27 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools
UCLA Center
Program and Policy Analysis

December, 2013 (Vol. 18 #3)

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

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

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We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu
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WHAT'S HERE THIS MONTH

**Emerging Concern

>*How to end counterproductive competition for sparse school resources?*

**News from around the country

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

>*Minimizing stress reactions and preventing staff and student burnout*

**UCLA Center Updates

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

How to End Counterproductive Competition
for Sparse School Resources?

Over the years, various legal mandates and growing appreciation of the many barriers to learning and teaching have given rise to a variety of initiatives, programs, and services. As a result, a great amount of activity is in play across the country.

At the same time, analyses of school improvement policy and plans underscore how far away most schools are from playing an effective role in enabling equity of opportunity. This is especially the situation in schools where a large number of students are not doing well. Most of these schools offer only bare essentials. Too many cannot even meet basic needs.

For obvious reasons, concerns have been raised about categorical funding, the proliferation of piecemeal and overspecialized interventions, and turf battles among school personnel and between such personnel and community providers offering school-linked services. Ongoing and constant advocacy and lobbying for specific and competing agenda exacerbates these problems. And too often such advocacy contributes to maintaining the *marginalized* policy status of efforts to address barriers to learning and teaching and re-engage disconnected students.

At issue is what to do to end the counterproductive competition. Given how many powerful economic and political forces are in pursuit of conflicting agenda for public schools, addressing these matters in policy and practice is an enormous challenge. Schools and communities clearly need to focus on how to reduce barriers that confront young people, families, and staff. At the same time, the emphasis cannot continue to be on competing for sparse resources. Counterproductive competition will not transform the unsatisfactory status quo.

Our position with specific respect to schools is that advocates of limited initiatives need to embed them into a broadened vision for public education. We stress it is time to join together to fundamentally transform student and learning supports into a unified system and to develop that system into a full continuum of interventions that covers a concisely formulated set of classroom and school-wide supports (see http://smhp.psych.ucla.edu/pdfdocs/whatis.pdf).

> *What is your position on this?* Send comments to Ltaylor@ucla.edu

Officials believe truancy often an indicator of larger problems. Goal of new policy is to get families the help they need and keep kids in school. Recent hearings under Raleigh County's (WV) new truancy policy have brought to light what officials have known for some time: Truancy is often an indicator of a much larger problem within a family. The goal of the policy is to make sure families get help they need and reduce truancy rates. Truancy can sometimes point to serious issues within families. Socioeconomics play a role in truancy. Some parents face economic challenges. Some need help breaking generational cycles that may contribute to not making education a priority. Raleigh Sheriff's department, prosecutor's office, Department of Health and Human Services, juvenile probation office, public defender''s office and others, have pulled together, with agents volunteering their time and effort, to make the new policy successful in helping students. 11/5/13. http://www.register-herald.com/

State school board ends graduation exams. The high school graduation exam, a fixture in Alabama's public schools for 30 years, is getting relegated to the history books. The State Board of Education voted to do away with the exam that students had to pass for graduation. The end of the exam applies to students who were ninth-graders in 2010-2011 and are seniors this school year. State Superintendent of Education Tommy Bice said the exam is no longer a good measurement of the school board's goal of having every graduate ready for college or a career. Alabama was one of 26 states that used a graduation exam, according to a 2012 survey by the nonpartisan Center on Education Policy in Washington. In addition to end-of-course exams, Alabama's public schools will be giving the ACT college entrance exam to all 11th-graders. Bice said it will not be a graduation requirement, but it will be a better measurement of how students are doing in meeting the state school board's academic goals. 11/15/13. http://www.montgomeryadvertiser.com

Student arrests down under new strategy. Only a couple of years ago, Broward's school district led the state in the number of school-based arrests. The district's 1,062 arrests in the 2011-2012 school year were nearly double the number in Miami-Dade, even though Broward has considerably fewer students. These days, however, Broward is not only reducing student arrests, but has also created a groundbreaking community partnership dedicated to keeping kids out of the criminal justice system altogether. Broward School Board members signed off on a far-reaching collaborative agreement that seeks to remake how student discipline is handled. Students will no longer be arrested for non-violent misdemeanor offenses that occur on school grounds. Instead, they will receive counseling and mentoring services under a new program known as PROMISE. The acronym stands for Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education. Instead of being pushed out of school through lengthy suspensions or expulsions, students who cause trouble will be transferred to alternative schools where class work will be combined with counseling and other intervention-type programs. The community partners include the Broward State Attorney's office, Broward Sheriff and the local and state chapters of the NAACP. Under Broward's previous policies, black students were being disproportionately suspended, expelled and arrested. 11/5/13. http://www.miamiherald.com/

Tutor corps boosts elementary reading scores. Jefferson County students set the bar high for a reading program that is expanding across Colorado this year, according to evaluation data. In the inaugural year of Colorado Reading Corps, program data showed 208 of 472 kindergarten through third-graders who did not meet state reading standards last fall read their way to program completion and literacy competency by the end of the school year. Based on the program's success in 12 Jefferson County schools, Colorado Reading Corps expanded to include 14 additional schools. Now reading tutors visit about 1,200 kids in or down the hall from their own homeroom every school day. Colorado Reading Corps hinges

on roughly 50 AmeriCorps volunteer tutors who read with 15-18 students for 20 minutes each school day. Students enter the program on a rolling basis because demand is high. When one student meets their grade trajectory, another student fills that spot. 11/4/13 Http://www.denverpost.com .

Pre-K suspensions common in Maryland schools. Dozens of pre-kindergartners were suspended last school year in Maryland, with the most suspensions in Baltimore, highlighting a little-known practice that some education experts say is too extreme for toddlers who are just being introduced to educational settings. The practice comes to light as the city school system is revising its suspension policy to require schools to eliminate automatic suspensions for certain violations and first requiring other interventions, such as parent conferences. Across Maryland, 91 pre-K students were suspended or expelled in the 2011-2012 school year, the most recent year with statewide data available. That compares to 75 in 2009 and 105 in 2010. Most of the students were suspended for physical attacks on teachers or students, though a handful were suspended for offenses such as sexual activity, possession of a firearm or other guns, inciting a public disturbance, and vandalism. The data also show that pre-kindergartners were suspended for insubordination and disrespect, classroom disruption and refusing to obey school policies. State data also shows a suspensions jump between pre-K and kindergarten. In the 2011-2012 school year, 673 kindergartners were suspended in Maryland, a number that has risen each year since 2008. 11/11/13. http://www.baltimoresun.com

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Quote from article on preschool suspensions

> "We invest in preschool programs because the research says that it yields results. The truth of the matter is the cost-benefit analysis is on children who are at risk and need it the most, so you're basically undercutting your investment. If there's ever a child who needed preschool, it's the kid who is kicked out of it."

<div align="right">

Walter Gilliam, director
Edward Zigler Center in Child Development and Social Policy, Yale

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Among the sources used in gathering the above items are:

> >The ECS e-clip at http://www.ecs.org
> >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

>Minimizing stress reactions and preventing staff burnout

When school staff don't feel good about themselves, it is unlikely they will be effective in making students feel good about themselves.

At this time of the year, the pressure mounts. Heard throughout the school:

It's too Hard! It's Not Fair! You Can't Win! No one seems to care!

Because the psychological needs of school staff often are overlooked, the special focus here is on their stressors. (It should be evident that much of what is presented is relevant to stress in general and thus can also be applied to students and their families.)

What Causes Burnout?

An Intrinsic Motivational Perspective of Burnout. The behavior referred to as burnout is a psychological phenomenon. One way to understand it is in terms of three psychological needs theorists posit as intrinsic motivational determinants of behavior. These are the need to *feel* competent, self-determining, and 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.

A View of Primary and Secondary Causal Factors

Some Primary Causes:
>Lack of Control Over One's Destiny
>Lack of Occupational Feedback and Communication
>Work Overload or Underload
>Contact overload resulting from the necessity for frequent encounters with other people
   in order to carry out job functions.
>Role Conflict/Ambiguity (uncertainty about what one is expected to do at work).
>Individual Factors, including financial stability, marital satisfaction, neuroticism,
   excessive shyness, inflexibility, and poor stress management skills
>Training Deficits
Some Secondary Causes:
>Poor working conditions
>Lack of job security
>Lifestyle changes
>Rapidly changing society that force individuals to make unexpected adjustments in their
   way of life and work."
From: A. J. Cedoline, *Job Burnout in Public Education: Symptoms, Causes, and Survival Skills*.

Dealing with Burnout

As with so many problems, burnout too often is viewed as a personal weakness. And, as in many other instances, this often is the least effective way to understand what must be done to address the matter at schools over the long-run. The problem of burnout is multifaceted and complex. While stress-reduction activities often are prescribed, they are unlikely to be a sufficient remedy for the widespread draining of motivation. Reducing environmental stressors and enhancing job supports are more to the point, but again, alone these are insufficient strategies. The solution requires reculturing schools in ways that minimize the undermining and maximize the enhancement of intrinsic motivation. 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.

Promoting Well-Being and Preventing Burnout

School-based programs should include the following key elements:
- Inducting newcomers into the school culture in a welcoming and socially supportive way.
- Opening classroom doors and creating appropriate teams of staff and students who support, nurture, and learn from each other every day.
- Personalized staff development and support, including:
  >In-service that account for interests strengths, weaknesses and limitations;
  >Approaches that overcome avoidance motivation;
  >Structure that provides personalized support and guidance;
  >Instruction designed to enhance and expand intrinsic motivation.
- Restructuring school governance to enable shared decision-making.

Providing strategies and skills so everyone at a school can take care of each other and enhance the nurturing environment necessary for learning to occur is an opportunity for support staff to demonstrate the critical role they play.

"Individuals are capable of learning new coping skills.
  >Research demonstrates that educational sessions are effective in helping individuals to learn to cope with the demands of their jobs.
  - Changing the job environment, as well as the person in it, is essential for interventions to deal with burnout.
  >The most effective interventions combine changes in managerial practice with individual-level educational interventions.
  - A combined managerial and educational approach to intervention tends to emphasize building engagement with work.
  >Focusing on engagement creates an increased alliance with the organizational mission.
  >Work settings which support positive development of energy, vigor, involvement, dedication, absorption, and effectiveness among employees should be successful in promoting their well-being and productivity."

From: Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job Burnout. *Annual Review of Psychology, 52*, 397-422.

See the Center Quick Find: *Burnout Prevention* – http://smhp.psych.ucla.edu/qf/burnout.htm
This Quick Find provides easy access to a variety of online resources from our center and elsewhere. See, for example:
  >*Understanding and Minimizing Staff Burnout* –
    http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf
  >*School Staff Burnout* – http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf

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

@#@#@#
You know you are burned out when you program
your computer to send all emails directly to trash.
@#@#@#

Initiative for New Directions for Student & Learning Supports

A major facet of the Center's work is the *National Initiative for New Directions for Learning Supports* – see http://smhp.psych.ucla.edu/summit2002/ninhome.htm .
    The aim is to advance the field by increasing the attention of school improvement policy makers to rethinking student and learning supports.

As part of the initiative, each month we compile information about what states, districts, and schools are doing related to moving in new directions for student and learning supports. This information is sent to participants in the *District and State Collaborative Network for Developing Comprehensive Systems for Learning Supports*. If you are not a member of this network, you can access the update on the network's page on our website – http://smhp.psych.ucla.edu/network/network.html

If you would like to be included as a participant in this collaborative network, send an email to ltaylor@ucla.edu

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD AS A UNIFIED AND NONMARGINALIZED SYSTEM

Latest Center Resources

Guidance Notes:

>*Five Essential Elements of a Unified and Comprehensive System of Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/essentials.pdf

Information Resource:

>*Child and Adolescent MH Therapy and Schools:*
Annotated outline focused on key concerns
http://smhp.psych.ucla.edu/pdfdocs/schoolsmhservices.pdf

>Excerpts from Sarah Stachowiak *Pathways for Change: 10 Theories to Inform Advocacy and Policy Change Efforts* (added to Diffusion of Innovations series)
http://smhp.psych.ucla.edu/pdfdocs/10changetheories.pdf

Power Point Presentation:

>*15 minute Introduction to New Directions for Student and Learning Supports*
http://smhp.psych.ucla.edu/powerpoint/briefintroslides.ppt

Also go to http://smhp.psych.ucla.edu and click on *What's New*

School Practitioner Community of Practice Interchange (Weekly Listserv)

Topics explored in the past month included requests from colleagues about:

>Need outcome indicators re. improved teacher collaboration to enhance social emotional learning for at risk students
>Working with the continuum of support: The top and bottom are clear, but the in between is not
>Need info on the savings from addressing barriers to learning
>Thinking about providing mental health services at school

Note: The latest interchange is on our website at http://smhp.psych.ucla.edu/practitioner.htm (Also on our Facebook page)

Follow up exchanges are posted on the Center website's Net Exchange – http://smhp.psych.ucla.edu/newnetexchange.htm

Focus on Unifying Learning Supports

A major facet of our Center's work continues to stress how to *unify the various programs, personnel, and initiatives related to learning supports.* In recent years, we have emphasized how mental health, bullying and violence prevention, PBIS, Response to Intervention, and most other major initiatives can be embedded into a unified and comprehensive system to better address barriers to learning and teaching and re-engage disconnected students. Here are some examples:

>*RTI and Classroom & Schoolwide Learning Supports: 4 Units for Cont. Education*
Unit I: Response to Intervention: Improving Conditions for Learning in the Classroom — http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf
Unit II: Implementing Response to Intervention Sequentially & Effectively – http://smhp.psych.ucla.edu/pdfdocs/rtiii.pdf
Unit III. Response to Intervention: Beyond Personalization – http://smhp.psych.ucla.edu/pdfdocs/rtiiii.pdf
Unit IV: Pursuing Response to Intervention as One Strategy in a Comprehensive System of Student and Learning Supports – http://smhp.psych.ucla.edu/pdfdocs/rtiiv.pdf

>*Moving Beyond the Three Tier Intervention Pyramid: Toward a Comprehensive Framework for Student and Learning* Supports – http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf

>*Engaging and Re engaging Students and Families: Unit IV: Embedding Engagement and Re engagement into a Unified and Comprehensive System of Student and Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/engageiv.pdf

At the same time, we caution about the trap related to advocating for schools to address a *specific* type of problem rather than developing *a unified and comprehensive system for ameliorating learning, behavior, and emotional problems.* We have an invited upcoming article focused on this matter to be published in a special issue of *Child Abuse & Neglect: The International Journal.* (The article is entitled: "Addressing Student and Schooling Problems: Not Another Project!")

For other resources about integrating initiatives, programs, and personnel, see

>*Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development*
http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf

>*Designing Schoolwide Programs in Title I Schools: Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching*
http://smhp.psych.ucla.edu/pdfdocs/briefs/doeguidance.pdf

>*Implementing Response to Intervention in Context*
http://smhp.psych.ucla.edu/pdfdocs/implementingrti.pdf

>*Framing New Directions for School Counselors, Psychologists, & Social Workers*
http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf

>*Call to Action: Student Support Staff: Moving in New Directions through School Improvement*
http://smhp.psych.ucla.edu/summit2002/calltoactionreport.pdf

Need help finding our resources? Contact ltaylor@ucla.edu

LINKS TO:

>**Upcoming initiatives, conferences & workshops** –
http://smhp.psych.ucla.edu/upconf.htm

>**Calls for grant proposals, presentations, and papers** –
http://smhp.psych.ucla.edu/upcall.htm

>**Training and job opportunities** – **Http://smhp.psych.ucla.edu/job.htm**

>**Upcoming and archived webcasts and other professional development opportunities** – **http://smhp.psych.ucla.edu/webcast.htm**

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at http://smhp.psych.ucla.edu

If you would like to add information to these, send it to ltaylor@ucla.edu

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The principal was pulling a piece of string down the hall toward a classroom.

"*How come you're pulling that string?" she was asked.*

"*Well," she replied, " have you ever tried pushing a piece of string?"*

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OTHER HELPFUL INTERNET RESOURCES

>Student Mental Health Initiative – http://www.regionalk12smhi.org/

>Center for Disease Control and Prevention, Division of Adolescent and School Health, 2012 School Health Profiles – http://www.cdc.gov/schoolhealthprofiles

>Bolder, Broader Approach to Education: Comprehensive Strategies – http://www.boldapproach.org/comprehensive-strategies

>Climate change: Implementing school discipline practices that create a positive school climate – http://all4ed.org/reports-factsheets/climate-change-implementing-school-discipline-practices-that-create-a-positive-school-climate/

>Pathways for change: Ten theories to inform advocacy and policy change efforts – http://www.evaluationinnovation.org/sites/default/files/Pathways%20for%20Change.pdf

>Thinking Skills: Self-Control – http://learningworksforkids.com/skills/self-control/

>Behavioral Health United States 2012 – http://www.samhsa.gov/data/2012BehavioralHealthUS/Index.aspx

>Creating Trauma-Sensitive Schools to Improve Learning: A Response to Intervention (RtI) Model http://sspw.dpi.wi.gov/sspw_mhtrauma

>Sharing Resources and Ideas to Keep our Nation's Schools Safe – https://www.justnet.org/pdf/SharingResources_508.pdf

>School Safety: Resources for Policy – http://www.ecs.org/clearinghouse/01/05/74/10574.pdf

>Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform – http://www.nationalpirc.org/engagement_forum/beyond_random_acts.pdf

>THE FIRST EIGHT YEARS giving kids a foundation for lifetime success – http://www.acy.org/upimages/Early%20Childhood%20Policy%20Report.pdf

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It isn't what they call you, it's what you answer to.

W. C. Fields

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*There's always an easy solution to every human problem ---
neat, plausible and wrong.*

H.L. Mencken

@#@#@#

School, family & community

> Community violence exposure and adolescents' school engagement and academic achievement over time. Borofsky LA, Kellerman I, Baucom B, Oliver PH, Margolin G. Psychol. Violence 2013; 3(4): 381-395.
http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2013-30297-001

>School effects on risk of non-fatal suicidal behaviour: A national multilevel cohort study Jablonska B, Ostberg V, Hjern A, Lindberg L, Rasmussen F, Modin B. Soc. Psychiatry Psychiatr. Epidemiol. 2013; ePub
http://link.springer.com/article/10.1007%2Fs00127-013-0782-z

>The association between school-to-work programs and school performance. Welsh EC, Appana S, Anderson HA, Zierold KM. J. Adolesc. Health 2013; ePub(ePub): ePub
http://www.sciencedirect.com/science/article/pii/S1054139X13004746

>Linking research to action for youth violence prevention: Community capacity to acquire, assess, adapt and apply research evidence. Macgregor JC, Kothari A, Lemoine K, Labelle J. Can. J. Public Health 2013; 104(5): e394-e399. http://journal.cpha.ca/

>The protective effects of neighborhood collective efficacy on adolescent substance use and violence following exposure to violence. Fagan AA, Wright EM, Pinchevsky GM. J. Youth Adolesc. 2013; ePub http://link.springer.com/article/10.1007%2Fs10964-013-0049-8

>Reducing school mobility: A randomized trial of a relationship-building intervention. Fiel JE, Haskins AR, Turley RNL. Am. Educ. Res. J. 2013; 50(6): 1188-1218.
http://aer.sagepub.com/content/50/6/1188

Policy, systems, law, ethics, finances & statistics

> Diagnostic validity across racial and ethnic groups in the assessment of adolescent DSM-IV disorders. Green JG, Gruber MJ, Kessler RC, Lin JY, McLaughlin KA, Sampson NA, Zaslavsky AM, Alegria M. Int. J. Methods Psychiatr. Res. 2012; 21(4): 311-320.
http://onlinelibrary.wiley.com/doi/10.1002/mpr.1371/abstract;jsessionid=3F36BC8AC56B102A65319DEE36E48F93.f04t03

>School mental health resources and adolescent mental health service use. Green JG, McLaughlin KA, Alegria M, Costello EJ, Gruber MJ, Hoagwood K, Leaf PJ, Olin S, Sampson NA, Kessler RC. J. Am. Acad. Child Adolesc. Psychiatry 2013; 52(5): 501-510.
http://www.sciencedirect.com/science/article/pii/S0890856713001500

>Socioeconomic status and adolescent mental disorders. McLaughlin KA, Costello EJ, Leblanc W, Sampson NA, Kessler RC. Am. J. Public Health 2012; 102(9): 1742-1750
http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2011.300477

>Effective communications strategies: Engaging the media, policymakers, and the public Blake A, Bonk K, Heimpel D, Wright CS. Child Welf. 2013; 92(2): 217-233
http://www.cwla.org/articles/cwjabstracts.htm

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

>Relational aggression in middle childhood predicting adolescent social-psychological adjustment: The role of friendship quality. Kamper KE, Ostrov JM. J. Clin. Child Adolesc. Psychol. 2013; ePub
http://www.tandfonline.com/doi/abs/10.1080/15374416.2013.844595

>Risk for inhalant initiation among middle school students: Understanding individual, family, and peer risk and protective factors. Ober AJ, Miles JN, Ewing B, Tucker JS, D'Amico EJ. J. Stud. Alcohol Drugs 2013; 74(6): 835-840 http://www.jsad.com

>Unique and interactive effects of empathy, family, and school factors on early adolescents' aggression. Batanova M, Loukas A. J. Youth Adolesc. 2013; ePub(ePub
http://link.springer.com/article/10.1007%2Fs10964-013-0051-1

>Implementing an evidence-based parent-child mental health program in a high-risk community. Miller FK, Keating DP. Can. J. Commun. Ment. Health 2013; 32(1): 139-153. http://www.cjcmh.com/doi/abs/10.7870/cjcmh-2013-011

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

Could you please pay a little attention?

I'm paying as little attention as I can.

@#@#@#
        Before I had children, I had 2 theories about child rearing.
        Now I have 2 children and no theories.
                                @#@#@##

COMMENTS AND SHARING FROM THE FIELD

Sharing

We were asked to share the following:

(1) Two resources on personalized learning from the Center on Innovations in Learning:
>*Through the Student's Eyes*
http://www.centeril.org/publications/2013_09_Through_the_Eyes.pdf
>*Getting Personal* – http://www.centeril.org/handbook/Getting_Personal_SA.pdf

(2) "Just thought you might be interested in our 8th World Congress in London. Please feel free to add the link to your web site and add your suggestions etc. The 8th World Congress on Promoting Mental Health: London September 2014. Details on the event can be found on http://www.worldcongress2014.org"

(3) "We would like to make sure you received our invitation to the Bay Area Community School Fundamental conference. [December 4-5, 2013, Oakland, CA] Please share with your colleagues and partners and let me know if have any questions. – Register today for the Community Schools Fundamentals Conference 2013, a two-day seminar designed specifically for those new or relatively new to community schools. Participants will learn about the foundations and the 'nuts and bolts' of Community School strategies. Many workshops will focus on the unique issues of Bay Area community schools. For more details visit http://www.uwba.org/Fundamentals-Conference"

(4) "NAREN, the National At-Risk Education Network, will hold its 2014 National Conference in Baltimore, on April 23-25, 2014. The conference offers 'hot topics' with nationally recognized presenters, limited enrollment for personal interactions, a live 3-D Brain Path experience, a 'poverty experience' simulation, and a chance to participate in a service project with at-risk youth. For more information, please visit http://www.atriskeducation.net/2014-naren-national-conference/ or contact Cheryl Giantsios at Cheryl@AtRiskEducation.net"

Comments

>Response to November enews issue about *Another Buzzword: Grit – The Underlying Concern: Enhancing Intrinsic Motivation*

"I find your question intriguing. I happen to be presenting next week at AMLE: The Motivated Brain: Finding Success in and out of The Classroom. I talk about Angela Duckworth but also I mention just what you said here: Failure without follow up is detrimental. My focus is on the importance of non-cognitive skills and how they contribute to intrinsic motivation. I agree wholeheartedly with your statement of fads in education. I might add that we also seem to be saying much the same thing that John Dewey and Arthur Combs and countless others in the Humanistic field or the Interpersonal field (or so many other names) have been saying for a very long time: we must engage the whole student. Why is it that with so much compelling research correlating the non-cognitive strengths with life success do we still focus on standardized testing? Yes, indeed. Many questions."

Response to School Practitioner note on *Schools Response to the Philippine disaster*

> From the Director, Communications, School Social Work Association of America: "A member of our Board received this and wondered if the School Social Work Association of America could post it on our website. Following events of the past year or so, as the webmistress I have tried to compile an extensive list of crisis response resources and links." We, of course, said yes and it was posted at –
> http://sswaa.org/displaycommon.cfm?an=1&subarticlenbr=638

General comment from a colleague:

> "I completely agree that major emphasis needs to be placed on developing a comprehensive and tiered system of supports but I am surprised that Positive Behavior Interventions and Supports (PBIS) is rarely mentioned in your reports. As a consultant in various school districts, I continue to be concerned about the compartmentalized language that comes out of Academic institutions reporting on emerging best practices. I continue to worry that using different language and terms to talk about the same framework is clouding our efforts to support schools to truly provide a tiered system of support. ... How do the major institutions focusing on supporting student behavior and mental health work together? I'm not backing any 'horse' in this race towards best practice but I believe that if all the experts on comprehensive support for students in school settings got together and adopted consistent language, tools and action plans, the students in our nation's schools who are the most vulnerable and the most likely to be marginalized, would be supported sooner and find success sooner."

> **Center note:** We, of course, have mentioned PBIS, Response to Intervention, and most other major initiatives and discussed how to embed them into a unified and comprehensive system to better address barriers to learning and teaching and re-engage disconnected students. See, the section of this ENEWS that presents UCLA Center Updates for how we *Focus on Unifying Learning Supports.*

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