30 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools Program and Policy Analysis — UCLA Center

August 2016 (Vol. 20 #11)

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

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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 Ltaylor@ucla.edu

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

WHAT'S HERE THIS MONTH

**Emerging Issue

>**Increasing Tensions about Violence and School Safety: Do Schools have a Strong Enough System of Supports in Place?**

**News from around the country

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

>**Professional Development: Incorporating a Focus on Learning Supports**

***National Initiative for Transforming Student & Learning Supports** **in 2016**

**UCLA Center Resources Update

**Access links about:

>**Upcoming initiatives, conferences & workshops**

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

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

>**Training and job opportunities**

**A few other helpful resources accessible from the internet

**Additional 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

EMERGING ISSUE

Increasing Tensions about Violence and School Safety:
Do Schools have a Strong Enough System of Supports in Place?

Schools continue to wrestle with how best to help students and staff feel safe. And there is growing debate about the school's role in relation to the never ending news of violence throughout the U.S. and internationally.

What are your positions about these concerns?

Our positions: Schools need to stop viewing school safety and community violence as separate from other concerns related to addressing barriers to learning and teaching and re-engaging disconnected students. For us, initiatives to enhance school safety and talk to kids about race, violence and guns are catalysts for proactively improving a school's system of student and learning supports in ways that support and strengthen students, staff, families, and the community at large.

In this respect, we see the opportunity under the *Every Student Succeeds Act* (ESSA) to transform student and learning supports into a unified, comprehensive, and equitable system of student and learning supports.* We believe that doing less means that schools will remain in a relatively weak position as they try to enhance safe schools and student and staff well-being.

From the work being done in districts that are adopting/adapting the Center's prototype for a strong system, we know the multi-year process can be adapted readily to local concerns and conditions. We caution, however, that it is critical not to adapt away the essential elements. About this, see:

> *Don't Water-down a System of Student and Learning Supports*
> http://smhp.psych.ucla.edu/pdfdocs/essential.pdf
>
> **Abstract:** The history of school improvement is strewn with cosmetic changes that use the terminology of proposed new directions, but have lost the substance. We are extremely concerned that efforts to fundamentally transform how schools address barriers to learning and teaching and re-engage disconnected students is being simplified and thus less effective than they might be. In hopes of countering this tendency, we have outlined five essential elements that should be the focus wherever folks indicate they are developing a unified, comprehensive, and equitable system of student and learning supports.

*For details about a *Unified, Comprehensive, and Equitable System of Learning Supports*, see

> *>ESSA, Equity of Opportunity, and Addressing Barriers to Learning –*
>   http://smhp.psych.ucla.edu/pdfdocs/essaanal.pdf

> *>Piecemeal Policy Advocacy for Improving Schools Amounts to Tinkering and Works Against Fundamental System Transformation –* http://smhp.psych.ucla.edu/pdfdocs/tinkering.pdf

> >All this is discussed in detail in a new book that is in press entitled: *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System.* For a preview look at this book, send an email to Ltaylor@ucla.edu

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And please send your comments for sharing to Ltaylor@ucla.edu

NEWS From Around the Country

Superintendent: ''We have a moral obligation'' to talk to kids about race, violence and guns. Amid continuing violence across the country, Carmen Fariña, superintendent of public schools in New York City, has issued an open letter to educators and families about what she says is their "moral obligation" to answer difficult questions about race, guns and violence as the death rate continues to climb.... Fariña's letter is in sharp contrast to the attitude taken by some educators, who are reluctant or downright refuse to have such sensitive discussions with students. She offers resources to teachers who want to have these conversations and urges collaboration among educators to develop materials on these subjects. 7/18/16 https://www.washingtonpost.com/news/answer-sheet/wp/2016/07/18/superintendent-we-have-a-moral-obligation-to-talk-to-kids-about-race-violence-and-guns/

Schools are shifting toward no zero grading policies. School districts in the Washington area and across the country are adopting grading practices that make it more difficult for students to flunk classes, that give students opportunities to retake exams or turn in late work, and that discourage or prohibit teachers from giving out zeroes. The policies have stirred debates about the purpose of issuing academic grades and whether they should be used to punish, motivate or purely represent what students have learned in class. Some regard it as intended to keep students progressing through school and heading toward graduation, akin in some ways to practices like social promotion. 7/5/16 https://www.washingtonpost.com/local/education/is-it-becoming-too-hard-to-fail-schools-are-shifting-toward-no-zero-grading-policies/2016/07/05/3c464f5e-3cb0-11e6-80bc-d06711fd2125_story.html

Governor signs law limiting school suspensions. It will be harder for Rhode Island schools to suspend children for minor infractions under a new state law. Gov. Gina Raimondo signed the bill last week. The legislation says students can't be sent home unless they are a threat to fellow students or school staff or they are creating serious disruptions. The American Civil Liberties Union of Rhode Island commends the law as a way of reducing the schools-to-prison pipeline. The group says suspensions lead to more misbehavior and lower academic achievement, and suspended students are far more likely to drop out or repeat a grade. The law also requires school superintendents to regularly review discipline data for signs of bias based on race or disability. 7/3/16 http://www.richmond.com/news/ap/article_ba332634-9f2c-567c-bc9f-064c42ede56a.html

Schools seek volunteers to read with kids. Hundreds of volunteers are needed to read with children once school starts this fall, and Des Moines Public Schools is going door to door to find them. This month, volunteers passed out fliers and talked with homeowners in an effort to recruit community members to work with students before, during or after school. The push comes as schools prepare for a state law aimed at improve reading proficiency. Legislation will require students who are below grade level to repeat third grade or attend an intensive summer reading program before moving on to fourth grade. 7/3/16 http://www.desmoinesregister.com

After education, young people diverge on 2016 issues. When it comes to picking a new president, young people in America are united in saying education is what matters most. But there's a wide split in what else will drive their votes. For African-American adults between the ages of 18 and 30, racism is nearly as important as education. For young Hispanics, it's immigration. And for whites and Asian-Americans in the millennial generation, it's economic growth. The results from the new GenForward poll highlight big differences among young Americans who often are viewed as a monolithic group of voters. The first-of-its-kind poll pays special attention to the voices of young adults of color, highlighting how race and ethnicity shape the opinions of the country's most diverse generation. 7/12/16 https://www.yahoo.com/news/poll-education-young-people-diverge-213115843.html?nhp=1

> ***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

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> ***Sometimes you have to do something out of the ordinary, sometimes you have to make a way out of no way....This is the time....***
>
> *John Lewis*

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>Professional Development: Incorporating a Focus on Learning Supports

In most schools, teachers feel ill-prepared to address learning and behavior problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of accessing special help – perhaps even special education.

The move toward response to intervention (RtI) strategies reflects efforts to stem the tide of unnecessary referrals. The intent, when a teacher encounters difficulty in working with a youngster, is first to use additional promising strategies to ameliorate the problem within the classroom and perhaps with added home involvement. To this end, it is essential to equip teachers and student and learning support staff with a range of ways to address factors interfering with student engagement in classroom learning. *Think in terms of planning staff development for teachers and student/learning support personnel with a view to enhancing their abilities to address barriers to learning and teaching and re-engage disconnected students.* This includes a focus on protective buffers and resilience for themselves and their students.

Examples of what needs to be learned include how to
- work collaboratively in the classroom with support staff and volunteers
- establish a classroom infrastructure that transforms a big classroom into a set of smaller units and personalizes interventions and bases special assistance on a student's responses to the personalized interventions
- move away from overreliance on extrinsics to an emphasis on intrinsic motivation
- prevent problems and address those not prevented as soon as they arise
- establish a comprehensive system of learning supports in the classroom and school-wide

Remember: The above professional development is for all personnel.

- *Teachers* need to learn more about how to address interfering factors and to work with others in doing so
- *Support staff* need to learn more about how to work with teachers and other staff (and to do so in classrooms as much as is feasible), as well as learning how to work more productively with district and community resources to enhance practices for prevention and for responding quickly when common problems arise
- *Administrators* need to learn more about leading the way by expanding policy, enhancing operational infrastructure, and redeploying resources to ensure development of a comprehensive system of learning supports for addressing barriers to learning, development, and teaching

About Enhancing Resilience

"...Resilience applies to everyone at school. Identify at least one protective factor that exists for school staff. How can faculty and administration maximize the benefit of that protective factor to enhance your own resilience? ... Are mistakes, bad decisions, discipline problems, difficulties with academic performance or crises always signs of failure? Or, could they also be 'teachable moments?'... If you believe that nothing you do will make much of a difference, then coming to work at school each day becomes something you have to do, rather than something you want to do."
(National Education Association created the Health Information Network. "Resiliency 101." – Http://www.neahin.org)

By enhancing protective factors or buffers, risks can be reduced and interfering factors overcome.

