health**

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

## EMERGING ISSUE

### **Federal Budget and Priorities for Addressing Barriers to Learning and Teaching**

#### **Re: the President's proposed budget for education**

*From the American Association of School Administrators website*

*"It is a 'skinny budget,' in that it only covers discretionary funding, and within that, doesn't fully list the impact on all discretionary programs. The proposal cuts funding to the U.S. Education Department by \$9 billion (13 percent). It provides a \$1 billion increase for Title I, but the increase is for states and districts to use for portability and choice. This is in addition to a new \$250 million school choice/voucher program and a \$168 million increase for charters, bringing the total amount of NEW funding in the President's budget for choice to \$1.4 billion. The budget level funds IDEA, eliminates ESSA Title II Part A and eliminates the 21st Century Community Learning Centers."*

Regardless of what Congress decides, it is evident that federal funds for education will be sparse. This means that competition for state and local education funding will escalate and probably have a counterproductive impact on school improvement. And it means debates about priorities will intensify, especially when reallocation of resources, cuts, and layoffs are in the offing.

This is a time when the temptation is to lower the priority for student and learning supports. Our position is that this is a time to increase the priority for *transforming* student and learning supports!\*

#### **What's your position on this?**

***What do you anticipate doing to improve how schools address barriers to learning and enhance equity of opportunity?***

**Let us hear from you. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)**

Here's a few resources to ponder related to this issue:

>What will it cost? - *No New Dollars!*

[http://smhp.psych.ucla.edu/pdfdocs/what will it cost.pdf](http://smhp.psych.ucla.edu/pdfdocs/what%20will%20it%20cost.pdf)

>*Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools*

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

>*Cut -Backs Make it Essential to Unify and Rework Student and Learning Supports at Schools and Among Families of Schools*

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

>*Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports*

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

\*For more on this issue, see

**National Initiative for Transforming Student and Learning Supports**

<http://smhp.psych.ucla.edu/newinitiative.html>

## NEWS FROM AROUND THE COUNTRY

>**Supreme court bolsters rights of learning disabled students.** A unanimous Supreme Court on March 22 bolstered the rights of millions of learning-disabled students in a ruling that requires public schools to offer special education programs that meet higher standards. In its ruling, the Supreme Court sided with parents of an autistic teen in Colorado who said their public school did not do enough to help their son make progress. They sought reimbursement for the cost of sending him to private school. The court's decision to require a more demanding test for progress has major implications for about 6.4 million disabled students who want to advance in school and rely on special programs to make that happen. 3/22/17 <http://www.denverpost.com/2017/03/22/supreme-court-learning-disabled-students-ruling>

>**Police arresting far fewer students after change in discipline policy.** The Spokane (WA) district's change in its approach toward discipline has led to a drastic reduction in the number of students arrested. As of Feb. 28 district officers have arrested 58 students, compared to 467 at the same time last year. Although changes already have been implemented in the field, the district's board revised the set of policies on officer use of force on March 22. The new use-of-force policy limits when and how school resource officers can make arrests and puts an emphasis on de-escalating situations before making an arrest. Additionally, the new policy requires resource officers to attend training on how to communicate with students who have disabilities or behavioral issues. Officers also have to confer with a supervisor before making an arrest and are required to talk to the school administrators about the student and the situation. Currently, the policy gives parents and students 10 days to file a complaint against resource officers. Much of the changes occurring in Spokane are in response to a new state law limiting long-term suspension and expulsion and demanding districts collect, and publish more data on discipline. 3/11/17 <http://www.spokesman.com/stories/2017/mar/11/spokane-public-schools-revised-use-of-force-proced/>

>**Utah teachers leaving their jobs at a very high rate.** In Utah, 56 percent of the public school educators who started teaching in 2008 left the profession by 2015, according to a recent report by the Utah Education Policy Center at the University of Utah. The report "Beginning Teacher Turnover in Utah Between 2008-09 and 2014-15," followed nearly 2,700 teachers over eight years. The analysis showed a stark differences in the percentage of teachers who leave according to their age. Among teachers ages 25 and younger, 73 percent left the profession over the eight years. 3/13/17 <http://www.deseretnews.com/article/865675536/Teacher-turnover-in-Utah-exceeded-55-percent-over-8-years-Turnover-for-young-teachers-73.html>

>**New school report card has both more and less information for parents.** Four years after dumping its single-number rating of every public school, California rolled out a new education report card with bold color charts and minute detail on select metrics for each school district. The California School Dashboard offers a more rounded view of public schools, including charter schools, with reports on suspension and graduation rates, English-learner progress, and English and math test scores for grades 3 through 8. ... The site will be refined and enhanced later with additional data, such as chronic absenteeism. Local districts decide when to upload statistics that they choose to report. 3/16/17 <http://www.mercurynews.com/2017/03/15/california-releases-school-report-cards/>

