



# ENEWS

A Monthly Forum for Sharing and Interchange



**February, 2011 (Vol. 15 #5)**

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.**

**Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



## **WHAT'S HERE THIS MONTH**

### **\*\*Continuing Concern:**

**>Helping Those with a History of Problems**

### **\*\*News from around the country**

### **\*\*Recent publications relevant to**

**>Child and adolescent mental and physical health**

**>School, family, & community**

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

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

**>February – The Mid-Point of a School Year -- Report cards and conferences:  
Another Set of Barriers or Challenging Opportunities?**

### **\*\*Other helpful Internet resources**

### **\*\*Links to**

**>Upcoming initiatives, conferences & workshops**

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

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

### **\*\*UCLA Center Update**

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



## CONTINUING CONCERN:

### >Helping Those with a History of Problems

Given the tragic events in Tucson, the focus is once again on how our society responds to young people who have a history of problems.

Each system that interacted with the accused in Tucson is asking what more should have been done. In addition, folks are asking: Are there others who require attention and what should we be doing related to them? Some are focusing on enhanced threat assessment; others are focusing on enhanced access to help for those who are in need.

To facilitate the consideration of the focus on helping, we are compiling viewpoints from all who will share. In responding, think about such matters as:

1. What should schools (including colleges and universities) do to help an apparently disturbed student? (e.g., besides just recommending the family seek psychological help)
2. What should police departments do besides what was done in Tucson?
3. How can friends be most helpful when they see a friend who seems to be in trouble emotionally?

Send us your responses to all or any of these and related matters. Online as part of our Hot Topic series, we have put a sample of responses received already from the Center's Young Adult Advisors Group and the Representatives of Families Advisors Group — see <http://smhp.psych.ucla.edu/hottopic.htm>

We will add more as they are sent to us. Send comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## NEWS FROM AROUND THE COUNTRY

### **No easy fix found for bullying**

Seven years ago, Washington schools were under state mandate to take action against bullying. Seven Seattle middle schools adopted a Norwegian program. Committees formed. Parents and teachers received tutoring. Children attended regular meetings. Teachers reported improvement, and principals were delighted. Yet a rigorous scientific analysis, after three years, showed the program had no overall effect. Research suggests that despite good intentions and feverish competition to pinpoint a solution, antibullying programs have shown, at best, mixed results, and what has worked in one school has not always worked in another.

[http://www.boston.com/news/education/k\\_12/articles/2010/12/30/as\\_schools\\_confront\\_bullying\\_no\\_easy\\_fix\\_on\\_horizon/](http://www.boston.com/news/education/k_12/articles/2010/12/30/as_schools_confront_bullying_no_easy_fix_on_horizon/)

### **Montana Lawmakers Weigh Anti-bullying Policy**

A proposed Montana bill would set standards to protect students in schools defines "bullying, harassment or intimidation" as "any threatening, insulting or demeaning" behavior, even if done after school hours over the Internet. Senate Bill 141 also would guide procedures for investigation of complaints, notifying parents and protecting victims from further bullying. (Great Falls Tribune, 01/25/11)

<http://www.greatfallstribune.com/article/20110125/NEWS01/101250302/Lawmakers-weigh-anti-bullying-policy>

### **Cheaters find an adversary in technology**

Mississippi had a problem: high school students taking the state's end of year exams were using cell phones to text one another the answers. The state called in a company that analyzes answer sheets and flags those with some many of the same questions wrong or right that the chances of agreement are astronomically small. Computers also look for unusually large score gains from a previous test by a students or class. They also count the number of erasures on answer sheets, which in some cases can be evidence that teachers or administrators tampered with a test. 12/27/10.

<http://www.nytimes.com/2010/12/28/education/28cheat.html>

### **Texting, 'friending' a morass for educators: Social network bans, guidelines examined**

Across the country, governments and school districts are struggling to keep up with the furious growth of social media – and its grip on how young people communicate. The Virginia Board of Education is scheduled to vote on a policy that would ban all texting, social networking and online gaming between teachers and students. The policy is intended to prevent sexual misconduct. Several school systems have banned teachers and students from becoming 'friends' on Facebook. Other school systems are crafting formal social media policies. 1/16/11

<http://www.post-gazette.com/pg/11016/1118411-298.stm>

### **New school data reveal worrisome trends**

Illinois' public school children are fewer in number, increasingly poor, more diverse. Nearly half of the state's 2.1 million public school children come from families who were considered low income. About 45.4% qualified for a free or discounted school meal, the highest rate in decades. 1/23/11.

