



## A Source for Resources, Information, Sharing, and Interchange

August, 2017 (Vol. 21 #11) – 31 Years & Counting

*Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is the focus of this resource.*



**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

- \*Helpful resources accessible from the internet
- \*Welcoming all to a new school year
- \*Relevant news from around the country
- \*UCLA Center resources update
- \*Access links about:
  - >Upcoming initiatives, conferences & workshops
  - >Upcoming and archived webcasts, video, & PD
  - >Calls for grant proposals, presentations & papers
  - >Training and job opportunities
- \*A few recent publications relevant to
  - >School, family, & community
  - >Policy, systems, law, ethics, finances & statistics
  - >Child, adolescent, and young adults' mental and physical health
- \*Updates on transforming student & learning supports
- \*Comments and sharing from the field

## Helpful Resources Accessible From the Internet

- >Some schools much better than others at closing achievement gaps between their advantaged and disadvantaged students – <https://www.brookings.edu/research/some-schools-much-better-than-others-at-closing-achievement-gaps-between-their-advantaged-and-disadvantaged-students/>
- >Categorical inequality: Schools as sorting machines – <http://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-060116-053354>
- >Does depression screening in schools reduce adolescent racial/ethnic disparities in accessing treatment? <http://www.tandfonline.com/doi/full/10.1080/15374416.2016.1270826>
- >Early learning and child care: Agencies have helped address fragmentation and overlap through improved coordination – <http://www.gao.gov/products/GAO-17-463>
- >Emotional well-being and mental health: An exploration into health promotion in young people and families – <https://www.ncbi.nlm.nih.gov/pubmed/25568200>
- >Every student succeeds act: early observations on state changes to accountability systems – <http://www.gao.gov/products/GAO-17-660>
- >Get smart about drugs: A DEA resources for parents, educators, and care givers – <https://www.getsmartaboutdrugs.gov/>
- >Learning Center for the National Registry of Evidence-based Programs and Practices – <https://nrepp-learning.samhsa.gov/>
- >MH promotion in public health: perspectives and strategies from positive psychology – <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3134513/>
- >Monitoring Future National Survey Results on Drug Use 1975-2016 – [http://monitoringthefuture.org/pubs/monographs/mtf-vol1\\_2016.pdf](http://monitoringthefuture.org/pubs/monographs/mtf-vol1_2016.pdf)
- >Percentage of children and teens aged 5–17 years who missed 10 school days in the past 12 months because of illness or injury, by sex and age. *National Health Interview Survey, 2013—2015* – <https://www.cdc.gov/mmwr/volumes/66/wr/mm6626a8.htm>
- >Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects – <http://onlinelibrary.wiley.com/doi/10.1111/cdev.12864/full>
- >Re-entry programs for out of school youth with disabilities – [http://www.ndpc-sd.org/documents/2011\\_Reentry-Reports/7-5-11-REENTRY\\_3.pdf](http://www.ndpc-sd.org/documents/2011_Reentry-Reports/7-5-11-REENTRY_3.pdf)
- >Resource mapping: A toolkit for education communities – <http://sss.usf.edu/resources/presentations/2011/FASSW/EOCA%20Wisconsin.pdf>
- >Status and trends in the education of racial and ethnic groups, 2017 – <http://nces.ed.gov/pubsearch/pubsearch/pubinfo.asp?pubid=2017051>
- >Summer melt: Students who don't make it to the college that accepted them – <http://sdp.cepr.harvard.edu/files/cepr-sdp/files/sdp-summer-melt-handbook.pdf>
- >Tools for promoting educational success – [http://www.edjj.org/focus/prevention/JJ-SE/TOOLS%20Step%203%20\(2-28-07\).pdf](http://www.edjj.org/focus/prevention/JJ-SE/TOOLS%20Step%203%20(2-28-07).pdf)
- >Understanding adolescent inhalant use – [https://www.samhsa.gov/data/sites/default/files/report\\_3095/ShortReport-3095.html](https://www.samhsa.gov/data/sites/default/files/report_3095/ShortReport-3095.html)

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Describing her first day back in grade school after a long absence, a teacher said it was like trying to hold 35 corks underwater at the same time.