>**New report analyzes school fees.** Louisiana school districts should use "extreme caution" when addressing student fees, according to a new report. The results are based on an online survey of Louisiana districts and charter schools. Ninety-nine percent of local education agencies responded. All said they assess some type of student fee, and 56 percent said they have a policy regarding fees. 27 percent of districts charge a physical education uniform fee, 24 percent charge a school supply fee, 23 percent charge an ID badge fee and 23 percent charge parking fees for students. In addition, 17 percent of districts charge a locker fee, 15 percent charge a technology fee, 8 percent charge a registration fee and 7 percent charge a homeroom fee. One percent of respondents charge a late/tardy fee. 3/2/17 <http://www.thenewsstar.com/story/news/local/education/2017/03/02/new-report-analyzes-louisiana-school-fees/98634426/>

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

If you see a story that should be included, let us know. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu).

@##@##@##

Quote from the Louisiana report on school fees

*The assessment of fees to students attending public schools should be addressed with extreme caution in order to provide all students with equitable access to a quality education, particularly in a state whose student body is 71.3 percent economically disadvantaged.*

@##@##@##

## **THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

### **>April: Helping Students & Families Plan Transitions to a New Grade/New School**

As the traditional school year draws to a close, teachers, students, and families reflect on what has been accomplished *and anticipate the changes ahead.*

*>New teachers      >New schools      >New peer groups*

Such changes bring new opportunities, challenges, and stressors.

Transitions arise related to each new step in formal education and also in moving to and from special programs and to post school living and work. For those making these transitions, well-designed support during the transition period can make a great difference in their lives. The need is for a support system that prepares students and their families for transitions and ensures systematic follow-ups to ensure transitions are successful.

For example, transition supports are needed to

- provide closure related to what the student is leaving behind
- enhance articulation between the old and the new
- welcome newcomers and ensure they have the type of social support that facilitates positive acceptance and adjustment in the new setting
- assess transition success and problems
- implement timely corrective interventions when transitions are not successful

The following Center online Clearinghouse Quick Finds are a starting place to find resources:

*>Transition Programs/Grade Articulation/Welcome* – [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

*>Transition to College* – <http://smhp.psych.ucla.edu/qf/Transitiontocollege.htm>

For example, see the resource entitled:

*>Transitions to and from Elementary, Middle, and High School* – <http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf>

Here is an excerpt:

Every transition can exacerbate problems or be used as a natural opportunity to promote positive learning and attitudes and reduce alienation. Schools need to build their capacity to address transitions proactively and in the process to be guided by their goals for enhancing

personal and social functioning. A comprehensive focus on transitions requires school-wide and classroom-based systems and programs designed to (a) enhance successful transitions, (b) prevent transition problems, and (c) use transition periods to reduce alienation and increase positive attitudes toward school and learning. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Over time, articulation programs can play a major role in reducing school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work. It is also likely that a caring school climate can play a significant role in reducing student transiency.

Support for Transitions encompasses:

- Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, volunteers)
- Daily transition programs for (e.g., before school, breaks, lunch, afterschool)
- Articulation programs (e.g., grade to grade, new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- Summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education (e.g., counseling, pathway, and mentor programs; broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education)
- Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building to enhance transition programs and activities

Also, see the *Support for Transitions Self-study Survey* online at <http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/transitionssurvey.pdf>

*Note:* Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu/schoolsupport.htm>

@#@#@#

*It's not that I'm so smart, it's just that I stay with problems longer.*  
Albert Einstein

@#@#@#

Yes, Chris, what is it?

*I don't want to scare you, but my Dad says if I don't get better grades someone is in for a spanking.*



**NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS\***

More schools are including the development of a *system* of learning supports as a goal in their strategic plan for continuous improvement. Here's a January, 2017 example:

"...Goal 3: Provide a system of learning supports that reduces the effects of barriers to student achievement...

Objective 1: Collaborate to reduce the number of students referred to the Problem Solving Team by 5%

Strategy 1: Reduction of Problem Solving Team referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. ...

Objective 2: Collaborate to improve daily attendance by 2%

Strategy 1: Increase Student Daily Attendance - Student attendance will be monitored.

Identification of students who have chronic attendance issues will be addressed

[http://images.pcmac.org/SiSFiles/Schools/AL/LimestoneCounty/CedarHillElementary/Uploads/Forms/Continuous\\_Improvement\\_Plan\\_2016-2017.pdf](http://images.pcmac.org/SiSFiles/Schools/AL/LimestoneCounty/CedarHillElementary/Uploads/Forms/Continuous_Improvement_Plan_2016-2017.pdf) .

