ENEWS

A Monthly Forum for Sharing and Interchange

28 Years & Counting

August, 2014 (Vol. 18 #11)

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

**Emerging Issue

>*Teachers may be heroic, but they aren't superheroes: they can't do it alone!*****News from around the country**

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

>*August:* **Enhancing School Climate from Day 1 of a New School Year**

**New Directions for Student & Learning Supports

>**Not Just Another Initiative**

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

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

NEWS FROM AROUND THE COUNTRY

English issues mistaken for learning disabilities: High percentage of immigrants sent to special ed. Even as the state braces for a wave of unaccompanied immigrant children, school systems, including Boston, are failing in assessing and educating non-English speaking students they already have. More than one in five children of immigrants who are learning English in Boston schools have been placed in special education classes in what advocates say is a costly waste of taxpayer dollars that could also be robbing hundreds of bright students of any chance to go to college and create better lives. Boston officials say 21 percent of the 16,600 students learning the English language in city schools, or about 3,400 kids, also attend special education classes — well above the statewide average of 16.5 percent. Gov. Deval Patrick has called for an estimated 1,000 immigrant children now in border facilities to be moved to Massachusetts — and federal asylum awards suggest as many as two-thirds of them could be cleared to stay in America, raising concerns about an influx of children needing special services to the state's schools. The U.S. Department of Justice has been monitoring Boston Public Schools since 2010 for failure to provide assessments and correct classroom placements for non-English speaking kids. BPS officials said they are working to recruit a diverse staff of "qualified bilingual assessors." 7/21/14. http://bostonherald.com/news_opinion/local_coverage/2014/07/barrier_grief_english_issues_mistaken_for_learning_disabilities

U.S. schools gear up for surge of young immigrants. As the federal government scrambles to respond to an unprecedented surge of unaccompanied minors streaming across the border, the wave of young immigrants arriving alone from Central American has already begun to surface in communities and public schools far from the Southwest. In San Francisco and Oakland CA, as well as in the suburbs of Washington, educators report that the number of unaccompained minors has been rising steadily for several months in their high schools. And in New York City, educators are beginning to coordinate with city agencies and nonprofit organizations to address the needs of some 3,000 undocumented children and youth who have arrived there over the past few months. 6/27/14. http://www.edweek.com

Department of Education turns its accountability focus to special education. The majority of states do not meet federal requirements under new special education program accountability measures announced Tuesday – but advocates for students with disabilities aren't upset about it. Until now, the Department of Education determined whether states were compliant with the Individuals with Disabilities Education Act (IDEA) based on procedural requirements, such as timely student evaluations and due process hearings, but did not define compliance based on educational outcomes for students with disabilities. Under the old framework last year, 41 states and territories met the government's requirements, but when learning outcomes are taken into account – such as reading and math performance on state and national tests and proficiency gaps – just 18 states and territories do. The rest are categorized as either needing "assistance," "intervention" or "substantial intervention" to become compliant with IDEA. 6/24/14. http://www.usnews.com/news/articles/2014/06/24/student-disability-groups-applaud-new-federal-accountability-measures

District cuts suspension rate in half. Student suspensions in San Francisco public schools have dropped by nearly 50 percent in the past three school years, largely due to the district's expanded support programs for troubled students and its different approach to addressing student behavior. In the 2014-15 school year, 85 of the district's 103 schools are expected to receive training for Behavior Response to Intervention, a proactive approach to supporting students so they don't get suspended or removed from class. Another component, social-emotional learning, teaches kids how to be emotionally healthy in schools -- for instance, what to do if a student sees another kid sitting alone in the cafeteria. 7/2/14. http://www.sfexaminer.com/sanfrancisco/sfusd-cuts-student-suspension-rate-in-half/Content?oid=2841429

State struggles with inexperienced teachers. Arizona has been grappling with a shortage of established teachers in public schools across the state, according to education officials.Large numbers of new teachers and teachers getting ready to retire have left a gap of experienced classroom instructors.The Arizona Department of Education said the agency has compiled data showing thousands of the state's teachers have left in the past five years. The Greater Phoenix Education Management Council, a coalition of 42 Arizona school districts, estimates that 72,000 employees left the Arizona State Retirement System before reaching retirement. The education department reported an annual teacher retention rate of about 65 percent. The state department of education drafted a 15-member education and retention task force. 7/19/14. http://www.washingtontimes.com/news/2014/jul/19/arizona-struggles-with-few-established-teachers/#ixzz38EjIMfjo

Milwaukee Housing Authority education program builds success. City of Milwaukee Housing Authority provides low-income housing to people throughout the city. In specific sites, parents are required by a mandate in their lease agreements to actively participate in their children's schooling through the Education Initiative. It makes sure the children attend school every day and often works one-on-one with parents to map out a plan for their children's future. 7/1/14. http://www.jsonline.com

Under pressure, DC gets more aggressive about selling itself. The DC traditional public school system is sending principals out to knock on doors in a campaign to sell itself to boost enrollment and maintain market share after years of ceding ground to charting schools. Charter schools, which appeared less than two decades ago, now enroll nearly half the city's public school students. It is a trend that many believe threatens the long term survival of the traditional school system. 7/1/14. http://www.washingtonpost.com

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Quote from above article on the surge of young immigrants
> *Our school is really built for these kids. They are not marginalized here, and we have the luxury of being able to really focus on what their needs are. The pressures are immense on them and on those of us who are working with them. It is a superhuman feat. These are some of the most resilient and brilliant young people I have ever seen.*
>
> Julie Kessler, Principal, San Francisco International High School

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Resources for Schools Gearing Up for Surge of Immigrants

We are encouraging districts/schools receiving recently arrived students from Central America to expand transition plans to address the surge. Hope to hear of resources being used so we can share them to schools across the country. Here are some resources we can share at this time::

From the Center for Health and Health Care in Schools
>*Immigrant and Refugee Children* – http://www.healthinschools.org/Immigrant-and-Refugee-Children/Caring-Across-Communities.aspx

From theNational Association of School Psychologists
>*Understanding the plight of immigrant and refugee students* –
http://www.nasponline.org/publications/cq/39/5/understandingtheplight.aspx
>*School based services for traumatized refugee children* –
http://www.nasponline.org/publications/cq/39/5/ServiceRefugeeChildren.aspx
>*Immigrant families: strategies for school support* –
http://www.nasponline.org/resources/principals/Immigrant_FamiliesJan10_NASSP.pdf
>*Immigrant teenagers: helping them adjust to their first year* –
http://www.nasponline.org/communications/spawareness/immigrantteen.pdf

From our Center at UCLA
>Immigrant Children and Youth: Enabling Their Success at School –
http://smhp.psych.ucla.edu/pdfdocs/immigrant.pdf
>also see Center Quick Finds on Immigrants and on Cultural Competence

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August: Enhancing School Climate from Day 1 of a New School Year

Starting a new school year can be scary. Those concerned with school improvement and school climate must ensure a school has effective transition and welcoming programs and ways to provide ongoing social and academic support, especially for students and families manifesting adjustment problems.

Some planning questions:
- Have the Office Staff, teachers, and student support staff been provided with training and resources so they can create a new school year welcoming and supportive atmosphere for newcomers and those returning to the school?
- Are teachers planning Welcoming Conferences and transition activities that will orient students and their families and address concerns and questions?
- Are plans in place to identify and provide assistance to students who have difficulty adjusting to the new school year?

Efforts to effectively plan and implement interventions to address the above matters require institutional commitment, organization, and ongoing involvement. Here are some resources:

About Welcoming. For guidelines and resource aids to enhance activities for welcoming and involving new students and families in schools, see:
>*Welcoming and Involving New Students and Families* –
http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf

About Facilitating Newcomer Transitions. Entering a new school tends not to be easy. Here is a resource to aid supportive planning:
>*Transitions: Turning Risks into Opportunities for Student Support* –
http://smhp.psych.ucla.edu/pdfdocs/transitions/transitions.pdf

About Addressing Adjustment Problems. Sometimes it is only a matter of days after students enter a new school or begin a new year that it is clear to most teachers which students are experiencing difficulties adjusting (e.g., to new content and standards, new schools, new teachers, new classmates, etc.). It is particularly poignant to see a student who is trying hard, but is disorganized and can't keep up. If these difficulties are not addressed quickly, student motivation for school dwindles, and behavior problems increase. See:
>*Addressing School Adjustment Problems*
http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf

For more on ideas for starting the new school year with a welcoming and supportive school and classroom climate, see the Center's online clearinghouse Quick Find:
>*Transitions/grade articulation/welcoming*
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 *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

In public health, it is widely said that one's zip code is more important in determining health than one's genetic code. Place matters. Social status matters. One's grocery list matters. Childhood home environment matters.

Michael T. Compton & Ruth Shim

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Not Just Another Initiative

No matter how well-intentioned, calling on schools to add another specific initiative to address the learning, behavior, and emotional problems experienced by students tends to do too little and risks undermining the good intentions. Too often, positive sounding terms are readily adopted and vestiges of a new practice are introduced at a few schools. However, the basic nature of schools across the country is not transformed, and the impact is on relatively few of the many students who are suffering.

Given the need to enhance *equity of opportunity* for students in over 15,000 school districts and over 90,000 schools in the USA, the focus must be on establishing policy that stimulates and guides every school to make *fundamental* systemic changes in how they address school improvement. As we have stressed in past discussions, the good outcomes we all seek are unlikely until school improvement expands from a two-to a fully integrated three-component policy and practice framework. That is, in addition to the emphasis on instruction and governance/management, a third component is needed that is dedicated to addressing barriers to learning and teaching and re-engaging disconnected students.

Developing a unified and comprehensive system to address interfering factors is not about introducing yet one more initiative. Moving to a three-component policy framework provides a critical driver for transforming schools in ways that are essential for dealing with a full range of factors that interfere with student success and well-being and thus is fundamental in enhancing equity of opportunity for students struggling academically, acting out, and experiencing conflictual relationships with school staff and peers.

Moreover, the implications of developing a unified and comprehensive system include coalescing interventions, reworking operational infrastructure, and pursuing systemic change in ways that ensure effective implementation, replication to scale, and sustainability.

As our colleague Frank Duffy suggests, moving society forward requires vision, courage, and passion, and we would add perseverance.

(cont.)

Recent Reports Highlighting New Directions

>Related to the above points, the UK journal *Every Child* just published an article from our Center entitled: "Not another special initiative!" (online at http://smhp.psych.ucla.edu/pdfdocs/everychild.pdf). Also see the accompanying editorial by the journal's editor, Tim Linehan (reproduced on our facebook page https://www.facebook.com/uclacsmh).

>The current edition of the F.M. Duffy Reports presents our report entitled: *Bringing new prototypes into practice: Dissemination, implementation, and facilitating transformation*. (http://www.thefmduffygroup.com/publications/reports/FMDuffy Reports_ Vol19_No3_BringingNewPrototypesIntoPractice.pdf). Besides highlighting efforts to improve dissemination and implementation of good practices, the focus is on ways to facilitate institutional transformation in pursuit of new directions for student and learning supports.

From Colleagues in State Departments of Education

Sent out by a colleague at the California Department of Education: "As socio-emotional learning, school climate and promoting engagement (or re-engagement) are such keys in middle grade school and student success, as well as being consistent with the 21st Century Skills framework, I want to draw your attention to the UCLA Center for Mental Health in Schools' latest, extensive work in systematizing learning support systems, not just for middle grades but for all of K-12. This may not be the only example for whole school systems to address student supports, but it is one that has been quite well developed within the context of common core implementation, as well as being research-based. [It provides frameworks] ... for coordinating the many parts of K-12 that relate to non-academic core support." Note: The Center resources mentioned are:

>*Education Leaders' Guide to Transforming Student and Learning Supports* –
http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

>*Transforming Student and Learning Supports: Trailblazing Initiatives!* –
http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf

From a colleague at the Iowa state department: "I appreciate your continuing inclusion of Iowa and would say that you captured the current status accurately. We continue to organize around the six content areas of Learning Supports and that is reflected in the work of our Bureau – Learner Supports and Strategies. Not as pure as the original work and we are still struggling for recognition on par with academics. We are still taking steps forward, small as they may be."

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

If you have any comments to share about new directions for student and learning supports,
send to ltaylor@ucla.edu

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I give myself admirable advice, but I am incapable of taking it.
<div align="right">Mary Wortley Montagu</div>
<div align="right">@##@#</div>

UCLA CENTER DEVELOPED RESOURCES UPDATE

New

>"Not another special initiative" (Published in *Every Child Journal*, UK) –
http://smhp.psych.ucla.edu/pdfdocs/everychild.pdf

>*Improving working relationships inside the classroom* –
http://smhp.psych.ucla.edu/pdfdocs/relations.pdf

>*Mindfulness and schools* –
http://smhp.psych.ucla.edu/pdfdocs/mindful.pdf

>*Bringing new prototypes into practice: Dissemination, implementation, and facilitating transformation* (Published in The F.M. Duffy Reports) –
http://www.thefmduffygroup.com/publications/reports/FMDuffyReports_Vol19_No3_BringingNewPrototypesIntoPractice.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:

>*What are the payoffs & pitfalls of flagging kids as "at risk" in early grades?*
>*Need resources for staff development workshops on: vicarious trauma and on How parents can talk with their children about death and dying*
>*About mentor programs: what are best practices? Content for mentors to promote social emotional development?*
>*About threat assessment*

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

Center Featured Resource

We frequently receive this type of request: "I am a teacher and I am interested in learning more about UCLA Comprehensive System of Learning Supports. I would like to know if there are materials that can educate me about this system."

Our website, of course, provides extensive resources on this, and they are readily accessed through the Center's Quick Finds. For example, see:

>*Enabling/Learning Supports Component: Rethinking and Restructuring Student Supports* – http://smhp.psych.ucla.edu/qf/qf_enabling.htm

Here's a sample of links to access from that Quick Find:

>>*What Is a Unified and Comprehensive System of Learning Supports?*

>>*Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching*

>>*Five Essential Elements of a Unified and Comprehensive System of Learning Supports*

>>*Learning Supports: Enabling Learning in the Classroom*

Sometimes the request from a teacher is for resources specific to the classroom. In that instance, there is the Quick Find on:

>*Classroom Focused Learning Supports –*
http://smhp.psych.ucla.edu/qf/classenable.htm

Here's a sample of links to access from that Quick Find:

>>*Enhancing Classroom Teachers' Capacity to Successfully Engage All Students in Learning: It's the Foundation of Learning Supports*

>>*RTI and Classroom & Schoolwide Learning Supports: A Guide for Teachers and Learning Supports Staff*

>>*Personalizing Learning and Addressing Barriers to Learning*

>>*Engaging and Re-engaging Students and Families*

>>*Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning: A Self-Study Survey*

>>*Teachers Can't Do it Alone!*

>>*Involving Teachers in Collaborative Efforts to Better Address Barriers to Student Learning*

>>*Turning Big Classes into Smaller Units*

>>*Volunteers as an Invaluable Resource*

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**

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

OTHER HELPFUL INTERNET RESOURCES

>*Confronting violence in our schools* –
https://www.apa.org/about/gr/issues/violence/virginia-model.pdf

>*Preventing youth violence: Opportunities for action* –
http://www.cdc.gov/violenceprevention/youthviolence/pdf/opportunities-for-action-one-pager.pdf

>*Are the Children Well?* –
http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2014/rwjf414424

>*Model School District Policy on Suicide Prevention* – http://www.thetrevorproject.org/

>*Journal of Clinical Child and Adolescent Psychology* is publishing "Evidence Base Updates" in each issue – http://www.tandfonline.com/toc/hcap20/current

>*Designing effective mentoring programs for disadvantaged youth* –
http://www.brookings.edu/research/papers/2014/06/19-mentoring-programs-for-disadvantaged-youth-levine

>*Chronicle of evidence based mentoring* – http://chronicle.umbmentoring.org/

>*Expanding summer employment opportunities for low income youth* –
http://www.brookings.edu/research/papers/2014/06/19-summer-employment-opportunities-low-income-youth-schwartz-leos-urbel

>*How schools work and how to work with schools* –
http://www.nasbe.org/wp-content/uploads/NASBE-HSW-FINAL.pdf

>*Doing what works library* – http://dwwlibrary.wested.org/

>*The Paradox in Partnership: The Role of Conflict in Partnership Building* –
http://benthamsciencepublisher.org/ebooks/9781608052110/index.htm

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Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.

Dr. Seuss

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RECENT PUBLICATIONS
(In print and on the web)

School, Family & Community

>*Addressing the mental health problems of border and immigrant youth.* Flores, L. & Kaplan, A. (2009). Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.
http://www.nctsn.org/sites/default/files/assets/pdfs/BorderlandersSpecialReport_Final_0.pdf

> Neighborhood income matters: disparities in community recreation facilities, amenities, and programs. McKenzie TL, Moody JS, Carlson JA, Lopez NV, Elder JP (2013). *J. Park Recreat. Admin. 31*, 12-22. http://js.sagamorepub.com/jpra

> Neighborhoods and adolescent health-risk behavior: an ecological network approach. Browning CR, Soller B, Jackson AL. (2014). *Soc. Sci. Med*. ePub
http://www.sciencedirect.com/science/article/pii/S0277953614003967

>*Inside Success: Strategies of 25 Effective Small High Schools in NYC*. Villavicencio, A. & Marinell, W. (2014). http://media.ranycs.org/2014/007

Policy, systems, law, ethics, finances & statistics

>*My Brother's Keeper Task Force Report to the President* (2014).
http://www.whitehouse.gov/sites/default/files/docs/053014_mbk_report.pdf

>*The 2014 KIDS COUNT Data Book*. Annie E. Casey Foundation.www.aecf.org/2014db

>Juvenile delinquency treatment and prevention: A literature review.
May J, Osmond K, Billick S. (2014). *Psychiatr. Q.* ePub
http://link.springer.com/article/10.1007%2Fs11126-014-9296-4

>Future Directions for Positive Development Intervention Research. Tolan, P. (2014). *Journal of Clinical Child & Adolescent Psychology, 43*, 686–694.
http://www.tandfonline.com/doi/pdf/10.1080/15374416.2014.936604

>The N400 and the fourth grade shift [in reading]. Coch, D. (2014). *Developmental Science*. http://onlinelibrary.wiley.com/doi/10.1111/desc.12212/full

>Addressing student and schooling problems: Not another project: Child safety should be embedded in the missions of schools. Adelman, H.S. & Taylor, L. (2014). *Child Abuse & Neglect*. ePub http://www.sciencedirect.com/science/article/pii/S0145213414000180

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

>'Nobody really gets it': A qualitative exploration of youth mental health in deprived urban areas. Schaffalitzky E, Leahy D, Armstrong C, Gavin B, Latham L, McNicholas F, Meagher D, O'Connor R, O'Toole T, Smyth BP, Cullen W. (2014). *Early Interv. Psychiatry*, ePub
http://onlinelibrary.wiley.com/doi/10.1111/eip.12165/abstract;jsessionid=9FFFAE0C83DD177B833FF28309BFD70C.f02t04

> High school dropouts in emerging adulthood: Substance use, mental health problems, and crime. Maynard BR, Salas-Wright CP, Vaughn MG. (2014). *Community Ment. Health J.*, ePub http://link.springer.com/article/10.1007%2Fs10597-014-9760-5

>Special Issue on Child and Adolescent Anxiety Disorders. Inaugural Issue of *Psychopathology Review*. http://pr.textrum.com/index.php?mi=11

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. 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 whole purpose of education is to turn mirrors into windows.
                                                                           Sydney J. Harris

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COMMENTS AND SHARING FROM THE FIELD

(1) SAMHSA seeks feedback on it's strategic plan for 2015-2018 (Deadline: Monday, August 18, 2014). SAMHSA is the agency within HHS that leads public health efforts to advance the behavioral health of the Nation. The agency's mission is to reduce the impact of substance abuse and mental illness on America's communities.

   The strategic plan outlines work to increase the awareness and improve understanding about mental and substance use disorders; promote emotional health and wellness, and the prevention of substance abuse and mental illness; increase access to effective treatment; and support recovery. An important component of the plan is to prioritize six Strategic Initiatives and the linkages between these initiatives and SAMHSA's policy, programmatic, and

financial planning. At its core, the plan's intent is to provide a framework for common categories of initiatives to enable cross-collaboration and organization of SAMHSA's work. *Download* http://store.samhsa.gov/leadingchange/feedback/SAMHSA-Leading-Change%202-0.pdf *Submit feedback:* http://store.samhsa.gov/leadingchange/feedback/

FYI: Here is the feedback we sent to SMHSA:

There is much in the draft to commend. However, there are two fundamental problems that it is critical for SAMHSA to address in this strategic document:

>One is to delineate a strategy that advances a systemic, unified, comprehensive, and equitable role schools can play in addressing mental health and substance abuse concerns. (See our Center's research related to embedding these public health concerns into school improvement policy and practice.) From a policy perspective, this is an especially critical time given that Congress will finally be getting around to revamping ESEA and IDEA after the next election.

>The second problem is the absence of a renewed and improved strategy for weaving together overlapping initiatives across federal agencies (e.g., HHS, Education, Justice, Labor, HUD, etc.). This is essential to reversing the ongoing intervention fragmentation which exacerbates the marginalization of efforts such as those proposed in the draft and contributes to the counterproductive competition for sparse resources and works against systemic change and scale-up.

Sincerely,
Howard Adelman & Linda Taylor
Center for Mental Health in Schools
Dept. of Psychology, UCLA

(2) We were asked to share the following:

>"Annual International Conference on Fostering Human Resilience" during June 15-17, 2015, Las Vegas, USA hosted by OMICS Group Conferences. For more details: http://omicsgroup.com/humanresilience-conference-2015/

>"I have worked in the special education and pupil services field for forty years and have recently launched a book, Taking the "MIs" Out of Misunderstood Kids, that highlights my experiences and evolving moral compass through my direct efforts with misunderstood kids and their families. It is the result of systems' failures, local, state, and federal politics, ineffective instruction, and our society's general indifference to misunderstood kids that fueled my impetus to author such a book. My book is a book of hope and inspiration. I have a website, www.joeoverturt.com , which contains testimonials from the Great Lakes Equity Center, Indianapolis, Indiana and WI_FACETS (parent advocacy group based in Milwaukee, WI) and also contains book study questions related to the book."

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