

**26 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



February, 2013 (Vol. 17 #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 journal/newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

For more on what our national Center offers, see <http://smhp.psych.ucla.edu>



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

Contact smhp@ucla.edu



WHAT'S HERE THIS MONTH

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>Will President Obama's State of the Union Address Contain an Expanded Blueprint for Improving Public Education

****News from around the country**

****Recent publications relevant to**

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

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>February: Increasing Graduation Rates through Multiple Strategies

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CONTINUING CONCERN

Will President Obama's State of the Union Address Contain an Expanded Blueprint for Improving Public Education?

In 2010, President Obama presented his administration's *Blueprint for Reform*.¹ More recently, he offered a plan for making schools safer and increasing access to mental health,² and in his recent Inaugural speech, he again stressed the focus on science, technology, and safety.³

Clearly, the President is committed to improving public education and making schools safer. Clearly, he wants to see equity of opportunity for all students. *However, to date, his policy proposals for school improvement have been too limited with respect to developing the whole child and ensuring equity of opportunity for all students.*

In particular, many concerns have been raised about the sparse policy attention to social and emotional learning, addressing barriers to learning and teaching, and re-engaging disconnected students.⁴ This is ironic, given the general acknowledgment that too many students, at some time or another, bring problems with them that affect their learning and interfere with teaching. In some geographic areas, many youngsters experience a wide range of hurdles, stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. Problems are exacerbated as youngsters internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that more than 50 percent of students are not succeeding. And, in most schools in these locales, teachers are ill-prepared and poorly supported to address the problems in a potent manner.

Assuming that the Elementary and Secondary Education Act will be reauthorized by the new Congress, the administration's proposals related to enhancing equity of opportunity for all students to succeed at school will be critical in shaping the future of public education in these United States. President Obama's next opportunity to broaden his education policy agenda is in his State of the Union Address. Will he recognize the need for expanding school curriculum by promoting development of standards for social and emotional learning and doing so with full appreciation of the role the arts play? Will he recognize that school safety is not a matter of doing more of the same, but of unifying and developing a comprehensive focus on addressing barriers to learning and teaching and re-engaging disconnected students?

If the President doesn't address these matters, his administration is likely to perpetuate the myth that teachers alone are responsible for closing the achievement gap, increasing graduation rates, and ensuring students are college- and career-ready. This convenient mythology takes a lot of folks off the hook with respect to school

improvement and contributes to the undermining of public education. A simple reality is that teachers can't do it alone and shouldn't be put in the position of being blamed by policy makers who ignore what else schools must do to enhance equity of opportunity for all students.

¹ *Blueprint for Reform* <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>

² *President's Plan for Making Schools Safer and Increasing Access to Mental Health* http://gallery.mailchimp.com/fb5fde7638418a5a2ca40d502/files/WhiteHouse_GunViolenceExecutiveSummary.pdf

³ *Obama's Inaugural Speech* <http://www.nytimes.com/video/2013/01/21/us/politics/10000002017304/obamas-inauguration-speech.html#10000002017304>

⁴ For more on all this, see the following Center documents:

>Blueprints for Education Reform: Have You Analyzed the Architects' Vision?

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

>*School Improvement Implications of the President's Plan for Making Schools Safer and Increasing Access to Mental Health* <http://smhp.psych.ucla.edu/pdfdocs/presplan.pdf>

>2013 -- *The Year for Schools to Accelerate Development of a Unified & Comprehensive System to Address Barriers to Learning and Teaching*

[http://smhp.psych.ucla.edu/whatsnew/announcement\(1-15-13\).pdf](http://smhp.psych.ucla.edu/whatsnew/announcement(1-15-13).pdf)

>*Whole Child and All Children* <http://www.wholechildeducation.org/blog/whole-child-and-all-children-expanding-the-common-core-standards-movement>

>*A Broader Bolder Approach to the Common Core Engages the Whole Child and All Children*

http://www.huffingtonpost.com/elaine-weiss/common-core_b_2427484.html

>*Common Core Standards for Learning Supports*

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

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

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter13.pdf>

NEWS FROM AROUND THE COUNTRY

Poll: Students less engaged the longer they stay in school. Here's how the Gallup poll describes the downward spiral: Nearly eight in 10 elementary students who participated are engaged with school. By middle school that falls to about six in 10 students. And by high school only four in 10 students qualify as engaged. It's the fourth year Gallup has surveyed schools. This year about 500,000 students from fifth to twelfth grade participated nationally. 1/7/13. [Http://www.desmoinesregister.com](http://www.desmoinesregister.com)

Third grade retention: The New Mexico example. Nearly half of New Mexico's third graders cannot read to grade level, according to a 2011 state standardized test. Under current law, 287 students were held back across that state in the third grade during the last school year, out of a class of 25,738, according to the New Mexico Public Education Department. The administration estimates that about an additional 1,500 students might be held back if proposed legislation is enacted. The administration has proposed \$13.5 million to pay for remediation and intervention for students struggling to read in kindergarten through third grade. 1/17/13. [Http://alamogordonews.com](http://alamogordonews.com)

Training Principals: The D.C. example. A group of 25 principals of D.C. public schools began a master's degree program at Georgetown University, part of an effort to improve the quality of leadership in the city's schools. The Schools Chancellor helped launch the program after she determined that principal training programs were lacking what she believed are the essentials needed to elevate the school system. The [principals] will meet every other weekend and will study cases and examples tailored to their education background and context. 1/16/13. [Http://www.washingtonpost.com](http://www.washingtonpost.com)

Public education financial problems and school closures: The Philadelphia example. Facing deep financial problems the Philadelphia School District has proposed an unprecedented downsizing that would close 37 campuses by June, roughly one out of six public schools. If the sweeping plan is approved, the district says it will improve academic standards by diverting money used for maintaining crumbling buildings to hire teachers and improve classroom equipment. In all, 17,000 students and more than 1,100 teachers would be affected by closings, programs changes and new grade configurations. 12/31/12. [Http://www.nytimes.com](http://www.nytimes.com)

Policy makers react to shootings at schools.

To lock classroom doors or not? After the Newtown and Taft shootings, educators in Los Angeles debate whether teacher transparency or school security is paramount. Such security concerns come as educators and experts say a key piece of education reform is to allow teachers and administrators to drop in and out of classrooms to observe colleagues at work. 1/13/13. [Http://www.latimes.com](http://www.latimes.com)

Governor says state will spend \$10 million for at-risk mentally ill. Gov. Sam Brownback, prompted in part by December's massacre at Sandy Hook Elementary Schools, said his administration will spend \$10 million to treat Kansas' most serious cases of mental illness. The initiative will steer money to the most at risk and challenging mental health patients, designed to meet their particular treatment needs. It won't deal with the mentally ill who are receiving services through Medicaid. Most of the money will be directed to the state's 27 community mental health centers, as well as to a series of mental health "hubs" where more intense counseling and case management practices can be pursued. The program will last for a year. 1/11/13. [Http://www.kansas.com](http://www.kansas.com)

State gives \$5 million for mental health services to head off violence. A \$5 million intervention program established by Gov. John Kasich will be used by mental health and developmental disabilities agencies across Ohio to help defuse potentially violent situations where a child poses a danger to himself, his family or others. The \$5 million comes from an \$18 million performance bonus the state received from the federal government for reaching a high level of enrollment in the Children's Health Insurance Program. 1/10/13. [Http://www.dispatch.com](http://www.dispatch.com)

Mental health and school safety. At the same time Gov. Bobby Jindal is launching a study committee on school safety, his administration is cutting a program for children with behavioral health problems. The Early Childhood Supports and Services program will stop providing assessment, counseling and case management to young children in low income families at the end of the month. Weak state tax collections, coupled with education expenses, forced the governor to trim the operating budget by \$166 million. In

a prepared statement the Gov. said that children with intensive needs can seek help from pediatricians, family resource centers or nonprofit groups. 1/9/13.

[Http://theadvocate.com](http://theadvocate.com)

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

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Quote from the news story on student engagement:

“Student engagement with school and learning is a gold standard that every parent, teacher, and school strives to achieve. If we were doing right by our students and our future, these numbers would be the absolute opposite. For each year a student progresses in school, they should be more engaged, not less.”

Brandon Busteded, executive director of Gallup Education

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RECENT PUBLICATIONS (in Print and on the Web)

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

>Coping strategies of street-involved youth: Exploring contexts of resilience. (2012)

Kolar K, Erickson PG, Stewart D. *J. Youth Stud.*, 15(6): 744-760.

