ENEWS

A Monthly Forum for Sharing and Interchange

27 Years & Counting

April, 2014 (Vol. 18 #7)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? This newsletter focuses on relevant policies and practices.

For more on resources from our national Center, see http://smhp.psych.ucla.edu

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We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu
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WHAT'S HERE THIS MONTH

**Continuing Issue

>*More fragmentation; more marginalization*

**News from around the country

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

>*April: Helping students and families plan transitions to a new grade/ new school/college/career*

**New Directions for Student & Learning Supports

**UCLA Center 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**

**Other helpful Internet resources

**Recent publications relevant to

>**School, family, & community**

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

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

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

More Fragmentation, More Marginalization

Everyday many of us receive yet another report and information about new initiatives meant to influence policy in ways that include implications for enhancing student and learning supports. Examples over the last few weeks include President Obama's announcement about the *My Brother's Keeper initiative*, the White House Initiative on Educational Excellence for Hispanics' *National Forum on Integrated Student Supports*, the Centers for Disease Control and Prevention's (CDC) revamped *Coordinated School Health Program*, a newly formed *Coalition for Science-Based Solutions to Promote Child and Adolescent Well-being,* and more. In addition, a policy oriented report on "Integrated Student Supports" has come from Child Trends and one on "Systems of Care" from the Association of Maternal & Child Health Programs (AMCHP) and the Lucille Packard Foundation for Children's Health, and another from the Community Rights Campaign of the Labor/Community Strategy Center & Black Organizing Project calling for banning additional funding of school-based police in favor of hiring more student support staff and community intervention workers.

Most of the activity underscores increasing interest in addressing barriers to learning and teaching and re-engaging disconnected students. However, too many of the efforts continue to portray student and learning supports in much too limited a way. As a result, concern continues that they will perpetuate and even increase the fragmentation, marginalization, and counterproductive competition for sparse resources. (In this respect, see our recent policy notes entitled: "Integrated Student Supports and Equity: *What's Not Being Discussed?*" - http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf .)

What's your perspective on all this? Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

When school discipline is unfair: Four ways to do better. A new set of reports dives deep into the complex causes of inequities in school discipline and offers details on what schools can do to create a climate that is both orderly and fair. Disparities aren't just along racial and ethnic lines. Disabled students are suspended almost twice as often as non-disabled students. And students who reported same sex attractions in surveys had higher odds of being expelled, even after controlling for factors such as poverty, race, and misbehavior. These are some of the facts highlighted by the Discipline Disparities Collaborative, 26 researchers, advocates, educators, and policy analysts. The collaborative notes a number of steps schools can take to improve climate and safety and reduce discipline disparities. Among them: strengthen student-teacher relationships; establish a respectful and bias-free environment; take a problem solving approach in contrast to a zero tolerance approach; reintegrate students after conflict. http://www.csmonitor.com

School libraries, lacking staff, are forced to shut. Budget cuts leave about half of Los Angeles Unified's elementary and middle schools without librarian.... About half of the 600 elementary and middle school libraries are without librarians or aides, denying tens of thousands of students regular access to nearly $100 million worth of books.... The crisis has exacerbated educational inequalities across the nation's second-largest system, as some campuses receive extra money for library staff and others don't. http://www.latimes.com

Moving out of poverty linked to kids' mental health. Moving out of impoverished neighborhoods has different effects on the mental health of boys compared to girls, and those repercussions need to be better understood before tinkering with housing policy, according to a new study. Researchers found boys had higher rates of mental health problems years after their families got vouchers to move out of impoverished neighborhoods, compared to boys who didn't get assistance. On the other hand, moving out of high-poverty neighborhoods was linked to lower rates of depression and behavior problems among girls.... About 7 percent of boys who received vouchers were depressed, compared to about 4 percent of those who didn't receive additional assistance. The boys whose families received vouchers were also more likely to have post traumatic stress disorder (PTSD) and behavioral problems than those in the comparison group. In contrast, about 7 percent of girls whose families received vouchers were depressed, versus about 11 percent in the comparison group. The girls who got vouchers were also less likely to have behavioral problems.
http://www.reuters.com/article/2014/03/04/us-poverty-kids-idUSBREA2324J20140304

School's auditor named "taxpayer hero". Columbus OH schools' internal auditor knows she did the right thing. She was honored for helping uncover student data manipulation. Her early work was the foundation for an 18 month state investigation that found widespread problems which included student attendance fraud and inexplicable changes to students' grades. Her efforts led to an administrative shake up: four principals who were found to have manipulated student data were suspended; one resigned; another three are in talks with the district about resigning. Discipline against other district employees still is "under active review." ... Meanwhile, federal, state, and city prosecutors are weighing whether to bring charges against those who manipulated student data.
http://www.dispatch.com/content/stories/local/2014/03/05/Yost_Smith_auditor_taxpayer_hero.html

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On the keyboard of life,
some folks always keep one finger on the escape key!

