

**26 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**April, 2012 (Vol. 16 #7)**

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic journal/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 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](mailto:smhp@ucla.edu)



### **WHAT'S HERE THIS MONTH**

#### **\*\*Imperative to address a long-standing problem**

**>Maintaining Momentum for Sound Systemic Changes When the Superintendency Changes**

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

#### **\*\*Recent publications relevant to**

**>Child and adolescent mental and physical health**

**>School, family, & community**

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

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

**>April - Helping students & families plan transitions to a new grade/new school**

#### **\*\*Other helpful Internet resources**

#### **\*\*Initiative for New Directions for Student & Learning Supports**

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

#### **\*\*Links to**

**>Upcoming initiatives, conferences & workshops**

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

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

**>Training and job opportunities**

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



## **IMPERATIVE TO ADDRESS A LONG-STANDING PROBLEM**

### **Maintaining Momentum for Sound Systemic Changes When the Superintendency Changes**

Over and over, the tale is told about essential system changes and initiatives being set back and even swept aside when a new administration and staff take the reigns. Despite the awareness, little usually is done to anticipate the downside of new leadership by ensuring that good systemic changes continue to move forward. This has been especially the case with respect to efforts to move toward a unified and comprehensive system of student and learning supports for addressing barriers to learning and teaching and re-engaging disconnected students.

The need is for strategic planning that accounts for the likelihood of leadership turnover (e.g., ensuring full integration into board policies, school improvement planning guides, capacity building efforts - especially changes in operational infrastructure and professional development, etc.).

In our work on systemic change and sustainability, we have touched upon related matters; see the Center Online Clearinghouse Quick Finds -

>Systemic Change, and the Diffusion of Innovation in Schools (the Implementation Problem) -

<http://smhp.psych.ucla.edu/qf/systemicchange.html>

>Sustainability of Initiatives - <http://smhp.psych.ucla.edu/qf/sustain.htm>

Over the next month, we plan to collect as many examples as possible about succession and sustainability plans, in general, and those related to development of a system of learning supports in particular. We will then draft a guidance brief to share widely with superintendents (state and district), principals, and other policy leaders.

If you have anything you can contribute to addressing this problem, please send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## NEWS FROM AROUND THE COUNTRY

**More states retaining struggling 3rd graders** – Oklahoma is one of several states adopting new reading policies calling for 3rd graders to be held back if they flunk a state standardized test. Other states are pursuing similar requirements. The plans appear to follow a Florida policy that also emphasizes early identification and intervention, as well as mechanisms to ensure retained students don't get the same experience twice. 03/27/12  
[http://www.edweek.org/ew/articles/2012/03/28/26retention\\_ep.h31.html?tkn=POBF2MLzbcpVYlqUxj0BnH2YjaebKtJeLE%2Fy&cmp=clp-ecseclips](http://www.edweek.org/ew/articles/2012/03/28/26retention_ep.h31.html?tkn=POBF2MLzbcpVYlqUxj0BnH2YjaebKtJeLE%2Fy&cmp=clp-ecseclips)

**Eleven year old student sues over random drug tests** – A central Pennsylvania middle school student is suing her district over a drug testing policy that's required if she want to participate in choir and other activities. The ACLU say the policy violates privacy rights under the state constitution and want a county judge to prevent the school district from enforcing it. The lawsuit says the sixth grader was removed from the orchestra and chorus and can't participate in athletic or academic teams because she won't consent to having her urine screened on a random basis by school officials. 3/21/12. [Http://pennlive.com](http://pennlive.com)

**Classes teach 'first aid' for mental health crises** – Since 2008, 50,000 people in 47 states have taken a course that prepares people to respond to others in a mental health crisis, 1,850 have been trained as instructors. The National Council for Community Behavioral Healthcare uses a curriculum developed and tested in Australia for the 12 hour classes. The group plans to roll out a new version of the class designed for parents, teacher, counselors and others who work with people in the 10 to 20 year age range. 3/11/12. [Http://www.usatoday.com](http://www.usatoday.com)

