25 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools
UCLA Center
Program and Policy Analysis

December, 2011 (Vol. 16 #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 national Center offers, see http://smhp.psych.ucla.edu

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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

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WHAT'S HERE THIS MONTH

**Emerging Opportunity:

>**Shifting public support for public schools by enhancing equity of opportunity**

**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 – Minimizing stress reactions & prevention student and staff "burnout"**

**Other helpful Internet resources

**UCLA Center Update

**Links to

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

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

EMERGING OPPORTUNITY

Shifting Public Support for Public Schools by Enhancing Equity of Opportunity

A recent poll of voters conducted by the University of Southern California reports that a majority of respondents viewed schools in general as in bad shape and almost half said things were getting worse. Ironically, sixty-four percent were still upbeat about their local schools.

Despite the negative views that have emerged about public schools, such polls indicate that there are real opportunities to enhance the base of public support. From a social marketing perspective, the opportunity requires greater communication about what changes are in the works and what's working. This is especially important with respect to reducing the inequities reflected by the achievement gap and higher dropout rates among various subgroups.

Addressing barriers to learning and promoting total child development is key to enhancing equity of opportunity for all students to succeed at school and beyond and enhanced success in doing so provides an avenue for increasing public school support.

One proactive and transformative agenda for this facet of school improvement is development of a unified and comprehensive system of student and learning supports at schools. Several of our Center's initiatives support this agenda and are facilitating communication about progress. A good example is the new *District and State Collaborative Network for Developing Comprehensive Systems for Learning Support*. This rapidly growing collaborative network includes superintendents, principals, directors, agencies, and more. See http://smhp.psych.ucla.edu/network/network.html

Currently, it provides a communication vehicle for all who are eager to share and want to learn from each other about moving student and learning supports in new directions. And as evidence is accumulated, the collaborative network will be speaking up widely about progress with respect to enhancing equity; in the process, the group will play a growing role in shifting public perceptions about public schools.

> *What are you seeing in your locale with respect to efforts to elevate the general public's view of public schools?*

Let us know so we can share with others. Ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Child protection laws under scrutiny in wake of scandals – A senior member on the House Education and the Workforce Committee called for a hearing to determine whether federal laws intended to protect children and students should be changed. One state has already moved to tighten reporting requirements. The Louisiana Governor issued an executive order requiring college and school staff to report observed abuse to child welfare and the police within 24 hours.11/17/11. Http://www.cnn.com

8 Percent of Teens Engage in Self-Harm – One in 12 teens deliberately harms themselves, but 90 percent give up the behavior by the time they're young adults, according to a new study. Researchers followed a group of young people in Victoria, Australia, from 1992 to 2008. Approximately 8 percent reported self-harm. A higher percentage (10 percent) was reported by girls than boys (6 percent). The study, reported in The Lancet, found those percentages declined by the time participants reached their late teens. By age 29, less than 1 percent of the participants reported self-harm. (Los Angeles Times, 11/17/11)
http://articles.latimes.com/2011/nov/17/news/la-heb-cutting-20111117

Achievement Gap Exists for Kids Even Before Kindergarten – An achievement gap exists for Minnesota students even before they begin school, according to new data. Among the results, 63% of white students were considered ready for kindergarten, compared to 44% of Hispanic students, 44% of American Indian students, and 57% of black students. In addition, 52% of students who live below the federal poverty line were proficient, compared to 69% of students who live above the poverty line. (Minnesota Public Radio, 11/20/11)
http://minnesota.publicradio.org/display/web/2011/11/19/early-learning-study/

Court orders District to expand preschool special education – A federal judge ruled (D.L. v. District of Columbia) that Washington, DC public school district failed to provide special education services to hundreds of eligible preschool-aged children and ordered that the city redouble its efforts to find, assess and treat those with special needs. The judge ordered that over the next year the city increase by 25 percent the number of 3 to 5 year olds referred to special education programs by parents, doctors, social workers or other professionals. 11/16/11. Http://www.washingtonpost.com

Waivers spell likely end for tutoring program – Dozens of states intend to apply for waivers that would free their schools from a federal requirement that they set aside hundreds of millions of dollars a year for after school ruroting, a program many researchers say has been ineffective. Failing districts must set aside about 20 percent of their federal education money for poor students for tutoring. In districts where few students sign up, the money goes unspent even as other parts of the budget are slashed. 10/31/11. Http://www.boston.com

Findings could help shape literacy programs – Socioeconomic status, rather than race, has the strongest effect on student achievement according to a recent study conducted by Louisiana State University. Researchers recommend allowing these students to choose more books they would like to read in addition to the required texts. LSU Reading to the Heart program is designed to foster a love of reading in young children. Parents are encouraged to take their child to the library and to read for enjoyment..10/27/11. Http://www.suphurdailynews.com

State now can track kids from kindergarten to college – Washington state education officials will be able to tell you everything about every child who has gone to school in Washington from preschool through their first job. Everything includes every school they attended, every achievement test they passed or failed, their ethnic identity, whether they qualified for free lunch, what college they chose, if they had to take remedial courses, when they stated college, and more. Of course, this information is anonymous to outside viewers, but it gives local school officials a lot to comb through to find ways to improve their preparation of students. 11/19/11. Http://seattletimes.nwsource.com

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> I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.
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> > > > Groucho Marx

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Among the sources used in gathering the above items are:
> >The ECS e-clip at http://www.ecs.org
> >The Public Education Network Newsblast at http://www.publiceducationorg
> >The Update from the American Orthopsychiatric Association at http://www.aoatoday.com/news.php

Note: Each week the Center highlights newsworthy stories online at http://smhp.psych.cual.edu/whatsnew/linkstolatest.htm

If you see a story that should be included, let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

RECENT PUBLICATIONS (In print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

>Urban seventh grade students: A report of health risk behaviors and exposure to violence (2011) E. Dowdell., *Journal of School Nursing, ePub*. Http://jsn.sagepub.com

>Dating matters: Strategies to promote healthy teen relationships (2011) A. Tharp, et al. *Journal of Womens Health, ePub*. Http://www.liebertonline.com

>Racial disparities in risk and protective factors for suicide (2011) C. Davidson & L. Wingate. *Journal of Black Psychology, 37* (4) 499-516. Http://jbp.psagepub.com

>Best practice elements of multilevel suicide prevention strategies (2011) C. van der Feltz-Cornellis, et al. *Crisis, ePub.* Http://www.sciencedirect.com

>Abuse across the lifespan: Prevalence, risk, and protective factors (2011) L. Symes. *Nursing and the Clinics North America. 46*(4) 391-411. Http://nursing.theclinics.com

Schools, Family & Community

>Social control theory and school misbehavior: Examining the role of race and ethnicity (2011) A. Peguero, et al. *Youth Violence and Juvenile Justice, 9*(3) 259-272. Http://yvj.sagepub.com

>Differences in the impact of the frequency and enjoyment of joint family activities on adolescent substance use and violence (2011) B. Windlin & E. Kuntsche. *Journal of Health Psychology, ePub*. Http://hpq.sagepub.com

>The impact of multiple marginality on gang membership and delinquent behavior for Hispanic, African American, and white male adolescents (2011) M. Krohn, et al. *Journal of Contemporary Criminal Justice, 27* (1) 18-42. Http://ccj.sagepub.com

>The influence of school demographic factors and perceived student discrimination on delinquency trajectory in adolescence (2011) T. Le & G. Stockdale. *Journal of Adolescent Health, 49*(4) 407-413. Http://www.sciencedirect.com

>Understanding the school outcomes of juvenile offenders: An exploration of neighborhood influences and motivational resources (2011). H. Chung, et al. *Journal of Youth and Adolescence, 40*(8) 1025-1038. Http://www.springerlink.com

>Increasing social capital and personal efficacy through small-scale community events (2011) F. Molitor, et al. *Journal of Community Psychology, 39*(6) 749-754. Http://onlinelibrary.wiley.com

Policy, Systems, Law, Ethics, Finances & Statistics

>The role of empowerment in youth development: A study of sociopolitical control as mediator of ecological systems' influence on developmental outcomes. (2011) B. Christens, et al., *Journal of Youth and Adolescence, ePub.* Http://www.springerlink.com

>Economic recession and mental health: An overview (2011) B. Cooper. *Neuropsychiatry, 25*(3) 113-117. Http://www.dustri.ed/

>Patterns and costs of services use among homeless families (2011) D. Culhane, et al. *Journal of Community Psychology, 39*(7) 815-825. Http://onlinelibrary.wiley.com

>Media role in violence and the dynamics of bullying (2011) P. Brown & C. Tierney. *Pediatric Review, 32*(10) 453-454. Http://www.pedsinreview.org

>Examining how neighborhood disadvantage influences trajectories of adolescent violence: A look at social bonding and psychological distress (2011) K. Karriker-Jaffe, et al. *Journal of School Health, 81*(12) 764-773. Http://onlinelibrary.wiley.com

>The coproduction of outcomes: An integrated assessment of youth and program effects on recidivism (2011) C. Sullivan & E. Latessa. *Youth Violence and Juvenile Justice, 9*(3) 191-206. Http://yvj.sagepub.com

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

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

Note: The Center's Quick Find online clearinghouse at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Smhp@ucla.edu

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A *teacher asked her students to write the words to their songs about winter; here are some of the lines she received*:
- Deck the Halls with Buddy Holly
- Later on we'll perspire, as we dream by the fire.
- In the meadow we can build a snowman, Then pretend that he is sparse and brown
- Oh, what fun it is to ride with one horse, soap and hay

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

**December – Minimizing Stress Reactions and Prevention Student
and Staff "Burnout"**

We just came off a four day weekend, yet many of us are counting the days until winter break. One veteran school professional mused, "I remember the first years of working in the school. It was dark when I got there in the morning and it was dark when I left at night. All I wanted to eat was french fries and pizza. December was the lowest point..."

Christina Maslach, in her research on burnout, observes:

> *Burnout is used to describe a syndrome that goes beyond physical fatigue from overwork. Stress and emotional exhaustion are part of it, but the hallmark of burnout is the distancing that goes on in response to the overload.*

What wears us down and what restores us to continue to do our best? The questions are same for the students and the adults in school. As with so many problems, it is easiest to view burnout as a personal condition, and, as in many other instances, this would be the least effective way to understand what must be done over the long run to address the matter. The problem is multifaceted and complex, reducing environmental stressors and enhancing supports are essential to remedy the widespread draining of motivation. Enhancing opportunities for staff and students to feel competent, self-determining, and positively related to others provides the guidance to help understanding what needs to be changed in order to truly enhance a positive school climate.

For more than a quick fix for the mid-year slump, see the resources in the Center's Quick Find Online Clearinghouse "Burnout Prevention" –
http://smhp.psych.ucla.edu/qf/burnout.htm

If you have comments on this (descriptions of the problem, suggestions for strengthening a positive environment), let us know. Send your comments to ltaylor@ucla.edu

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see our home page "Ideas for Enhancing Learning Supports at your School this Month" on the homepage at http://smhp.psych.ucla.edu

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A recent newspaper article described a state's new ethics law as prohibiting school staff from accepting gifts from students that had any monetary value (for example gift cards). Perhaps this is the opportunity for moving our appreciations for each other from things to expressions of appreciation. Wouldn't students and staff be surprised to hear how much they value each other?

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OTHER HELPFUL INTERNET RESOURCES

>From the Terrorism and Disaster Center –
   http://www.oumedicine.com/body.cfm?id=3737
    >>The National Children's Disaster Mental Health Concept of Operations
    >>Building Community Resilience for Children and Families
    >>Using Data and Services to meet the disaster mental health needs of youth and
       families: a planning and resource guide

>Stop the Silence: Stop Child Sexual Abuse – http://www.stopcsa.org

>Recognizing and reporting child abuse –
   http://www.welfareacademy.org/childabusetraining/

>Collective Impact – http://www.ssireview.org/articles/entry/collective_impact/

>World encyclopedia on school health, safety, social economic, and sustainable
   development – http://www.schools-for-all.org

>The Nation's Report Cards: 2011 –
   http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012459

>Children's Mental Health Fact Sheets –
   http://www.macmh.org/free-macmh-downloads/fact-sheets/

>School Crime Supplement to the National Crime Victimization Survey –
   http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314

>Supplemental Security Income: Preliminary observations on children with mental
 im   pairments – http://www.gao.gov/highlights/d12196thigh.pdf

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

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   "You can be young only once, but you can be immature forever."

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UCLA CENTER UPDATE

New Resources

>Policy and Practice Brief – *Not Another Team! School improvement infrastructure
    viewed through the lens of addressing barriers to learning and teaching*
                    http://smhp.psych.ucla.edu/pdfdocs/team.pdf

>Information Resource – *About promoting youth development in schools*
                    http://smhp.psych.ucla.edu/pdfdocs/yd.pdf

This Month's Featured Center Resources

We continue to learn from districts and states that are scaling up comprehensive systems
of learning supports. Critical aspects of the work are facilitating systemic changes and
reworking operational infrastructure to initiate, replicate, and sustain the work. See the
following recently updated key resources:

>*Organization Facilitators: A Key Change Agent for Systemic School and Community
    Changes* – http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf

>*Change Agent Mechanisms for School Improvement: Infrastructure not Individuals* –
    http://smhp.psych.ucla.edu/pdfdocs/systemic/change agents.pdf

>*Key Leadership Infrastructure Mechanisms for Enhancing Student & Learning
  Supports* – http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf

The Center Toolkit supporting the work is online at:
            http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

The toolkit section on Reworking Infrastructure is in Section B. It includes resources
such as:
>*What is a Learning Supports Leadership Team* –
            http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf

>*Infrastructure: Is What We Have What We Need?* –
            http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

>*Notes on Infrastructure at a Small School* –
            http://smhp.psych.ucla.edu/pdfdocs/infra small school notes.pdf

>*Notes on Infrastructure for Learning Supports at District, Regional, and State Offices* -
            http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf

Also see *Frameworks for Systemic Transformation of Student and Learning Supports* –
http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf
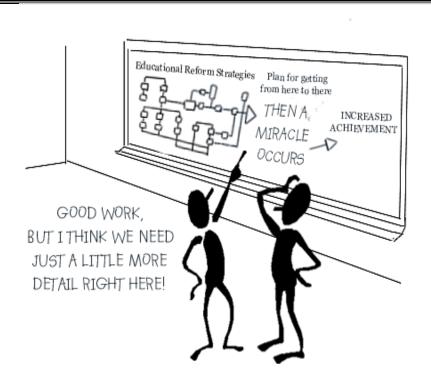
For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at http://smhp.psych.ucla.edu You can send info you want us to share with others or you can ask for specific resources that will advance your work in learning supports. Let us hear from you.

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://smh.psych.ucla.edu/webcast.htm

Note: These links are on our homepage for each 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

A Request to You

We received some interesting responses to our recent Center report entitled: *Not Another Team: School Improvement Infrastructure Viewed through the Lens of Addressing Barriers to Learning and Teaching.*
http://smhp.psych.ucla.edu/pdfdocs/team.pdf

The responses underscored our previous work looking at district and school operational infrastructure as a fundamental concern related to developing a unified and comprehensive system of student and learning supports.

We are updating our analyses and operational infrastructure prototypes and are seeking feedback from various sources. If this is something that interests you, please take few minutes to look at the Center's four page tool for mapping and analyzing current infrastructure. "Infrastructure: Is What We Have What We Need?"
http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

If you are uncertain about what we mean by a Learning Support Leadership Team, see the one page description at
http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf

Below are some of the matters we hope to address, but any form of feedback will be helpful. (We won't use attributions in synthesizing responses unless you want us to.)

1. How well does your present district and school infrastructure enable development of a unified and comprehensive system of student and learning supports? (Strengths? weaknesses?)

2. What position has been established as an administrative lead for developing the system at the district? at schools?

3. Do you have a mechanism such as a Learning Support Leadership Team at the district? at schools? (e.g., if yes, current status - just starting to organize, have something like this but it needs to be strengthened, etc.)

We look forward to hearing from you (send to Ltaylor@ucla.edu).

And as always, let us know if we can help as you work to strengthen learning supports so all students can succeed.

REQUESTS AND COMMENTS FROM THE FIELD

(1) "As you know, research has shown that early high school start times can dramatically impact an adolescent's health. Unfortunately, this research is often ignored in schools districts across the country. Can you please share this petition with the members of your organization? It was started by a woman in Maryland (Terra Ziporyn Snider). She is spearheading a grass roots effort to raise awareness of the problems associated with sleep and early school start times. Here is the petition: http://signon.org/sign/promote-legislation-to.fb1?source=s.fb&r_by=1521139

Here is the Facebook page – "Petition White House for Later School Start Time": http://www.facebook.com/#!/StartSchoolLater

Video from November 16, 2011 Congressional Hearing: http://www.youtube.com/watch?v=4Whx_RzaFxU

(2) "Check out the Yale School Development Program website" – http://www.schooldevelopmentprogram.org

(3) "The January 27-28 School Mental Health meeting should be of interest to your members. We would greatly appreciate it if you could disseminate it to your members, and/or post it on your website. See Harvard Medical School, Department of Continuing Education." Http://www.cambridgecme.org

(4) "I work with an organization called Pivot Learning Partners (http://www.pivotlearningpartners.org), and our mission is to revitalize public education by developing the leaders and building the education organizations of the future. We currently work across the state of California in 50+ school districts and are planning to expand nationally in the near future. We are developing WY5 (Who Are Your Five?), a web-based social networking platform that helps young people build their social capital, giving them the support they need to successfully transition into college and adulthood. WY5, which includes the support of a certified Community Coach, connects under-resourced students to a team of adults who support their educational, career and life interests throughout high school, college and beyond. WY5 offers a safe and interactive space in which students can establish and share their self-determined goals and plans, and learn how to build the social capital they will need to graduate from college. Below is a link to a short video about WY5 which includes a student speaking about their experiences with the platform."
http://www.youtube.com/watch?v=cmlSI4xXwH8&f

THIS IS THE END OF THIS ISSUE OF E-NEWS

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 th e Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center or about ENEWS, contact us at: UCLA School Mental Health Pr oject/Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634 or (310) 825-1225;
Email: Ltaylor@ucla.edu or adelman@psych.ucla.edu