ENEWS

A Monthly Forum for Sharing and Interchange

December, 2009 (Vol. 14 #3)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see http://smhp.psych.ucla.edu

<><><><><><><>

We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know. Contact smhp@ucla.edu

<><><><><><><>

<><><><><><><><><><><><><><><><><><><><><><>

WHAT'S HERE THIS MONTH

**Emerging Concern:

>**Race to the Top: Don't Forget about Student and Learning Support!**

**News from around the country

**Recent publications relevant to

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

>**School, family, & community**

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

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

>**December – Re-engaging students: Using a student's time off in ways that pay off**

**Other helpful Internet resources

**Links to

>**Upcoming initiatives, conferences & workshops**
>**Upcoming and archived webcasts, vidoe, and online professional development**
>**Calls for grant proposals, presentations & papers**
>**Training and job opportunities**

**UCLA Center's Latest Reports

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

<><><><><><><><><><><><><><><><><><><><><><>

Emerging Concern

>Race to the Top: Don't Forget About Student and Learning Supports!

The US Department of Education has finalized the guidance for the *Race to the Top* proposals with first round applications due by Jan.16th. The application guidance is online at http://www.ed.gov/programs/racetothetop/index.html

As has been the case with so many federal initiatives for improving schools, the application guidance for *Race to the Top* proposals gives short shrift to the need to reform how schools design and implement student and learning supports. While the call is for a "Comprehensive Approach to Education Reform," the guidance and criteria for rating applications mainly stress concerns about direct strategies for improving instruction and enhancing school management/governance. (See the way the Absolute Priority is discussed, and note that the Invitational Priorities will not be awarded points in rating applications.)

Everyone understands the need to improve instruction. However, an increasing number of educators also understand that a truly *comprehensive* approach to education reform must include developing a comprehensive system to address barriers to learning and teaching and re-engage disconnected students. And they also understand that this third component of comprehensive school reform must be fully integrated as a primary facet of school improvement policy and practice.

Given this and given that the Invitational Priorities are not awarded points, we have suggested that those writing *Race to the Top* proposals integrate such a component into the Absolute Priority. (The Invitational Priorities can be used to elaborate on how the proposed comprehensive system of learning supports also addresses these priorities.) For more on this, see http://smhp.psych.ucla.edu/whatsnew/announcement(11-19-09).pdf

To gage how much concern folks should have about this matter, we are asking that you help us identify which *Race to the Top* proposals are including plans for developing a comprehensive system to address barriers to learning and teaching and re-engage disconnected students. (So far, we only know that Louisiana is doing so.)

Let us know what you think about all this. Send comments to Ltaylor@ucla.edu

###

NEWS FROM AROUND THE COUNTRY

About *Race to the Top*

Race to the Top will reward $4.4 billion to some states undertaking bold school improvement initiatives. A perfect application would earn a state 500 points, with 125 allotted for articulating a perfectly coherent agenda for change; 70 for adopting higher standards and higher quality tests; 47 for developing computerized systems to track student academic progress; 138 for recruiting quality teachers, evaluating their effectiveness; 50 for turning around failing schools; 30 for other categories of change; and 40 for fostering the growth of charter schools. 11/12/09 http://www.nytimes.com/2009/11/12/education/12educ.html

School Stimulus Cash Comes with Some Limits

Another $11.5 billion is available to states, which have already received more than $67 billion. States will have to fill out a far more detailed application that demands information on tougher academic standards, better ways to recruit and keep effective teachers, a methods of tracking student performance and a play of action to turn around failing schools. 11/09/09 http://www.usatoday.com/news/education/2009-11-09-stimulus_N.htm

AASA, Scholastic, and UCLA Announce New Learning Supports Collaborative

The American Association of School Administrators (AASA), Scholastic and the UCLA Center for Mental Health in Schools announced a new collaboration designed to help education leaders transform education systems and enhance school improvement efforts. At AASA's December Leadership Institute in Savannah, GA, the three organizations will launch the Learning Supports Collaborative, an initiative that works with school and district leaders to implement comprehensive systems of learning supports. Such systems are designed to address factors affecting children's academic achievement and ensure that all students have *the opportunity* to succeed at school. http://smhp.psych.ucla.edu/rebuild/rfl/rflannouncement.htm

