



# ENEWS

A Monthly Forum for Sharing and Interchange



January, 2009 (Vol. 13 #4)

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

### \*\*Emerging Issue

>Split over Direction for Education Reform

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

### \*\*Recent publications relevant to

>Child and adolescent mental and physical health

>Family, school & community

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

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

>January – A Time for Renewal; A New Start for Everyone

### \*\*Other helpful Internet resources

### \*\*Links to

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

### \*\*UCLA Center update

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



## Emerging Issue

### >>Split Over Direction For Education Reform

As commentators analyze the input to the transition team for education and to President elect Obama, they describe two "camps." The two camps both are seen as calling for innovation, usually stressing evidenced based practices, but, they are seen as differing in their views as to where the emphasis of change should be.

As discussed in one prominent newspaper: "One side wants to continue the push for accountability via standardized testing -- applying it not just to schools but also to individual teachers. ... The other side argues that student achievement gains depend on bringing greater resources to schools and addressing poverty beyond school walls because of its impact on children's health and learning."

Another dichotomy suggests the difference is between those who want incremental changes and who often are accused of defending the status quo, as contrasted to those who are pushing for "radical reform."

Some argue such dichotomizing does not do justice to what is being proposed and what needs to be done with respect to changes in school organization, leadership, instruction, and new directions for addressing barriers to learning and teaching.

Clearly, debates will intensify as the new Secretary of Education takes office, and the reauthorization of the Elementary and Secondary Education Act moves forward.

Whatever your view is on all this, we are interested in the processes by which folks are working for change and innovation at any level (school, district, state, federal). Let us know so we can share system improvement strategies designed to ensure equity of opportunity for all students.

Send your ideas, suggestion, comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)



### \*\*NEWS FROM AROUND THE COUNTRY

#### >Federal task force to assist middle-class families

A task force to bolster the standard of living of middle class and working families in American will be led by Vice President-elect Joseph Biden with four members of the cabinet (the Secretaries of labor, education, commerce, and health and human services) as well as the top economic advisers to the president. 12/22/08 <http://www.nytimes.com>

#### >Many children lack stability long after storm

After more than three years of nomadic uncertainty, many of the children of Hurricane Katrina are behind in schools, acting out and suffering from extraordinarily high rates of illness and mental health problems. Their parents, many still anxious or depressed themselves, are struggling to keep the lights on and the refrigerator stocked. The key to giving these children a future, doctors and educators have long said, is providing them with a sense of stability – a home that seems permanent, a school where they can put down roots. 12/5/08 <http://www.nytimes.com>

## >Economy swamps suburban hospitals with depression, substance abuse

Mental health professionals say people are coming in at the end of their rope due to the economy. More working people don't know how they'll pay their bills, while retirees who lost their life's savings feel their dreams have been ended. The problem also affect children and adolescents, because as parents argue, stress out, or work more, some youngsters withdraw and take up unhealthy behaviors like drug use. At the same time, some patients already getting mental health services are cutting back on treatment or medication to save money, or because they're worried about losing their jobs due to missing a day of work. 11/20/08 <http://www.dailyhearld.com>

## >After-school cuts stir fears of kids home alone

Directors of after-school programs around the nation fear the deepening recession will force more children to spend afternoons home alone or on the street as cash strapped governments slash funding and donations shrink. One Boys & Girls Club in South Carolina on the brink of closing was taken over by the school district to keep it open. 12/12/08 <http://usatoday.com>

## >College success starts early

How students fare in middle school is a leading predictor of their ability to succeed in college or the workplace after high school. Students who are not academically prepared going into high school are unlikely to make up ground even with rigorous schooling and academic help. 12/11/08 <http://www.chicagotribune.com>

## > Split looms over education reform

How to do right by children on the low end of academic achievement – who are disproportionately from minority groups – is hotly debated. 12/18/08 <http://www.csmonitor.com>

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“Parents are struggling to keep their jobs. They're taking on second and third jobs. They need a place after school that's a safe place to go. What I find most troubling is, programs are doing everything they can, cutting to the bone.”

Jodi Grant

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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>



## **\*\*RECENT PUBLICATIONS (In Print and on the web)**

### **Child and Adolescent Mental and Physical Health**

>Linking the prevention or problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. (2008) N. Guerra & C. Bradshaw. *New Directions for Child and Adolescent Development* 122, 1-17.  
<http://www3.interscience.wiley.com/journal/85511342/home>

>Teen Coping (Special Theme Issue) (2008) S. Ungerleider (Ed.) *The Prevention Researcher*, 15(4) <http://www.tpronline.org>

>The effectiveness of a school-based adolescent depression education program (2008) K. Swartz, et al., *Health Education and Behavior*, ePub.  
<Http://www.sagepub.com/journal.aspx?pid=105>

>Intervention research with youths at elevated risk for suicide: Meeting the ethical and regulatory challenges of informed consent and assent. (2008) C. King & A. Kramer. *Suicide and Life Threatening Behavior* 38(5) 486-97.  
<Http://www.guilford.com/pr/jnsl.htm>

>*Medicating children: ADHD and pediatric mental health.* (2009). R. Mayes, C. Bagwell, & J. Erkulwater. Harvard University Press.  
<http://www.hup.harvard.edu/catalog/MAYMED.html?show=reviews>  
[http://www.hup.harvard.edu/pdf/MAYMED\\_excerpt.pdf](http://www.hup.harvard.edu/pdf/MAYMED_excerpt.pdf)

>Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. (2008) A. Nickerson, et al., *Journal of School Psychology* 46(6) 687-703.  
<Http://www.sciencedirect.com/science/journals/00224405>

>Multiple informants in the assessment of psychological, behavioral, and academic correlates of bullying and victimization in middle school (2008) C. Wienke Totura, et al., *Journal of Adolescence*, ePub. <Http://www.elsevier.com/>

>Research review: The relationship between childhood violence exposure and juvenile antisocial behavior: A meta-analytic review (2008) H. Wilson, et al., *Journal of Child Psychology and Psychiatry*, ePub.  
<http://blackwellpublishing.com/journal.asp?ref=0021-9630>

### **Family, School, and Community**

>School climate: Through students' eyes (2008) B. Preble & L. Taylor. *Education Leadership*, 66(4) 35-40. <Http://www.ascd.org>

>Promoting non-violence: Resources for a safe school environment (2008) E. Hessel, et al., *NASN School Nurse*, 23(4) 15. <Http://nas.sagepub.com>

>Community violence exposure, threat appraisal, and adjustment in adolescents (2008) W. Kliever & T. Sullivan. *Journal of Clinical Child and Adolescent Psychology*, 37(4) 860-73. <http://www.informaworld.com/smpp/title~content=t775648094~db=all>

>Individual and classroom variables associated with relational aggression in elementary-school aged children: A multilevel analysis (2008) S. Kuppens, et al., *Journal of School Psychology* 46(6) 639-60. <http://www.sciencedirect.com/science/journals/00224405>

>The prevalence and effective substance use prevention curricula in the nations' high schools (2008) C. Ringwalt, et al., *Journal of Primary Prevention*, ePub.  
<http://www.springerlink.com/content/105378/?p=a35f2a12fbbd4158bcc880e1779b41e4&pi=0>

>*The forgotten choice? Rethinking magnet schools in a changing landscape.* (2008) E. Frakenberg & G. Siegel-Hawley. The Civil Rights Project.  
<http://www.civilrightsproject.ucla.edu>

>International Family, Adult, and Child Enhancement Services: A community-based comprehensive services model for refugee children in resettlement. (2008) D. Birman, et al., *American Journal of Orthopsychiatry* 78(1) 121-132. Summary at  
[http://datatrends.fmhi.usf.edu/summary\\_153.pdf](http://datatrends.fmhi.usf.edu/summary_153.pdf)

>Prevention of public health risks linked to bullying: A need for a whole community approach (2008) J. Srabstein et al., *Adolescent Medicine and Health*, 20(2) 185-99.  
<http://www.freundpublishing.com>

>Adolescent trust in teachers: Implications for behavior in the high school classroom (2008) A. Gregory & M. Ripski. *School Psychology Review* 37(3) 337-45.

>Schools and neighborhoods: Organizational and environmental factors associated with crime in secondary schools (2008) M. Limbos & C. Casteel. *Journal of School Health* 78(10) 539-44. <http://www.ashaweb.org>

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

>Are zero tolerance policies effective in the schools? An evidentiary review and recommendation. (2008). American Psychological Assn. Zero Tolerance Task Force. *American Psychologist*, 63, 852-862.

>*Recommendations for the framework and format of healthy people 2020.* (12/11/08) Office of Disease Prevention & Health Promotion. U. S. Department of Health and Human Services. <http://www.healthypeople.gov/hp2020/advisory/phaseI/summary.htm>

>*Adolescent health services: Missing opportunities.* (2008) Committee on Adolescent Health Care Services and Models of Care for Treatment, Prevention, and Healthy Development, National Research Council, The National Academies.  
<http://www.national-academies.org>

>*Integration of mental health/substance abuse and primary care* (2008) Agency for Healthcare Research and Quality, U. S. Department of Health and Human Services.  
<http://www.ahrq.gov/clinic/tp/mhsapctp.htm>

>*Unclaimed children revisited: the status of children's mental health policy in the United States* (2008) J.Cooper, et al., National Center for Children in Poverty.  
<http://www.nccp.org>

>HHS/ED joint guidance on the application of FERPA and HIPAA to student health records (2008) Office for Civil Rights, U. S. Dept. of Health and Human Services. [Http://www.hhs.gov/ocr/hipaa/privacy.html](http://www.hhs.gov/ocr/hipaa/privacy.html)

>Cumulative violence exposure and self-rated health: Longitudinal study of adolescents in the United States (2008) R. Boynton-Jarrett, et al., *Pediatrics* 122(5) 961-70. [Http://www.pediatrics.org](http://www.pediatrics.org)

>Health-related quality of life and behaviors risky to health among adults aged 18-24 years in secondary or higher education - United States, 2003-2005. (2008) H. Zahran, et al., *Journal of Adolescent Health* 41(4) 389-97. <http://www.sciencedirect.com/science/journal/1054139X>

>Data: Now What? Special Issue: *Educational Leadership*, 66(4), (2008). Includes "The New Stupid" F. Hess. P12-17. [Http://www.ascd.org](http://www.ascd.org)

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"Today's enthusiastic embrace of data has waltzed us directly from a petulant resistance to performance measures to a reflexive and unsophisticated reliance on a few simple metrics...The result has been a nifty pirouette from one troubling mind-set to another; with nary a mistep, we have pivoted from the "old stupid" to the "new stupid"

Frederick Hess

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Note: The 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. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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

### **January – A Time for Renewal: A New Start for Everyone**

While the school year has a predictable pattern (that for most is a September to June cycle), there is a sense of renewal at the start of a new calendar year that can energize and spark optimism.. This probably will be embellished by the beginning of a new administration in Washington. To maximize renewed engagement, school staff can develop better ways to collaborate with each other and other community stakeholders.

The President-elect has announced a Task Force focused on middle class families that will include the cabinet secretaries from education, labor, commerce, and health and human services. Schools, districts, communities, and states can use this as a stimulus for strengthening collaboration to improve outcomes for all.

Recently, the Forum for Youth Investment's "State Children's Cabinets and Councils: Elements of Success" (2008) analyzed the structural features that make collaborations effective. [Http://www.forumfyi.org](http://www.forumfyi.org)

Here is a brief excerpt:

“...solid leadership/champions, the right timing, a workable political context and enough flexibility...

Six components of structure associated with positive systemic change

1. Scope of the vision and mission – Entities with a broad focus are better positioned to engage important officials because they are more likely to be invested in the major issues concerning children and youth... an umbrella organization for all children and youth issues...

2. Authority – ability to make administrative changes and direct resources are critical elements of authority ...

3. Organizational Home – impacts credibility with stakeholder groups and the ability to convene key stakeholders...

4. Scale of composition and formality – A broad range of membership is vital for implementing big picture change, fostering coordination and identifying and removing barriers to assistance...

5. Resources: Staffing & Funding – It is important to be strategic about staffing decisions... There should be confidence that the staff size is appropriate to the level of responsibilities and tasks arising...

6. Local connections – connection will help guide the work and provide the supports and resources most needed and will improve the ability to understand the impact of the work..”.

These points are relevant whether the collaboration is a Learning Support Resource Team at a school, a Learning Support Resource Council for a neighborhood/family of schools, or for a district Learning Support infrastructure mechanism.

To help a local school and community, map and analyze whether there are good infrastructure mechanisms in place to facilitate collaboration and system improvement to better address barriers to learning and teaching, see the tool entitled:

**Infrastructure: Is What We Have What We Need?**

<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

For more on how to collaborate most effectively see:

>>Resource Oriented Teams: Key Infrastructure Mechanisms for  
Enhancing Education Supports

[http://smhp.psych.ucla.edu/pdfdocs/Report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf)

>>Toward a School District Infrastructure that More Effectively Addresses  
Barriers to Learning and Teaching

[http://smhp.psych.ucla.edu/pdfdocs//briefs/toward\\_a\\_school\\_district\\_infrastructure.pdf](http://smhp.psych.ucla.edu/pdfdocs//briefs/toward_a_school_district_infrastructure.pdf)

As budgets for education, health, community resources shrink, it is crucial for all of us to work together in the most effective ways with the remaining resources. With this in mind, see

*School-Community Partnerships: A Guide*

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

Note: As the above suggests, it is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a “calendar” of monthly concerns and themes, see “Ideas for Enhancing Support at Your School this Month” on the Center’s homepage at <http://smhp.psych.ucla.edu>

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“I get up every morning determined to both change the world and have one hell of a good time. Sometimes this makes planning my day difficult.”

E. B. White

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## **\*\*OTHER HELPFUL INTERNET RESOURCES**

>The school environment and adolescent well-being: Beyond academics  
[http://www.childtrends.org/files/child\\_trends-2008\\_11\\_14\\_RB\\_SchoolEnviron.pdf](http://www.childtrends.org/files/child_trends-2008_11_14_RB_SchoolEnviron.pdf)

>Racial and ethnic disparities in health: Knowledge Path  
[http://www.mchlibrary.info/knowledgepaths/kp\\_race.html](http://www.mchlibrary.info/knowledgepaths/kp_race.html)

>Afterschool Training Toolkit  
<http://www.sedl.org/afterschool/toolkits/>

>Social skills and academic achievement  
<http://www.nichcy.org/research/evidenceforeducation/pages/socialskillsintro.aspx>

>Equity and excellence in American Education  
[http://www.naeducation.org/naed\\_white\\_papers\\_project.html](http://www.naeducation.org/naed_white_papers_project.html)

>National Center for School Crisis and Bereavement  
<http://www.cincinnatichildrens.org/svc/alpha/s/school-crisis/>

>Dropout Prevention Resource Guide  
<http://www.ihdi.uky.edu/dropout-prevention/>

>School Crisis Prevention and Intervention Training Curriculum.  
<Http://www.nasponline.org/prepare/index.aspx>

>Trends in substance use, dependence or abuse and treatment among adolescents: 2002 to 2007  
<http://oas.samhsa.gov/2k8/youthtrends/youthtrends.cfm>

>Youth violence and electronic media: similar behaviors, different venues?  
[http://www.jahonline.org/issues/contents?issue\\_key=S1054-139X\(07\)X0249-0](http://www.jahonline.org/issues/contents?issue_key=S1054-139X(07)X0249-0)

>Strengthening parents' ability to provide the guidance and support that matter most in high schools  
<http://www.ecs.org/clearinghouse/78/48/7848.pdf>

>Ensuring successful student transitions from the middle grades to high school  
<http://www.ecs.org/clearinghouse/78/91/7891.pdf>

>Federal website on youth  
<http://findyouthinfo.gov>

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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“An optimist stays up until midnight to see the new year in. A pessimist stays up to make sure the old year leaves.”

Bill Vaughan

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## \*\*LINKS TO

>Upcoming Initiatives, Conferences & Workshops -  
<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for Grant Proposals, Presentations & Papers -  
<http://smhp.psych.ucla.edu/upcall.htm>

>Training and Job Opportunities - <http://smhp.psych.ucla.edu/job.htm>

>Upcoming/Archived Webcasts - <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 on these, please send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)



## \*\*UCLA CENTER – BRIEF UPDATE

### >New Hot Topic:

#### >What is a School's Role in Addressing the Impact of Poverty?

Drawn from Washington Post “Should Teachers Ignore Poverty's Impact?”  
Go to our homepage at <http://smhp.psych.ucla.edu> and click on Hot Topic. Let us know what you think about this matter.

### >Winter Quarterly Newsletter/Journal

Next week you will receive an electronic version of a Special Edition entitled:

*“Opportunities for Change in Challenging Times:  
School Improvement and Learning Supports”*

We hope you will distribute it widely to your colleagues and will use the response form attached to let us know about the opportunities you see in your work for advancing a comprehensive system of learning supports.

As with all our publications, this will also be available online and free for downloading

**>Rebuilding for Learning Initiative, our collaboration with Scholastic, Inc.**

Currently, we are working with several state departments of education and national educational leadership organizations to plan strategic steps in going forward with this work.. Let us know if your leadership is interested in discussing how this collaboration can help their efforts to develop a comprehensive and cohesive system for addressing barriers to learning and teaching.

**>New Directions Initiative**

Corwin press has agreed to publish our work designed to advance mental health in schools. The book is entitled: “Mental Health in Schools: Engaging Learners, Preventing Problems, Improving Schools” and covers current status, concerns, and new directions.

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Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information on 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, other centers focusing on the topic, and relevant publications. Go to <http://smhp.psych.ucla.edu> and click on Quick Find. If you would like to add a resource, let us know.

[Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project/Center for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095-1563. Phone (310) 825-3634. Toll Free (866) 846-4843; Fax (310) 206-5895; Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)



Check out our sister center, the Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th Floor, Baltimore, MD 21202. Toll Free (888) 706-0980. Email: [csmh@psych.umaryland.edu](mailto:csmh@psych.umaryland.edu) Proposals are now being accepted for their 14th Annual Conference to be held November 2-4, 2009 at the Hilton Minneapolis, Minneapolis, Minnesota. The theme of this year’s conference is School Mental Health: Promoting Success for All Students. The conference features twelve specialty tracks and offers speakers and participants numerous opportunities to network and advance knowledge and skills related to school mental health practice, research, training, and policy. The deadline for submissions is February 6, 2009.

For more information on their conference and the call for papers, see their website or our website section on conferences and call for papers.

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“May all your troubles last as long as your New Year’s resolutions.”

Joey Adams

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**\*\*COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

**>Re. Last month's emerging issue: Do school improvement and restructuring policies generate a disconnect with what's needed?**

“One thing to keep in mind in these conversations is that NCLB calls for evidence based practices. Therefore when some politicians call for vouchers as improvement efforts for failing schools, i.e. parents should have a choice, they should realize that this is not an evidence based practice. Here in Milwaukee, student achievement at voucher schools are equal at best in some areas and for some of the time or less than student achievement at public schools.”



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

***See below for source identifying information***

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: [smhp@ucla.edu](mailto:smhp@ucla.edu)