

**26 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**April, 2013 (Vol. 17 #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.**

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

### **\*\*Emerging Concern**

*>Appreciating the Limitations of Implementing Empirically Supported Practices*

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

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

**>Child, adolescent, and young adult's 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 and families plan transitions to a new grade/new school*

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

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

### **\*\*UCLA Center Developed Resources 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**

## **EMERGING CONCERN**

### ***Appreciating the Limitations of Implementing Empirically Supported Practices***

As the National Implementation Research Network (NIRN) has stressed:

"... very little is known about the processes required to effectively implement evidence-based programs on a national scale. Research to support the implementation activities that are being used is even scarcer."

The field is at a stage where most of us are just becoming more knowledgeable about the complexities and strategies related to implementing innovations, enabling major systemic changes, and developing a sophisticated understanding of the role of empirically-based practices. As is often the case when an area of interest is just developing, problems have arisen related to the focus of research and how it is interpreted. With specific respect to *implementation research*, there appears to be considerable confusion among practitioners about matters such as the role of *empirically-supported practices*, *fidelity of implementation*, and *monitoring fidelity of implementation*.

As a step toward clarifying these matters, our Center has just produced a policy brief in which we approach the topics from the broad perspective of efforts to transform schools and their relationship to the surrounding community and with reference to the literature on diffusion of innovations and enabling major systemic changes. Such a perspective points to the need to expand implementation research and practice in ways that focus on the complexities of (a) facilitating essential systemic changes for implementing a comprehensive approach at specific sites, (b) replicating the approach across a school district, and (c) sustaining and evolving what has been implemented.

For a discussion of these matters, see our new Center Report:

*Implementation Science and Innovative Transformation  
of Schools and Communities*

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

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

## **NEWS FROM AROUND THE COUNTRY**

**States draw a hard line on third graders, holding some back over reading.** A growing number of states are drawing a hard line in elementary school, requiring children to pass a reading test in third grade or be held back from fourth grade. Thirteen states last year adopted laws that require schools to identify, intervene, and, in many cases, retain students who fail a reading proficiency test by the end of third grade. Lawmakers in several other states and in Washington, D.C. are debating similar measures. In Washington, D.C. last year, almost 60 percent of third graders were not proficient in reading, according to the city's standardized tests. Nationwide, 33 percent of all fourth graders read below basic levels in 2011, according to federal data. For minorities, half of black and Hispanic fourth graders were below basic in reading. 3/10/13  
<http://www.washingtonpost.com>

**NC Governor announces new effort to make schools more secure.** Responding to concerns growing out of the Newtown school massacre, Gov. Pat McCrory announced the creation of a new center to study ways to make North Carolina's schools safer. The center will hold hearings and meet with school and law enforcement officials to consider options, including increased security and better mental health counseling in schools. Meanwhile, a coalition of 60 advocacy groups recommended improving mental health rather than more armed guards. 3/19/13. <http://www.newsobserver.com>

**Closer personal relationships could help teens overcome learning problems.** In addition to struggling in school, many children are known to face social and emotional challenges. These problems can become more pronounced during adolescence. For these youngsters, more positive relationships with the significant adults in their lives, including parents and teachers, can improve learning and "socioemotional" experiences. These results could help researchers design more effective interventions. Helping to strengthen their relationships with parents and teachers may decrease emotional and behavioral problems. 2/28/13. <http://www.sciencedaily.com>

**Be cautious of mind-altering drugs for kids.** Doctors warn about the ethical and medical implications of prescribing attention boosting and mood altering medications to healthy kids and teens, in a new statement from the American Academy of Neurology. Focusing on stimulants typically used to treat attention deficit hyperactivity disorder, researchers said the number of diagnoses and prescriptions have risen dramatically over the past two decades. The medicines are increasingly being used by healthy youth who believe they will enhance their concentration and performance in school. 7.6 percent of seniors in high school have used Adderall for nonmedical reasons. 3/13/13/.  
<http://www.reuters.com>

**Chicago to close 61 buildings, affecting 30,000 kids.** With Chicago Public Schools facing a financial meltdown, Mayor Rahm Emanuel's administration targeted 61 school building for closing. Officials said the shutdowns would affect 30,000 students, almost all in kindergarten through eighth grade and most now attending poorly performing schools. District critics will be paying close attention to how privately run charter and turnaround schools may benefit from the closings. The Academy for Urban School Leadership (AUSL), a nonprofit that already has taken over 25 school, will be handed six additional schools to run. The AUSL's former board president was handpicked by

Emanuel to be the president of the Chicago Board of Education. Emanuel also plucked AUSL's onetime managing director to be the chief administrative officer of Chicago Public Schools. 3/22/13. <http://www.chicagotribune.com>

**Survey finds gap in Internet access between rich, poor students.** Technology has become essential to middle school and high school learning, but a gap in access to the Internet between the rich and poor is leading to troubling disparities in education. A survey by the Pew Research Center found half of all students in higher income families have access to the Internet at home through a computer or mobile device. The figure drops to 20 percent for middle income children and just 3 percent of students from poor homes. The growing disparity of Internet access is leading to a gap in performance, about 56 percent of teachers said. 2/27/13. <http://www.washingtonpost.com>

**"Fat Letters" Sent to Student Homes Causes a Stir.** Schools in North Andover, MA are trying help students dealing with obesity issues, but some families say the schools are going too far. The Department of Public Health says 32 percent of the students have a Body Mass Index that shows they're overweight or obese, and the letters are supposed to be a helpful tool for parents. The Department of Public Health is also sending letters home to students who are underweight. The department says all families have the option of not having their children screened for their Body Mass Index. 2/27/13. <http://www1.whdh.com/news/articles/local/north/10009963493524/fat-letters-sent-to-students-homes-cause-a-stir/>

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From the article on: "States draw a hard line on third graders"

Paula Peterson, Principal of an elementary school where the retention law took effect last year:

"The children all knew if you didn't pass, you weren't going on. A lot of them gave up. ... The attitude was, 'What's the difference? I failed.' I know there has to be accountability, but I have a problem with anything that hinges on one picture, on saying that one quick snapshot means anything. One test and everything hangs on the balance."

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Update from the American Orthopsychiatric Association at <http://www.aodatoday.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)

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

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

- >Efficacy of psychosocial group intervention for children with chronic illness and their parents (2012). Scholten, L, et al. *Pediatrics online first*.  
<http://pediatrics.aappublications.org/content/early/2013/03/06/peds.2012-2222.abstract>
- > Mapping the evidence of prevention and intervention studies for suicidal and self-harming behaviors in young people (2013). De Silva, S, Parker, A, Purcell, R, Callahan, P, Liu, P, Hetrick, S. *Crisis* ePub. <http://psycontent.metapress.com/content/27256642654nu261/?genre=article&id=doi%3a10.1027%2f0227-5910%2fa000190>
- >Preventing negative behaviors among elementary-school students through enhancing students' social-emotional and character development. (2013). Snyder, FJ, Acock, AC, Vuchinich, S, Beets, MW, Washburn, IJ, Flay, BR. *Am. J. Health Promot.* ePub  
<http://ajhpcontents.org/doi/abs/10.4278/ajhp.120419-QUAN-207.2>
- > Social support as a protective factor in suicide: Findings from two nationally representative samples (2013). Kleiman, EM, Liu, RT. *J. Affect. Disord.* ePub  
<http://www.sciencedirect.com/science/article/pii/S0165032713000888>
- >The upward spiral of adolescents' positive school experiences and happiness: Investigating reciprocal effects over time (2013). Stiglbauer, B, Gnambs, T, Gamsjäger, M, Batinic, B. J. *School Psychol.* 51, 231-242  
<http://www.sciencedirect.com/science/article/pii/S0022440512001094>
- >Children's social/emotional characteristics at entry to school: Implications for school nurses (2013). Nelson, H, Kendall, G, Shields, L. *J. Child Health Care*; ePub  
<http://chc.sagepub.com/content/early/2013/01/01/1367493512461458>

### **School, family & community**

- >Pilot evaluation of an adolescent risk and injury prevention programme incorporating curriculum and school connectedness components (2013). Chapman, RL, Buckley, L, Sheehan, M, Shochet, IM. *Health Educ. Res.* ePub  
<http://her.oxfordjournals.org/content/early/2013/03/14/her.cyt048>
- >The effect of classroom structure on verbal and physical aggression among peers: A short-term longitudinal study. (2013). Bergsmann, EM, van de Schoot, R, Schober, B, Finsterwald, M, Spiel, C. *J. School Psychol.* 51, 159-174  
<http://www.sciencedirect.com/science/article/pii/S0022440512000866>
- >Role of context in evaluating neighbourhood interventions promoting positive youth development: A narrative systematic review (2013). Lapalme, J, Bisset, S, Potvin, L. *Int. J. Public Health* ePub <http://link.springer.com/article/10.1007%2Fs00038-013-0449-2>
- >Schools, neighborhood risk factors, and crime (2013). Willits, D, Broidy, L, Denman, K. *Crime delinq.* 59, 292-315 <http://cad.sagepub.com/content/59/2/292>

>The role of collaboration in facilitating policy change in youth violence prevention: a review of the literature. Sugimoto-Matsuda JJ, Braun KL. *Prev. Sci.* 2013; ePub <http://link.springer.com/article/10.1007%2Fs11121-013-0369-7>

>Evaluating the impact of implementation factors on family-based prevention programming: Methods for strengthening causal inference. (2013). Crowley, DM, Coffman, DL, Feinberg, ME, Greenberg, MT, Spoth, RL. *Prev. Sci.* ePub <http://link.springer.com/article/10.1007%2Fs11121-012-0352-8>

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

>*The Challenge of Addressing Equity of Opportunity for All Students: Broadening the Work of the Equity and Excellence Commission* (2013). Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring13.pdf>

>*Implementation Science and Innovative Transformation of Schools and Communities* (2013). Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/implement.pdf>

>Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 Years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors (2013). Bradley, BJ & Greene, AC. *Journal of Adolescent Health* xxx. 1-10.

>What works in youth violence prevention: A review of the literature. (2013). Fagan, AA, & Catalano, RF. *Research on Social Work Practice*, 23, 141-156. <http://rsw.sagepub.com/content/23/2/141>

>Coping with peer victimization: The role of children's attributions (2013). Visconti, KJ, Sechler, CM, Kochenderfer-Ladd, B. *School Psychol. Q.* ePub <http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2013-08911-001>

>Disaggregating the relationship between schools and crime: A spatial analysis. (2013). Murray, RK, Swatt, ML. *Crime delinq.* 59, 163-190 <http://cad.sagepub.com/content/59/2/163>

>Effects of news media messages about mass shootings on attitudes toward persons with serious mental illness and public support for gun control policies (2013). McGinty, EE, Webster, DW, Barry, CL. *Am. J. Psychiatry* ePub <http://ajp.psychiatryonline.org/article.aspx?articleID=1669752>

>Local inequality and crime: Exploring how variation in the scale of inequality measures affects relationships between inequality and crime (2013). Whitworth, A. *Urban Stud.* 50, 725-741. <http://usj.sagepub.com/content/50/4/725>

>National quality measures for child mental health care: background, progress, and next steps (2013). Zima, BT, Murphy, JM, Scholle, SH, Hoagwood, KE, Sachdeva, RC, Mangione-Smith, R, Woods, D, Kamin, HS, Jellinek, M. *Pediatrics* 131(Suppl. 1): S38-S49. [http://pediatrics.aappublications.org/content/131/Supplement\\_1/S38](http://pediatrics.aappublications.org/content/131/Supplement_1/S38)

**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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“Intelligence plus character-that is the goal of true education.”

Martin Luther King, Jr

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

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

Students are regularly confronted with a variety of transitions – changing schools, changing grades, and encountering a range of other minor and major transitory demands. Such transitions are ever present and usually are not a customary focus of institutionalized efforts to support students. 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

**Encourage local schools to explore:**

*What they do to facilitate successful transitions?*

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

Also see:

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

**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>

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“What’s the use, I can’t keep up with the assignments and they won’t let me talk with my friends. Might as well stay home, but with the new attendance initiative they won’t let me do that either!”

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## OTHER HELPFUL INTERNET RESOURCES

- >California Safe and Supportive Schools (S3) website – <http://californias3.wested.org/>
- >School Climate Practice Briefs –  
<http://www.schoolclimate.org/publications/practice-briefs.php>
- >Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic: 2013 Annual Update –  
<http://www.americaspromise.org/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/BuildingAGradNation2013Full.ashx>
- >Building Awareness of Disaster Behavioral Health –  
<http://www.samhsa.gov/dtac/webinars/webinars.asp#building-awareness>
- >Preventing Suicide: A Toolkit for High Schools  
[http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669?WT.ac=EB\\_20130318\\_SMA12-4669](http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669?WT.ac=EB_20130318_SMA12-4669)
- >Community Network for Youth Development – <http://www.cnyd.org>
- >How school closings affect children – <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/03/07/how-school-closings-affect-children/>
- >Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being –  
<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0051380>
- >Opportunity by Design: New High School Models for Student Success –  
<http://carnegie.org/programs/urban-and-higher-education/new-designs-innovation-in-classroom-school-college-and-system-design/opportunity-by-design-new-high-school-models-for-student-success/>
- >Policy Statement: Out-of-School Suspension and Expulsion –  
<http://pediatrics.aappublications.org/content/early/2013/02/20/peds.2012-3932.full.pdf>
- >State Education Agencies’ Acquisition and Use of Research Knowledge for School Improvement – [http://www.cpre.org/sites/default/files/journal/1421\\_pjemassellgoertzbarnefinalversion625121.pdf](http://www.cpre.org/sites/default/files/journal/1421_pjemassellgoertzbarnefinalversion625121.pdf)
- >Through our eyes: Children, Violence, and Trauma (video series) –  
<http://www.ovc.gov/pubs/ThroughOurEyes/index.html>

*Note:* For a wide range of websites offering relevant resources, 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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“Go out on a limb. That’s where the fruit is.”

Jimmy Townsend

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## **INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS**

### ***What's Happening?***

- (1)** On March 24, Jarod Anderson, Director of Learning Supports in Gainesville City Schools, GA, presented at the National School Social Work Conference. He reports that the presentation was well received. “I had some attendees from Tuscon High Magnet Schools in Arizona, Broward County Schools in Florida, Tuscaloosa City Schools in Alabama who were very interested....”
  
- (2)** *Mississippi meeting about school transformation to include a focus on new directions for learning supports*  
On April 11, a conference sponsored by the Mississippi School Administrators and Scholastic will include leaders from 80 MS districts and the state department of education to discuss best policies and practices for ensuring student success. The agenda includes presentation of the new directions approach to developing a Unified and Comprehensive System of Learning Supports for schools.
  
- (3)** On May 1<sup>st</sup>, the GA Dept. of Ed., interested GA districts, and SEAs and districts from other states interested in new directions for learning supports will meet with the AASA/Scholastic/UCLA team to explore how a unified and comprehensive system of learning support fits with School Improvement Plans.
  
- (4)** On May 2nd, participants in the AASA/Scholastic/UCLA Learning Supports Lead District collaborative along with other invited districts will meet in Gainesville City GA to see a unified and comprehensive system of learning supports in action in that city’s schools. In addition to several GA districts, others invited include Stillwater Area Schools (MN), Grant Parish Schools (LA), Bloomington Public Schools (MN) and LaCross Public Schools (WI). Other interested in attending should contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)
  
- (5)** Southern Regional Education Board annual staff development summer conference includes an objective "How can you provide extra help, support, and character education to boost students' confidence to achieve and succeed after graduating from either a high school or technology center?" Presentation on a unified and comprehensive system of learning supports was identified as a useful framework to be included in the conference, plans are underway.

***LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD***

## **UCLA CENTER DEVELOPED RESOURCES UPDATE**

### **New Resources**

- > *Implementation Science and Innovative Transformation of Schools and Communities* (Center Brief)  
<http://smhp.psych.ucla.edu/pdfdocs/implement.pdf>
- > *Some Data to Consider in Pursuing School Improvement Policy and Practice* (Information Resource)  
<http://smhp.psych.ucla.edu/pdfdocs/enrolldata.pdf>
- > *Grade Retention in Elementary Schools: Policies, Practices, Results, and Proposed New Directions* (Information Resource)  
<http://smhp.psych.ucla.edu/pdfdocs/graderet.pdf>
- > *The Role of School and Home in Promoting Student Engagement* (Information & Practice Notes)  
<http://smhp.psych.ucla.edu/pdfdocs/engage.pdf>

### **New Quick Finds topic pages in our online clearinghouse**

- > *Psychological First Aid* – <http://smhp.psych.ucla.edu/qf/psychfirstaid.html>
- > *Ability groups and tracking* – <http://smhp.psych.ucla.edu/qf/abgrouping.html>

### **Quarterly Journal/Newsletter**

- > *The Challenge of Addressing Equity of Opportunity for All Students: Broadening the Work of the Equity and Excellence Commission*  
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring13.pdf>

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

Topics explored in March included requests from colleagues about:

- >3/4/13: *Broadening decision makers understanding about how to make school safer*
- >3/11/13: *How to keep top leadership focused on strengthening learning supports?*
- >3/18/13: *About how mental health providers may differ with school staff on the best way to help a youngster*
- >3/25/13: *About third grade retentions: What's being done to ensure all students can read?*

Note: The latest interchange is on our website at <http://smhp.psych.ucla.edu/practitioner.htm> and on our Facebook page.

Follow-up exchanges are posted on the Center website's Net Exchange <http://smhp.psych.ucla.edu/newnetexchange.htm>

## Featured Center Resource:

We have updated our "Responding to Crisis" link on the home page.  
<http://smhp.psych.ucla.edu>

Take a look at it from the perspective of the last crisis in your locale:

*>Does it include what was needed in responding quickly to the situation (e.g., for students, for families, for teachers/staff, for the community)?*

If not, let us know so we can make this an "all in one place" resource to go to when a crisis occurs. Send your suggestions 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://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)

## COMMENTS AND SHARING FROM THE FIELD

(1) “Want to draw your attention to the Factsheets, What Works Briefs, and School Climate Connection Newsletter and Blog that are available on the California Safe and Supportive Schools website (<http://californiaS3.wested.org>). The S3 Factsheets examine how school climate indicators are related to academic achievement. We also just posted a guidebook for using the Cal-SCHLS surveys to promote school mental health programs, as well as CHKS Factsheets on chronic sadness and suicide contemplation among students. Think your audience would find these resources useful.”

(2) "We have just published our second book, *School-based Mental Health: A Framework for Intervention*, by Debra S. Lean & Vincent A. Colucci. It is published by Rowman Littlefield Education, Lanham, Maryland, 2013. The website for information is: <https://rowman.com/ISBN/978-1-61048-644-6>

(3) RE: The Praeger Handbook of Community Mental Health Practice edited by Doreen Maller, Kathy Langsam, and Melissa Fritchle: “Thank you for your generous contribution to ... this three-volume set which addresses “the complexities of interconnectivity, therapeutic capacity, and the competencies needed in order to provide sophisticated and integrated community mental health care, both in the United States and within a global community. Practical training in community mental health care is beginning to be seen as critical for a well-prepared mental health provider. In California, community mental health training is mandated for all master’s level therapy students, with many other states following suit. A robust educational framework is needed in order to teach the intricacies of community mental health work as well as the growing field of global psychology.”

(4) Feedback on March enews issue: *The challenge of addressing equity of opportunity for all students:*

"There’s a curious oversight in the federal report, and your commendable brief follows suit. The federal report draws heavily, but selectively, on comparative PISA test performance data. The feds miss the gender gap. More concretely, girls and young women continue to perform significantly below males, and there is good reason to believe that a powerful combination of school-related and culturally-driven mechanisms is responsible for this gender gap. Doubtless the socio-economic forces and factors associated with poverty and its correlates exacerbate this gap. That said, according to PISA leaders (and I work with one), the gap holds across socio-economic categories. One implication is that we have here a different kind of barrier to learning. Another is that, as we come to understand it, specific policy, systems, and organizational interventions will be needed, albeit in alignment with the comprehensive system of learning supports you continue to provide (and with appreciation on our end)."

### **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)