The literature suggests that resilient persons have

- an intrinsic motivational orientation (e.g., feeling of competence, self-determination, and connectedness to significant others)
- the capacity to develop and use a range of strategies and skills for successfully coping with challenges/problems – taking an active, flexible, and persistent stance and viewing a challenge as something that can be worked on, overcome, changed, endured, or resolved in some way (but also knowing when "enough is enough")

In this context, David Hawkins and his colleagues have emphasized the particular importance of developing strong bonds. They stress these arise from (a) opportunities for meaningful involvement (ways to make a real contribution and feel valued for effort and accomplishment); (b) developing skill (social, cognitive, emotional, behavioral) that enable success, and (c) recognition for involvement (including corrective feedback) to motivate continued contributions.

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Center Resources to Aid in Professional Development

The Center has a wide range of online resources for free access to aid staff development. Some have been developed as Quick Training Aids; others for workshop adaptation; and most can be used for independent study or by a volunteer community of learners.See the Center's Resource Catalogue – http://smhp.psych.ucla.edu/materials/resources.htm. In particular, see the section on

> *Training & Presentation Resources –*
> http://smhp.psych.ucla.edu/materials/trainingpresentation.htm.

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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

LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT AND LEARNING SUPPORTS

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to ltaylor@ucla.edu .

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...we have a moral obligation to address the difficult questions about race, violence, and guns, and to engage students in the critical work of healing our country. We must not avoid these tough conversations — they are necessary if we hope to build a just society for all.

Chancellor Carmen Fariña
New York City superintendent
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A few updates:

(1) Linda Felton-Smith, director of Alabama's Office of Learning Supports reports:

> "Districts across the state ... have already seen a rise in student achievement and have been removed from Alabama's failing schools list. ... graduation rate increase to 89% for 2015.... This is just the beginning of what can happen when implementing a system for learning supports."

The department held its megaconference in July and featured major presentations on their statewide progress in developing a *Comprehensive System of Learning Supports* to address barriers to learning and teaching and re-engage disconnected students and families. See – http://smhp.psych.ucla.edu/pdfdocs/alaconf.pdf

(2) Sumter School District (SC) presented their work at the Alabama Conference, outlining strategies to address student barriers to teaching and learning within each of the content arenas.

(3) San Juan Unified School District (CA) reports:

> "We are moving forward ... in two of our Title 1 schools and one region in the district. We are also undertaking an entire MTSS design process for all 65 schools in the district.... The webinar series was helpful but need more guidance on the nuts and bolts of putting the team together, structuring the conversations so that they're not just case-management focused, and getting the right data to identify students in need. ... If we can scale it up in a district of our size, it should be replicable elsewhere."

(4) Indiana's State Department of Education is working on interagency collaboration. Focus is on how to "harness our efforts to create something at the state-level that schools can easily access as they are ready." They report sending the group "some UCLA Center documents that highlight the need to get away from the idea of 'just another program' and even to move away from the tiered model. We are looking closely at the opportunities that ESSA provides in regards to all of this as well." "So grateful to you and the work of your center that continues to be a wonderful resource. Keep it coming!"

(5) In Arizona, a domestic violence agency working to support children and youth of impacted families is adapting the prototypes. They report: "With your counsel, we developed a concept paper to implement the comprehensive support system model at our domestic violence shelter. We have been sharing it with key funders. One funder, was deeply impressed and invited us to apply for a significant grant for over a period of 2 years to implement the model. We have the grant in front of them and expect we will get it within a few months. They have a quick turnaround. We are so excited to be at a place where we can implement it. We have been creating organization readiness for the model implementation. ... You are valued partners and we often speak about the UCLA Center to key stakeholders."

*For more information on the National Initiative, see
http://smhp.psych.ucla.edu/newinitiative.html

We can help; send requests to Ltaylor@ucla.edu

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Comparing information and knowledge is like asking whether the fatness of a pig is more or less green than the designated hitter rule."

David Guaspari

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

New

Policy Notes:

>*Support for students deemed at risk –* http://smhp.psych.ucla.edu/pdfdocs/risk.pdf

Cautionary Note:

>*Don't water down a system of student and learning supports –*
http://smhp.psych.ucla.edu/pdfdocs/essential.pdf

Information Resources:

>*Student perceptions of school physical education programs –*
http://smhp.psych.ucla.edu/pdfdocs/physed.pdf

>*Appreciating the Impact of Intersectionality in Education Settings using the examples of females of color –* http://smhp.psych.ucla.edu/pdfdocs/intersect.pdf

>*Sexual harassment by peers in school –* http://smhp.psych.ucla.edu/pdfdocs/harass.pdf

>*Is Internet use interfering with youngsters' wellbeing? –*
http://smhp.psych.ucla.edu/pdfdocs/internet.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv
http://smhp.psych.ucla.edu/practitioner.htm

July 11: >Planning a peer buddy welcoming program
>Welcoming: New and returning staff, students, and families

July 18: >What is the role of technology in addressing barriers to learning?
>ESSA and the National Education Technology Plan
>Personalizing instruction and learning: much more than technology

July 25: >Community violence and students: What's the role of schools?

See these and also the latest School Practitioner 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

Recently Featured Center Resources

>Welcoming: New and returning staff, students, and families

For ideas on welcoming and supporting newcomers, see the Quick Find on

>>*Transition Programs/grade articulation/welcoming –*
http://smhp.psych.ucla.edu/qf/p2101_01.htm

There you will see links to Center resources as well as links to the work of others. Here is a sample of the Center resources and their direct URL links:

>>*Welcoming Strategies for Newly Arrived Students and Their Families –*
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/welcomingstrategies.pdf

>>*Back-to-School Anxiety –* http://smhp.psych.ucla.edu/pdfdocs/backtoschanx.pdf

>>*What Schools Can Do to Welcome and Meet the Needs of All Students and Families –*
http://smhp.psych.ucla.edu/welcomeguide.htm

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

>>*Getting the School Year Off to a Good Start –*
http://smhp.psych.ucla.edu/pdfdocs/newschoolyr.pdf

>>*Easing the Impact of Student Mobility: Welcoming & Social Support –*
http://smhp.psych.ucla.edu/easimp.htm

>>*Welcoming and Involving New Students and Families –*
http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf

ACCESS LINKS ABOUT:

>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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Why does history keep repeating itself?

Because we weren't listening the first time!

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

>*Preventing bullying through science, policy, and practice* –
http://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice

>Tips for talking with and helping children and youth cope after a disaster or traumatic event: A guide for parents, caregivers, and teachers –
http://store.samhsa.gov/product/Tips-for-Talking-With-and-Helping-Children-and-Youth-Cope-After-a-Disaster-or-Traumatic-Event-A-Guide-for-Parents-Caregivers-and-Teachers/SMA12-4732

>*Fostering a safe and bias free learning environment* –
http://educationnorthwest.org/resources/fostering-safe-and-bias-free-learning-environment-guide-educators

>*Two generation approaches: child and parents* –
http://www.jff.org/sites/default/files/publications/materials/Two%20Generation%20Approaches%20Paper%20052716.pdf

>*Comprehensive case management for substance abuse* –
http://store.samhsa.gov/product/TIP-27-Comprehensive-Case-Management-for-Substance-Abuse-Treatment/SMA15-4215

>*Newcomer toolkit* – http://www.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf

Some Resources related to harassment:

>>*Hostile hallways: Bullying, teasing and sexual harassment in school* –
http://www.aauw.org/research/girls_education/hostile.cfm

>>*How to protect students from sexual harassment: A primer for schools* –
http://www.nwlc.org/sites/default/files/pdfs/Final%20SH%20Fact%20Sheet-Schools.pdf

>>*Protecting students from harassment and hate crime: A guide for schools* –
http://www2.ed.gov/offices/OCR/archives/Harassment/harassment.pdf

>>*Sexual harassment: It is not academic* –
http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html

>>Sexual violence prevention strategies –
http://www.cdc.gov/ViolencePrevention/sexualviolence/prevention.html

>>*Inspire: Seven strategies for ending violence against children* –
http://apps.who.int/iris/bitstream/10665/207717/1/9789241565356-eng.pdf?ua=1

>>*Sexual harassment prevention in schools: Curriculum manual* –
http://www.ccasa.org/wp-content/uploads/2014/01/Sexual-Harassment-Prevention-in-Schools-Curriculum-Manual.pdf

I didn't do my homework because I lost my Memory.

When did this start?

When did what start?

ADDITIONAL RECENT PUBLICATIONS

School, Family & Community

>After-school program implementation in urban environments: Increasing engagement among adolescent youth. (2016). Pelcher, A., & Rajan, S. *Journal of School Health, 86*, 585-594. http://onlinelibrary.wiley.com/doi/10.1111/josh.12411/

> Early family support interventions: Creating context for success. (2016). Daro, D. *Global Social Welfare, 3*, 91-96. http://link.springer.com/article/10.1007%2Fs40609-016-0048-2

Policy, systems, law, ethics, finances & statistics

>*Learning from the federal market-based reforms: Lessons for the Every Student Succeeds Act.* (2016). Edited by W.J. Mathis &Trujillo, T.M. http://nepc.info/node/8137

>Money, peers and parents: Social and economic aspects of inequality in youth well-being. (2016). Plenty, S., & Mood, C. *Journal of Youth and Adolecence 45*, 1294-1308. http://link.springer.com/article/10.1007/s10964-016-0430-5

>Family resources as protective factors for low-income youth exposed to community violence. (2016). Hardaway, C., et al. *Journal of Youth and Adolescence, 45,* 1309-1322. http://link.springer.com/article/10.1007/s10964-015-0410-1

>Exploring the meso-system the roles of community, family, and peers in adolescent delinquency and positive youth development. (2016). Smith, E.P., Faulk, M., & Sizer, M.A. Youth and Society, 48, 318-343. http://yas.sagepub.com/content/48/3/318

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

>Adolescents' daily worries and risky behaviors: The buffering role of support seeking. (2016). Arbel, R., Perrone, L., & Margolin, G. *Journal of Clinical Child and Adolescent Psychology*. ePub http://www.tandfonline.com/doi/full/10.1080/15374416.2016.1169536

>How do family-focused prevention programs work? A review of mediating mechanisms associated with reductions in youth antisocial behaviors. (2016). Fagan. A.A., & Benedini, K.M. *Clinical Child and Family Psychological Review*, ePubhttp://link.springer.com/article/10.1007%2Fs10567-016-0207-0

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

   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 topics 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. Send to Ltaylor@ucla.edu

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Do what you can with what you have where you are.
                                                        Theodore Roosevelt

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COMMENTS AND SHARING FROM THE FIELD

(1) "The National Education Association has just adopted a plan to address the "School to Prison" Pipeline. I am trying to raise awareness about the link between Fetal Alcohol Spectrum Disorders as a cause for imprisonment. These brain based disabilities are very prevalent and students who exhibit behavior and social/emotional skills rooted in these brain differences (whether diagnosed or not) are the very often the ones who get suspended, expelled, drop out, are victims, become homeless, drug/alcohol dependent or commit crimes and are imprisoned! Please check out the NOFAS.org website and become knowledgeable...."

(2) "In February this year, we released a new resource to educate childcare and school staff about embracing a new way of looking at behavior and discipline. Five videos, created for administrators, teachers, parents, policymakers (anyone with a stake in creating healthy classrooms in Georgia) show how to apply positive learning climate practices in everyday, real-life classroom scenarios.
A positive learning climate means that when children go to school, they feel safe, supported, respected, and they clearly understand what is expected of them. For children ages 0-8, a positive learning environment requires adults to teach skills in problem solving, friendship, following expectations, rules, and routines, identifying feelings in others and in oneself, controlling anger, and exercising self-control. And it requires that adults engage with and listen to children. That is why education leaders in Georgia are deliberately working to shift these outcomes consistently by developing standard practices that will create a Positive Learning Climate, one of the four pillars of the Get Georgia Reading Campaign."

> Video 1: Why Positive Learning Climates Matter –
> http://www.bing.com/videos/search?q=video+1+why+positive+learning+climates+matter&qpvt=Video+1%3a+Why+Positive+Learning+Climates+Matter&FORM=VDRE

> Video 2: The Power of Positive Learning Climates for Children Birth to 8 –
> http://www.bing.com/search?q=Video%202:%20The%20Power%20of%20Positive%20Learning%20Climates%20for%20Children%20Birth%20to%208&FORM=AARBLB&PC=MAAR&QS=n

> Video 3: Five Mind Shifts Required to Create Positive Early Learning Climates –
> https://vimeo.com/172904333

> Video 4: Three Classroom Practices to Build Positive Social Emotional Engagement with Early Learners –
> http://www.bing.com/search?q=Three%20Classroom%20Practices%20to%20Build%20Positive%20Social%20Emotional%20Engagement%20with%20Early%20Learners&FORM=AARBLB&PC=MAAR&QS=n

> Video 5: Georgia's Response to the Need for Positive Learning Climates –
> https://vimeo.com/172907200

(3)"At-risk teens need character-building, individualized curriculum available in learning centers rather than lockstep classrooms. That's why I started Paradigm Accelerated Curriculum and Alternative Learning Centers. See http://www.pacworks.com

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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 Ltaylor@ucla.edu