Suit: State Failing Schools

Not enough money. Not enough progress. Florida is violating the state Constitution by not putting enough money into schools and relentlessly focusing on high stakes testing policies that aren't getting good results, says a lawsuit filed in Leon County circuit court. 11/17/09 http://tampabay.com/news/lawsuit-claims-florida-is-failing-its-schools-wants-new-education-plan/1052509

Schools' Zero-tolerance Policies Tested

Parents and elected officials across the USA are demanding that schools slacken zero-tolerance policies that are meant to reduce violence because strict adherence has lead to some students being forced out of school for brining items such as eyebrow trimmers and a Cub Scout's camping tool to campus. 1l/1/09
http://www.usatoday.com/news/nation/2009-11-01-zero-tolerance_N.htm

Job Woes Exacting a Toll on Family Life

For many families across the country, the greatest damage inflicted by this recession has not necessarily been financial, but emotional and psychological. Children, especially, have become hidden casualties, often absorbing more than their parents are fully aware of. Several academic studies have linked parental job loss – especially that of fathers – to adverse impacts in areas like school performance and self-esteem. 11/12/09.
http://www.nytimes.com/2009/11/12/us/12families.html

Recession Drives Surge in Youth Runaways

Over the past two years, government officials and experts have seen an increasing number of children leave home for life on the streets. Foreclosures, layoffs, rising food and fuel prices and inadequate supplies of low-cost housing have stretched families to the extreme. A federal survey of schools showed a 40% increase in the number of juveniles living on their own last year. 10/26/09. http://www.nytimes.com/2009/10/26/us/26runaway.html

Two-year Colleges, Swamped, No Longer Welcome All

Applications to community colleges for the 2010 spring semester are up 19% from the same time last year. Across the country, the battered economy drove many workers back to school to retool their skills, while others have eschewed a 4 year degree in favor of a more affordable 2 year program. 11/12/09http://www.nytimes.com/2009/11/12/education/12community.html

Educators Seek Ways to Help College Students Succeed

More students will go to college and survive if they are academically prepared and find adults they can connect with on campus. Schools have helped improve retention by making professors advisers to students, bringing parents on campus for orientation, and having parents of successful

students talk to others parents of college bounds students. 11/19/09.
http://www.oregonlive.com/education/index.ssf/2009/11/educators_seek_ways_to_help_co.html

Schools Can't Wait for Funds, Board Says

The Oklahoma Board of Education passed an emergency resolution asking the governor and state lawmakers to immediately release Rainy Day Funds so teachers won't lose jobs and schools won't be shuttered. School districts are losing 7.1% funding each month because of shortfalls in state revenue. 11/18/09.
http://newsok.com/oklahoma-schools-cant-wait-for-funds-board-says/article/3418346

U. S. Has Chance to Reform Education System

U. S. Secretary of Education Arne Duncan outlined a variety of reforms he would like to see, including removing barriers to opening new charter schools, tying teachers' job reviews to their students' performance, and increasing the number of hors and days students attend school. 11/20/09 http://www.indystar.com/apps/pbcs.dll/article?AID=2009911200380

    *Note: Among the sources used in gathering the above items are ECS e-Clips
    http://www.ecs.org/e-clips
     and the Public Education Network (PEN) NewsBlast
    http://www.publiceducation.org/newsblast_current.asp

    Each week the Center highlights newsworthy stories online at
    http://smhp.psych.ucla.edu/whatsnew/newsitems.htm

    Also access other news stories relevant to improving addressing barriers to learning
    through links at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

@#@#@#
        "The great thing about Race to the Top is that it has jump-started reforms across
        the country before we've even spent a penny."

