ENEWS

A Monthly Forum for Sharing and Interchange

28 Years & Counting

December, 2014 (Vol. 19 #3)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity?
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 Ltaylor@ucla.edu
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MAKING IT AN ISSUE

Transforming Student and Learning Supports has become Imperative!

Student and learning supports have long been marginalized in school improvement policy and practice. As a result, such supports are developed in an ad hoc and piecemeal manner. Implementation is widely acknowledged to be fragmented and at times redundant. Those involved often are counterproductively competitive, especially when funding is sparse (and when isn't it?).

All this needs to change. Yet, most of the widely circulated reports about improving schools pay little or no attention to the role of school student and learning supports staff.

It is time to make the marginalization a major issue.

To this end, in January our Center will launch the *2015 National Initiative for Transforming Student and Learning Supports.*

To begin with, we will introduce a new work entitled: *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System.* This resource will be placed on our website for free access to stimulate interchange and encourage transformation and will be used as the focal point for the initiative. (The work provides protocol frameworks for a systemic learning supports component to replace the existing marginalized and fragmented set of student and learning supports in districts and schools. It also stresses that transformation can be done by redeploying existing resources and garnering economies of scale.)

We hope the interchange will help elevate discussion of the marginalization of student and learning supports in school improvement policy as a major policy issue. The timing is important with respect to the reauthorization of the Elementary and Secondary Education Act (ESEA).

We also expect to hear from more places ready to follow Alabama's trailblazing lead in transforming student and learning supports. For those who indicate wanting to move forward, our Center will add to our online, free resources – including professional development activities, powerpoints, implementation resources, and will revise our System Change Toolkit. We also will continue providing free online technical assistance and coaching.

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Let us hear your views about the need to make a major issue of the need to transform student and learning supports. Let us know if you are ready to move forward to develop a Learning Supports component to better address barriers to learning and teaching and re-engage disconnected students.

Send your comments or questions to us at:
Ltaylor@ucla.edu
adelman@psych.ucla.edu

Statement by National Juvenile Justice Advocacy Organizations on the Ferguson Grand Jury Decision. ... "Our organizations are concerned with the well-being for youth and young people in the juvenile and criminal justice, child welfare, behavioral health, and educational systems. We advocate for system-involved young people to be treated fairly and equitably, to get their needs met so they can lead productive lives as young adults safely, and in their own communities. We advocate for their families to be respected as equal partners in helping their children achieve well-being. ..."
http://www.njjn.org/article/ferguson-statement-by-nine-national-juvenile-justice-organizations-?utm_source=Fergonson-Jt-statement-Nov26-2014&utm_campaign=Ferguson-stmt-11-26-14&utm_medium=email

Students in high poverty schools lose learning time. Although public schools generally offer the same number of school days and hours, following state law, a UCLA study detailed the significant differences in how the time is actually used. In heavily low-income schools, students lost about 30 minutes a day to factors often connected to economic pressures. Lack of transportation led to more tardiness, for instance, and more transiency made it more difficult to form stable classrooms. Teachers at disadvantaged schools reported spending significantly more time on counseling, college and career advice, discussions about inequality and financial responsibility, access to healthcare and other issues not necessarily connected to academic subjects. Their students were nearly three times as likely as more affluent peers to suffer stress from violence, immigration, caring for family members, lack of healthcare, hunger and unstable housing, the study found. And the schools struggled more with ineffective substitutes, access to school libraries and computers and noisy and dirty classrooms than higher-income campuses. 11/17/14
 http://www.latimes.com/local/lanow/la-me-ln-learning-time-20141117-story.html

Where the nations 2.5 million homeless children live. Nearly one in 30 children every year experience homelessness, according to a new study. And the problem is worst, on a per capita basis, in Kentucky. That finding is part of a comprehensive 130-page report released by the National Center for Family Homelessness that not only explores child homelessness by state, but also the conditions that fuel it. The report, in which states are ranked by the well-being of their children, risks for child homelessness and policy efforts, will be presented to Congress this winter. The authors of the report found that an estimated 2.5 million children experience homelessness annually. New York followed Kentucky with the highest rate of child homelessness. California was next, followed by Alabama and Oklahoma. The estimates for how many homeless children live in each state are based on two sets of federal data: an Education Department estimate of homeless children enrolled in public schools and a Census estimate of the child population overall. Not all homeless children are living on the streets. The Education Department count — 1.3 million — not only includes those living in motels, trailer parks, abandoned buildings, cars, campgrounds, parks and public spaces, but an estimated 75 percent of homeless kids are living with relatives or friends. To arrive at the 2.5 million figure, the researchers applied that in-school estimate to the overall child population. 11/17/14
http://www.washingtonpost.com/blogs/govbeat/wp/2014/11/17/where-the-nations-2-5-million-homeless-children-live/

Flood of migrants to pour into NYC Schools. The city Department of Education has told principals it plans this year to enroll 2,350 migrant children from Central America who crossed into the United States unaccompanied – with many more to come. The notice comes as the city rolls out $50 million for 1,662 minors who crossed the border this summer to escape -violence and gangs in Guatemala, Honduras and El Salvador. The recent arrivals join an estimated 350,000 children of illegal immigrants already in New York state – about 12 percent of the public-school population. The city's per-pupil spending in the 2012-2013 academic year averaged $20,749, which would bring the total for the migrant kids to $48.7 million. But the costs could soar, because the youths – many

of them victims of poverty and abuse – will need state-mandated English-language instruction, free or reduced-price lunch, and a range of other services, including psychological counseling, medical and dental. 11/23/14
http://nypost.com/2014/11/23/city-schools-warned-of-plans-to-enroll-2350-migrant-children/

States slashing education spending. State-level K-12 education spending has fallen dramatically in many states since 2008. In that time, 29 states cut per pupil spending, shifting the burden of financing education to local school districts and, in many instances, forcing schools to cut costs and even teachers. To make matters worse, major federal education aid programs for states have also been drying up since the recession. For example, federal aid for K-12 education for schools with high proportions of low-income families decreased by 10% between 2010 and 2014. Students in six of the 14 states with the largest funding cuts performed worse than students across the nation on math and reading standardized tests. These states also have among the lowest educational attainment rates.11/2/14
http://www.usatoday.com/story/money/business/2014/11/02/24-7-wall-st-states-slashing-education-spending/18046297/

Half of all public school students in IL now considered low income. Numbers released by the Illinois State Board of Education in its annual school report card show that—for the first time ever—low-income children now outnumber middle-class students in the state's public schools. It's a trend that could affect everything from the state's economic competitiveness to college-going rates to concerns over upward economic mobility in a time of increasing income inequality. In Illinois, nearly all the increase in low-income students since 2000 has taken place outside Chicago. The percentage of students in Chicago Public Schools who are considered low-income has remained relatively stable since 2000, at about 86 percent. Two-thirds of the state's low-income kids now live outside the city. Illinois joins at least 17 other states in the dubious distinction of having a majority of its public school students considered low-income. Both Texas and California have topped 50 percent in recent years, and a majority of public school students are low-income across the entire South and West. Nationwide, the figure is 48 percent. 11/3/14
http://www.chicagopublicradio.org/news/half-all-public-school-students-illinois-now-considered-low-income-111044

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From the above article on students in poverty

> *We don't have an education crisis in the United States, we have a poverty crisis.*
> *Poor students need services—from before- and after-school opportunities to*
> *summer programs to health care and preschool—and all of it costs more.*
>
> Michael Rebell, executive director of Campaign for Educational Equity, Columbia University

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Note: Each week the Center highlights newsworthy stories 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

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

Minimizing Stress Reactions & Preventing Student and Staff "Burnout"

"Never smile before Christmas" was a phrase a teacher jokingly shared about his philosophy of creating a serious and disciplined classroom. Such an approach, however, takes a toll on both the teachers and school staff, as well as students and families. Since we have made it to the holiday season and it is now safe to smile, it also is time to look at providing the type of student and staff supports that will help make the rest of the school year minimize burnout. The following focuses on staff. It highlights the role of stress in general and so can be applied to students and their families.

What Causes Burnout?

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.

Christina Maslach

Some Primary Causal Factors:
>Lack of Control Over One's Destiny   >Work Overload or Underload
>Lack of Occupational Feedback and Communication   >Training Deficits
>Contact overload resulting from the necessity for frequent on-the-job encounters
>Role conflict/ambiguity (uncertainty about what one is expected to do at work).
>Individual factors (e.g., financial instability, marital problems, excessive shyness, inflexibility, poor stress management skills)

Some Secondary Factors:
>Poor working conditions   >Lack of job security   >Lifestyle changes
>Rapidly changing society that forces 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*, Teachers College, Columbia University)

An Intrinsic Motivational Perspective of Burnout

The behavior referred to as burnout is a psychological phenomenon. One way to understand the problem is in terms of three psychological needs that theorists posit as major intrinsic motivational determinants of behavior. These are 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.

Dealing with Burnout

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. 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.

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.

<div align="right">(From: Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job Burnout. Annual Review of Psychology, 52, 397-422)</div>

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 programs 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 for learning and problem solving.
  • Restructuring school governance to enable shared decision-making.

<div align="right">(From: Addressing Barriers to Learning, Spring 2002, Center for MH in Schools.)</div>

All staff can play a role in providing strategies and skills so everyone at a school can take care of each other and enhance a nurturing environment.

A Few Related Center Resources

See the Center's Online Clearinghouse Quick Find on
  >*Burnout* – 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

Also see the Quick Find:
  >*Environments that Support Learning* – http://smhp.psych.ucla.edu/qf/environments.htm

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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Take care of the adults, so they can take care of the children.

As in airplane emergencies, schools must first ensure that the adults are breathing O.K. (have on their "oxygen masks") so they are able to assist the young.

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And don't forget about engaging and re-engaging students!

As with staff burnout, engaging and re-engaging students productively in instruction requires understanding and addressing underlying motivation. Failure to attend effectively to underlying motivation leads to approaching passive and often hostile students with practices that can instigate and exacerbate problems.

Consider students who spend most of the day trying to avoid all or part of the instructional program. An intrinsic motivational interpretation of the avoidance behavior of many of these youngsters is that it reflects their perception that school is not a place they experience a sense of competence, self-determination, and/or relatedness to significant others. Indeed, too often, the experience results in feelings of incompetence, loss of autonomy, and adverse relationships. Over time, the negative perceptions develop into strong motivational dispositions and related patterns of misbehavior.

Many school conditions can have a negative impact on a student's motivation – excessive criticism and confrontations; processes the student sees as unchallenging, uninteresting, overdemanding, or overwhelming; structure that seriously limits options or that is over-controlling and coercive. Misbehavior at school often is reactive to such conditions. That is, individuals can be *expected* to react. This is particularly true for students with learning, behavior, and emotional problems.

So, a great deal of school misbehavior is motivated by students' efforts to cope, defend, avoid, and protest in reaction to aversive experiences. The reactions may be direct or indirect and include defiance, physical and psychological withdrawal, and diversionary tactics.

Of course, misbehavior can also reflect *approach motivation*. Noncooperative, disruptive, and aggressive behavior patterns that are *proactive* can feel rewarding and satisfying to a youngster because the behavior itself is exciting or because the behavior leads to desired outcomes (e.g., peer recognition, feelings of competence or autonomy). Intentional negative behavior stemming from approach motivation can be viewed as *pursuit of deviance*.

In addressing students manifesting chronic misbehavior, intrinsic motivational theory suggests different approaches for reactive and proactive actions. Interventions to reduce reactive and proactive behavior problems generally begin with major changes in the school environment that minimize reactivity. Then, as necessary, special assistance is used to reduce reactance and enhance positive motivation for participating in an intervention. For youngsters highly motivated to pursue deviance (e.g., those who proactively engage in criminal acts), even more is needed. Intervention might focus on helping these youngsters identify and follow through on a range of valued, socially appropriate alternatives to deviant activity. Such alternatives must be capable of producing greater feelings of self-determination, competence, and relatedness than usually result from the youngsters' deviant actions.

To these ends, motivational analyses of the problem can point to corrective steps by teachers, student support staff, other school staff, parents, or students themselves.

(See: Quick Find On *Engagment/Re-engagement* http://smhp.psych.ucla.edu/qf/motiv.htm)

New Directions: Morphing into the
2015 National Initiative for Transforming Student & Learning Supports

Announcing the launch of the *2015 National Initiative for Transforming Student and Learning Supports.* Much of our work in recent years was accomplished as part of the national initiative for New Directions for Student and Learning Supports. As of January, this initiative is being morphed into a more direct approach.

As noted above, to begin with, we will introduce a new work entitled: *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System.* This resource will be placed on our website for free access to stimulate interchange and encourage transformation and will be used as the focal point for the initiative. (The work provides protocol frameworks for a systemic learning supports component to replace the existing marginalized and fragmented set of student and learning supports in districts and schools. It also stresses that transformation can be done by redeploying existing resources and garnering economies of scale.)

To directly help districts and schools make the transformation, the Center will add to our online, free resources and continue providing free online technical assistance and coaching.

A Couple of Updates from Colleagues

Alabama (from a Learning Supports Coordinator for Cohort II): "We ... have had several trainings. We have done mapping with district administrators. Our eastern cluster schools (1 High School, 1 Middle School, and 4 Elementary Schools) were already collaborating with each other, so we decided to begin with them. They have been asked to do mapping ... We are excited .... I will keep you informed."

Iowa (from a colleague at the state department public instruction: "Iowa continues to use the Learning Supports framework within the Iowa Safe and Supportive Schools work and has included it within the newly awarded federal School Climate Transformation (SCT) and SAMHSA Now Is the Time grants (NITT). In addition to the three-tiered, six component model used for the Continuum/Resource Mapping process, we require both adult and student leadership teams to drive data collection, analysis, and implementation. ... We continue to struggle to maintain the infrastructure within the AEAs due to key staff turnover."

Louisiana (from Grant Parish): "It is our pleasure to share with you what is going on with Learning Supports in Grant Parish Schools. Our assistant principals lead the Learning Supports efforts in our schools. We meet with the APs monthly to share and discuss concerns as well as provide information and tips within the group. We look at LS as a district, but we also look at each school's efforts and concerns. We use this time as a time of work and putting heads and hearts together to look at how we can best meet the needs and barriers within our schools. This time is a great opportunity for collaboration with community as well as with each other in looking at individual school needs with regard to Learning Supports within their individual schools. The APs have a time to talk with one another and seek advice and ideas from each other. We also bring in community supports and groups that can provide information and help to the schools such as mental health providers, medical teams, faith-based groups, healthy coalition members and other groups and individuals that may lend support or offer information and mechanisms for help to our schools. The schools meet monthly or more often, if needed, as teams to work on their school concerns with regards to the various groups of students who exhibit needs that cause barriers to learning. Each school has mechanisms in place as well as a protocol for their Learning Supports meetings and decisions."

UCLA CENTER RESOURCES UPDATE

New Article:

Adelman, H.S. & Taylor, L. (2014). Embedding School Health into School Improvement Policy. *International Journal of School Health, 1* . (epub)
http://smhp.psych.ucla.edu/pdfdocs/intjournal.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:

> *Introducing students and families to school MH resources*

> *Preparing for students returning from residential treatment programs*

> *Helping teachers understand student misbehavior*

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

Previous postings also are at http://smhp.psych.ucla.edu/practitioner.htm

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

Center Featured Resource

As noted, we will place online in January the following new resource:
Transforming Student and Learning Supports:
Developing a Unified, Comprehensive, and Equitable System

It will include an updated set of the Center's popular self-study surveys focusing on the six content arenas of a learning supports component. We have already replaced the old surveys online. They can be accessed through the System change tool kit (see Self-study Surveys in Section C).

The full set can be downloaded directly at http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf or access each of the following as indicated below:

>*Introduction to Self-Study Surveys*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/intro.pdf

>*General Overview survey of Student & Learning Supports Activity, Processes, and Mechanisms*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/general.pdf

(1) *Classroom-based Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/classroomsurvey.pdf

(2) *Supports for transitions*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/transitionssurvey.pdf

(3) *Home Involvement, Engagement, and Re-engagement in Schooling*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/homeinvolvementsurvey.pdf

(4) *Community Outreach and Collaborative Engagement*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/communityoutreachsurvey.pdf

(5) *Crisis Assistance and Prevention*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/crisissurvey.pdf

(6) *Student and Family Special Assistance*
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/studentfamilysurvey.pdf

Note: Center resources can readily be revised to fit a specific situation for local schools/communities. Please feel free to adapt them.

And please share these resources with interested colleagues, and let us hear your perspective on how all this fits with the current local, state, and federal agenda for school improvement that embeds mental health in schools. Send your comments to Ltaylor@ucla.edu

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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Thinking about increasing the capacity of your district or school with respect to developing a unified and comprehensive system of student supports?

We can help. Feel free to contact us by sending an email to ltaylor@ucla.edu

OTHER HELPFUL INTERNET RESOURCES

>*Preventing Sexual Abuse on Campus –*
  http://www.bestcolleges.com/resources/preventing-sexual-assault/

>*Harvesting the Scientific Investment in Prevention Science to Promote Children's Cognitive,*
  Affective, and Behavioral Health –
  http://www.iom.edu/Reports/2014/Harvesting-the-Scientific-Investment-in-Prevention-Science.aspx?u
  tm_medium=etmail&utm_source=Institute%20of%20Medicine&utm_campaign=10.14+IOM+News&
  utm_content=&utm_term=

>*Dear Colleague Letter: Responding to Bullying of Students with Disabilities –*
  http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf?utm_source=Division
  +of+Child+and+Adolescent+Psychiatry%2C+University+of+Maryland+School+of+Medicine&utm_c
  ampaign=a73476f9bb-CSMH_Announcements_for_November_11_21_2014&utm_medium=email&ut
  m_term=0_9dcc21effc-a73476f9bb-325240473

>*VetoViolence –* http://www.cdc.gov/vetoviolence/

>*School Re-Entry After Discharge from Psychiatric Hospitalization:*
  Memorandum of Understanding
  http://www.tapartnership.org/docs/presentations/socMeetingSummer2011/day1/Workshop%2039-%20
  Successful%20Transitions/School%20Re-Entry%20After%20Discharge.pdf

>*Guidelines for school re-entry following discharge from psychiatric hospitalization –*
  http://www.tapartnership.org/docs/presentations/socMeetingSummer2011/day1/Workshop%2039-%20
  Successful%20Transitions/School%20Re-Entry%20After%20Discharge%20Guidelines.pdf

>*School size policies: a literature review –*
  http://www.keepeek.com/Digital-Asset-Management/oecd/education/school-size-policies_5jxt472ddkj
  l-en#page6

>*Maine Youth Suicide Prevention Program --*
  http://www.capefearpsych.org/documents/SuicideinSchools.pdf

>*The School Discipline Consensus Report: Strategies* from the Field to Keep Students Engaged
  in School and Out of the Juvenile Justice System –
  http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf

>*A Better Picture of Poverty –*
  http://www.newschool.edu/milano/nycaffairs/documents/BetterPictureofPoverty_PA_FINAL_001.pdf

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Quote from poverty report

> Schools with very low-income students rarely receive the attention and credit
> they deserve...I like to talk about the 'degree of educational difficulty'. I use the
> Olympic diving example. You can do a perfect swan dive off the high board, but
> no matter how beautiful and flawless it is, it will get beat by a triple back flip, even
> if there are a few errors in it. People recognize it is much   harder to do a triple
> back flip than the perfect swan dive. If you are in an affluent neighborhood, you
> can essentially turn on the lights and the kids will learn. That is a swan dive. If all
> of your kids are agency involved, if they are chronically absent, if they are in the
> middle of gang warfare, that's a triple back flip. Here, we do not resource, fund or
> hold schools accountable based on the degree of difficulty.

Robert Balfanz

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RECENT PUBLICATIONS
(In print and on the web)

School, Family & Community

>Embedding School Health into School Improvement Policy. H. Adelman & L. Taylor. 2014. *International Journal of School Health, 1*.
http://smhp.psych.ucla.edu/pdfdocs/intjournal.pdf

>Peer Effects in Urban Schools: Assessing the Impact of Classroom Composition on Student Achievement. M. Gottfried. 2014. *Educational Policy, 28*(5), 607–647.
http://epx.sagepub.com/content/28/5/607.full.pdf+html?utm_source=education&utm_medium=LandingPage&utm_content=FeaturedEPXarticle&utm_campaign=1149091

>Supportive family contexts: Promoting child well-being and resilience. L.A. Newland. 2014. *Early Child Dev. Care 184*(9-10): 1336-1346.
http://www.tandfonline.com/doi/abs/10.1080/03004430.2013.875543#.VGENXE3TnQM

>Addressing Maternal Mental Health in the Pediatric Medical Home. B. Ward-Zimmerman & J. Vendetti. 2014. *IMPACT* http://www.chdi.org/index.php/download_file/view/700/690/

>Mentoring programs to affect delinquency and associated outcomes of youth at-risk: A comprehensive meta-analytic review. P.H. Tolan, D.B. Henry, M.S. Schoeny, P. Lovegrove, E.J. Nichols. 2014. *Exp. Criminol. 10,* 179-206.
http://link.springer.com/article/10.1007%2Fs11292-013-9181-4

>Organized activities during high school and adjustment one year post high school: Identifying social mediators. A. Viau, A.S. Denault, F.J. Poulin. 2014. *Youth Adolesc*. ePub
http://link.springer.com/article/10.1007%2Fs10964-014-0225-5

Policy, systems, law, ethics, finances & statistics

>How school can teach civic engagement besides civic education: The role of democratic school climate. M. Lenzi, A. Vieno, J. Sharkey, et al. 2014. *American Journal of Community Psychology, 54* (3-4) 251-261. http://link.springer.com/article/10.1007/s10464-014-9669-8

>Inside quality: Examination of quality improvement processes in afterschool youth programs. C.K. Baldwin & Q. Wilder. 2014. *Child Youth Serv., 35*(2), 152-168.
http://www.tandfonline.com/doi/abs/10.1080/0145935X.2014.924346#.VGEKdU3TnQM

>Leveraged resources and systems changes in community collaboration. C. Harper, G. Kuperminc, S. Weaver, et al. 2014. *American Journal of Community Psychology, 54*(3-4) 348-357. http://link.springer.com/article/10.1007/s10464-014-9678-7

>Creating settings for youth empowerment and leadership: An ecological perspective. N. Blanchet-Cohen & L. Brunson. 2014. *Child Youth Serv. 35*(3), 216-236.
http://www.tandfonline.com/doi/abs/10.1080/0145935X.2014.938735#.VGEIyU3TnQM

>A meta-analysis of the efficacy of different types of parental involvement programs for urban students. W. Jeynes. 2014. *Urban Education, 47*(4), 706–742.
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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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Two kids were walking home from school.

"What should we do tonight?" – one asked.

"Let's flip a coin," replied the other. "If it comes up heads, we'll go to the movies. If it comes up tails, we'll play a video game. . . . If it stands on edge, we'll study."
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COMMENTS AND SHARING FROM THE FIELD

We were asked to share the following:

(1) From Shawn.Hagerty@sumterschools.net: "I have written an article along with Mitchell Yell at University of South Carolina to be published in the Palmetto Administrator http://www.scasa.org/content.asp?contentid=231. The article is a transitional concept that can be encapsulated within a continuous intervention framework. I have long studied your Comprehensive and Unified approach and in your circular diagram of early-onset to system of care the areas where the circles overlap would be considered the helices.
    This is a new model and it directly relates to the comprehensive and unified approach as well as general continuous intervention frameworks, as it looks more intensely at student fluidity. Please note the article is very short and is only an introduction, but there is much more involved when developing helices.
    Please review and let me know your thoughts as I value and am a student of both of you. I am trying to launch this model on a state and national level and I have a few other magazines

that are looking to pick it up....
Here is a brief excerpt from the paper:

"... A major problem that has developed out of the stratification and classification of students along a tiered continuum is that many learning organizations consider each tier a specific and distinct 'placement' for students. In other words, when we begin to think of tiers as 'placements', learning organizations tend to hold a student indefinitely within that tier with little attention toward tier fluidity or in other words, student transition. The basic premise behind tiers within a continuous intervention framework is if the student is responsive on some minimal level they remain within that tier indefinitely. The problem with satisfaction on a minimalist level is that students can be trapped in a tier for years with little concern about tier transition due to the student demonstrating some sort of minimal progression. The concern learning organizations must understand when implementing a continuous intervention framework is that opportunity for fluidity among participating students must be the main focus ... acceptance of placement stagnation and minimal student progress within tiers goes against the very nature of a continuous intervention framework ..."

Center note: For more on the three tier federal model and our Center's concerns about it, see:
Moving beyond the three tier intervention pyramid toward a comprehensive system of learning supports – http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf

(2) Invitation -- "to participate in 4 upcoming community forums regarding Phase 2 of the California Reducing Disparities Project. The purpose of these forums is to share CDPH's plans for and progress on CRDP Phase 2 and to hear any questions, comments, or concerns about Phase 2. Community forums will be held from 1-5 pm on the following dates:
Tuesday, December 2, 2014 | Oakland ; Thursday, December 4, 2014 | Los Angeles
Monday, December 8, 2014 | Fresno; Wednesday, December 10, 2014 | Redding
As they become available, forum details will be provided on CDPH's CRDP Phase 2 webpage (http://tinyurl.com/cdphcrdp) and directly to those who RSVP.
Participate in-person or by web conference. To RSVP, please visit http://tinyurl.com/crdp-rsvp
Indicate any special accommodation or language needs.
Questions? Contact CRDP@cdph.ca.gov

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