(Note: As support for this goal, they note the UCLA Center's work.)

#####

From the California Department of Education's *Special Edge* newsletter:

"... the California Scale-Up MTSS Statewide (SUMS) Initiative, will 'address barriers to learning and re-engage disconnected students by creating a culture of collaboration' among disparate and fragmented support systems. The plan envisions a statewide transformation that will 'increase equitable access to opportunity, develop the whole child, and close the achievement gap for all students.' ... As an initiative that encompasses the whole state, SUMS also answers the broader national effort for reform called for by Howard Adelman and Linda Taylor ... at UCLA. ..."

[http://www.calstat.org/publications/spedge\\_publications.php?nl\\_id=136](http://www.calstat.org/publications/spedge_publications.php?nl_id=136)

#####

(1) "I have shared the integrated leadership model presented at the summit, e.g., an integrated leadership team representing the Administrative, Student Services, and Instructional Services perspectives. There is a strong interest in this configuration in regard to our SUMS (Scaling up Multi-tiered System of Support) statewide initiative. This model currently focuses on an integrated academic, behavior, and social-emotional learning model that is reflected in our internal configuration. I have shared your leadership model with our team because I think it adds value to our SUMS initiative and provides a solid foundation for leadership and vision."

(2) "We are looking, as a state agency, to develop guidance in this area .... Any help in talking about this, aligning this and training school/district staff to do this on the ground would be appreciated. We are looking to demonstrate this process with a few districts and document the challenges."

\*For more information on all this, see the webpages for the initiative

<http://smhp.psych.ucla.edu/newinitiative.html> .

**LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT/LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .



## UCLA CENTER DEVELOPED RESOURCES – UPDATE

### New

#### Quarterly e-journal:

- > *Increasing local control: A critical time for policy changes to transform student/learning supports and enhance equity of opportunity*  
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring17.pdf>

#### Articles from the e-journal – featured as Policy Notes:

- > *Expanding school improvement policy to more effectively address barriers to learning and teaching* – <http://smhp.psych.ucla.edu/pdfdocs/expandpolicy.pdf>
- > *Being rational and analytical in bringing evidence-based practices into schools* – <http://smhp.psych.ucla.edu/pdfdocs/berational.pdf>
- > *Rethinking school evaluation and accountability to get credit for all that is being done* – <http://smhp.psych.ucla.edu/pdfdocs/rethaccount.pdf>

### School Practitioner Community of Practice Interchange: Weekly Listserv

<http://smhp.psych.ucla.edu/practitioner.htm>

- > *How can students access free and confidential psychological help?*
- > *Mental health education for students: what works?*
- > *How can students balance academics and social activity?*  
*How can staff balance work and collaboration?*

**Note:** The latest School Practitioner and archived previous ones are on our website at <http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)  
Follow-up exchanges are posted on the Center website's Net Exchange – <http://smhp.psych.ucla.edu/newnetexchange.htm>

### Recently Featured Center Resources

We get many inquiries about issues related to Confidentiality. As a starting point, we recommend the Center's Quick Find on

- > *Confidentiality* – <http://smhp.psych.ucla.edu/qf/confid.htm>

Here are two Center resources that have direct links from the Quick Find:

- > *Reframing the Confidentiality Dilemma to Work in Children's Best Interests* – [http://smhp.psych.ucla.edu/publications/reframing\\_the\\_confidentiality\\_dilemma\\_to\\_work.pdf](http://smhp.psych.ucla.edu/publications/reframing_the_confidentiality_dilemma_to_work.pdf)
- > *Confidentiality and Informed Consent* – <http://smhp.psych.ucla.edu/pdfdocs/confid/confid.pdf>

### ACCESS LINKS ABOUT:

- >Upcoming initiatives, conferences & workshops – <http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals, presentations, and papers – <http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>
- >Upcoming and archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>

*Note:* These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

@#@#@#

*One of the advantages of being disorderly is that one is constantly making exciting discoveries.*

A. A. Milne  
@#@#@#

### OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

#### Resources related to in-school suspensions;

- >*In school suspension: a learning tool* – [http://www.educationworld.com/a\\_admin/admin/admin329.shtml](http://www.educationworld.com/a_admin/admin/admin329.shtml)
- >*Alternatives to suspension* – <http://www.teachsafeschools.org/alternatives-to-suspension.html>
- >*Instead of suspension* [https://law.duke.edu/childedlaw/schooldiscipline/downloads/instead\\_of\\_suspension.pdf](https://law.duke.edu/childedlaw/schooldiscipline/downloads/instead_of_suspension.pdf)
- >*Best Practices: in school suspension* – <http://www.childrensdefense.org/library/data/best-practices-in-school.pdf>