<http://www.tandfonline.com/doi/abs/10.1080/13676261.2012.677814>

>Social withdrawal and violence - Newtown, Connecticut. (2012) Walkup JT, Rubin DH. *New Engl. J. Med.* ePub <http://www.nejm.org/doi/full/10.1056/NEJMp1215605>

>The impact of universal suicide-prevention programs on the help-seeking attitudes and behaviors of youths. (2012) Klimes-Dougan B, Klingbeil DA, Meller SJ. *Crisis* ePub <http://psycontent.metapress.com/content/688310356384r661/?genre=article&id=doi%3a10.1027%2f0227-5910%2fa000178>

>Culturally related stress, hopelessness, and vulnerability to depressive symptoms and suicidal ideation in emerging adulthood. (2013) Polanco-Roman L, Miranda R. *Behav. Ther.*, 44, 75-87. <http://www.sciencedirect.com/science/article/pii/S000578941200086X>

>Coping, stress, and social support associations with internalizing and externalizing behavior among urban adolescents and young adults: Revelations from a cluster analysis. (2012) Tandon SD, Dariotis JK, Tucker MG, Sonenstein FL. *J. Adolesc. Health* Pub <http://www.sciencedirect.com/science/article/pii/S1054139X12003953>

School, family & community

>Bullying climate and school engagement in ninth-grade students. (2013) Mehta SB, Cornell D, Fan X, Gregory A. *J. Sch. Health*, 83(1): 45-52.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1746-561.2012.00746.x/abstract;jsessionid=2B771267D81293233251DD5C2BEAD34A.d04t03>

>What makes students engaged in learning? A time use study of within and between individual predictors of emotional engagement in low performing high schools. (2012) Park, S. et al. *Journal of Youth and Adolescence*, 41(3) 390-401.
<Http://www.springerlink.com>

>Comparing socioemotional outcomes for early adolescents who join after school [programs] for internal or external reasons. (2013) Berry T, LaVelle KB. *J. Early Adolesc.*, 33(1): 77-103. <http://jea.sagepub.com/content/33/1/77>

>Facilitators and barriers for effective academic-community collaboration for disaster preparedness and response. (2012) Dunlop AL, Logue KM, Vaidyanathan L, Isakov AP. *J. Public Health Manag. Pract.* ePub. <http://www.jphmp.com/>

>Neighborhood, family and individual influences on school physical victimization. (2012) Foster H, Brooks-Gunn J. *J. Youth Adolesc.* ePub
<http://link.springer.com/article/10.1007%2Fs10964-012-9890-4>

>Examining competing models of the associations among peer victimization, adjustment problems, and school connectedness. (2012) Loukas A, Ripperger-Suhler KG, Herrera DE. *J. School Psychol.*, 50(6): 825-840.
<http://www.sciencedirect.com/science/article/pii/S0022440512000702>

>The added value of the school of the 21st century when combined with a statewide preschool program (2013) Ginicola1, M., Finn-Stevenson, M., & Zigler, E. *Amer. J. Ortho.*, 83, 89-93. <http://onlinelibrary.wiley.com/doi/10.1111/ajop.12004/abstract>

Policy, systems, law, ethics, finances & statistics

>Holding accountability accountable: A cost-benefit analysis of achievement test scores (2013). Levine, M. & Levine, A. *Amer. J. Ortho.*, 83, 17-26.
<http://onlinelibrary.wiley.com/doi/10.1111/ajop.12014/abstract>

>Electronic information exchange: Elements that matter for children in foster care (2013) Morrow, B. Santa Monica, CA: The Childrens' Partnership.
http://www.childrenspartnership.org/storage/documents/Publications/Electronic_Information_Exchange.pdf

>Racial and ethnic disparities: A population-based examination of risk factors for involvement with child protective services. (2013) Putnam-Hornstein E, Needell B, King B, Johnson-Motoyama M. *Child Abuse Negl.* ePub
<http://www.sciencedirect.com/science/article/pii/S0145213412002190>

>The cost benefit of bullying prevention: A first-time look at savings. (2013) Center for Health Promotion and Disease Prevention, Windber Research Institute.
http://www.highmarkfoundation.org/publications/HMK_Bullying%20Report_final.pdf

>Equipping public health professionals for youth engagement: Lessons learned from a 2-year pilot study. (2012) Sahay TB, Rempel B, Lodge J. *Health Promot. Pract.* ePub <http://hpp.sagepub.com/content/early/2012/12/26/1524839912468885>

>Physical aggression, spreading of rumors, and social prominence in early adolescence: reciprocal effects supporting gender similarities? (2012) Juvonen J, Wang Y, Espinoza G. *J. Youth Adolesc.* ePub <http://link.springer.com/article/10.1007%2Fs10964-012-9894-0>