**Longer school day subject of dueling forums** – With the controversy over school closings and turnarounds behind the district, Chicago Public Schools advocates are refocusing efforts on the longer school day debate. Parents who are against the mayor's 7.5 hour school day, scheduled to be implemented in all schools in the fall, announced a community forum. Parents at some schools who instead support a 6.5 hour day, still longer than CPS' current 5 hours and 45 minutes, have begun holding their own parent survey and petition drives. Some parents have argued their kids don't need the extra time in school, which they say will infringe on after school activities. 3/6/12. [Http://www.chicagotribune.com](http://www.chicagotribune.com)

**School-based mental health support results in positive outcomes for children** – A study of more than 18,000 children across England found that embedding mental health support in schools as part of the Targeted Mental Health in Schools (TaMHS) programme led to greater improvements in self-reported behavioural problems among primary pupils. The benefits were even more pronounced where schools also provided pupils with self-help leaflets explaining how children could help themselves if they were feeling stressed or troubled. See *Me and My School: Findings from the National Evaluation of Targeted Mental Health in Schools 2008-2011*  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR177>

**Research report indicates ADHD overdiagnosis** – What experts and the public have already long suspected is now supported by representative data collected by researchers at Ruhr-Universität Bochum (RUB) and University of Basel: ADHD, attention deficit hyperactivity disorder, is over-diagnosed. The study showed that child and adolescent psychotherapists and psychiatrists tend to give a diagnosis based on heuristics, unclear rules of thumb, rather than adhering to recognized diagnostic criteria. Boys in particular are substantially more often misdiagnosed compared to girls. Is ADHD diagnosed in accord with diagnostic criteria? Overdiagnosis and influence of client gender on diagnosis (2012). Bruchmüller, Margraf, & Schneider. *Journal of Consulting and Clinical Psychology*, 80. 128-138.

**US makes modest gains in graduation rate** – Aggressive efforts to prevent students from dropping out contributed to a modest 3.5 percentage point increase nationally in the high school graduation rate from 2001 to 2009. The graduation rate was 75 percent in 2009, meaning one in four students fails to get a diploma in four years. How to track high school graduation rates has been a contentious issue for years, with states using different methods to come up with a number. States are now required to use the same method to compute graduation rates based on a rule issued in 2008. 3/19/12. [Http://www.boston.com](http://www.boston.com)

**15 Detroit schools chosen for new district** -- Six high schools and nine elementary-middle schools of Detroit Public Schools will be taken over by the state and become laboratories in Michigan's new recovery school system for low performing schools. The extended year calendar increases the number of day for students from 170 to 210. The new model organizes students by instructional level rather than by the number of years they have been in school. Each child will be assessed and given an Individualized Education Plan. Parents will have the choice of keeping their children in these schools or moving to another DPS school. About 12,000 students attend the schools being taken over. 3/13/12. [Http://www.detroitnews.com](http://www.detroitnews.com)

**More school districts on shaky financial ground** – Nearly one in four school districts in San Diego County have indicated they may not be able to pay their bills for the current fiscal year, the most ever that have placed themselves on the fiscal warning list. The 11 school districts gave themselves a “Qualified” financial certification. The state department of education reported that 127 school districts in the state reported that 127 school districts in the state reported being “qualified”. 3/20/12. [Http://www.utsandiego.com](http://www.utsandiego.com)

**CPS chief backs federal dollars ‘following’ students to private schools** – Chicago Public Schools chief, speaking on a panel, said he supported public dollars being invested in scholarships for students at private and parochial schools. He also called for developing charter schools in partnership with the archdiocese. He spoke out against those who opposed the district's plans to close or completely restaff 17 failing schools. 3/6/12. [Http://www.chicagotribune.com](http://www.chicagotribune.com)

Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Public Education Network Newsblast at <http://www.publiceducationorg>
- >The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

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) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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“In 2012, our nation has urgent educational problems. In a globally competitive, knowledge based economy, it is a stain upon our nation that one in four American students fails to finish high school on time or drops out. In many of our black and Latino communities, 40 to 50 percent of students are dropping out. That is morally unacceptable and economically unsustainable.”