#### Misc.

- >*Scaling Up Evidence-Based Practices: Strategies from Investing in Innovation (i3)* - [https://i3community.ed.gov/system/files/resource\\_files/2017/scaling\\_up\\_evidence\\_based\\_practices\\_i3.pdf](https://i3community.ed.gov/system/files/resource_files/2017/scaling_up_evidence_based_practices_i3.pdf)
- >*Home/hospital Transition Supports for Schools* – <https://www.sandiegounified.org/homehospital-and-transition-supports-school>
- >*Youth Suicide and Self-Harm Prevention: 2017 Resource Guide* – <https://www.childrensafetynetwork.org/sites/childrensafetynetwork.org/files/SuicidePreventionResourceGuide2017.pdf>

***I told her I lost my homework  
because my computer crashed.  
So she gave both me and my computer an F!***





## ADDITIONAL RECENT PUBLICATIONS

### School, Family & Community

- >Parenting in poverty: Attention bias and anxiety interact to predict parents' perceptions of daily parenting hassles (2017). Finegood, E.D., Raver, C.C., DeJoseph, M.L., Blair, C. *Journal of Family Psychology*, 31, 51-60. <http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2017-04791-005>
- >What do you want to be when you grow up? Career aspirations as a marker for adolescent well-being (2017). Dudovitz, R.N., Chung, P.J., Nelson, B.B., Wong, M.D. *Academic Pediatrics*, 17, 153-160. <http://www.sciencedirect.com/science/article/pii/S1876285916304090>
- >The role of school principals in shaping children's values (2016). Berson, Y., & Oreg., S. *Psychological Science*, 27, 1539-1549. <http://journals.sagepub.com/doi/10.1177/0956797616670147>

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

- >School-wide practices associated with school climate in elementary, middle, and high schools (2017). Bear, G. Yang, C. Mantz, L. & Harris, A. *Teaching and Teacher Education* 63, 378-383. <http://www.sciencedirect.com/science/article/pii/S0742051X16304723>
- >Youth outcomes in a community collaboration model (2016). Zubritsky, C., Wald, H., & Jaquette, N. *Sociology and Criminology*, 4, e142. <https://www.esciencecentral.org/journals/youth-outcomes-in-a-community-collaboration-model-2375-4435-1000142.php?aid=79469>

### Child, adolescent, and young adult's mental and physical health

- >Locating economic risks for adolescent mental and behavioral health: Poverty and affluence in families, neighborhoods, and schools (2017). Coley, R.L., Sims, J., Dearing, E., & Spielvogel, B. *Child Development*, ePub <http://onlinelibrary.wiley.com/doi/10.1111/cdev.12771/abstract;jsessionid=7AE3E7AF6A723C6499F54E9C4D643B60.f03t04>
- >Risk and protective factors across multiple microsystems association with internalizing symptoms and aggressive behavior (2017). Simokowski, P., Guo, S., et al. *American Journal of Orthopsychiatry*, 87, 94-108. <http://www.apa.org/pubs/journals/ort>
- >The potential protective role of peer relationships on school engagement in at-risk adolescents (2017). Moses, J.O., Villodas, M.T. *Journal of Youth and Adolescence*, ePub <http://link.springer.com/article/10.1007%2F10964-017-0644-1>

**FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. <http://www.safetylit.org>

**Note:** The Center's 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 topics 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. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

@##@##

A lot of people say that social media is making us all dumber, but I not think that.

(Source Unknown)

@##@##

## COMMENTS AND SHARING FROM THE FIELD

(1) “Since the 1980’s I have worked alongside hundreds and hundreds of professional educators to identify the learning supports, protective factors, developmental assets, resources, or whatever you choose to label/name them, that each student needs to increase 1) student achievement and 2) civility. We have broken these into a simple framework that we use to teach school boards, school staff, parents, students, and adult stakeholders in the community measurable and memorable way to discuss these learning supports. We call our assessment instrument the Student Support Card and it is being used broadly. (We measure the educational ecology of individual students.) ...”  
<http://opi.mt.gov/pdf/MBI/14Summer/Kerscher/StudentSupportCard-GeneralBrochure.pdf>

(2) Recently a high school senior asked about improving access to mental health support. As part of the weekly community of practice (*School Practitioner Network*), we provided a response and shared responses from colleagues in the field. To see her request and the responses, go to at  
[http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(3-13-17\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(3-13-17).pdf)

She was so pleased with the response that we can’t resist sharing her reaction.

“Thank you so much for the thorough answer to my questions! Your response and those of your colleagues have inspired me to try to work with my school administration in order to send out an email exclusively to students, educating them on the mental health resources available to them through our school and the state of New York. I really appreciate all of the time you spent collecting all of this information, and this conversation has really solidified why I want to pursue psychology in the future. Thank you again.”

### THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)