Mark Twain

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## ***This Month's Focus for Schools to Address Barriers to Learning***

### ***Welcoming All to a New School Year***

Changing schools, changing grades – are among the many transition demands with which students regularly cope. Every transition can exacerbate problems or be used as a natural opportunity to promote positive learning and attitudes and reduce alienation. Guided by their goals for enhancing personal and social functioning, schools need to build their school-wide and classroom-based capacity to enhance successful transitions and prevent transition problems. Anticipated early outcomes include reduced alienation, enhanced motivation, and increased involvement in school and learning activities.

Of special concern at this time are school-wide and classroom activities for welcoming new arrivals (students, their families, staff) and providing ongoing social support. A prime focus is on ensuring that most communications and interactions between the school and students and families convey a welcoming tone.

The following Center resources can help as aids for interventions and personnel development:

- *Easing the impact of student mobility: Welcoming and social support* – <http://smhp.psych.ucla.edu/easimp.htm>
- *What schools can do to welcome and meet the needs of all students and families* – <http://smhp.psych.ucla.edu/WELMEET/welmeetcomplete.pdf>
- *Welcoming and involving new students and families* – <http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>
- *Support for transitions to address barriers to learning* – [http://smhp.psych.ucla.edu/qf/transition\\_tt/transitionsfull.pdf](http://smhp.psych.ucla.edu/qf/transition_tt/transitionsfull.pdf)

For more, use the Online Clearinghouse Quick Find

>*Transition programs/grade articulation/welcoming* – [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

#### ***Here's an excerpt from one of the resources:***

Some families are not sure how to interact with the school; some students and parents feel unwelcome. The problem may begin with their first contacts. Efforts to enhance welcoming and facilitate involvement must counter factors that make the setting uninviting and develop ways to make it attractive. To these ends, those concerned with school improvement and school climate must prepare all staff and provide them with resources for establishing effective welcoming activities and ongoing social supports. This includes:

- ensuring that Office Staff are provided with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the school
- establishing protocols for teachers and student support staff for welcoming and supporting students and families and helping them connect with a school activity in which they seem interested
- ensuring that any written material given out at this time specifically states WELCOME and is limited to simple orientation information. (To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.)

*Welcoming during registration.* When a family comes to register, it is essential that there be a designated staff person or volunteer to welcome and provide information (in primary languages as much as feasible). This includes information about how to access any missing documentation (e.g., about residence, immunizations). Volunteers can be used to initiate an orientation and induction tour, with initial introductions to teacher(s), principal, support staff, and others. Orientations include providing information about matters such as: (a) how the school runs each day, (b) special activities for parents and students, (c) community services they may find helpful, (d) parents who are ready

to help them join in, (e) students ready to meet with new students to help them join in, and (f) how the family can help the child learn and do well at school.

### *Some Examples of Things Schools Do*

- >AT THE FRONT DOOR: using volunteers at a Welcoming Table (identified with a welcoming sign) to meet and greet everyone who comes through the door
- >IN THE FRONT OFFICE: Office Staff creates an inviting atmosphere meets and greets strangers with a smile; provides welcoming materials and information sheets regarding registration steps (with appropriate translations); uses volunteers to ensure there is sufficient help to greet and assist new students and families; a Welcoming Video is available
- >WELCOMING MATERIALS: a booklet is available that clearly says WELCOME and provides info about who's who at the school, what types of assistance are available to new students and families, and offers tips about how the school runs (Welcoming booklets are written in ways that avoid laying down the rules since that can be an uninviting first contact.) Other materials are provided to assist students and families in making the transition and connecting with ongoing activities
- >STUDENT GREETERS: a Student Welcoming Club is established (perhaps the student council or leadership class makes this a project), to provide tours and some orientation (including initial introduction to key staff)
- >FAMILY/VOLUNTEER GREETERS: a General Welcoming Club of parents and/or volunteers provides regular tours and orientations (including initial introduction to key staff)
- >WELCOMING BULLETIN BOARD: a dedicated bulletin board (somewhere near the entrance to the school) says WELCOME and includes such things as pictures of school staff, a diagram of the school and its facilities, pictures of students, information on tours and orientations, special meetings for new students, and so forth
- >CLASSROOM GREETERS: teachers have several students who are willing and able to greet newcomers (recent arrivals often are interested in welcoming the next set of new enrollees)
- >CLASSROOM INTRODUCTION: teachers have a plan to assist new students and families in making a smooth transition into the class. This includes ways to introduce the student to classmates as soon as the student arrives. (Some teachers arrange with the office specified times for bringing a new student to the class.); an introductory Welcoming Conference is conducted with the student and family as soon as feasible. (As a Welcoming aid, both the student and the family member are presented with Welcoming Folders or some other welcoming gift such as coupons from local businesses that have adopted the school.)
- >PEER BUDDIES: in addition to the classroom greeter, several students are trained to be a special buddy for a new student for the first couple of weeks and hopefully thereafter. (This can provide the type of social support that allows a new student to learn about the school culture and how to become involved in activities.)
- >FOLLOW-UP OUTREACH FROM ORGANIZED GROUPS: representatives of organized student and parent groups (including the PTSA) make direct contact with new students and families to invite them to learn about activities and to assist them in joining in
- >SUPPORT GROUPS: designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow them to connect with each other as another form of social support.

Like any other interventions, efforts to welcome and involve new students and families require institutional commitment, organization, and ongoing involvement. That is, the process must be school-owned, and there must be a mechanism dedicated to effective program planning, personnel development, implementation, and long-term evolution.

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*Educational success should be measured by how strong your desire is to keep learning.*

Alfie Kohn

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## **Relevant News From Around The Country**

**Experiment seeks to transform troubled Baltimore schools as federal grants end.** Baltimore's Commodore John Rodgers was once ranked 872nd out of 875 Maryland schools. It suffered years of declining enrollment before it reversed course, beginning in 2010, thanks in part to School Improvement Grant money. The new principal enrolled his own two children as a gesture of commitment. Soon his teachers followed suit. They tore down a tall counter in the front office that stood like a barrier to visiting parents. They welcomed families, telling everyone their new slogan, writing it on classroom walls, pencils, even student uniforms: "Commodore to College." In seven years, test scores rebounded; enrollment quadrupled. 7/5/17

<http://www.baltimoresun.com/news/maryland/education/k-12/bs-md-ci-failing-schools-20170704-story.html>

**Graduation rate changes could hurt school grades.** New federal rules will change the way Indiana calculates graduation rates for the state's high schools. The change will mean thousands of diplomas will no longer count toward federal graduation rate reports. ... ESSA sets rules for how states hold their schools accountable and measure their progress. One of those rules requires states to report graduation rates uniformly nationwide. That means that one of the three diplomas offered by the state (IN), the General Diploma, will not be counted in federal reporting. More than 8,600 students earned the General Diploma in 2016. The change could have a big impact on both the state's graduation rate and individual high schools. If this change had taken effect for the 2016 school year, the state's graduation rate as federally reported would have been 78 percent, rather than the 89 percent. 7/7/17

<http://www.indystar.com/story/news/education/2017/07/07/graduation-rate-changes-could-hurt-indiana-school-grades/458118001/>

**Lunch Buddies.** The groundwork has been laid for growth with the Lunch Buddies mentoring program within Powhatan County Public Schools (VA), and as the school district readies to take it on fully, it is seeking more volunteers from the community to step up and help. The mentoring program is now in its third year in Powhatan schools and continues to give students who need it an extra positive influence in their lives with weekly lunchtime visits with their mentors. The adult volunteers from the community act as positive mentors and guides to the students by eating lunch with them once a week and also using the time to talk, play games and read with them, he said. The students have been identified by their schools as at risk, and being part of the program gives them extra support and guidance they may need. ... 7/3/17

[http://www.richmond.com/news/local/central-virginia/powhatan/powhatan-today/lunch-buddies-needs-volunteers/article\\_ec61a244-6004-11e7-bc35-e76d498849c1.html](http://www.richmond.com/news/local/central-virginia/powhatan/powhatan-today/lunch-buddies-needs-volunteers/article_ec61a244-6004-11e7-bc35-e76d498849c1.html)

**Program aims to help teachers stay in profession.** Delaware is launching a new program in hopes of holding on to more teachers. The state is creating a new academy for high schoolers considering a career in education. It's part of an effort to combat the growing trend of teachers leaving the field within five years. The academy kicks off this fall at 15 different high schools. The goal is to build a pipeline of high-quality students interested in teaching. The academy consists of three years of classes developed in collaboration with teachers, Department of Education staff and others. 7/1/17

<http://www.delawareonline.com>

**District may rethink authorizing charter schools.** New Superintendent Nikolai Vitti said he would recommend the Detroit Public Schools Community District get out of the charter school authorization business and instead focus its efforts on improving traditional public schools. As more charter schools have opened in the city and inner-ring suburbs, enrollment in the district has dwindled (from 160,000 15 years ago to fewer than 50,000). 7/9/17

<http://www.freep.com/story/news/education/2017/07/10/detroit-district-may-rethink-authorizing-charter-schools/451265001/>

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*A passion for learning isn't something you have to inspire; it's something you have to keep from extinguishing.*

Deborah Meier

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## **UCLA Center Resources Update**

### **NEW**

#### **Hot Topic**

>Which schools are taking equity seriously – <http://smhp.psych.ucla.edu>

#### **Information and Practice Notes:**

- >A University Student Reflects on the Good and Bad of Social Networking use by Children and Adolescents – <http://smhp.psych.ucla.edu/pdffdocs/socialnetwork.pdf>
- >About Programs for After School Hours and Non-school Days – <http://smhp.psych.ucla.edu/pdffdocs/aftersch.pdf>
- >Overparenting as a Barrier to Development, Learning, and Well-being – <http://smhp.psych.ucla.edu/pdffdocs/overparent.pdf>
- >Sex Education and Social-Emotional Development -- <http://smhp.psych.ucla.edu/pdffdocs/sexed.pdf>
- >Video games as a mental health intervention tool – <http://smhp.psych.ucla.edu/pdffdocs/videogames.pdf>

### **A New (free) Book for You and Your Colleagues**

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

Access this from the Center's homepage – <http://smhp.psych.ucla.edu/>

Also just published From Cognella -- *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*  
<https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

### **RECENTLY FEATURED**

Over the last two decades, work on transforming student and learning supports has blossomed across the country. Changes being discussed include (a) a fundamental shift in school improvement policy, (b) development of a unified, comprehensive, and equitable system of intervention, (c) reworking of operational infrastructure, and (d) strategic implementation that accounts for replication to scale and sustainability. Our System Change Toolkit offers leadership resources (e.g., information, tools, specific guides) as aids for moving forward. We have grouped the tools in an order that roughly approximates moving from creating readiness, through initial implementation, to sustaining and scaling-up. Toolkit is at <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Here are a few examples of resources included in the toolkit:

- >*Education Leaders' Guide to Transforming Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdffdocs/transguide.pdf>
- >*Leadership Infrastructure: Is What We Have What We Need?* A tool outlining a four step process that can be used by planners and decision makers to map and analyze current infrastructure. <http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>
- >*Leadership at a School Site for Developing a Comprehensive System of Learning Supports.* Examples of job descriptions are provided for both an administrative and staff lead for a learning supports component. <http://smhp.psych.ucla.edu/pdffdocs/studentsupport/toolkit/aidd.pdf>
- >*Notes on Leadership Infrastructure at a Small School.* [http://smhp.psych.ucla.edu/pdffdocs/infra small school notes.pdf](http://smhp.psych.ucla.edu/pdffdocs/infra%20small%20school%20notes.pdf)
- >*One Page Handout on What is a Learning Supports Leadership Team?* <http://smhp.psych.ucla.edu/pdffdocs/resource%20coord%20team.pdf>

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- > *Notes on Infrastructure for Learning Supports at District, Regional, and State Offices.* Highlights roles and functions related to developing a comprehensive learning supports system that call for a change in current operational and organizational infrastructure at these levels.  
<http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf>
- > *Key Leadership Mechanisms for Enhancing Student & Learning Supports.* Pulls together the Center's work on resource-oriented mechanisms designed to ensure schools pay systematic attention to how they use resources for addressing barriers to learning and promoting healthy development.  
[http://smhp.psych.ucla.edu/pdfdocs/report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/report/resource_oriented_teams.pdf)
- > *Guide to Enhancing School-community Infrastructure and Weaving Resources Together.* Discusses school-community collaboratives as key mechanisms for braiding school and community resources and stresses ways to optimize the functioning of such groups. <http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidg.pdf>

## TOPICS COVERED IN JULY'S

### WEEKLY SCHOOL PRACTITIONER COMMUNITY OF PRACTICE LISTSERV

- > *About school boards and student/learning support*
- > *Promoting positive behavior school wide*
- > *Countering student-deficit biases*
- > *What colleagues are planning in kicking off the new school year*

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

**Note:** The Center's online clearinghouse Quick Finds are an easy way to directly link to Center materials and to other online resources and relevant centers. Currently there are over 130 topics. See the alphabetized drop-down menu of topics at <http://smhp.psych.ucla.edu>

### ACCESS LINKS ON THE CENTER'S HOMEPAGE FOR:

- > **Upcoming initiatives, conferences & workshops**
- > **Calls for grant proposals, presentations, and papers**
- > **Training and job opportunities**
- > **Upcoming/archived webcasts & other professional development opportunities**

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

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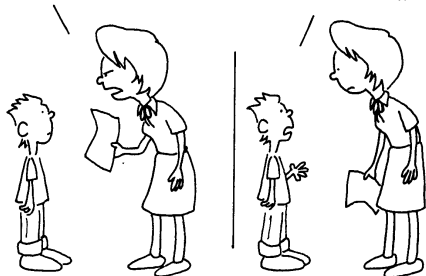
*If you want ... children to improve, let them overhear the nice things you say about them to others.*

Haim Ginott

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I CAN HARDLY READ YOUR HANDWRITING. YOU MUST LEARN TO WRITE MORE CLEARLY.

AW, WHAT'S THE USE! IF I WRITE ANY CLEARER, YOU'LL COMPLAIN ABOUT MY SPELLING.



## **A Few Recent Publications Relevant to:**

### **School, Family & Community**

- >High school teachers' openness to adopting new practices: The role of personal resources and organizational climate. Johnson, S., Pas, E., Loh, D., Debnam, K., & Bradshaw, C. (2017). *School Mental Health*, 9, 16-27. <https://link.springer.com/content/pdf/10.1007%2Fs12310-016-9201-4.pdf>
- >A model for school professionals working with grandparent-headed families. Lee, Y. (2017). *Social Work*, 62, 122-129. <https://academic.oup.com/sw/article/62/2/122/2970223/A-Model-for-School-Professionals-Working-with>
- >*Transforming student and learning supports: Developing a unified, comprehensive, and equitable system*. Adelman, H.S., & Taylor, L. (2017). San Diego: Cognella Academic. <https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

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

- >Advancing the measurement of collective community capacity to address adverse childhood experiences and resilience. Hargreaves, M.B., Verbitsky-Savitz, N., Coffee-Borden, B., Perreras, L., White, C.R., Pecora, P.J., Morgan, G.B., Barila, T., Ervin, A., Case, L., Hunter, R., & Adams, K. (2017). *Children and Youth Service Review*, 76, 142-153. <http://www.sciencedirect.com/science/article/pii/S0190740917301664>
- >Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Skaalvik, E., & Skaalvik, S. (2017). *Social Psychology of Education*, 20, 15-37. <https://link.springer.com/article/10.1007%2Fs11218-016-9363-9>
- >You are not alone: Colleague support and goal-oriented cooperation as resources to reduce teachers' stress. Wolgast, A., & Fischer, N. (2017). *Social Psychology or Education*, 20, 97-114. <https://link.springer.com/article/10.1007%2Fs11218-017-9366-1>

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

- >Exploring psychosocial mechanisms and interactions: Links between adolescent emotional distress, school connectedness, and educational achievement. Pate, C., Maras, M., Whitney, S., & Bradshaw, C. (2017) *School Mental Health*, 9, 28-43. <https://link.springer.com/content/pdf/10.1007%2Fs12310-016-9202-3.pdf>
- >Affect and motivation within and between school subjects: Development and validation of an integrative structural model of academic self-concept, interest, and anxiety. Gogol, K., Brunner, M., Martin, R., Preckel, F., & Goetz, T. (2017) *Contemporary Educational Psychology* 49, 46-65. <http://www.sciencedirect.com/science/article/pii/S0361476X16300601>

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

### **A New (free) Book for You and Your Colleagues**

*Addressing Barriers to Learning: In the Classroom and Schoolwide*

Access this from the Center's homepage – <http://smhp.psych.ucla.edu/>



## ***An update on transforming student & learning supports***

Based on what we are able to glean from reports such as the following, schools/districts/states are aware of the need for a unified, comprehensive, and equitable system of learning supports. Developing and sustaining such a system continues to be a major challenge. After reading the following, take some time to find out what's being said and done about transforming student and learning supports in your locale, and then share what you find with us.

### >Summary of Recommendations from the “2020 Vision: School Safety and Alternative Placements Workgroup” – Fayette County Public Schools KY

<http://www.fcps.net/media/16331/2020safety.pdf>

“...Comprehensive district-wide systems of student support services have been significant agenda items in diverse states and localities across the country (e.g., Iowa, Washington, California, Hawaii, Oregon, Texas, Minnesota, Wisconsin). Hawaii enacted legislation for a Comprehensive Student Support System and the inclusion of a major focus on Student Support in their school improvement planning guide, California proposed legislation for a Comprehensive Pupil Learning Supports System, and the State Department of Education in Iowa in collaboration with other state agencies designed Iowa’s Systems of Learning Supports.

Iowa’s Department of Education recommends structuring the school districts by using a three-component organizational model that expands and can guide future school improvement efforts. Creating this three-component model means taking all the resources currently expended for learning supports and creating a comprehensive third component for enabling students to learn and teachers to teach. The components of the model are:

*Academic Instruction Component:* This component represents the people and functions directly related to delivery of academic instruction.

*Leadership Component:* The Leadership Component encompasses those people and functions responsible for the governance and management of the human, material, and financial resources in the education system.

*Learning Supports Component:* A wide array of education personnel work with families and community partners to ensure that students succeed in school. Their efforts support classroom teachers and instruction by promoting healthy development and working to alleviate barriers that interfere with learning and teaching.

... all three are necessary, complementary, and overlapping....”

### >From a state initiative report in North Carolina

<http://ec.ncpublicschools.gov/instructional-resources/behavior-support/mental-health/nc-smhi-report-final.pdf>

“... As schools have attempted to meet the mental health needs of children and youth, they tend to offer a myriad of programs designed to address mental health needs, including the Character Education curriculum used in the classroom; health education; anti-bullying programs; adolescent pregnancy prevention programs; safe and drug-free school programs; counseling provided by school counselors, social workers, psychologists and nurses; classroom mentors; licensed therapists providing services to students in the school setting; Response to Intervention (RtI); Positive Behavior Interventions and Supports (PBIS) – the list could go on. Although many of the aforementioned programs are viewed as effective, these types of programs and efforts are frequently viewed as “add-ons” rather than as an integral part of the student’s education since they are not “academic” (Adelman & Taylor, 2006). There are seldom coordinated efforts demonstrated between the support programs that exist and even less coordination between these types of programs and curriculum

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planning within the school. As a result of a lack of intentional coordination within the existing instructional curriculum and supports developed in a school, programs such as those referenced above are often not maintained when changes in funding, personnel, policies, leadership, or even a lack of teacher “buy in” adversely impact the long-term sustainability of these school mental health paradigms..... If schools are truly going to address the many reasons that students are not succeeding in school, it is time to reassess how to achieve that mission (Center for Mental Health in Schools, 2007). ....”

>From Canton City Schools, OH website – [http://www.ccsdistrict.org/pages/CantonCitySD/CCS\\_District/DepartmentsPrograms/Center\\_of\\_Best\\_Practices\\_\\_Inno](http://www.ccsdistrict.org/pages/CantonCitySD/CCS_District/DepartmentsPrograms/Center_of_Best_Practices__Inno)

“Welcome to Student, Family and Community Support. The Center represents a basic change in the teaching and learning process. It is designed to create a positive and supportive school climate by aligning and coordinating our district's academic and non-academic resources and services to provide a comprehensive system of learning supports to our staff, students, families and our community....”

***Let Us Know What You See Happening to Transform Student and 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 and requests for technical assistance to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .

### **COMMENTS AND SHARING FROM THE FIELD**

- (1) Public comment feedback on the framework for Healthy People 2030 is now open. Go to <https://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Public-Comment>. Or to [www.healthypeople.gov](http://www.healthypeople.gov) .
- (2) The U.S. Department of Health and Human Services, Office of Adolescent Health (OAH) has updated the bullying section of its website with the latest information on (a) bullying in schools and online, (b) negative consequences of bullying, and (c) promising prevention and intervention efforts from federal partners and youth engagement organizations.
- (3) **From all the sign-up requests we receive, we know folks are sharing what we send out. But it’s always nice to hear directly about the type of sharing that is going on. Here are two indications we received this month.**

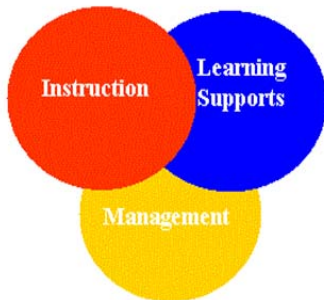
>”I continue to receive your newsletter and appreciate all the resources that you provide to all of us. This last issue again has a wealth of information and it arrived on the same day that the Council of Administrators of special Service leadership has been discussing the need to provide more practical information to special education directors throughout the nation. Your ***Practitioner and Professional Development: Virtual Toolbox for Mental Health in Schools*** is a great resource that I plan to share with the others in the CASE leadership. (I have also shared the Blueprints for Success that is available on the Wisconsin DPI website. This was prepared by Dr. Rick Van Acker and utilized by directors for many years.) We may be reaching out to you for additional resources. I continue to offer your newsletter as a great

resource for people. I hope you have sustainable funding, since it would be a serious loss not to have you as a resource.”

>We were pleased to receive a cc of this memo from a principal to her colleagues:  
“*Principal Colleagues – Hope you are enjoying your break! Anyway, I highly suggest you enroll in this free monthly resource from UCLA. I use a lot of their free resources, it's been invaluable.*”

**If you haven't done so, please consider sharing with others who may find the Center's resources useful.**

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\*Information is online about the

**National Initiative for Transforming Student and Learning Supports**  
<http://smhp.psych.ucla.edu/newinitiative.html>

**Also online is the report from the National Summit on the**

***Every Student Succeeds Act and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity*** –  
<http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf>

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**THIS IS THE END OF THIS ISSUE OF ENEWS**

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center 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 Center is 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)