Arne Duncan, Secretary, U. S Department of Education

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## RECENT PUBLICATIONS (In print and on the web)

### Child, Adolescent, Young Adult Mental and Physical Health

>Factors distinguishing youth who report self-injurious behavior: A population-based sample (2012). L. Taliaferro, et al. *Academic Pediatrics*, ePub.

[Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Parental child-rearing strategies influence self-regulation, socio-emotional adjustment, and psychopathology in early adulthood: Evidence from a retrospective cohort study (2012). C. Baker & M. Hoerger. *Personality & Individual Differences*, 52(7) 800-805.

[Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Childhood trajectories of anxiousness and disruptiveness explain the association between early life adversity and attempted suicide. (2012) B. Wanner, et al. *Psychological Medicine*. Epub. [Http://journals.cambridge.org](http://journals.cambridge.org)

>Perceived mental illness stigma among youth in psychiatric outpatient treatment (2012). K. Elkington, et al. *Journal of Adolescent Research*, 27, 290-317. [Http://jar.sagepub.com](http://jar.sagepub.com)

>The distinct roles of sociometric and perceived popularity in friendship: Implications for adolescent depressive affect and self-esteem. (2012). S. Litwack, et al. *Journal of Early Adolescence*, 32, 226-251. [Http://jea.sagepub.com](http://jea.sagepub.com)

>Therapists' attitudes toward evidence based practices and implementation of parent-child interaction therapy (2012). M. Nelson, et al. *Child Maltreatment* ePub.

[Http://cmx.sagepub.com](http://cmx.sagepub.com)

### Schools, Family & Community

>Teacher involvement in school mental health interventions: A systematic review (2012). C. Franklin, et al. *Children and Youth Services Review*, 34, 973-982.

[Http://www.elsevier.com](http://www.elsevier.com)

>Smart moves, smart choices: How school nurses can help safeguard students from teen prescription drug abuse (2012). M. Embrey. *NASN School Nurse*, 27, 101-102.

[Http://ncs.sagepub.com](http://ncs.sagepub.com)

>An investigation of volunteer-student relationship trajectories within school based youth mentoring programs (2012). J. Pryce & T. Keller. *Journal of Community Psychology*, 40(2) 228-248. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

>An evaluation of factors leading to mentor satisfaction with the mentoring relationship (2012). S. Martin & S. Sifers. *Children and Youth Services Review*, 34, 940-945.

[Http://www.elsevier.com](http://www.elsevier.com)

>Neighborhood, poverty, and negative behavior: An examination of differential association and social control theory. (2012). W. Church, et al. *Children and Youth Services Review*, 34, 1035-1041. [Http://elsevier.com](http://elsevier.com)

>The importance of peer support for teaching staff when including children with special educational needs. (2012). C. Boyle, et al. *School Psychology International*, 33, 167-184

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

- >Response to Intervention in secondary schools: Considerations for administrators. (2012). S. King, et al. *NASSP Bulletin*, 96, 5-22. [Http://nassp.sagepub.com](http://nassp.sagepub.com)
- >Military children, families, and communities: Supporting those who serve. (2012). B. Davis, et al. *Pediatrics*, 129(Suppl1) S3-S10. [Http://www.pediatrics.org](http://www.pediatrics.org)
- >Adolescent multiple risk behaviour: An asset approach to the role of family, school and community (2012). F. Brooks, et al. *Journal of Public Health*, 34 Suppl 1 (ePub) <http://jpublichealth.oupjournals.org>
- >Longitudinal follow up of poor inner city youth between ages 8 and 18: Intentions versus reality. (2012). J. Handzel, et al. *Pediatrics*, ePub. [Http://www.pediatrics.org](http://www.pediatrics.org)
- >Fidelity of after-school program implementation targeting adolescent youth: Identifying successful curricular and programmatic activities (2012). S. Rajar & C. Basch, *Journal of School Health*, 82(4) 159-165. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)
- >Multilevel measurement of dimensions of collaborative functioning in a network of collaboratives that promote child and family well-being (2012). J. Barlie, et al. *American Journal of Community Psychology*, 49 (1-2) 270-282. [Http://www.springerlink.com](http://www.springerlink.com)

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

If you see a publication we should include in ENEWS, please let us know. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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 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. [Smhp@ucla.edu](mailto:Smhp@ucla.edu)

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“All students can learn and succeed, but not on the same day  
in the same way.”

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

### **April - Helping students & families plan transitions to a new grade/new school**

Each year, there is a focus on helping students successfully end one school year and transition to the next -- a new class, a new school, beginning college or a career. Recent research on how school staff and students perceive transitions has implications for improving supports for transitions.

From "Primary-secondary transition: Differences between teachers' and children's perceptions" by Keith Topping (2011). *Improving Schools 14*, 268-285.

Here is an excerpt:

"...Children were concerned with peer relations and bullying, self-esteem and external support networks. Teachers were concerned with the attainment dip on entry to secondary school, curriculum problems, school strategies to ameliorate these, special groups and children with disability. The secondary school was a problem for all children at first, but after a term many children adjusted, though 40 percent still struggled after a year. The difficulty was greater for children from homes in poverty or ethnic minorities, particularly where parental encouragement was lacking. ...

Transition to secondary school can result in anxiety for children, but it is often accompanied by optimism and anticipation of new opportunities – a combined status characterized as 'anxious readiness.... The role of peer relationships has long been recognized as a buffer as students undergo transition. ...Students who had a structured series of peer interactions with older students at transition displayed fewer failing grades and missed fewer days of school.... Other social interventions include various forms of cooperative and peer-assisted learning."

In *Making the move: Transition strategies at California Schools with High Graduation Rates* (2011), the authors summarize the following:

"...Our findings suggest that middle grades, high school, and district staff should consider the following to help students transition between schools and graduate from high school:

- >Engage all students in some aspect of school (e.g., classes, activities, clubs, and sports), and create caring and safe school environments
- >Provide staff collaboration time for teachers and principals across school levels (i.e., between the high school and its middle grades feeder schools) to create partnerships that focus on using data to vertically and horizontally align instruction and curriculum
- >Simplify streaming patterns across schools, which facilitates coordination among staff and minimizes disruption to cohorts of students as they move through the grades
- >Ensure that struggling students are identified early, that information on individual students is communicated across school levels, and that there are multiple opportunities for students to receive academic support..."

<http://www.wested.org/cs/we/view/rs/1197>

For a wide range of resources, see our online clearinghouse Quick Find for

***Transition Programs/Grade Articulation/Welcome***

[http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

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 our home page "Ideas for Enhancing Learning Supports at your School this Month" on the homepage at <http://smhp.psych.ucla.edu>

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“If computers get too powerful, we can organize them into a committee – that will do them in.”

Bradley’s Bromide  
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## OTHER HELPFUL INTERNET RESOURCES

- > *Building a Grad Nation* (March 2012) – <http://www.americaspromise.org>
- > *Starting school at a disadvantage: The school readiness of poor children* – [http://www.brookings.edu/papers/2012/0319\\_school\\_disadvantage\\_isaacs.aspx](http://www.brookings.edu/papers/2012/0319_school_disadvantage_isaacs.aspx)
- > *Top Health Issues for LGBT Populations* – [http://store.samhsa.gov/product/Top-Health-Issues-for-LGBT-Populations/All-New-Products/SMA12-4684?WT.ac=EB\\_20120328\\_SMA12-4684](http://store.samhsa.gov/product/Top-Health-Issues-for-LGBT-Populations/All-New-Products/SMA12-4684?WT.ac=EB_20120328_SMA12-4684)
- > *The recession’s ongoing impact on America’s children: Indicators of children’s economic well being through 2011* – [http://www.brookings.edu/papers/2011/1220\\_children\\_wellbeing\\_isaacs.aspx](http://www.brookings.edu/papers/2011/1220_children_wellbeing_isaacs.aspx)
- > *Getting serious: A best practice approach to bullying prevention* – <http://www.partnershipuniversity.org/new-course-getting-serious-best-practice-approach-bullying-prevention-0>
- > *Care.com provides free access to resources on bullying* <http://www.care.com/child-care-bullying-prevention-strategies-and-resources-from-carecom-p1017-q13777616.html>
- > *Indicators of school crime and safety 2011* – [http://www.ncjrs.gov/bisreleases/isc11\\_juvjust.htm](http://www.ncjrs.gov/bisreleases/isc11_juvjust.htm)
- > *Addressing the needs of multi-system youth: Strengthening the connection between child welfare and juvenile justice* – <http://www.cjcr.georgetown.edu/pdfs/msy/addressingtheneedsofmultisystemyouth.pdf>
- > *Everyone Graduates* – <http://www.every1graduates.org>
- > *MetLife survey of the American Teacher: Teachers, Parents and the Economy* – <Http://www.metlife.com/teachersurvey>

Note: For a wider range of relevant websites see our *Gateway to a World of Resources* – [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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“Once you give up integrity, the rest is easy.”  
Evan’s Law  
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## **INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS**

### **Gainesville City Schools Achieve Good Results from Developing a Unified and Comprehensive System of Learning Supports**

A report from the Education Development Center (EDC) highlights the processes and outlines the successes of Gainesville City Schools (GA) as they create a unified and comprehensive system of learning supports. As part of the AASA/Scholastic/UCLA leadership initiative, Gainesville has created new policies and modified or expanded existing strategies, policies and practices to develop a system of student and learning supports that enables learning and enhances equity of opportunity for succeeding at school. Results-to-date: Graduation rates have increased from 73.3% in 2009 to 81.3% in 2010 and 84.9% in 2011. Referrals for disciplinary action in the middle and high schools have dropped from 91 disciplinary tribunals in 2008-09 to 47 in 2010-11, and the elementary schools saw a 75% decrease. See the report entitled: *Rebuilding for Learning -- Addressing Barriers to Learning and Teaching, and Re-engaging Students*

<http://www1.gcssk12.net/images/shared/other/rebuildingforlearning.pdf>  
<http://www.smhp.psych.ucla.edu/pdfdocs/casestudy.pdf>

### **District and State Collaborative Network for Developing Comprehensive Systems for Learning Support**

Launched in October, 2011, this Collaborative Network leaders who are eager to share and want to learn from each other about moving student and learning supports in new directions.

Our Center facilitates the work of the collaborative, and we anticipate that the Center's collaboration with the American Association of School Administrators (AASA) and Scholastic will be helpful in moving the initiative forward.

For information about this growing network, see

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

And, If you want to be part of the collaborative, please let us know.

Contact: [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

## UCLA CENTER UPDATE

### New Report

> *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>

### New Quarterly Journal

> *School Improvement requires developing, supporting and retaining quality teachers*  
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring12.pdf>

*I Needed: A new approach for addressing barriers to learning and teaching*

*II Personalized continuous learning for schools to enhance equity of opportunity*

*III Beyond inservice: reducing teacher dropout and enhancing staff mental health*

### New Hot Issue

> *Maintaining momentum for sound systemic changes when the*

*superintendency changes* – <http://smhp.psych.ucla.edu/ongoinghotissues.htm>

### Featured Resource:

A Picture is worth a thousand words.

We have a number of graphic illustrations to adopt/adapt for presentations related to addressing barriers and mental health concerns (most are power point slides and PDF and related handouts; a few are archived webinars). See –

<http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#slide>

"Silent Features" (Powerpoint slides and PDFs)

> RTI and Learning Supports: Addressing Barriers to Learning and Teaching & Re-engaging Disconnected Students

> Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students

> Addressing Barriers to Learning and Teaching to Enhance School Improvement

> Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap

> Mental Health in Schools: Becoming an Integrated Part of the School Improvement Agenda

> Strengthening School Improvement: ..Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching

> Youth Suicide Prevention: Mental Health and Public Health Perspectives (SP)

"Talkies" (Narrated webinar presentations)

> One hour webinar: Strengthening School Improvement by Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching

> Six Module Leadership Institute: Rebuilding for Learning

Note: See the many center resources online at <http://smhp.psych.ucla.edu>

And send any requests, questions, comments related to the Center's work to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## LINKS TO:

- > **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](http://smhp.psych.ucla.edu/job.htm)
- > **Upcoming and archived webcasts and other professional development opportunities** – <http://smh.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)

## COMMENTS FROM THE FIELD

>In response to last month's emerging issue: *The down-side of high stakes testing on schools*

“In relation to the concern with high stakes testing, we need to make our politicians aware that there is no credible evidence that high stakes testing has ever improved student performance. On the one hand, legislators and department of education officials are willing to ignore that simple fact, while on the other hand they have demanded that the public schools produce research-based support for their teaching strategies. Here in Pennsylvania, the debate over proposed high stakes testing (to be called the Keystone Exams) led to a compromise between the government (wanting them to count 100% toward graduation) and educators (wanting them to count 20%) that the tests would account for 33% of the criteria for graduation. Now in a turnabout, the government has unilaterally announced that the tests will be the single and absolute arbiter of whether a student graduates.”

>In response to the new report: *Rethinking district budgets to unify and sustain a critical mass of students and learning supports at schools*

“Our district is "vendorized" with County Mental Health. My colleagues in smaller districts, especially near LA, can't obtain approval for this by CMH. They therefore can't deliver school-based social work /mental health services for which medi-cal can be billed.”

>A colleague asked to have this shared:

“I am an assistant professor of psychiatry at Harvard Medical School and have just written a book with Jessica Minahan (a behavior analyst and special educator), which will be published in April 2012 by Harvard Education Press. *The Behavior Code: Practical Strategies to Understanding and Teaching the Most Challenging Students*. We tried to write a book that supports educators and addresses barriers to learning.

I hope this is the book that teachers have been waiting for and that it addresses a gap in the literature- how to respond to kids struggling in the classroom with concrete strategies. We provide the conceptual background and practical strategies for ‘breaking the code’ of what we believe are the four most challenging types of students in the elementary school classroom: students with anxious, oppositional, withdrawn and sexualized behaviors. These children often fail in school, wasting too much time in detention and suspensions and falling behind in academics, never mastering the skills they need to make adequate progress. We provide a framework for a different kind of behavioral intervention plan that we call the FAIR Plan. Unlike typical behavior intervention plans, which don’t take mental health into account, FAIR takes our deep clinical understanding of mental health and our knowledge of multidisciplinary research and best practices for these students and applies it within a behavioral construct.”

<http://www.nancyrappaport.com/>

>We have had a request to note that Care.com has a variety of free documents on bullying including: 8 ways to Banish Bullying, Gulp! What to do When Your Child is the Bully, Top 5 Tips for Dealing with Bullying in Your Family, Signs Your Child is a Bully or Being Bullied, OMG-The Mean Girl Saga Starts at Age 4, and several specifically on Cyberbullying. See –

<http://www.care.com/child-care-bullying-prevention-strategies-and-resources-from-carecom-p1017-q13777616.html>

>The following is receiving considerable circulation from folks in education leadership positions:

In an article entitled: *Hired Guns on Astroturf: How to Buy and Sell School Reform*, Joanne Barkan cautions about the market-modeled “education reform movement.” She concludes her article by stating that: “The line of battle for the future of public education is clear. Allied on one side are free-market zealots in the business community, pro-voucher social conservatives, and this peculiar breed of reformers whose political movers are often wealthy, private-school educated, white, male, and under the age of fifty. They are the junior plutocracy, strivers whose do-good goal twenty years ago would have been a seat on the board of the municipal art museum. They are typically clueless about public education. On the other side are public school students, their families, their teachers, and believers in the link between democracy and public education. The first side has money, powerful political connections, and an infrastructure of nonprofit organizations with paid staff. The other side has this: the ability to become a true grassroots movement. This looks like an unequal contest. But with sustained effort, citizen activists at the grassroots can trump hired guns on astroturf.” (Dissent Magazine, Spring, 2012)

<http://dissentmagazine.org/article/?article=4240>

**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 [smhp@ucla.edu](mailto:smhp@ucla.edu)