                                                        Arne Duncan
                                                            @#@#@#

RECENT PUBLICATIONS (in print and on the Web)

Child, Adolescent, Young Adult Mental and Physical Health

>Pathways of behavior problems from childhood to late adolescence (2009) M. Timmermans, et al. *Journal of Clinical Child and Adolescent Psychology, 38*(5) 630-638.

>Community violence prevention and intervention strategies for children and adolescents: The need for multilevel approaches (2009) *Journal of Prevention and Intervention in the Community. 37*(4) 255-9. http://www.informaworld.com

>Adolescent Risk Behavior Subgroups: An Empirical Assessment. (2009) C.J. Sullivan, K.K. Childs, & D. O'Connell (2009), *Journal of Youth Adolescence*, ePub.
http://www.safetylit.org/week/journalpage.php?jid=6186

>Multidimensional treatment foster care as a preventive intervention to promote resiliency among youth in the child welfare system. (2009) L. Leve, et al., *Journal of Personality* ePub
http://www.interscience.wiley.com/jpages/0022-3506

>Suicide prevention with adolescents (2009) B. Klimes-Dougan, et al., *Crisis, 30*(3) 128-35.
http://www.hhpub.com/journals/crisis

>Emotional reactions to stress among adolescent boys and girls (2009) I. Sigfusdottir & E. Silver, *Youth and Society, 40*(4) 571-590. http://yas.sagepub.com/

School, Family & Community

>Bullying and victimization among boys and girls in middle school: The influence of perceived family and school contexts (2009) C. Wienke, et al., *The Journal of Early Adolescence, 29* (4) 571-609. http://jea.sagepub.com/cgi/content/abstract/29/4/571

>Tightening the dropout tourniquet: Easing the transition of middle to high school (2009) J. Cohen & B. Smerdon. *Preventing School Failure, 53*(3) 177-184.

>Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive (2009) J. Reeve. *Educational Psychologist, 44* (3) 159-175

>Understanding violence: A school initiative for violence prevention (2009) C. Nikitopoulos, et al., *Journal of Prevention and Intervention in the Community, 37*(4) 275-88. http://www.informaworld.com

>Seek help from teachers or fight back? Student perceptions of teachers' actions during conflicts and responses to peer victimization (2009) M.Aceves, et al., *Journal of Youth and Adolescence,* ePub. http://www.springerlink.com/content/1573-6601/

>The protective and risk effects of parents and peers on substance use, attitudes, and behavior (2009) M. Parsai, et al., *Youth & Society, 40,* 353-376.

>A conceptual pathways model to promote positive youth development in children raised by their grandparents (2009) O. Edwards & G. Taub. *School Psychology Quarterly, 24* (3) 160-172. http://www.apa.org/journals/spq

Policy, Systems, Law, Ethics, Finances & Statistics

>Turning the Ship: Moving from Clinical Treatment to Environmental Prevention (2009) M. Kreger, et al *Foundation Review, 1*(3) 26-42. http://www.foundationreview.org

>*Higher Education and Disability: Education needs a coordinated approach to improve its assistance to schools in supporting students*. (2009) http://www.gao.gov/highlights/d1033high.pdf

>"Systems of Care" special issue of *Evaluation and Program Planning, 33*, 1-66 (February 2010) Edited by Sharon Hodges and Kathleen Ferreira

>Inner city violence in the United States: What pediatricians can do to make a difference. (2009) M. Cruz & D. Taylor. *International Journal of Child and Adolescent Health, 2*(1) 3-12. http://www.novapublishers.com

>School violence beyond Columbine: a complex problem in need of an interdisciplinary analysis (2009) S. Henry. *American Behavioral Scientist, 52*(9) 1246-1265. http://abs.sagepub.com

>How might schools influence young people's drug use? Development of theory from qualitative case-study research (2009) A. Fletcher, et al. *Journal of Adolescent Health, 45*(2) 126-32. http://www.sciencedirect.com/science/journal/1054139X

>Bridging the divide: In search of common ground in mental health and education research and policy (2009) S. Kataoka, et al. *Psychiatry Services, 60*(11) 1510-5. http://www.ps.psychiatryonline.org

Note: The 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. Ltaylor@ucla.edu

@##@@#
> "Until society can alleviate such ills as crime, unemployment, discrimination, and lack of health care, schools will continue to struggle with the achievement gap."
>
> Linda Mariotti

@#@##@

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

December – Re-engaging Students: Using a student's time off in ways that pay off

For school staff and students the winter break is a welcome time for rest and relaxation. It is also an opportunity to think about the focus on extended learning opportunities and enrichment – including reading for fun. As the *Reading is Fundamental* website stresses out "The more children read the better readers and writers they become. But what can you do to motivate children to read more regularly?"

Some students will receive new books as gifts and visit the library during the winter break. They also are likely to see their families reading newspapers, magazines, and books. For these youngsters, reading is a natural and valued part of everyday life.

For other students, especially those who struggle to succeed in school, folks concerned with addressing barriers to learning and teaching need to think about ways to enhance supports and opportunities for these youngsters to enhance their motivation and skills for reading during the winter break. This includes
> » Increasing their access to a wide range of interesting reading materials to take home over the break (think about encouraging donations of reading materials to classrooms and to specific students and encouraging and supporting extra visits to school and neighborhood libraries to help students choose reading materials that interest them)
> » Encouraging and enhancing different ways to be involved with reading (reading *with* others – mentors, family, friends; reading *to* others – younger siblings, older relatives, into a tape recorder for practice and feedback; computer-based fun reading activities)
> » Expanding views of what is appropriate to read so that are more ways to grab a youngster's interest (graphic novels, comics, magazines, high interest controlled vocabulary materials)

Also remember that, with the end of the first semester approaching, all of December is the time to be sure that students have "caught up" with homework, assignments, and projects so that their end of semester grades are not jeopardized. This is especially important for keeping secondary students on track for graduation. To address the needs of many students, over the break families, volunteers, mentors, and other community resources can be mobilized to offer "workshop" time (e.g., at the local library or recreation center) so students have some support as they work to complete assignments.

These are opportunities for mobilizing community support and resources for supporting students who need it the most. With money tight, the theme is "Give the Gift of Learning"

Let us know what you do over the winter break to support the students who need it the most. Send you ideas to ltaylor@ucla.edu

> Note: It is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the homepage at http://smhp.psych.ucla.edu

@#@#@#
> "Laugh and the class laughs with you, but you get detention alone"

@#@#@#

OTHER HELPFUL INTERNET RESOURCES

>School connectedness and meaningful student participation
http://www.ed.gov/admins/lead/safety/training/connect/index.html

>From time out to hard time: Young children in the adult criminal justice system
http://www.utexas.edu/lbj/news/images/file/From%20Time%20Out%20to%20Hard%20Time-revised%20final.pdf

>Policing in schools: Developing a governance document for school resource officers in K-12 schools. http://njjn.org/resource_1310.html

>The heart of learning and teaching: Compassion, resilience, and academic success
http://www.k12.wa.us/compassionateschools/heartoflearning.aspx

>Navigating the teen years: A parent's handbook for raising health teens
http://ncadistore.samhsa.gov/campaigns/caringyouth/cfoy.aspx

>Teaching for a living: How teachers see the profession today
http://www.publicagenda.org/pages/teaching-for-a-living

>The economic, social, and fiscal consequences of dropping out of high school
http://www.clms.neu.edu/publication/

>Progress and gaps in college preparation policy
http://www.ecs.org/clearinghouse/82/15/8215.pdf

>The new, longer road to adulthood: Schooling, work, and idleness among rural youth
http://www.carseyinstitute.unh.edu/publications/Report9-IdleYouth.pdf

>Financing Center of Excellence: Substance Abuse & Mental Health Services Administration
http://www.samhsa.gov/financing/

>School Staff Perception of Parental Involvement (#163)
http://www.rtc.pdx.edu/PDF/dt164.pdf

>Highlights and hazards: What do the current health care reform bils do for adolescents & young adults
http://www.cahl.org/PDFs/CAHL_UCSF_HCR_FactSheet_Nov09.pdf

   Note: For a wide range of relevant websites see our Gateway to a World of Resources at
   http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

@#@#@#@@##
   "If you want happiness for an hour – take a nap. If you want happiness for a day –
   go fishing. If you want happiness for a month – get married. If you want
   happiness for a year – inherit a fortune. If you want happiness for a lifetime – help
   others."

                                          Chinese proverb
                                                         @##@#@

LINKS TO

   >Upcoming Initiatives, Conferences & Workshops -- http://smhp.psych.ucla.edu/upconf.htm

   >Calls for Grant Proposals, Presentations & Papers -- http://smhp.psych.ucla.edu/upcall.htm

   >Training and Job Opportunities -- http://smhp.psych.ucla.edu/job.htm

   >Upcoming/Archived Webcasts and other Professional Development Opportunities
     http://smhp.psych.ucla.edu/webcast.htm

Note: Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at http://smhp.psych.ucla.edu
If you would like to add information on these, please send it to ltaylor@ucla.edu

##

UCLA CENTER UPDATE

>New Book

Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools (2010) by the center co-directors, published by Corwin. This is a special resource focused on advancing the field. Please let others know this is now available.
(see description at http://smhp.psych.ucla.edu/corwin/mhinschoolsflyer.pdf)

>Brief Guidance on Integrating Learning Supports into *Race to the Top* Application – http://smhp.psych.ucla.edu/whatsnew/announcement(11-19-09).pdf

Here is a brief excerpt:
"The benefits of including a Comprehensive System of Learning Supports come from integrating such a component into the Priority 1 – the Absolute Priority "Comprehensive Approach to Education Reform." Such a system is an integral component of school transformation and improvement and needs to be fully integrated with the instructional and management/governance components.
To these ends, Priority 1 needs to delineate a commitment to designing and strategically planning the phasing-in and scaling-up of a Comprehensive System of Learning Supports across a state (and then using the invitational priorities 5 and 6 to elaborate on how the system fits there as well).
In including a focus on a Comprehensive System of Learning Supports, the main themes that can be highlighted (and embellished in many ways)..."

See document for specifics. If your state is including Learning Supports in their application (or if you need assistance is including it), please let us know. Send information to ltaylor@ucla.edu

>Accessing multimedia resources

We are adding webinars and video to our website in two ways for each access. You can see lists of all the webinars and videos in the *Webcasts, Videos, and Other Professional Development Opportunities* at http://smhp.psych.ucla.edu/webcast.htm

We are also adding relevant webinars and videos to the Quick Find topic pages so you can find those relevant to specific areas of interest. And, we have added a new Quick Find entitled "Videos about Mental Health" -- see http://smhp.psych.ucla.edu/video%20links.htm

Please let us know of other videos, webinars or online resources for professional development. Send information to ltaylor@ucla.edu

>National Initiative: New Directions for Student Support

Here is a excerpt from the 12/3/09 news release related to collaboration with the American Association of School Administrators and Scholastic, Inc. to advance the initiative:

"The American Association of School Administrators (AASA), Scholastic and the UCLA Center for Mental Health in Schools announced a new collaboration designed to help education leaders transform education systems and enhance school improvement efforts. At AASA's Leadership Institute held in Savannah, GA, the three organizations launched the Learning Supports Collaborative, an initiative that works with school and district leaders to implement

comprehensive systems of learning supports. Such systems are designed to address factors affecting children's academic achievement and ensure that all students have *the opportunity* to succeed at school."

"AASA is maintaining its focus on supporting the total child, from physical and mental health to the development of fundamental, lifelong learning skills," says AASA Executive Director Dan Domenech. "The collaboration among AASA, Scholastic and UCLA is vital to our effort because only when children have support for all their needs will schools have a real chance of helping every student master required education concepts and skills."

As part of the collaborative, AASA, Scholastic, the global children's publishing, education and media company, and UCLA created a range of learning opportunities for education leaders around planning and implementing learning support systems. In the coming months, AASA and Scholastic will host a Learning Supports webinar series at no cost for AASA members and thought-leader sessions at AASA's National Conference in Phoenix (February 11-14, 2010). ...

"Scholastic is continuing its longstanding history of collaborating with school leaders to make sure that all children have access to high quality education," notes Karen Proctor, Scholastic's Vice President of Community Affairs. "What is innovative about the Learning Supports Collaborative, and the work of Drs. Adelman and Taylor, is that it is a bold approach to school improvement that requires fundamentally restructuring school and community resources in ways that truly enable all students to benefit from learning."

During the first phase of the Learning Supports Collaborative, four AASA districts were selected via an application process to be Learning Supports Collaborative Lead Districts. The districts are Jefferson County, KY, Gainesville City Schools, GA, Indian River County, FL, and Sabine Parish Schools, LA. During the next several months, the superintendent-led, district teams will work with Drs. Adelman and Taylor to

- Build understanding about comprehensive systems of learning supports and how such systems transform public education;

- Create policy and practice framework documents that can be shared among critical stakeholder groups;

- Work to design and implement learning support systems for their schools and districts.

For more on this work, see the new section on our website, Rebuilding for Learning
http://smhp.psych.ucla.edu/rebuild/rebuilding.htm

>New Information Resource
Leadership for a Learning Support System in State Departments of Education: Examples of Job Descriptions
http://smhp.psych.ucla.edu/pdfdocs/leadershiplsl.pdf

>Update

Thinking in terms of *Diffusion of Innovations to Address Barriers to Learning & Improve Schools* through system transformation – see the growing series of information resources on enabling system change
http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#fact

@#@#@#@@##

More on the Need to Think in Terms of Systems

"Researchers and practitioners need to adopt frameworks (and definitions) that adequately attend to the characteristics and dynamics of systems. Systems are defined as a collection of interdependent parts that, through their interactions, function as a whole (Ackoff and Rovin, 2003; Maani and Cavana, 2000). Systems change, therefore, refers to the process of altering the status quo by shifting the form and function of a targeted system (Foster-Fishman, Nowell, & Yang, 2007). To aid this process, systems theorists have

developed a variety of systems thinking tools to guide the assessment of system characteristics, the interrelationships across system parts, and the patterns within systems that support and sustain current conditions (e.g., Trochim et al., 2006 Trochim, Cabrera, Milstein, Gallagher, & Leischow, 2006). Systems theorists would argue that it is only through such understanding that change agents and researchers are able to identify how to effectively leverage transformative and sustained change within a targeted system (e.g., Senge, 1990)."

Pennie G. Foster-Fishman & Erin Droege (2010)

@#@#@#@@##

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information on over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, other centers focusing on the topic, and relevant publications. Go to http://smhp.psych.ucla.edu and click on Quick Find. If you would like to add a resource, let us know. Ltaylor@ucla.edu.

For more information on the UCLA Center for Mental Health in Schools, go to the website at http://smhp.psych.ucla.edu or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-8716. Email: smhp@ucla.edu

##

Check out our sister center, The Center for School Mental Health at http://csmh.umaryland.edu or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: csmh@psych.umaryland.edu

##

COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

"I am conducting a survey as part of my doctoral work. The survey is targeted to mental health services providers who work in schools or consult with schools in the development of mental health behavioral health services programs. The intent of the survey is to determine knowledge of best practices and standards as they pertain to school-based/linked mental health services for children and youth, their self-perceived preparation and ability to implement these best practices, and their willingness to do so in the settings they work/consult in. The survey also seeks to determine perceptions of the schools/districts knowledge of best practices, and their willingness to enable the practitioner to implement these services and where the school/district is in terms of actually implementing and supporting practitioners.
 The link to the survey is
http://www.surveymonkey.com/s.aspx?sm=JxymyCGQZRPsT_2b0WYHiEzg_3d_3d

If you would like to take the survey but can't access it through the above url, contact Annette Johnson at amj02@health.state.ny.us "

<><><><><><><><><><><><><><><><><><><><><><><>

THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995.

The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu