

**26 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



December, 2012 (Vol. 17 #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 journal/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>



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

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****News from around the country**

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>School, family, & community

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EMERGING CONCERN

Improving Student Outcomes, Enhancing School Climate: *Teachers Can't Do it Alone!*

A recent study reminds us that it is not just direct individual relationships that teachers have with colleagues and administrators that influence their attitudes and behaviors; it is also their perceptions of the overall climate and working conditions at a school. And such perceptions are related not only to student outcomes, but to teacher absences and turnover.*

Now that principals' job descriptions have expanded to include education leader, teacher evaluator, manager of decreasing resources and funds, fund raiser, and much more, the issue arises as to whether they will find the time to create a climate that supports all staff so they can support all students. If principals are to do so, they certainly will have to overturn the myth that teachers alone are responsible for closing the achievement gap, increasing graduate rates, and ensuring students are career and college ready.** Ending this myth is critical to countering staff burnout.***

*B. Pogodzinski, P. Youngs, K.A. Frank, & D. Belman (in press). Administrative climate and novices' intent to remain teaching. *The Elementary School Journal*, <http://www.jstor.org/stable/10.1086/667725>

**See from our Center Teachers Can't Do it Alone!
<http://smhp.psych.ucla.edu/pdfdocs/alone.pdf>

***See *School Staff Burnout*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring02.pdf>

NEWS FROM AROUND THE COUNTRY

Iowa report urges early identification of struggling students. Achievement gaps among Iowa students are largely driven by challenges such as childhood poverty, according to a report released by the state Department of Education. Since leading the nation in 1990 on the National Assessment of Educational Progress, Iowa has dropped to the middle of the pack. Although the number of poor and ELL students in Iowa has increased in the past 20 years, demographic change alone cannot explain the shift. 11/13/12. [Http://demoniesregister.com](http://demoniesregister.com)

Failing schools: Should we cut our losses, or fight to reform them? Recent education reforms encourage closing long troubled schools. Between 2010 and 2011, 2,000 schools were closed nation wide. That's up 60 percent from 10 years earlier. But several studies have found that displacing students through school closures can hurt them academically in the short term. Research also found the closures didn't boost student achievement in the long term, even among those who transferred into schools considered far better. In Chicago a group of students has filed a federal civil rights complaint seeking to keep their school open. 11/11/12. <Http://www.csmonitor.com>

Test scores suffer when kids move. A large scale study followed individual Ohio students statewide as they switched school in recent years, and it paints a picture of instability for many districts. The sheer volume of movement, especially in suburban schools, is stunning. It can hurt schools and the child they're trying to teach. During the 2010-2011 school year, 23.5 percent of Columbus' high school student population turned over. The statewide median rate was 11 percent. Columbus is an open enrollment district and allows students to attend schools outside their neighborhoods. There are also dozens of charter schools; thousands of students use vouchers to attend private schools using public money. 11/8/12. [Http://www.idspatch.com](http://www.idspatch.com)

Special education students A challenge unmet. Students with emotional or learning disabilities are entitled to an education, but in Chicago, they often miss weeks of school, more than other students. In grades K-8 the 17,000 students designated as learning disabled racked up two weeks of truancy and excused absences in the 2010-2011 school year. That's about 20 percent more than those with no disability. On average, the 1,500 K-8 students with a primary diagnosis of an emotional disorder missed four weeks of school to truancy and other absences. They also accrued 10 times as many suspension days as children without a disability. 11/13/12. [Http://www.chicagotribune.com](http://www.chicagotribune.com)

School and city officials address truancy rates in D.C. The D.C. Schools Chancellor said that the school system's high truancy rates amount to an education "crisis". In 4 high schools, more than 40 percent of the students missed at least a month of school last year because of unexcused absences. In addition to the social problems that plague families and contribute to absenteeism in some of the city's poorest neighborhoods, the Chancellor said many older students are years behind grade level in reading and have given up. Schools with the most truancy have some of the lowest on time graduation rates. The district's overall graduation rate is 56 percent. The district has strengthened partnerships with neighborhood collaboratives, which reach out to truant high school students to determine what is causing absences. 11/8/12. [Http://www.washingtonpost.com](http://www.washingtonpost.com)

School shooting protocol shifts from lockdown only. Students are receiving training that would give them a more proactive role in responding to a school shooter. Instead of hiding, they would barricade doors and learn counter techniques. The program, called ALICE (alert, lockdown, inform, counter, evacuate) has been implemented in 300 schools since the mid 2000s. The program was founded by a former SWAT officer and his wife, a former school principal. 11/10/12. [Http://abcnews.go.com](http://abcnews.go.com)

Education funding proposal allows school choice, more online learning. A draft bill prepared for the governor of Michigan would fundamentally change K-12 education in the state, allowing students to choose school districts, make greater use of online learning and earn incentives of \$2,500 per semester for completing high school early. Florida, Oregon, Minnesota and Utah are at the forefront of similar changes. Critics fear the proposal would weaken local control of school. 11/18/12. [Http://www.freep.com](http://www.freep.com)

Staten Island Relief expresses thanks to volunteers. When the hurricane hit and the devastation came to light, Stafanie Singer Barnas, a local mother and teacher, knew she had to assist these families. She began an open forum on Facebook. Within 72 hours she recruited over 1,500 volunteers who helped in the effort to rebuild Staten Island. 11/20/12 <http://silive.com>

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.ucla.edu/whatsnew/linkstolatest.htm>

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

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In the above Washington, D.C. truancy story, D.C. Schools Chancellor Kaya Henderson quotes a student as saying: “*Why would I want to go to school if I can’t read the book, I can’t do the work, I’m 17 and in the ninth grade?*” Given that, she states: “It should be no surprise to us that students we have failed for many years are now failing to come to school.”

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RECENT PUBLICATIONS (in print and on the web)

Child, adolescent, and young adult mental and physical health

- >Mental health effects of hurricane Sandy: Characteristics, potential aftermath, and response Neria Y. & Shultz J.M. *J. Am. Med. Assoc. JAMA* 2012; ePub: 1-2 <http://jama.jamanetwork.com/article.aspx?articleid=1392489>
- >Mental health problems of young refugees: Duration of settlement, risk factors and community-based interventions. Duràà-Vilàà G., Klasen, H., Makatini, Z., Rahimi. Z., & Hodes, M. *Clin. Child Psychol. Psychiatry* 2012; ePub <http://ccp.sagepub.com/content/early/2012/10/26/1359104512462549>
- >Special Issue: Etiology and intervention in youth depression. *J. Clinical Child & Adol. Psychology* 2012; v. 41, issue 5. <http://www.tandfonline.com/toc/hcap20/41/5>
- >Modular cognitive behavioral therapy for youth with anxiety disorders: A closer look at the use of specific modules and their relation to treatment process and response Becker, E., Becker, K. & Ginsburg, G. *School Mental Health*, 2012, v. 4, pp 243-253. <http://link.springer.com/article/10.1007/s12310-012-9080-2?no-access=true>
- >Adverse childhood experiences and their impact on frequency, severity, and the individual function of nonsuicidal self-injury in youth. Kaess, M., Parzer, P., Mattern, M., Plener, P.L., Bifulco, A., Resch, F., & Brunner, R. *Psychiatry Res.* 2012; ePub <http://www.sciencedirect.com/science/article/pii/S0165178112006427>

>Transactional relationships among cognitive vulnerabilities, stressors, and depressive symptoms in adolescence. Calvete, E., Orue, I., & Hankin, B.L. *J. Abnorm. Child Psychol.* 2012; ePub <http://www.springerlink.com/content/7155qt7263260357/>

>Individual and contextual factors associated with patterns of aggression and peer victimization during middle school. Bettencourt, A.F. & Farrell, A.D. *J. Youth Adolesc.* 2012; ePub <http://www.springerlink.com/content/12g4220717297713/>

>Implications of posttraumatic stress among military-affiliated and civilian students Barry, A.E., Whiteman, S.D., Macdermid Wadsworth, S.M. *J. Am. Coll. Health* 2012; 60(8): 562-573. <http://www.tandfonline.com/doi/abs/10.1080/07448481.2012.721427>

School, family, & Community

>Can organized youth activities protect against internalizing problems among adolescents living in violent homes? Gardner, M., Browning, C., & Brooks-Gunn, J. *J. Res. Adolesc.* 2012; 22(4): 662-677. <http://onlinelibrary.wiley.com/doi/10.1111/j.1532-7795.2012.00811.x/abstract;jsessionid=C04B142230E896CB2672955B746A2BAD.d01t02>

>The role of the school environment in relational aggression and victimization. Elsaesser, C., Gorman-Smith, D., & Henry, D. *J. Youth Adolesc.* 2012; ePub <http://www.springerlink.com/content/kh1707xx2h855646/>

>Willingness to intervene in bullying episodes among middle school students individual and peer-group influences. Espelage, D., Green, H., & Polanin, J. *J. Early Adolesc.* 2012; 32(6): 776-801 <http://jea.sagepub.com/content/32/6/776>

>Preventing violence against children and youth. Tharp, A.T., Simon, T.R., & Saul J. *J. Saf. Res.* 2012; 43(4): 291-298. <http://www.sciencedirect.com/science/article/pii/S002243751200059X>

>A comparison of family interventions to address adolescent risky behaviors: A literature review. Kao, T.S., Gibbs, M.B., Clemen-Stone, S., & Duffy, S. *West, J. Nurs. Res.* 2012; ePub <http://wjn.sagepub.com/content/early/2012/11/18/0193945912465021>

>The association between forms of aggression, leadership, and social status among urban youth. Waasdorp, T.E., Baker, C.N., Paskewich, B.S., & Leff, S.S. *J. Youth Adolesc.* 2012; ePub <http://www.springerlink.com/content/071726542h775353/>

Policy, systems, law, ethics, finances & statistics

>*The Supreme Court ACA decision: hat happens now for adolescents and young adults?* English, A. 2012. <http://nahic.ucsf.edu/download/the-supreme-court-aca-decision-what-happens-now-for-adolescents-and-young-adults/>

>Understanding and engaging key influencers of youth in high-risk urban communities: A review of the literature. Briggs., M., et al. *Social Marketing Quarterly*, 2012, 18, 203-220. <http://smq.sagepub.com/content/18/3/203>

>Using research to understand youth in high-risk urban communities. Yarmuth, M., Patterson, J., Burton, T., Douglas, C., Taylor, T., & Boyle, M. *Social Marketing Quarterly*, 2012; 18(3): 187-202. <http://smq.sagepub.com/content/18/3/187>

>Evaluation of a campaign to improve awareness and attitudes of young people towards mental health issues. Livingston, J.D., Tugwell, A., Korf-Uzan, K., Cianfrone, M., & Coniglio, C. *Soc. Psychiatry Psychiatr. Epidemiol.* 2012; ePub <http://www.springerlink.com/content/72k04002ku72t707/>

>Social capital, opportunity, and school-based victimization. Bouchard, M., Wang, W., & Beauregard, E. *Violence Vict.* 2012; 27(5): 656-673 <http://www.springerpub.com/journal.aspx?jid=0886-6708>

>Systems, strategies, and interventions for sustainable long-term care and protection of children with a history of living outside of family care. Fluke, J.D., Goldman, P.S., Shriberg, J., Hillis, S.D., Yun, K., Allison, S., & Light, E. *Child Abuse Negl.* 2012; ePub <http://www.sciencedirect.com/science/article/pii/S014521341200186X>

>Childhood adversities and first onset of psychiatric disorders in a national sample of U.S. adolescents McLaughlin, K.A., Greif Green, J., Gruber, M.J., Sampson, N.A., Zaslavsky, A.M., & Kessler, R.C. *Arch. Gen. Psychiatry* 2012; 69(11): 1151-1160 <http://archpsyc.jamanetwork.com/article.aspx?articleid=1389368>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](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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“If you can get your students to show up regularly, if you can get the teachers to stay in one school, then students have a better chance to develop, even if we hold the quality of teaching constant. We’ve got to stop worrying about the particular plants we are planting and worry more about the soil.”

Charles Payne

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

December – Minimizing stress reactions and preventing student/staff “burnout”

A common lament shared by teachers and students at many schools:

*Thanksgiving vacation was too short and the
winter holiday break is too far away!!*

Note that one of the news stories above highlights *student* truancies and the impact of absences on learning.

A November, 2012, report from the American Progress Institute highlighted *teacher* absences. It states:

“On average, 36 percent of teachers nationally were absent more than 10 days during the 2009-10 school year based on the 56,837 schools analyzed in the dataset. The percentages reported by individual schools range from 0 percent to 100 percent, with 62 percent of the variation in the measure occurring between districts and a third occurring within districts. The latter statistic is significant because all schools within a given district operate under the same leave policies, and teacher absence levels well above a district average may be a symptom of a dysfunctional professional culture at the building level.”

<http://www.americanprogress.org/issues/education/report/2012/11/05/40371/teacher-absence-as-a-leading-indicator-of-student-achievement/>

December is a good month to focus on doing more to address stress as a factor in student and staff absences and burnout by (1) *enhancing understanding about how schools exacerbate stress* and (2) *planning midyear changes to provide the kind of supportive culture that encourages all students and all teachers to want to be at school.*

About burnout. As with so many problems, it is easiest to view the behavior referred to as burnout as a personal condition. However, as with so many other problems affecting students and staff, this would be the least effective way to understand the behavior and what must be done over the long-run to address it

Burnout is a multifaceted and complex psychological phenomenon. One way to understand the underlying causes is in terms of three psychological needs that theorists posit as major intrinsic motivational determinants of behavior, namely, the need to feel competent, the need to feel self-determining, and the need to feel interpersonally connected. From this perspective, burnout can be viewed as among the negative outcomes that result when these needs are threatened and thwarted. And, such needs are regularly threatened and thwarted by the prevailing culture of schools.

Some things to do. While stress-reduction activities for individuals often are prescribed, they are unlikely to be a sufficient remedy for a continuous draining of motivation. Reducing environmental stressors and enhancing job supports are more to the point, but

again, alone these are insufficient strategies. A systemic solution requires reculturing schools in ways that minimize undermining and maximize enhancement of intrinsic motivation for coming to school. This involves policies and practices that ensure a daily focus on (1) promoting staff and student well-being and (2) addressing barriers to teaching and learning. Here are a few examples of what schools can do to promote staff and student well-being:

- Ensure that newcomers are inducted into the school culture in a welcoming and socially supportive way,
- Open classroom doors and create appropriate teams of staff and students who support, nurture, and learn from each other every day,
- Personalize staff development and support,
- Restructure school governance to enable shared decision-making.

For a fuller exploration related to these matters, see the following Center's Online Clearinghouse Quick Finds on

>*Burnout* <http://smhp.psych.ucla.edu/qf/burnout.htm>

>*Attendance* <http://smhp.psych.ucla.edu/qf/attendance.html>

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

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“I don't suffer from stress. I'm a carrier.”

Dilbert

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OTHER HELPFUL INTERNET RESOURCES

>*Growing up Drug-Free: A Parent's Guide to Prevention* (2012). U.S. Department of Education: www.getsmartaboutdrugs.com

>*Community Solutions for Youth in Trouble*

<http://www.njjn.org/uploads/digital-library/Community-Solutions-for-Youth-in-Trouble>

>*National Survey of American Attitudes on Substance Abuse XVII: Teen, 2012*

<http://www.casacolumbia.org/upload/2012/20120822teensurvey.pdf>

>The Center on Poverty, Inequality, and Public Policy

<http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/>

>*Children with Disabilities: State-Level Data from the American Community Survey*

<http://www.childtrends.org/>

>*Service-Learning Quality Matters* – Report from the National Center for Learning and Citizenship Schools of Success Network
<http://www.ecs.org/clearinghouse/01/05/09/10509.pdf>

>Two Child Trend briefs related to grandparents: <http://www.childtrend.org>
>>*Grandparents Living with Children*
>>*Children Living with and Cared for by Grandparents*

>New Policy Statement: *Standards for Health Information Technology to Ensure Adolescent Privacy*
<http://pediatrics.aappublications.org/content/early/2012/10/24/peds.2012-2580.full.pdf>

>Social Policy Report: *Applying Research to Policy and Practice*
http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550

>Young Center for Immigrant Children’s Rights
<http://www.theyoungcenter.org>

>*Pathways to immigrant opportunity*
<http://steinhardt.nyu.edu/immigration/pathways/>

>*Examining policies and practices through an equity lens*
<http://www.equityallianceatasu.org>

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

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“The task of the best teacher is to balance the difficult juggling act of becoming vitally, vigorously, creatively, energetically, and inspiringly unnecessary.”

Gerald O. Grow

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***I told her my dog ate my homework.
So she gave my dog an “F”
and sent me to the doghouse!***



INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORT

(1) This month Gainesville Superintendent Dyer presents on her district's work in developing a unified and comprehensive system of learning supports. See her power point presentation at <http://smhp.psych.ucla.edu/powerpoint/aasapres.pptm> .

Also see other descriptions of the Gainesville work and that of others participating in the *Learning Supports System Lead District Collaborative* at <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>

(2) If you plan to attend the AASA National Conference on Education in Los Angeles, we hope you will join us at our presentation on *Common Core Standards for a Unified and Comprehensive System of Learning Supports* (on Saturday, February 23, from 8 - 9 a.m. in the LA Convention Center, Room 304A). Here is the session description:

“It is a given that both quality instruction and school governance/management are two primary and essential components of school improvement. When it comes to addressing barriers to learning and teaching, however, the activity is so marginalized and fragmented that few policy makers have appreciated that such efforts represent a third primary and essential component for student and school success. Based on innovative work across the country, this session highlights frameworks and common core standards that expand school improvement policy and practice from a two- to a three-component approach and that can guide schools in developing a unified and comprehensive system of learning.”

*Access the document *Common Core Standards for a Learning Supports Component* at <http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf>

(3) Request from a colleague about integrating learning supports into pupil personnel services credential: “I am looking for any openings to stimulate uniting The Student Learning Support Services (SSS) professionals so we can begin to be seen as an integral component of the whole-school reform.... A movement is being initiated by CA Department of Education representatives to try to incorporate this approach into the Credential training for CA's Pupil Personnel Services Credential (PPS) Professionals (SSWs, SCs, SPs and others) to be used in schools.”

(4) Update from colleagues at the IL state department of education:

“We are developing and implementing a Comprehensive System of Learning Supports in IL. As far as updates go, we're making progress in the following areas:

- Building the capacity of our Learning Support Specialists who are responsible for developing and delivering LS trainings for the state
- Developing relationships with Common Core Content Area Specialists and developing their awareness of Learning Supports and various connections to the work they are doing
- Integrating LS content into Common Core materials and presentations
- Developing awareness of a Comprehensive System of Learning Supports within ISBE and with other stakeholders
- Curriculum Mapping

See <http://www.isbe.state.il.us/learningsupports/default.htm>

(cont.)

(4) “Common Core related to learning supports is important but often missing in conversations and trainings related to Common Core. My colleagues and I are interested and working to integrate learning support services into school-based and district teams. We work in a district found to be ‘Sig Dis’ in our over identification of African American students as emotionally disturbed. Now is an important time b/c we must redirect 15% of our IDEA funds (1.2M) to address this problem. We have an Equity Advisory Team that is working together with community agencies and representatives and to address issues related to equity. More and more school principals in my district are asking for counseling services, but sometimes still have a limited view of what's needed and what's possible when it comes to prevention and early intervention. We have Coordinated Care Teams in 40+ schools to coordinate services and support for students. I consulted with you when we were first setting these up back in 2002. We are slowly moving away from the ‘dry cleaning model,’ as I call it, where support services operate in isolation and are meant to “fix the problem behavior.”

(5) “Thank you for your continued support of our work. District leadership ... are also looking for data to validate the value of support services that address barriers to learning. We have found that producing data that make positive correlations between support services and school performance outcomes (attendance, classroom behavior, graduation rates, and at times, grades) to be highly significant to our work. Such information also gives legitimacy to our discussions with individual schools about creating a unified platform for collaborative service delivery. This includes space, human resource, and a structured outreach system. I agree that collaborative approaches that integrates preventative services into instruction and school activities trumps fragmented efforts by individual providers focusing only on ‘treatment’ of a identified problem.”

Note: Let us hear how the *Common Core Standards for a Learning Supports Component* are being shared (e.g., with leadership at schools, districts, state departments of education, training programs, associations, etc.). Send info to ltaylor@ucla.edu

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About Collaboration:

“How many partners does it take for a successful collaboration?

As many as are ready, able, and willing!”

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***I guess I have everything
I need for school.***



Except the right attitude!

UCLA CENTER DEVELOPED RESOURCES UPDATE

New Resources

> *Teachers Can't Do it Alone!*

Discusses the need to overturn the myth that teachers alone can close the achievement gap, increase graduate rates, and ensure students are career and college ready. Highlights trail blazing initiatives that are providing essential systems of learning supports to enable teachers to work more collaboratively. <http://smhp.psych.ucla.edu/pdfdocs/alone.pdf>

> *Common Core State Standards and Learning Supports*

The state standards movement ignores the need to provide a unified and comprehensive system of student and learning supports to enable all students to benefit from the upgraded curriculum. Given the accelerating policy attention to core standards, it is imperative to move forward quickly to develop a set of standards for student and learning supports and integrate them into the state standards movement for education. This document clarifies the need and offers a draft set of such standards to encourage discussion and action. <http://smhp.psych.ucla.edu/pdfdocs/comcorp.pdf>

> *Weekly School Practitioner's Community of Practice Exchange*

November 5:

- >>Addressing the Storm's Aftermath: We can all help and we can learn about providing support for schools, families, students, and colleagues
- >>Working with students when families don't engage with schools
- >>Suicide of a student at an elementary school: need resources

November 13:

- >>Resources related to an elementary transgender student

November 19:

- >>Leads for developing standards for social and emotional development

November 26:

- >>How to leverage a small budget to advance learning supports in a district

For a sample of requests, responses, and feedback from previous weekly School Practitioner Community of Practice listserv, go to the NetExchange on our website <http://smhp.psych.ucla.edu/newnetexchange.htm> If you would like to be on the *School Practitioner Community of Practice* listserv, send an email to Ltaylor@ucla.edu

> *Featured Center Resource:*

>>Amassing video clips and webinars that bring ideas to life – As videos and webinars blossom, we strive to add relevant links in each of our Online Clearinghouse Quick Finds. As an example, take a look at Ed Deci's brief presentation on motivation. (Deci's Center for Self Determination at the University of Rochester is a world-class leader on the topic.)

<http://www.youtube.com/watch?v=VGrcets0E6I&feature=youtu.be&hd=1&t=22s>

If you know of other video clips or archived webinars we should reference, please email 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

COMMENTS AND SHARING FROM THE FIELD

(1) “I want to share a resource for your information, *School-Based Family Counseling: Transforming Family-School Relationships* describing an approach to Student Learning Support Services. Authored by Dr. Brian Gerrard, University of San Francisco, Dr. Michael Carter, CSU Los Angeles, and Dr. Marcel Soriano, CSULA. ... The SBFC approach is being taught in two universities in CA - USF and CSULA .”

(2) “I am extremely grateful for your insight into addressing the behavioral challenges of our children, with such a pro-active mission. My passion is one and the same, as I have spent years testifying in front of schools boards, state superintendents, community groups and parents ... to address the ‘issues’ that teens are facing. It was during this time, that teens came to me and asked if they could start their own 12 step program ... one that they could own and run according to the standards that they put in place. That was in 2003. Today, Teen Addiction Anonymous, is the first 12 step program created by teens for teens, that invites all teens to meetings, who are invested in personal change. This is such an amazing program, that has really only been open to the public since 2009, and is now a nonprofit organization.” <http://www.teenaddictionanonymous.org/>

(3) From Barbara Larrivee, California State University: “My latest book, *Cultivating Teacher Renewal: Guarding Against Stress and Burnout* is due out in November. For detailed info and to request a review copy – <https://rowman.com/ISBN/9781475801118> ”

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