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

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

WHAT'S HERE THIS MONTH

**Emerging Issue
>*Student and Learning Supports:
What to advocate for with the move from federal to more local control*?

**News from around the country

**This month's focus for schools to address barriers to learning
>*December: Attending to Stress to Prevent student and staff "burnout"*

**2015 National Initiative for Transforming Student & Learning Supports

**UCLA Center Resources Update

**Access links about:

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, and online professional development

>Calls for grant proposals, presentations & papers

>Training and job opportunities

**A few other helpful resources accessible from the internet

**Additional recent publications relevant to

>School, family, & community

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

>Child, adolescent, and young adults' mental and physical health

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

EMERGING ISSUE

Student and Learning Supports:
What to advocate for with the move from federal to more local control?

From the comments being circulated, many folks seem pleased with the current progress in reauthorizing the *Elementary and Secondary Education Act*. No one can be sure about what the final legislation will look like, but the shift from federal to more local control seems on the way.

What we hear from colleagues is that this is an opportunity to enhance efforts to improve how schools address barriers to learning and teaching and re-engage disconnected students.

Of course, this opportunity is not linked to passage of the reauthorization; it already exists. Passage will mainly focus discussion on how resources are distributed.

However, to take advantage of the opportunity will require significant advocacy at local and state levels. And this raises the issue of what to advocate for.

From our perspective, we suggest that the primary initial focus needs to be on reframing school improvement policy so that student and learning supports are no longer out on the margins and that mental health in schools is embedded into a unified, comprehensive, and equitable system of learning supports and not pursued as yet another health initiative (see http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter14.pdf).

We see this as essential for moving beyond the current fragmented state of affairs toward the multi-year development of a student and learning supports intervention system that is cohesive, comprehensive, and equitable and that fits the mission of schools.

What will you be advocating? Let us hear so we can facilitate a dialogue and see if there is any way to minimize counterproductive competition in advocating for improving how schools address concerns related to learning, behavior, emotional, and physical health problems.

Remember that whatever Congress does, state and local policy makers can and need to move forward in ending the marginalization of student and learning supports.

Send your comments for sharing to Ltaylor@ucla.edu

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For a range of resources related to this matter, see
2015 National Initiative for Transforming Student and Learning Supports
http://smhp.psych.ucla.edu/newinitiative.html

N.Y. state survey reports on student test anxiety. State-administered tests are causing the most anxiety among students in New York state, said approximately three-quarters of school psychologists who responded to a recent survey. According to the report, test anxiety is most common in elementary students who show internalized symptoms, such as worry and withdrawal. 11/20/15 http://www.democratandchronicle.com/story/news/local/2015/11/20/common-core-giving-kids-anxiety-psychologists-say/76123358/

House, Senate conferees endorse deal to replace No Child Left Behind. The conference committee agreement comes to the House for a vote by Dec. 2, then on to the Senate. If it passes, President Obama is expected to sign the measure, leading to a major transfer of power and authority over public schools from the federal government to states and local school districts. Under the deal, the federal government would still require that states test students annually in math and reading in grades 3 through 8 and once in high school, and publicly report the scores according to race, income, ethnicity, disability and whether students are English-language learners. And it also would require states to intervene with "evidence-based" programs in schools where student test scores are in the lowest 5 percent, where achievement gaps are greatest, and in high schools where fewer than 67 percent of students graduate on time. But under the proposal, states, not the federal government, would determine which actions to take in those struggling schools, and states would set goals and timelines for academic progress. 11/19/15 https://www.washingtonpost.com/local/education/house-senate-conferees-endorse-deal-to-replace-no-child-left-behind/2015/11/19/0f43d872-8ee2-11e5-acff-673ae92ddd2b_story.html

AL offers high school students and their parents tuition free community college. As states focus on increasing the number of low-income students who go to college, Alabama has added another target group — their parents. Last year, Alabama promised 10,000 sixth and seventh graders at more than 50 schools in a poor area of the state free community college tuition, along with extra tutoring and mentoring. This fall, state officials are holding meetings at six community colleges in the region to recruit the parents of those students, who will also be able to enroll tuition-free. Alabama's effort is part of the federal government's GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program, which is designed to increase the number of low-income college graduates nationally. No other state has included parents in its efforts. 11/4/15 http://hechingerreport.org/alabama-offers-high-school-students-and-their-parents-tuition-free-community-college

New IL law means changes in school discipline policies. Starting next school year, Illinois' 859 school districts will have to do such things as limit out-of-school suspensions, end zero-tolerance policies, adopt a parent-teacher advisory board on school discipline policies and address bullying, among a host of other requirements in Senate Bill 100 that Gov. Bruce Rauner signed into law this summer. Sending students to alternative schools would be last-resort discipline. 11/10/15 http://www.daily-chronicle.com/2015/11/10/new-law-means-changes-in-illinois-schools-discipline-policies/aa0eam2/

Why so few school cops are trained to work with kids. There are about 19,000 sworn police officers stationed in schools nationwide, according to U.S. Department of Justice estimates. Confrontations between armed police officers and students in schools are becoming more frequent, arrests are up according to an August report for the National Association of State Boards of Education, and more high-profile because of both cell phones and social media. They are also being increasingly scrutinized for bias and alleged brutality in the same way as encounters on the street have become between cops and adult civilians. Black students were 16 percent of the total student enrollment in the 2011-12 school year but 27 percent of students referred to law enforcement and

31 percent of students involved in a school-related arrest, according to the U.S. Department of Education Office for Civil Rights data. Students with disabilities represented about 12 percent of the total student population but accounted for a quarter of those arrested and referred to law enforcement, 75 percent of those who were physically restrained at school and 58 percent of those placed in seclusion or involuntary confinement. 11/5/15
http://www.theatlantic.com/education/archive/2015/11/why-do-most-school-cops-have-no-student-training-requirements/414286/

Nine communities chosen to pilot improved outcomes for disconnected youth. Nine communities will receive flexibility and start-up grants to implement innovative programs to improve outcomes for disconnected youth. The Performance Partnership Pilots for Disconnected Youth (P3) is a collaboration of six federal agencies (the U.S. Departments of Education, Labor, Health and Human Services and Justice, along with the Corporation for National and Community Service and the Institute of Museum and Library Services) to respond jointly to common challenges that communities face. 10/29/15
http://www.ed.gov/news/press-releases/obama-administration-names-9-communities-chosen-finalists-pilot-improve-outcomes-disconnected-youth

> *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.

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Quote from above story on community pilots to improve outcomes for disconnected youth:

> These partnerships are breaking down unproductive stovepipes to better connect young people with training, education and work experience. This holistic approach will help young people who have already faced significant barriers access new opportunities and find their path to good jobs that pay family sustaining wages.
>
> Secretary of Labor Thomas E. Perez

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

December: Attending to Stress to Prevent Student and 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.*

Schools can be stressful places. The impact of accountability standards and assessment has increased pressure on everyone. Teachers are experiencing tremendous pressure to prepare students for high stakes testing. In turn, students are experiencing enhanced pressure to perform.

Clearly, it is in everyone's interests to keep stress from becoming disabling. And, because the psychological needs of staff often are overlooked, special attention should be paid to factors contributing to staff burnout.

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As with so many problems, there is a tendency to view burnout as due to personal factors. And, as in many other instances, this is an inadequate and often the least effective way to understand what must be done over the long-run to address the matter.

Burnout is a multifaceted and complex phenomenon. While stress-reduction activities often are prescribed, they are unlikely to be a sufficient remedy. Reducing environmental stressors and enhancing job supports are more to the point, but again, alone these are insufficient strategies.

As the literature* emphasizes, the following cluster of factors are associated with burnout:
- 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

From a psychological perspective, we all need to *feel* (a) competent, (b) self-determining, and (c) interpersonally connected to others. Burnout can be viewed as among the negative outcomes that result when these needs are threatened and thwarted as they too often are at some schools.

Enhancing feelings of competence, self-determination, and interpersonal connectedness requires reculturing schools in ways that minimize undermining and maximize enhancement of such feelings. This involves policies and practices that ensure a daily focus both on enhancing staff and student well-being and addressing barriers to teaching and learning. As Maslach, Schaufeli, and Leiter note, settings that promote well-being and productivity combine changes in managerial practice with individual-level educational interventions. Such settings focus on engagement (and re-engagement) to create an increased alliance with the organizational mission. They support positive development of energy, vigor, involvement, dedication, absorption, and effectiveness among all.

> *Everyone needs to play a role in reculturing schools to reduce disabling stress and burnout. Because of their understanding of stress reduction, support staff can play a special role.*

*A.J. Cedoline, *Job Burnout in Public Education: Symptoms, Causes, and Survival Skills*. New York: Teachers College Press.
C. Maslach, W.B. Schaufeli, & M.P. Leiter. Job Burnout. *Annual Review of Psychology, 52*, 397-422.

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For resources related to all this, start with 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

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

2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS*

We are browsing websites (including posted district power point presentations) to see what they say about implementing a comprehensive system of learning supports. Here are a few examples of what we found in Iowa:

> Cedar Rapids – http://www.cr.k12.ia.us/departments-services/learning-supports/

"The Cedar Rapids Community School District is committed to a vision of Excellence for All. In order to ensure that all students have an equal opportunity to succeed at school a Comprehensive System of Learning Supports has been designed and implemented. ... It encompasses systems to promote healthy development, is preventative in nature, provides assistance in a timely fashion, and addresses the broad range of learning, behavioral, physical and emotional needs found in schools. Barriers to learning encompass both internal and external factors that may get in the way of the student being able to reach maximum potential. These difficulties can increase as students internalize the frustrations of confronting these barriers and the negative effects of performing poorly at school. It is vital that these barriers to learning be identified and supports put in place to help every student have an equal opportunity to succeed at school."

>Iowa City School District – See the learning supports power point at
http://www.iowacityschools.org/pages/ICCSD/Departments/Health_Services/Youth_and_Family_Development

>Grant Wood AEA -- See overview of learning supports at
https://www.gwaea.org/curr/lrngsupports/learningsupportsoverview13-14.pdf

And here's a couple of current action examples shared with us:

>From a District Director of Student Supports: "I cite the Center's work repeatedly as I advocate for a unified model for student and learning support services that embeds into our existing school settings as one division. This year we have taken the first step and created a division for school support services that houses our counseling services, career pathways, and assessment programs. It is a work in progress to shift mindsets to see how these programs connect to reduce barriers and increase capacity for success with our re-engaged students. I forward the Center emails to the new division team members to engage us in a dialogue about what unification of our programs means to us and how we can work together to strengthen student support. It isn't perfect and is certainly far from done. Your information keeps me on track as I guide us through this period."

>From a Title 1 Consultant: "We have had a significant change in our demographics over the past 5 years. Last year we developed a plan to transition one of our three eligible Title 1 schools from targeted assistance to school wide. This year we are engaged in the planning process in another district elementary school. Therefore, we could consider a unified and comprehensive system of learning supports in this plan. It is perfect timing. ... Any suggestions ... in terms of action steps would be appreciated. I use the information in your newsletter to provide Professional Development and information for teachers."

*For more information on all this, we refer folks to the webpages for the initiative
http://smhp.psych.ucla.edu/newinitiative.html .

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LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT AND LEARNING SUPPORTS

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, ***we can help***. Send all info to ltaylor@ucla.edu .

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Micro solutions don't address macro problems

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

New Article

>"Immigrant Children and Youth in the USA: Facilitating Equity of Opportunity at School"
http://www.mdpi.com/2227-7102/5/4/323/pdf   In *Education Sciences.*

Updated Resources

>*Attention problems: Intervention and Resources –*
    http://smhp.psych.ucla.edu/pdfdocs/attention/attention.pdf

>*Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth –* http://smhp.psych.ucla.edu/pdfdocs/anxiety/anxiety.pdf

>*Conduct and Behavior Problems in School Aged Youth –*
    http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf

>*Dropout Prevention –* http://smhp.psych.ucla.edu/pdfdocs/dropoutprev/dropout.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv
    http://smhp.psych.ucla.edu/practitioner.htm

November Exchanges:

>*Requests*

>>Need suggestions for promoting systemic changes to enhance equity of opportunity for all students to succeed

>>About assisting teachers to make inclusion more successful

>>How to use self-study surveys to develop a comprehensive set of student & learning supports

>*Featured Aids*

>>Creating changes in education systems

>>Guides for supporting teachers in accommodating a range of learners*

>>Quick Find on mapping resources for addressing barriers to learning and teaching

>*Perspective from a teacher on climate for learning in schools*

Note: The latest School Practitioner and archived previous ones are 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

Recently Featured Center Resources

*As noted above, in November the *School Practitioner* focused on assisting teachers to make inclusion more successful. The Center has two Quick Finds designed to provide links to a range of relevant resources related to this topic -- some developed by our Center, many developed elsewhere.

(1) *IDEA/accommodation/inclusion* – http://smhp.psych.ucla.edu/qf/idea.htm

(2) *Classroom based learning supports* – http://smhp.psych.ucla.edu/qf/classenable.htm

Among the links to Center developed resources, see:

>*Preparing All Education Personnel to Address Barriers to Learning & Teaching* – http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf

>*Enhancing Classroom Approaches for Addressing Barriers to Learning* (cont. ed. modules) – http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf
>>Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers.
>>Module II focuses on classroom practices to engage and re-engage students in classroom learning.
>>Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.

>*Enhancing Classroom Teachers' Capacity to Successfully Engage All Students ...* – http://smhp.psych.ucla.edu/pdfdocs/enhanceteachers.pdf

>*Personalizing Learning and Addressing Barriers to Learning* (cont. ed. modules) – http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf

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ACCESS LINKS ABOUT:

>**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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Your mom said that she never saw this report I sent her about your work. What do you know about that?

Gee, I guess the dog has been eating more than my homework.

>*Supporting children and families experiencing homelessness: a state guide –*
 http://naehcy.org/sites/default/files/dl/CCDF%20Homelessness%20Guide%20final%20Oct%202015.pdf

>*IDEAs that work: Preparing children and youth with disabilities for success –*
  http://ccrs.osepideasthatwork.org/

>School-Justice Partnerships National Resource Center –
  https://schooljusticepartnership.org/

>*Elevating English language learners: Newcomers –*
  https://ncela.ed.gov/files/feature_topics/newcomers/Annotated_Bibliography.pdf

>Community resilience fact sheets –
  http://pacinst.org/publication/community-resilience-fact-sheets-help-communities-prepare-for-climate-change-impacts/

>Special Needs fact sheets – http://kidshealth.org/parent/classroom/

>Family Health and Safety fact sheets – http://www.dhhs.nh.gov/dphs/fhsfactsheets.htm

> Mental health fact sheets (NIMH) –
  http://www.nimh.nih.gov/health/publications/fact-sheets.shtml

>National Alliance on Mental Illness – https://www.nami.org/Learn-More/Fact-Sheet-Library

>Minnesota Association for Children's Mental Health –
  http://www.macmh.org/publications/mental-health-fact-sheets/

>Mental Health America – http://www.mentalhealthamerica.net/mental-health-information

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Do we ever learn anything without making mistakes?

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ADDITIONAL RECENT PUBLICATIONS
(in print and on the web)

School, Family & Community

>Immigrant Children and Youth in the USA: Facilitating Equity of Opportunity at School. Adelman HS, Taylor L. (2015). *Education Sciences, 5,* 323–344. http://www.mdpi.com/2227-7102/5/4/323/pdf   (Special issue focusing on "Place-based Partnerships and New School Designs to Address Poverty, Social Exclusion, and Social Isolation" edited by Hal Lawson. http://www.mdpi.com/journal/education/special_issues/place-based_partnerships)

>How to help me get out of a gang: Youth recommendations to family, school, community, and law enforcement systems. Sharkey JD, Stifel SWF. (2015). *J. Juv. Justice 4*(1): 64-83. http://www.journalofjuvjustice.org/

>The impact of neighborhood disorganization on neighborhood exposure to violence, trauma symptoms, and social relationships among at-risk youth. Butcher F, Galanek JD, Kretschmar JM, Flannery D (2015). *J. Soc. Sci. Med. ePub*
http://www.sciencedirect.com/science/article/pii/S0277953615301519

Policy, systems, law, ethics, finances & statistics

>Promoting positive future expectations during adolescence: The role of assets. S. Stoddard & J. Pierce. (2015) *American Journal of Community Psychology. 56* (3) 332-341
http://link.springer.com/article/10.1007/s10464-015-9754-7?wt_mc=alerts.TOCjournals#

>Percentage of children aged 5-17 years with diagnosed Attention Deficit/Hyperactivity Disorder (ADHD), by poverty status and sex - National Health Interview Survey, 2011-2014 *MMWR Morb. Mortal. Wkly. Rep. 2015; 64*(40): 1156
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6440a11.htm

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

>Psychosocial interventions for child disruptive behaviors: A meta-analysis. Epstein RA, Fonnesbeck C, Potter S, Rizzone KH, McPheeters M. (2015). *Pediatrics ePub*
http://pediatrics.aappublications.org/content/early/2015/10/13/peds.2015-2577

>Youth Resilience Corps: An innovative model to engage youth in building disaster resilience. Acosta J, Towe V, Chandra A, Chari R. (2015). *Disaster Med. Public Health Prep. ePub*
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=10009805&fileId=
S1935789315001329

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. Http://www.safetylit.org
   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 topics 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. Send to Ltaylor@ucla.edu

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Santa's helpers are subordinate clauses

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COMMENTS AND SHARING FROM THE FIELD

We were asked to share the following

"The 32nd Annual Pacific Rim International Conference on Disability and Diversity will be held on April 25-26, 2016, at the Hawai'i Convention Center in Honolulu. This year we are featuring topic areas such as Successful Strategies for Students on the Autism Spectrum, and Education: Pipelines for Success. Our Call for Proposals is NOW OPEN, so be sure to submit your ideas to us early! For more information, please visit us at http://www.pacrim.hawaii.edu
or feel free to e-mail us at prinfo@hawaii.edu or call us at 1-808-956-7539."

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 Ltaylor@ucla.edu