[http://articles.chicagotribune.com/2011-01-23/news/ct-met-school-report-enrollment-20110108\\_1\\_enrollment-student-mobility-public-school](http://articles.chicagotribune.com/2011-01-23/news/ct-met-school-report-enrollment-20110108_1_enrollment-student-mobility-public-school)

### **Should community colleges cut off lingering students?**

A proposal would cut off access to California community college students who linger too long. A state legislative report recommended giving first-time students a higher priority for class registration, capping the number of taxpayer-subsidized units that students can take and limiting the number of times students can repeat certain courses on the state's dime - moves that could save an stimated \$235 million. ( California Watch, 01/24/11)

<http://californiawatch.org/dailyreport/should-community-colleges-cut-lingering-students-8226>

### **Without aid, district may close half of its schools**

Detroit Public Schools would close nearly half of its schools in the next two years, and increase high school class size to 62 by the following year, under a deficit-reduction plan filed with the state. The plan, filed by the Emergency Financial Manager, is an attempt to slash a \$327 million deficit. The district closed 30 schools this fiscal year. 1/12/11

<http://detnews.com/article/20110112/SCHOOLS/101120356/Without-aid--DPS-may-close-half-of-its-schools>

### **Teacher evaluation bills would put cameras in classrooms**

Two bills filed this week in the Wyoming Legislature would require videotaped class periods to be part of every teacher's evaluation. One supported noted that when a principal enters the classroom, students and the teacher act differently. The changes would require principals to focus on mentoring and helping teachers. 1/20/11

[http://trib.com/news/state-and-regional/govt-and-politics/article\\_6e8adbbd-e30a-5589-8a99-1b8b7f7f46fa.html](http://trib.com/news/state-and-regional/govt-and-politics/article_6e8adbbd-e30a-5589-8a99-1b8b7f7f46fa.html)

**Note:** Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

Among the sources used in gather the above items are

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

The Public Education Network (PEN) Newsblast at [http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

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Related to student suspensions as a response to bullying and misbehavior at school

“The biggest challenge is that people, in general, are more interested in crisis than they are in prevention. ... Suspension doesn’t ‘teach’ anything... when a student is struggling with learning to read, we don’t send the student home for a couple of days and expect him or her to come back a better reader. Why would we do that with behavior?”

Nancy Franklin, LAUSD

(In the 1/11 ASCD Education Update)

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## **RECENT PUBLICATIONS (in print and on the web)**

### **Child, Adolescent, Young Adult Mental and Physical Health**

>Trajectories of aggression, delinquency, and substance use across middle school among urban, minority adolescents (2010) S. Lynne-Landsman, et al., *Aggressive Behavior*, ePub. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

>Peer contagion and adolescent depression: The role of failure anticipation (2010) M. Van Zalk, et al., *Journal of Clinical Child and Adolescent Psychology*, 39(6) 837-848. [Http://www.apa.org](http://www.apa.org)

>Prescription drug misuse among antisocial youth (2010) M. Hall, et al., *Journal of the Study of Alcohol and Drugs* 71(6) 917-924. [Http://www.jsad.com](http://www.jsad.com)

>Depressive symptoms in children and adolescents with chronic physical illness: An updated meta-analysis (2010) M. Pinquart & Y. Shen. *Journal of pediatric Psychology*, ePub. [Http://jpepsy.oxfordjournals.org](http://jpepsy.oxfordjournals.org)

>Precarious spaces: Risk, responsibility and uncertainty in school-based suicide prevention programs (2010) J. White & J. Morris. *Social Science and Medicine*, ePub. [Http://sciencedirect.com](http://sciencedirect.com)

>Utilizing common factors and practice elements to improve mental health care by school-based primary care providers (2010). S. Stephan, et al., *Emotional & Behavioral Disorders in Youth*, 10(4) 81-86. [Http://www.civicrosearchinstitute.com](http://www.civicrosearchinstitute.com)

## **Schools, Family & Community**

- >Mobilizing communities to implement evidence-based practices in youth violence prevention: The state of the art (2011) T. Backer & N. Guerra. *American Journal of Community Psychology*, ePub. [Http://www.springerlink.com](http://www.springerlink.com)
- >Connecting youth violence prevention, positive youth development and community mobilization (2011) K. Allison, et al., *American Journal of Community Psychology*, ePub. [Http://www.springerlink.com](http://www.springerlink.com)
- >Teacher-child relationship and behavior problem trajectories in elementary school. (2011) E. O'Connor, et al., *American Educational Research Journal*, 48(1) 120-162. [Http://aer.sagepub.com](http://aer.sagepub.com)
- >Evidence-based health promotion programs for schools and communities. (2011) D. Inman, et al., *American Journal of Preventive Medicine* 40(2) 207-219. [Http://sciencedirect.com](http://sciencedirect.com)
- >Supportive school climate and student willingness to seek help for bullying and threats of violence (2010) M. Eliot, et al., *Journal of School Psychology*, 48(6) 533-553. [Http://www.sciencedirect.com](http://www.sciencedirect.com)
- >Do actions speak louder than words? Classroom attitudes and behavior in relation to bullying in early adolescence (2010) R. Scholte, et al., *Journal of Clinical Child and Adolescent Psychology*, 39(6) 789-799. [Http://www.apa.org](http://www.apa.org)

## **Policy, Systems, Law, Ethics, Finances & Statistics**

- >Trajectories of school engagement during adolescence: Implications for grades, depression, delinquency, and substance use (2011) Y., Li & R. Lerner. *Developmental Psychology*, 47(1) 233-247. [Http://www.apa.org](http://www.apa.org)
- >The prevalence of emotional and behavior problems in pediatric primary care serving rural children (2011) J. Polaha, et al., *Journal of Pediatric Psychology*, ePub. [Http://jpepsy.oxfordjournals.org](http://jpepsy.oxfordjournals.org)
- >Children of Katrina: Lessons learned about postdisaster symptoms and recovery patterns (2010) M. Kronenberg, et al., *Child Development*, 81(4) 1241-59. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)
- >Disasters and youth: A meta-analytic examination of posttraumatic stress (2010) J. Furr, et al., *Journal of Consulting and Clinical Psychology*, 78(6) 765-780. [Http://www.apa.org](http://www.apa.org)
- >A systematic evaluation and validation of subtypes of adolescent alcohol use motives: Genetic and environmental contributions (2010) C. Mackie, et al., *Alcoholism: Clinical and Experimental Research*, ePub. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)
- >The impact of deprivation on youth violence: a comparison of cities and their feeder towns. (2010) S. Jones, et al., *Emergency Medicine Journal*, ePub. [Http://emj.bmjournals.com](http://emj.bmjournals.com)

**FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practices – <http://www.safetylit.org>

**Note:** The Quick Find online clearinghouse at <http://smh.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. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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“As a teenager you are at the last stage in your life when you will be happy to hear that the phone is for you.”

Fran Lebowitz

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

### **February – The midpoint of a school year – Report cards and conferences: Another set of barriers or challenging opportunities?**

Previously, we highlighted the importance of school engagement to improve outcomes for all students and the special importance on re-engaging disconnected students (see the winter issue of the center's journal/newsletter online at:

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter11.pdf>

As the first semester comes to a close, concern about these matters should be paramount. Report cards and conferences can enhance or dampen motivation for school and school learning. We suggest that there are multiple opportunities for enhancing motivation by involving students through self-evaluations, goal setting for next semester, and student led teacher-family-student conferences. The goal should be to use mid-year feedback to strengthen working relationships and the motivation of students (families and school staff) to address barriers to learning and re-engage disconnected students.

In planning, keep in mind the three psychological needs stressed by Deci and Ryan:

- >The need to feel self-determining
- >The need to feel competent
- >The need to feel positively related to others.

Clearly, the challenge is how to provide feedback on a student's progress in ways that maximize and does not do serious harm to such feelings. This requires a balancing act since the feelings of students, family members, and teachers are all involved.

In many schools, student led conferences have provided a format for achieving the goal. As students take the lead, with teacher support, in preparing a self-evaluation on accomplishments and challenges, the students move from a reactive position. Hearing the information from their child allows parents to take pride in accomplishments reported by the student and to understand better their role in helping the student meet the goals set. This dynamic allows the teacher the opportunity to support both the student and family and to provide information on how the school will meet the student's needs and provide learning supports. It can be beneficial to all to involve learning supports staff,



administrators, volunteers, community partners in working with students to prepare their self-evaluations and set new goals.

Doing all this means taking the time to prepare and allowing enough time for conferences so they result in strengthening positive working agreements. In contrast, continuing to provide feedback to students and families in ways that is often negative (e.g., a threat to feelings of competence) usually results in a decrease in both motivation and the effective working relationship between teacher and student/family necessary to improve outcomes. The added investment of time at this point can make the time spent over the rest of the school year much more productive and satisfying to all.

For examples, see *Enhancing Support at your School This Month* at <http://smhp.psych.ucla.edu/schoolsupport.htm>

**Note:** Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen school and minimize problems. For a calendar of monthly concerns and themes, see *Ideas for Enhancing Support at Your School this Month* on the home page at <http://smhp.psych.ucla.edu>

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#### **Student to family:**

“Mom and Dad, I’ve invited you to school today to let you know what I have accomplished at this school so far this year, what I need to work on, and what my goals are for the year.”

#### **Family to teacher:**

“Who is this and what have you done with my child?”

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### **OTHER HELPFUL INTERNET RESOURCES**

>Gang prevention: An overview of research and programs  
<http://ojjdp.gov/publications/pubabstract.asp?pubi=253165>

>School emergency management online courses  
[http://rems.ed.gov/index.php?page=online\\_courses](http://rems.ed.gov/index.php?page=online_courses)

>Cultural competency, what it is and why it matters  
<http://www.lpfch.org/programs/culturalcompetency.pdf>

>Cultural competence primer: Incorporating cultural competence into your comprehensive plan  
<http://www.cadca.org/resources/detail/cultural-competence>

>Persistence and attainment of postsecondary students after six years  
<http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2011151>

>State Anti-bullying policies  
<http://www2.ed.gov/policy/gen/guid/secletter/101215.html>

>National survey on drug use and health  
<http://oas.samhsa.gov/nsduh/2k9nsduh/mh/2k9mhresults.pdf>

>Bright Futures Tool and Resource Kit  
[http://brightfutures.aap.org/tool\\_and\\_resource\\_kit.html](http://brightfutures.aap.org/tool_and_resource_kit.html)

>Stages of adolescent development  
<http://www.kidsgrowth.com/resources/articleDetail.cfm?id=1140>

>Evaluating Collaboratives: Reaching the Potential  
<http://learningstore.uwex.edu/assets/pdfs/G3658-8.pdf>

**Note:** For a wide range of relevant websites see our Gateway to a World of Resources at [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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“Resentment is like drinking poison and waiting for the other person to die.”  
Carrie Fisher

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## LINKS TO

>Upcoming initiatives, conferences & workshops.  
[Http://smhp.psych.ucla.edu/upconf.htm](http://smhp.psych.ucla.edu/upconf.htm)

>Calls for grant proposals, presentations, and papers.  
[Http://smhp.psych.ucla.edu/upcall.htm](http://smhp.psych.ucla.edu/upcall.htm)

>Training and job opportunities. [Http://smhp.psych.ucla.edu/job.htm](http://smhp.psych.ucla.edu/job.htm)

>Upcoming and archived webcasts and other professional development opportunities. [Http://smhp.psych.ucla.edu/webcast.htm](http://smhp.psych.ucla.edu/webcast.htm)

**Note:** Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What’s New on our website at <http://smhp.psych.ucla.edu>

If you would like to add information to these send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### >New and Updated Resources

>>*Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports*  
<http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf>



>>*New Directions: Where's It Happening* – As new materials are developed by state departments of education and school districts related to New Directions for Student/Learning Supports, we add them online. See recent additions for Louisiana (brochure), for Tucson (learning supports section on district website), and for Gainesville City, GA (design document). Go to the home page at <http://smhp.psych.ucla.edu> and click on New Directions, then scroll down to “Where’s It Happening.”

For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at <http://smhp.psych.ucla.edu>

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## **COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD**

The California School Health Centers Association's (CSHC) regional conference is coming soon. This year's topics range from youth leadership to health care reform, electronic health records, mental health services, school community integration, and more. Space is limited so be sure to register soon. For more information, visit [http://www.schoolhealthcenters.org/2011\\_Regionalconf.asp](http://www.schoolhealthcenters.org/2011_Regionalconf.asp) or contact CSHC at 510-268-1260 or [info@schoolhealthcenters.org](mailto:info@schoolhealthcenters.org).

Oakland, Wednesday, March 16 (early bird by Feb. 16)  
Los Angeles, Thursday, April 14 (early bird by March 14)  
Fresno, Tuesday, May 3 (early bird by April 4)

Exhibiting and sponsorship opportunities still available. Contact [kandersen@schoolhealthcenters.org](mailto:kandersen@schoolhealthcenters.org) for details.

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Every week we receive a number of specific questions related to learning supports, mental health, school changes to support student success, and more. We respond to each individually, and we include those with general interest in our weekly School Practitioner Listserv. As examples, here are a few recent questions and requests:

- >Needed: a survey to get student perceptions about engagement in learning
- >Needed: Guidelines for interventions to transition back from special setting
- >Concern that Response to Intervention isn't always in the student's best interest
- >Developing social capital in the classroom and school wide
- >How school priority needs drive learning support team work

If you would like respond to any of these, please do so. And if you want to see the responses we and other colleagues provide, we post the weekly Practitioner Listserv online at – <http://smhp.psych.ucla.edu/practitioner.htm>

If you would like to receive the weekly Practitioner Listserv, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

If you would like to have the opportunity to share your expertise on questions such as these, please sign up for our Consultation Cadre. Send your request o [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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## **THIS IS THE END OF THIS ISSUE OF E-NEWS**

Who Are We? The national Center for Mental Health in Schools was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of 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 or about ENEWS, contact us at:

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