>The changing face of newspaper representations of the mentally ill (2013) Murphy NA, Fatoye F, Wibberley C. *J. Ment. Health* ePub <http://informahealthcare.com/doi/abs/10.3109/09638237.2012.734660>

>Violence and school shootings (2013) Flannery DJ, Modzeleski W, Kretschmar JM. *Curr. Psychiatry Rep.*, 15(1): 331. <http://link.springer.com/article/10.1007%2Fs11920-012-0331-6>

>Evaluating social media's capacity to develop engaged audiences in health promotion settings: Use of Twitter metrics as a case study. (2012) Neiger BL, Thackeray R, Burton SH, Giraud-Carrier CG, Fagen MC. *Health Promot. Pract.* ePub <http://hpp.sagepub.com/content/early/2012/12/26/1524839912469378>

>School bullying: Development and some important challenges. (2013) Olweus D. *Annu. Rev. Clin. Psychol.* ePub <http://www.annualreviews.org/doi/abs/10.1146/annurev-clinpsy-050212-185516>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

Note: The Center's Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Smhp@ucla.edu

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“If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.”

Martin Luther King, Jr.

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Prof. Jones, I'm so pleased to meet you . . . I just finished reading your research report.

Oh, you're the one!!

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

February: Increasing Graduation Rates Through Multiple Strategies

“Most late high school dropouts (83%) listed a school-related (versus a family or employment related) reason for leaving. These reasons included missing too many school days, thinking it would be easier to get a GED, getting poor grades, and not liking school.” (National Center for Education Statistics, Late High Schools Dropouts, 2009)

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009307>

There is general agreement that schools must become more proactive in preventing problems. The trend has been to wait and then react. Here are some points for school staff to consider:

- ***Rethink classroom and schoolwide approaches to (a) enhance engaged, personalized learning and (b) provide students the learning supports they need to succeed.*** For prevention to be effective, schools must *engage* all students in learning. Doing this involves practices based on understanding *intrinsic* motivation and that use classroom assessments that inform personalized intervention (e.g., response to intervention). Children at-risk need to be identified at a young age (as early as preschool). At every age interventions are needed to ensure students feel competent to succeed at school. Some need one-on-one support for awhile. Special attention must be given to re-engaging those who have disengaged from classroom learning.
- ***Enhance the professional development of teachers and support staff.*** Ensure teachers have the knowledge and skills to ensure a wider range of students meet standards. Ensure that support staff know how to team with teachers in the classroom to rethink engagement, personalized intervention, and special assistance.
- ***Provide out-of-school opportunities.*** Efforts using out-of-school opportunities to retain middle and high school students begin early. They include tutoring, mentoring, service learning, career advising, and more. When older students (including potential dropouts) work with younger ones, both can improve their literacy skills. Service learning, for example, integrates community service into the academic curriculum. Investigators have found that when rigorous study in academic disciplines is linked to serious work on real needs, students' motivation to learn increases. When teachers are rigorous about partnering with young people to design and carry out service-learning projects that are tied to curricular objectives and standards, there are academic, intellectual, civic, ethical, social, and personal benefits.
- ***Offer multiple pathways.*** Students need alternative career and vocational pathways that reflect high standards. The concept of multiple pathways focuses on ensuring choice among a variety of high school programs that prepare all students for both college and careers. The emphasis is on providing both academic and

career foundations for advanced learning, training, and effective and responsible participation in society. Available choices reflect student interests and community strengths and opportunities. They include programs that provide real world training in areas where graduates can apply for living-wage jobs.

- ***Introduce non-traditional approaches.*** Educational alternative programs provide a nontraditional approach to curriculum by utilizing alternative teaching strategies. Programs focus upon the needs and interests of students by offering positive school experiences, which are geared for achievement, enhancement of positive self-concept, motivation, reduction of truancy, and reduction of disruptive behavior.

In September 2008, the U.S. Department of Education released a practice guide on *Dropout Prevention*. This is one of a set of practice guides designed to provide practical recommendations to help address the everyday challenges faced in classrooms and schools. Developed by a panel of nationally recognized experts, practice guides consist of actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation. The Department states that each practice guide is subjected to rigorous external peer review. The *Dropout Prevention* guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment. Online at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

Need More?

For links to key references, empirically supported programs, and centers specializing in the topic and related topics, go to the Center's Online Clearinghouse Quick Find on *Dropout Prevention*. <http://smhp.psych.ucla.edu/qf/dropout.html>

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

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“You’ve got to stop being so listless in class. I never heard of someone getting an incomplete in conduct!”

Tony Saltzman

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OTHER HELPFUL INTERNET RESOURCES

>Essentials for Childhood — Steps to Create Safe, Stable, and Nurturing Relationships
<http://www.cdc.gov/violenceprevention/childmaltreatment/essentials/>

> K-12 Class Size Reductions and Student Outcomes: A Review of the Evidence and Benefit-Cost Analysis – <http://www.wsipp.wa.gov/pub.asp?docid=13-01-2201>

>Encouraging the Development of Key Life Skills in Elementary School Age Children: A Literature Review – http://www.childtrends.org/Files//Child_Trends-2012_11_01_WP_KeyLifeSkills.pdf?utm_source=Skills+for+Success+in+Elementary+School+and+Beyond&utm_campaign=Alcohol%2FDrug+Abuse&utm_medium=email

> Children's Mental Health: Concerns Remain about Appropriate Services for Children in Medicaid and Foster Care. GAO-13-15, December 10 –
<http://www.gao.gov/products/GAO-13-15>
Highlights - <http://www.gao.gov/assets/660/650717.pdf>

>Computer-Mediated Mental Health Interventions – http://www.acys.info/ysa/issues/v.31_n.4_2012/papers/entering_the_e-spectrum/YSAEntering31042012.pdf

>Resources for State Leaders Seeking to Improve School Safety –
<http://www.ecs.org/clearinghouse/01/05/74/10574.pdf>

> Partnerships for Learning: Community Support for Youth Success –
http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-community-support-for-youth-success?utm_source=Ready+News+Jan+13+3&utm_campaign=Ready+News&utm_medium=email

>Public School Graduates and Dropouts from the Common Core of Data: [School Year 2009—10](#) – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013309>

>Opportunity-Rich Schools and Sustainable Communities –
http://citiesandschools.berkeley.edu/reports/ccs_wwc_%20report.pdf

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

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“Remember when hardware meant a hammer and nails?”

Michael Streff

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INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORT

- (1) We have been pleased with the interest and support of the **Broader Bolder Approach to Education** initiative. Here is what they said in a recent listserv update:

*“As more states implement the Common Core Standards, they confront obstacles to doing so. Among those obstacles is a lack of learning supports to help teachers address barriers to teaching and students alleviate barriers to learning. BBA thus joins other organizations in endorsing a proposal by the UCLA Center for Mental Health in Schools to incorporate into the Common Core such supports and to ensure a whole-child approach. See BBA National Coordinator Elaine Weiss’s Huffington Post blog, co-authored by Center co-directors Howard Adelman and Linda Taylor. And learn more about the issue on our Comprehensive Strategies policy page, and in the new BBA principle on the subject!” – See *A Broader Bolder Approach to the Common Core Engages the Whole Child and All Children**

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http://www.huffingtonpost.com/elaine-weiss/common-core_b_2427484.html

- (2) Update from Ohio:

“I have been enjoying the conversations and connections I have had in recent weeks as I have followed up with the state contacts you have provided to me. I have had conference calls and presentations with my counterparts in Illinois, Michigan, Iowa and Louisiana and Alabama (with Rhonda Neal Waltman). It has been very interesting to hear about how the state agencies have structured their effort to strengthen learning supports in their states. Over the next few weeks two key leadership positions in our agency will be filled and will provide me with the opportunity to move forward (I hope) with our plans to review, revise and expand our resources and supports for comprehensive systems of learning supports in our districts. In the meantime I am staying on message and promoting this work whenever I have the ear of state leadership.”

- (3) In EdWeek see “Parents and Community Can Play Key Roles in School Success;” it stresses learning supports and cites the work of the Gainesville City Schools, GA

<http://www.edweek.org/ew/articles/2013/01/10/16involvement.h32.html?tkn=XQXFSN6JT9yA1f1RRe%2B3wgW1AtnmORrvL2fU&cmp=clp-edweek&intc=EW-QC13-EWH&print=1>

- (4) Reminder:

We will be making a presentation on *Common Core Standards for a Unified and Comprehensive System of Learning Supports* at the AASA National Conference (on Saturday, February 23, from 8 - 9 a.m. in the LA Convention Center, Room 304A).^{*} Let others know and let us know if you will be at the conference and would like us to arrange some networking about the *Common Core Standards for a Learning Supports Component* (see the standards document online at <http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf>

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

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“It’s not easy getting all your homework done between dinnertime and prime time.”

Martha Campbell

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UCLA CENTER DEVELOPED RESOURCES UPDATE

New Resources

- > *About the Six Content Arenas that Organize Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/sixarenas.pdf>
- > Winter quarterly issue of the Center’s e-journal/newsletter –
CONTENT
 - >> *Improving Student Outcomes, Enhancing School Climate: Teachers Can't Do it Alone!*
 - >> *Supporting Teachers in Classrooms and School-wide to Address Barriers to Learning and Teaching*
 - >> *Whole Child and All Children: Expanding the Common Core Standards Movement*
 - >> *Starting a Discussion About Developing a Unified and Comprehensive System of Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter13.pdf>
- > **Policy Alert:** *School Improvement Implications of the President’s Plan for Making Schools Safer and Increasing Access to Mental Health*
<http://smhp.psych.ucla.edu/pdfdocs/presplan.pdf>

Featured Center Resource:

We regularly update information about

- > *Upcoming initiatives, conferences & workshops*
- > *Calls for grant proposals, presentations, and papers*
- > *Training and job opportunities*
- > *Upcoming and archived webcasts and other professional development opportunities*

On the Center’s homepage, we provide links to the website sections where the information is cited. And in each month’s ENEWS we highlight and provide links in a special box (see below).

With respect to calls for papers, for instance, you will find the following two recently added requests that show a growing interest in systemic change in schools and comprehensive approaches to promoting youth well-being:

- > Call for Abstracts for Special Issue on "School Psychologists as Systems-Level Consultants: Interdisciplinary Perspectives." *Journal of Educational and Psychological Consultation*. (Go to *Calls ...* for full info)
- > Call for Papers -- *Cityscape* Symposium on “Intersections of Housing & Child/Youth Well-being” (Go to *Calls ...* for full info)

LINKS TO:

- >Upcoming initiatives, conferences & workshops –
<http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals, presentations, and papers –
<http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities – <Http://smhp.psych.ucla.edu/job.htm>
- >Upcoming and archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>

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

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

COMMENTS AND SHARING FROM THE FIELD

This month we have received many requests from colleagues asking us to share facets of their work. While we are not in the business of evaluating and endorsing the products, we do try to be a conduit for sharing and networking.

- (1) “In the wake of the Sandy Hook shooting, my latest article focuses on the use of mental health teams throughout the school year in schools, not just in crises; and the unconscionable way that cuts have fallen on mental health professional services to schools. I would appreciate feedback on this article and suggestions for future articles.
<http://www.examiner.com/parenting-and-education-in-hartford/joseph-montagna>
- (2) *Confident Parents, Confident Kids*. confidentparentsconfidentkids@gmail.com – “a blog for parents who are actively supporting their children's social and emotional development. It provides simple and practical ideas for integrating social and emotional skill building into everyday busy family life. In addition, parents contribute to the conversation and share their ideas and challenges.”
- (3) “I would like to share a Tier I program I developed many years ago that helps to reduce the stigma of help-seeking and the other access barriers to mental health services (by way of the school social worker). The following is a link to that program and an evaluation of its effectiveness: www.u-46.org/sehs/spp/2012 . I believe that this approach or program could easily be replicated in any high school that has, or seeks to have, on-site mental health services.”

(4) “I’m sending this email to let you know of the publication of the book *Positive Behavior Supports in Classrooms and Schools: Effective and Practical Strategies for Teachers and Other Service Providers* which is now available at http://www.ccthomas.com/details.cfm?P_ISBN13=9780398088361 . We have tried to make this a practical ‘how to’ text for teachers and other service providers. This book was written specifically for practitioners in the field, not for academics. ...”

Other books mentioned:

>*Systematic Instruction of Functional Skills for Students and Adults with Disabilities*

http://ccthomas.com/details.cfm?P_ISBN13=9780398086251 .

The Road Ahead: Transition to Adult Life for Persons with Disabilities

<https://trn-store.com/content/road-ahead> .

Functional Assessment and Program Development for Problem Behavior

[http://www.cengage.com/search/productOverview.do?Ntt=o'neill||](http://www.cengage.com/search/productOverview.do?Ntt=o'neill||9780534260224&Ntk=all||P_Isbn13&N=+16)

[9780534260224&Ntk=all||P_Isbn13&N=+16](http://www.cengage.com/search/productOverview.do?Ntt=o'neill||9780534260224&Ntk=all||P_Isbn13&N=+16)

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