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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.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
or smhp@ucla.edu

**April: Helping students and families plan transitions
to a new grade/new school/college/career**

Are effective transition supports are in place at local schools?

Even though the focus is on finishing the school year as successfully as possible, students and their families are beginning to think about what comes next. A new grade, a new school, a special program, moving on to middle school or high school or on to higher education or job training and for post school living and work. All these transitions call for well-conceived programs designed to support transitions.

For those making these types of changes, well-designed support during the period of transition can make a great difference in their lives. Now is the time to provide such support.

Every transition can exacerbate problems and can also be used as a natural opportunity to promote positive learning and attitudes and reduce alienation. With this in mind, schools should build capacity to address transitions 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. Over time, transition 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. Transition support can strengthen a caring school climate and play a significant role in reducing student transiency.

This means designing transition supports that prepare students and their families *and also* follow-up to ensure the transition has been successful. Programs are needed that
- provide closure related to what the student is leaving behind
- enhance articulation between the old and the new
- welcome newcomers and ensure they have the type of social support that facilitates positive acceptance and adjustment in the new setting
- assess transition success
- implement timely corrective interventions if transitions are not successful

Who is responsible for ensuring effective transition supports are in place?

In planning and implementing supports for transitions, see the Center's Online Clearinghouse Quick Find:

>*Transition Programs/Grade Articulation/Welcome* –
http://smhp.psych.ucla.edu/qf/p2101_01.htm

Listed there are resources such as:
>*Transitions to and from Elementary, Middle, and High School –*
http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf

>*Supporting Successful Transition to Ninth Grade –*
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/transitionsninthgrade.pdf

>Addressing barriers to successful middle school transition –
http://smhp.psych.ucla.edu/pdfdocs/middlesch.pdf

Also see the Quick Find:
>***Transition to College** --*
http://smhp.psych.ucla.edu/qf/Transitiontocollege.htm

Finally, take a look at the Center's **self-study survey on Supports for Transitions** –
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/transitionssurvey.pdf

A colleague recently stressed the need also to provide strong programs to support staff. For colleague facing job changes (transfers, layoffs, etc.), many of the same principles underlying student support for transitions apply.

Let us know what you are doing to anticipate a strong end of year with a look forward to what comes next. Send you comments to ltaylor@ucla.edu

And if you are thinking about increasing the capacity of your district or school with respect to developing a unified and comprehensive system of student supports, we can help. Feel free to contact us by sending an email to ltaylor@ucla.edu

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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Two cable TV antennas decided to get married.
The wedding wasn't much, but the reception was terrific.

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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

(1) **GRANT OPPORTUNITY**

As we have noted in the past, applying for a major grant is an opportunity to develop a broad plan for districts to move forward with unifying student/learning supports and developing them into a comprehensive system of interventions to address barriers to learning and teaching and re-engage disconnected students. And even if the proposal is not funded, much of the plan can be implemented (see *Pursuing Promise Neighborhoods: With or Without the Grant Program* – http://smhp.psych.ucla.edu/pdfdocs/purpromneig.pdf).

The Elementary and Secondary School Counseling Programs' Grant provide such an opportunity. Here's information about the grant competition: "The Elementary and Secondary School Counseling Programs ... grant competition will provide funds to local educational agencies (LEAs), including charter schools that qualify as an LEA, to enable schools to develop promising and innovative approaches for initiating or expanding counseling programs in elementary and secondary schools. Each grant project will contribute to the personal growth, educational development, and the social-emotional well-being of students served at this critical time in their lives."

> Application Deadline Date: April 28, 2014. Project Period: Up to 36 months
> Application Submission: Applications must be submitted electronically via Grants.gov
> http://www.grants.gov/search-grants.html?fundingCategories%3DDED%7CEducation

Brief excerpt from grant instructions:

"From time to time, all children face challenges that can affect their learning and behavior. As such, when they arrive at school, some students also bring with them concerns such as stress over academics and grades, concerns about relationships with family, friends, or teachers, bullying or harassment, and/or more serious behavioral, health, or safety concerns. Moreover, during the course of their school years, it is estimated that one in five children and adolescents will experience a significant mental health problem.[1] While school systems are not responsible for meeting every need of their students, schools must meet the challenge when the need directly affects learning as these do. Growing evidence shows that school-based initiatives to promote mental health can help students cope with these common issues, support healthy development, and improve educational outcomes.[2] To address barriers to learning, schools need to integrate resources into a comprehensive, cohesive continuum of support that promotes healthy, positive youth development and prevents problems, allows for early intervention to address problems as soon after onset and provides assistance to those with more chronic and severe problems.[3] . . .

[1]U.S. Department of Health and Human Services. (1999). *Mental Health: A report of the surgeon general. Executive summary.* Rockville, MD: National Institute of Mental Health.
[2] Fleming, CB, Haggerty, KP, Brown, EC, Catalano, RF, Harachi, TW, Mazza, JJ, & Gruman, DH. Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? 2005; *Journal of School Health (75)*, 342-349.
[3]Adelman, HS, & Taylor, L. (2006). *The current status of mental health in schools: A policy and practice brief.* UCLA School Mental Health Project; Los Angeles, CA

> *Note:* The Elementary and Secondary School Counseling program supports hiring various types of personnel (e.g., counselor, social worker, psychologist, psychiatrist) and implementing a range of interventions, including developmental and prevention approaches to support students.

(2) **WHITE HOUSE INITIATIVE**

The UCLA Center was invited to be on a policy forum panel by the White House Initiative on Educational Excellence for Hispanics and its President's Advisory Commission discussing "Integrated Student Supports" on March 27. Preparation for this involved discussions with Child Trends and with Communities in Schools regarding the Child Trends' report on Integrated Student Supports with a focus on expanding the vision to include facilitating development of a unified and comprehesnive system of student and learning supports that weaves together school, home, and community resources. For more on this, see

>**Integrated student supports and equity: *What's not being discussed?***
http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf

(3) **A FEW UPDATES FROM PLACES MOVING FORWARD**

>From Chickasaw (AL) Superintendent: [Chickasaw City School System is one of the 10 pilot systems in Alabama's Comprehensive System of Learning Supports.] "Let me begin by thanking you and your staff for the work you do with Learning Supports throughout our nation. Our school system is in its second year of existence, we serve 880 students in grades K-12 of which 92% qualify for free or reduced lunch. Being a new system, we are able to approach the Comprehensive System of Learning Supports as a way to develop new resources rather than consolidating existing resources. Our goal as a district is that 100% of our graduates are prepared for college or work with no need for remediation. As a system, we are dedicated to addressing barriers that may be preventing our students from meeting our goal. As a pilot school system in Alabama, we have used the Comprehensive System of Learning Supports as an avenue to help our students overcome some of these barriers."

>From Phoenix (AZ) – The district is continuing with its professional development related to new directions for student and learning supports and with its resource mapping and analyses (go to http://smhp.psych.ucla.edu/pdfdocs/inventory-survey.pdf to see the tools it has developed).

>From Bloomington, MN – The district sent a delegation of six staff members who have been leading the learning supports efforts to see the work in Gainesville (GA). The Gainesville superintendent and learning supports director hosted some implementation discussions, working sessions, and site visits to schools.

>From Gainesville, GA – sample of a week's focus on learning supports:
   3/10 Incoming superintendent meet with Learning Supports Leadership Group
   3/11 Visit from the Bloomington, MN Learning Supports Leadership Team
   3/14 Filming for Learning Supports
Update from Superintendent Dyer: "We had a very productive visit [with the staff from Bloomington] and were able to share our practices and challenges. ... Our middle school principal and I were asked to present at the Georgia Association of Special Education Leaders Conference on how we are using the Unified and Comprehensive System of Learning Supports frame work to align the improvement work at our middle school."

For more on the
   National Initiative and Networks for New Directions for Learning Supports,
      see http://smhp.psych.ucla.edu/summit2002/ninhome.htm

LET US KNOW HOW YOU ARE MOVING LEARNING SUPPORTS TOWARD BEING A UNIFIED AND NONMARGINALIZED SYSTEM AND ABOUT ANY HELP YOU NEED

UCLA CENTER DEVELOPED RESOURCES UPDATE

New

Policy Notes:
>**Integrated student supports and equity:** *What's not being discussed?*
http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf

Publication:
>**Addressing student and schooling problems: Not another project:**
Child safety should be embedded in the missions of schools
Adelman HS, Taylor L. (2014). *Child Abuse Negl. 38,* 160-69.
http://www.sciencedirect.com/science/article/pii/S0145213414000180

Information Resource:
>**Bullying and LGBT students**
http://smhp.psych.ucla.edu/pdfdocs/bullyinglgbt.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:
>*About connecting families and schools*
>*What research can help argue for (re)deploying funds for learning supports?*
>*More data for making the case for student and learning supports*

Note: The latest interchange is on our website at
http://smhp.psych.ucla.edu/practitioner.htm (Also on our Facebook page)
Follow up exchanges are posted on the Center website's Net Exchange –
http://smhp.psych.ucla.edu/newnetexchange.htm

Hot Issue

>**Moving Beyond the Concept of Integrated Student Supports**
http://smhp.psych.ucla.edu/pdfdocs/movingbeyond.pdf

Center Featured Resource

Self-study Surveys for Strengthening Learning Supports

We frequently receive requests for Center developed survey tools to strengthen learning supports. Our emphasis in survey development has been on self-study surveys that can engage all the participants in discussion and planning for addressing barriers to learning and teaching and re-engaging disconnected students. See:

>*Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs --* http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf

Surveys for the six content arenas and related systemic needs that constitute a unified and comprehensive approach to addressing barriers to enable learning. The six arenas are (1) classroom-focused supports for enabling learning, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement and engagement, (5) community outreach to involve and engagement resources to fill gaps, (6) student and family assistance programs and services. In addition, there is an overview Survey of Learning Supports System Status and another focused on school-community collaboration. The emphasis is on what is in place, how well things are working, and what will build a stronger system of student and learning supports.

Because we see surveying and related analyses as a system-level intervention, we also have an aids to guide the use by school improvement planners and decision makers in evaluating the current state of development, doing a gap analysis, and setting priorities for moving forward. See

> *Guide to Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change* – http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf

> *Moving toward a Comprehensive System of Learning Supports: MAPPING & ANALYZING LEARNING SUPPORTS* – http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

Another aid is available for clarifying the names, roles, functions, and schedule of student and learning supports staff at a school. See

> *Initial Listing of Current Resources Used at a School for Addressing Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf

Additional surveys focus on specific concerns within one of the six content arenas. For example:

- Survey forms for parents and students on their experience of moving to a new school are in:

  > *Welcoming and Involving New Students and Families* – a resource aid containing guidelines, strategies, and tools for planning, implementing, and evolving efforts to enhance activities for welcoming and involving new students and families in schools.
  > http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf

(b) Surveys related to providing individual student with special assistance are in

> *School-Based Client Consultation, Referral, and Management of Care* – http://smhp.psych.ucla.edu/pdfdocs/consultation/consultation2003.pdf
>   Contains:
>   • Triage Review Request Form
>   • Student's View of the Problem
>   • Follow-up Rating Forms for Interveners and Clients
>   • Management of Care Review Forms
>   • End of Intervention Form

If you have survey forms that can be shared with colleagues, please let us know so we can add them to our online clearinghouse quick finds.

Note: Center resources can readily be revised to fit a specific situation for local schools/communities. Please feel free to adapt them.

And please share these resources with interested colleagues, and let us hear your perspective on how all this fits with the current local, state, and federal agenda for mental health in schools. Send your comments to Ltaylor@ucla.edu

Need help finding our resources? Contact ltaylor@ucla.edu

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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
    >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
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OTHER HELPFUL INTERNET RESOURCES

>*Racial disparities in public schools* – http://www.ed.gov/news/press-releases/expansive-survey-americas-public-schools-reveals-troubling-racial-disparities

>*Substance Abuse Mental Health Services Administration Disaster App* – http://store.samhsa.gov/apps/disaster/?WT.mc_id=EB_20140311_DISASTERAPP

>*Training, coaching, and supervision of wraparound facilitators* – http://www.nwi.pdx.edu/pdf/wrap-training-guidelines-2013.pdf

>*Developing Structure and Process Standards for Systems of Care Serving Children and Youth with Special Health Care Needs* – http://lpfch-cshcn.org/publications/research-reports/developing-structure-and-process-standards-for-systems-of-care-serving-children-and-youth-with-special-health-care-needs/

>*Teen birth rates are falling: What's going on?* – http://www.brookings.edu/research/reports/2014/03/teen-births-whats-going-on-kearney-levine?utm_campaign=Brookings+Brief&utm_source=hs_email&utm_medium=email&utm_content=12182821&_hsenc=p2ANqtz-8QzOILORiBW1cUlpfFZjQjaoA-ODPiMBSk6IKGcJFi8OMFBXpuQ4VQ4QjtsI9Zyrl4nWv-3-jWfdHpiYZfUIfO4-YTfw&_hsmi=12182821

>*Financing expanded learning time in schools* – http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Documents/Financing-Expanded-Learning-Time-in-Schools.pdf

>*Moving Summer Learning Forward: A Strategic Roadmap for Funding in Tough Times* – http://naaweb.org/professional-development/item/125-moving-summer-learning-forward

>*ECS: Mental Health, 2013 legislative session* – http://www.ecs.org/clearinghouse/01/11/11/11129.pdf

>*Recommendations for management eating disorders in schools* – http://www.mentalfitnessinc.org/wp-content/uploads/2012/02/MFIRecommendationsForManagingEDsInSchools2014.pdf

RECENT PUBLICATIONS
(In print and on the web)

School, Family & Community

>Strong, smart and bold strategies for improving attendance and retention in an after-school intervention. Markoe Hayes S, Chapple S, Ramirez C. (2014) *J. Adolesc. Health 54*(3 Suppl): S64-9. http://www.sciencedirect.com/science/article/pii/S1054139X13008586

>Strengthening families and communities to prevent child abuse and neglect: Lessons from the Prevention Initiative Demonstration Project. McCroskey J, Pecora PJ, Franke T, Christie CA, Lorthridge J. (2012) *Child Welf. 91*(2): 39-60.
http://www.cwla.org/articles/cwjabstracts.htm

>Psychological distress and student engagement as mediators of the relationship between peer victimization and achievement in middle school youth. Totura CMW, Karver MS, Gesten EL. (2014) *J. Youth Adolesc. 43*(1): 40-52.
http://link.springer.com/article/10.1007%2Fs10964-013-9918-4

>A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: Impact on parenting and child conduct problems Dawson-McClure S, Calzada E, Huang KY, Kamboukos D, Rhule D, Kolawole B, Petkova E, Brotman LM. (2014) *Prev. Sci*. ePub
http://link.springer.com/article/10.1007%2Fs11121-014-0473-3

Policy, systems, law, ethics, finances & statistics

>The new imperative: Reducing adolescent-related violence by building resilient adolescents Ward E, Ashley D. (2013) *J. Adolesc. Health 52*(2 Suppl 2): S43-5.
http://www.sciencedirect.com/science/article/pii/S1054139X12002303

>*Discipline Disparities Series: Overview*. Carter, P., Fine, M. & Russell, S. (2014)
http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/Disparity_Overview_031214.pdf

>Addressing student and schooling problems: Not another project: Child safety should be embedded in the missions of schools. Adelman HS, Taylor L. (2014). *Child Abuse Negl.*, *38,* 160-69. http://www.sciencedirect.com/science/article/pii/S0145213414000180

> Adverse effects of public health interventions: A conceptual framework. Lorenc T, Oliver K. J. (2014). *Epidemiol. Community Health 68*(3): 288-290.
http://jech.bmj.com/content/68/3/288.full.pdf+html

>Organization of evidence-based knowledge production: Evidence hierarchies and evidence typologies. Hansen HF. (2014) *Scand. J. Public Health 42*(13 Suppl): 11-17.
http://sjp.sagepub.com/content/42/13_suppl/11

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

>Patterns of service use, individual and contextual risk factors, and resilience among adolescents using multiple psychosocial services. Ungar M, Liebenberg L, Dudding P, Armstrong M, Van de Vijver FJR. (2013) *Child Abuse Negl. 37*(2-3): 150-159
http://www.sciencedirect.com/science/article/pii/S0145213412002177

>Associations of housing mobility interventions for children in high poverty neighborhoods with subsequent mental disorders during adolescence. R. Kesslet, et al. (2014) *JAMA 311*(9) 937-948.
https://jama.jamanetwork.com/article.aspx?articleid=1835504

>Levels of resilience: Associations among individual, community, and national resilience. Kimhi S. (2014) J. *Health Psychol*. ePub
http://hpq.sagepub.com/content/early/2014/03/03/1359105314524009

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

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or 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

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The four food groups: *Fast, Frozen, Instant, and Chocolate*.
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COMMENTS AND SHARING FROM THE FIELD

Feedback

1) "I was looking for some information, and noticed that you list the SAMHSA.gov's article about finding help for addiction, along with a few other great sites on: http://smhp.psych.ucla.edu/hotline.htm . Honestly, thank you for mentioning them. Drug abuse has really become an epidemic in this country, and because of that I have volunteered to spread the word about this tragedy. It may be worthwhile to mention http://www.rehabilitation-center.org/whitepapers/free-treatment/ . So many people do not have the funds when it comes to getting treated, and that article provides options. Let me know if you have any questions. Thank you again, and keep up the great work."

(2) "My daughter is getting a little older and is starting to get invited to parties. Even though she's a great kid, I still get nervous with everything I hear about teenagers nowadays. I know that she might be around alcohol or drugs in the future and I wanted to talk to her about it so that she's prepared to say "no". I did some research on the topic and came across your helpful page http://smhp.psych.ucla.edu/qf/transitiontocollege.htm . You have some really good information - thanks! During my search I also came across this great guide for parents http://www.morningsiderecovery.com/educational-resources/a-parents-guide-to-talking-to-teens-about-drugs-and-alcohol/ . I found it to be very useful and convenient because there's a bunch of information all in one place. It discusses how to begin the conversation with your teen, what to say, avoiding peer pressure and more. It really helped me kick start the convo with her and I definitely think I got my message across! I wanted to share it with you and thought it would make a great addition to your page. The safety of our children is so important and I think this resource will help parents keep their teens safe. My daughter and I both learned a lot and it has given me some peace of mind."

Sharing

(1) "I wanted to let you know about PACER's National Bullying Prevention Center and some of the resources we provide. Through our bullying prevention project we provide resources, support, and education for all students and families, including students with disabilities. We also provide resources and guidance for teachers and school administrators for effective bullying prevention programming. The bulk of our resources are delivered online through our three websites: http://www.PACER.org/Bullying .
This is the portal page for parents and educators to access bullying resources, which include educational toolkits, awareness toolkits, contest ideas, promotional products and more.

> PACERTeensAgainstBullying: Created by and for teens, this website is a place for middle and high school students to find ways to address bullying, to take action, to be heard, and to own an important social cause.

> PACERKidsAgainstBullying: A creative, innovative and educational website designed for elementary school students to learn about bullying prevention, engage in activities and be inspired to take action.

In October we celebrate National Bullying Prevention Month, which we founded in 2006. This is a time for communities nationwide to unite and raise awareness of bullying prevention through events, activities and education. Find out more:

> About Us: http://www.pacer.org/bullying/about/
> Bullying Info and Facts: http://www.pacer.org/bullying/about/
> Press Releases: http://www.pacer.org/bullying/about/pressroom.asp

(2) "I am writing to request that you consider FORWARDING the flyer below about our two upcoming institutes to folks on your lists."
See http://www.schoolclimate.org/programs/register.php for information about the National School Climate Center's (NSCC)

> >17th Annual Summer Institute
> >2nd School Climate Policy Institute

(3) "Do you have the RSA group from the UK in your network? Here's a report that they published. http://www.thersa.org/action-research-centre/learning,-cognition-and-creativity/education/reports-and-events/reports/schools-with-soul ."

(4) "Please share information about my new books: *Creating Safe Schools: A Guide for School Leaders, Teachers, Counselors, and Parents* By Franklin P. Schargel. Here is an overview:

> Students, parents, and school staff deserve a safe learning environment. Yet recent headlines of violence, bullying, and drug abuse have shown the vulnerability of schools. In this timely and important book, Franklin Schargel provides leaders, teachers, counselors, parents, and students with the necessary information to address and diminish safety problems in schools. *Creating Safe Schools* explores the background and data about the severity of safety issues facing schools today and also provides the strategies and tools to address them. Clearly organized according to issue, this book allows for easy reference and is packed with tools, activities, checklists, strategies, and tips. Coverage includes: bullying; driving; drugs, alcohol, and tobacco; internet safety; violent school indicents; sexual activity; suicide; gruancy/suspension; youth gambling.
>
> Routledge Press, a member of the Francis and Taylor Group, will publish the book on April 3, 2014."

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   or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu