ENEWS

29 Years & Counting

A Monthly Forum for Sharing and Interchange

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

**Imminent Issue

>**Impending ESEA Reauthorization:**
How should folks advocate for transforming school improvement policy as related to student and learning supports?

**News from around the country

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

>*January: Re-engaging disconnected students*

**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 Internet resources

**Some 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

IMMINENT ISSUE

Impending ESEA Reauthorization:

How should folks advocate for transforming school improvement policy as related to student and learning supports?

It is reported that the new chairman of the Senate Education Committee, Sen. Lamar Alexander (R-TN), will soon introduce a bill to reauthorize the *Elementary and Secondary Education Act* – with hearings as early as January. Among the topics discussed will be school improvement strategies. Thus, the time for stressing the critical need to transform student and learning supports is now!

The issue is: What to advocate?

Our Center's position is that school improvement policy needs to call for development of a *unified, comprehensive, and equitable system of learning supports* in order to more effectively address barriers to learning and teaching and re-engage disconnected students. To this end, we will promote direct actions through our *2015 National Initiative for Transforming Student and Learning Supports* to be launched on January 8. *(Watch for it!)*

What will you be advocating? Let us hear so we can let policy makers know that school improvement policy can no longer be allowed to marginalize new directions for student and learning supports.

And remember that whatever Congress does, state and local policy makers can and need to move forward in ending such marginalization.

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Send your comments for sharing to Ltaylor@ucla.edu

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Seize this very minute; What you can do or dream you can do, begin it; Boldness has genius, power and magic in it. Only engage and then the mind grows heated. Begin and the work will be completed.

Goethe

We are confronted with insurmountable opportunities.

Pogo

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NEWS FROM AROUND THE COUNTRY

State Board of Education moving toward dropping required staffing for support. Ohio State Board of Education moved ahead with a plan to abolish school-staffing requirements that critics contend would allow districts to eliminate art teachers, librarians, counselors and other staff members. The board voted to approve a resolution of intent to do away with a state requirement that schools have certain numbers of art, music and physical-education teachers, counselors, librarians, nurses, social workers and visiting teachers. The decades-old "5 of 8" rule mandates that schools have at least five of those eight positions for every 1,000 students. The rule now goes through a legislative-review process and returns to the board for final approval in March. School administrators and superintendents sought the change. Supporters say that it is outdated and that eliminating staffing requirements will give districts more flexibility and control. Critics say it will encourage cash-strapped schools to eliminate teachers and staff members in areas not deemed essential for state standardized tests. Before passing the resolution, the board approved an amendment requiring state-issued report cards to detail how many educational-service personnel the districts employ, including the number per 1,000 students or less. 12/10/14
http://www.dispatch.com/content/stories/local/2014/12/09/state-board-education-vote.html

Snow day alternative creates new challenges. Public school students in 13 districts across Kentucky will be home schooled — mainly via the Internet — during some snow days this year as part of an experiment aimed at keeping students learning amid the growing number of weather-related closings. The state's solution has caused a new set of challenges for some districts in one of the country's most impoverished areas. Some students don't have computers or home Internet access. And the school district might lose some state and federal aid. Nonetheless, the snow day problem is too significant for Kentucky to ignore. Schools across the state had nearly four times as many snow days last year as they did the previous year. Some districts canceled school for more than a month. To make that time up, schools had to cancel spring breaks and shorten summer vacations, creating low attendance days that hurt their state funding. The legislature had to pass an emergency law letting five districts cut their school years short. Educators fear they might face a similar problem this year. Some schools have already used snow days. 12/1/15
http://www.washingtonpost.com/national/snow-day-alternative-creates-new-challenges/2014/12/01/7b3880f2-793d-11e4-9721-80b3d95a28a9_story.html

2014 survey of teen drug and alcohol use. Use of cigarettes, alcohol, and abuse of prescription pain relievers among teens has declined since 2013 while marijuana use rates were stable, according to the 2014 Monitoring the Future (MTF) survey, released by the National Institute on Drug Abuse (NIDA). However, use of e-cigarettes, measured in the report for the first time, is high. The 2014 survey showed that past month use of smoked marijuana remained steady among eighth graders at 6.5 percent, 10th graders at 16.6 percent and 12th graders at 21.2 percent. 12/16/14
http://www.drugabuse.gov/news-events/news-releases/2014/12/teen-prescription-opioid-abuse-cigarette-alcohol-use-trends-down

Shifting funding to prevention for juvenile justice. The Justice Policy Institute has released "Sticker Shock: Calculating the Full Price Tag for Youth Incarceration." The authors of this report estimate that the long-term costs to taxpayers for incarcerating juvenile offenders in the United States are $8 to $21 billion annually. Long-term costs include the effects of recidivism, fewer future earnings and tax revenues due to lost education opportunities, additional public assistance spending, and higher victimization rates. The report's recommendations to policymakers for reducing incarceration include shifting funding to community-based alternatives and larger investments in diversion and prevention programs. 12/9/14 http://www.justicepolicy.org/research/8477

Quotes from OH article on dropping required staffing for support:

 "Our state constitution makes the state responsible for educating our youth, and thus the state should not shirk its obligation. We all know the rich schools are going to be fine. They are going to continue to hire those that they need. Poor schools that don't have the money are the ones that are going to have to eliminate the nurses, social workers and the very people that are essential to making sure those students who are poor get a good education."

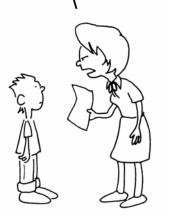A.J. Wagner, a board member from Dayton

"The vast majority of stakeholders want this language in place. I don't know who we are representing if we don't mandate a number of these programs ... the schools who service the poor are the ones who will not provide these services to the poor, and it will widen the (achievement) gap, not close the gap."
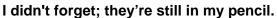
Ann E. Jacobs, a board member from Lima

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.

**What you wrote is O.K.,
but you forgot to dot your I's.**

I didn't forget; they're still in my pencil.

THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING
Re-engaging Disconnected Students

By this point in the year, school staff and students know that for some students "it just isn't working."

Common laments heard from teachers:
- *They could do it if they only wanted to!!!*
- *These are smart kids, but they just won't do the work!*
- *If he survives childhood and adolescence, he'll probably be a very successful adult!*

While the initial focus may be on a particular student, it is likely that the student is representative of others. Implementing strategies that can benefit the many rather than just a few pays the greatest dividends for schools.

Some students are passively disengaged, seemed bored or burned out; others are actively disconnected – often to the point of acting out at school or not attending. Disengaged students reflect low and negative intrinsic motivation and tend to have a negative effect on staff intrinsic motivation, and this can lead to a negative cycle of encounters and contribute teacher burnout.

Giving up on students is not an option, so greater efforts are needed to re-engage them.

For teacher and support staff, the following are some ideas for starting to turn things around. They are best pursued by support staff and teachers collaborating to enhance understanding of the causes of student disengagement and then to introduce different strategies for re-engagement.

Ask *WHY*?

Why are some students not engaged in classroom learning? Why are they misbehaving?

Internal pathology as the cause is relatively rare. Factors away from school may be at work, but there are also some common school-related possibilities. These include:
- not experiencing sufficient success in learning, so they give up;
- not having a good relationship with the teacher, so they react/resist;
- not having connected with a supportive group of friends, so they feel isolated/alienated.

Worse yet, a few students may be experiencing a lack of success related to all three matters. Any of the above can set a negative cycle into motion. And, once students have a negative image and reputation, the difficulty of re-engagement increases.

Some Things to do:

1. *Individual Conferences*: Schools need to assist teachers at this time of year by facilitating time for them to conference individually with each student who has problems. In some cases, the student's parents need to be included. The focus is on how to renew positive relationships and re-engage the student in classroom learning. Student support staff can play a role in arranging such conferences and then covering the teacher's class while the teacher holds the conferences. The discussions should cover
   - (a) why there has been a problem (without getting into a "blame-game"),
   - (b) exploring some new ways that the student thinks could make things better for all concerned, and
   - (c) arriving at some mutual agreements (not one-way "contracts").

2. *Immediate Opportunities for Change of* Image: For students who have acquired a negative reputation, it is critical to develop some immediate opportunities for them to take on some attractive, positive roles (e.g., team captain, special monitor, photographer for the school newspaper, part of the design group for the school's website).

3. *Add Some Extra Caring Support*: Use volunteers, aids, and/or other students to provide additional support to these specific students. Make certain the tone is one of caring not censure and that the support provides real opportunities to discover the value of learning and not another monitoring device.

4. *Do more to account for individual differences*: Focus on differences in both motivation as well as capability in designing personalized learning opportunities and then implementing them in ways than enhance intrinsic motivation for ongoing learning at school. Accommodations may be needed with respect to the physical arrangement of the classroom, presentation of material, workload and nature of feedback, and more

5. *Positive Activities When Not in School*: Focus on connecting the student with intrinsically motivating activities and projects. These should be ways to build on the new classroom activities that have been designed to re-engage the student. Such activities can consolidate something that has been learned recently or lay a foundation for future learning (e.g., school reading and writing projects).

6. *Keep Making Them Feel Cared About and Positively Special*: Teachers and support staff need to keep taking special steps to bond with these students and help them re-engage in positive activities and learning. Again, use volunteers, aids, and/or other students to provide extra support.

7. *Be relentless in outreaching and supporting the student and family until it pays* off.

For resources on re-engaging students, see the Center's Online Clearinghouse Quick Finds on:
>Motivation – http://smhp.psych.ucla.edu/qf/motiv.htm
>Classroom Focused Enabling – http://smhp.psych.ucla.edu/qf/classenable.htm
>Response to Intervention – http://smhp.psych.ucla.edu/qf/responsetointervention.htm
>Re-engaging Students in Learning – http://smhp.psych.ucla.edu/qf/reengage_qt/

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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Herman's teacher rewarded good work by putting a gold star at the top of her students' homework. One day Herman came home with a big zero at the top.

Herman, what does this mean? asked his mother.

Oh, Herman explained, *my teacher ran out of stars, so she gave me a moon*.

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UCLA CENTER DEVELOPED RESOURCES UPDATE

New

Information Resources

> *Students and Anxiety Problems* – http://smhp.psych.ucla.edu/pdfdocs/anxiety.pdf

> *First year transition into higher education: One students' experiences* – http://smhp.psych.ucla.edu/pdfdocs/college.pdf

> *Transitioning from psychiatric hospitalization to school* – http://smhp.psych.ucla.edu/pdfdocs/hospital.pdf

> *What is the relationship between students physical activity and mental health?* http://smhp.psych.ucla.edu/pdfdocs/activity.pdf

> *Immigrant youth: Some implications for schools* – http://smhp.psych.ucla.edu/pdfdocs/immig.pdf

Quarterly e-journal/newsletter
Online at http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter2015.pdf

Contents:

>Announcing the 2015 National Initiative for Transforming Student & Learning Supports
>Outline of the contents of new book entitled:
Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System
>Article: *Ending the Marginalization of Student and Learning Supports*

Access to previous editions of this resource are online at
http://smhp.psych.ucla.edu/news.htm

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:

>*Responding to Teacher burnout*

>*Special times and all year long: National opportunities to help others and promote social emotional development*

Note: The latest interchange is 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

Center Featured Resource

>*Resources for transforming student and learning supports*
http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

Need help finding our resources? Contact **ltaylor@ucla.edu**

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

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

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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

OTHER HELPFUL INTERNET RESOURCES

The following have come to our attention this month and seem especially worth sharing:

>*Tips for Local Liaisons and School Personnel –*
   http://center.serve.org/nche/downloads/briefs/caregivers.pdf

>*Family therapy –* http://www.ojjdp.gov/mpg/litreviews/Family_Therapy.pdf

>*College-and-Career Readiness: States Have Made Progress in Implementing New Standards
  and Assessments, but Challenges Remain.* GAO-15-104R, December 12 –
   http://www.gao.gov/products/GAO-15-104

>*Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and
  Extracurricular Activities –*
   http://www2.ed.gov/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf

>*Creating Opportunities for Youth in Transition from Foster Care –*
   http://www.aypf.org/wp-content/uploads/2014/12/FOSTER-CARE-BRIEF-12.10-2nd-Draft.pdf

>*Connected by 25: A Plan for Investing in the Social, Emotional, and Physical Well-Being of
  Older Youth in Foster Care –*
   http://www.fostercareworkgroup.org/media/resources/FCWG_Well-Being_Investment_Agenda.pdf

>*Youth Empowerment Solution –* http://yes.sph.umich.edu/

>*Risks/Needs Assessments for Youth –* http://www.ojjdp.gov/mpg/litreviews/RiskandNeeds.pdf

>*Coping with grief following community violence –*
   http://store.samhsa.gov/shin/content//SMA14-4888/SMA14-4888.pdf

>*Willing, able→Ready: Basics and Policy Implications of Readiness as a key component for
  implementation of evidence based interventions –*
   http://aspe.hhs.gov/hsp/14/IWW/ib_Readiness.pdf

>*Using Evidence based constructs to assess extent of implementation of evidence based
  interventions –* http://aspe.hhs.gov/hsp/14/IWW/ib_Milestones.pdf

>*The Importance of Contextual Fit When Implementing Evidence Based Interventions –*
   http://aspe.hhs.gov/hsp/14/IWW/ib_Contextual.pdf

>*Evidence-Based Practices:*
  Part 1 Identifying and Selecting a Practice or Program –
   http://iris.peabody.vanderbilt.edu/module/ebp_01/
  Part 2 Implementing a Practice or Program with Fidelity –
   http://iris.peabody.vanderbilt.edu/module/ebp_02/
  Part 3 Evaluating Learner Outcomes and Fidelity –
   http://iris.peabody.vanderbilt.edu/module/ebp_03/

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   The principal was pulling a piece of string down the hall toward a classroom.

      How come you're pulling that string? he was asked.

         Well, he replied, *have you ever tried pushing a piece of string?*

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School, Family & Community

>School mobility and school-age children's social adjustment (2014). Dupere V, Archambault I, Leventhal T, Dion E, Anderson S. *Developmental Psychology*, ePub.
http://www.apa.org/pubs/journals/dev/

>Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis (2014). Kremer KP, Maynard BR, Polanin JR, Vaughn MG, Sarteschi CM. *Journal of Youth and Adolesc*ence, ePub.
http://link.springer.com/article/10.1007%2Fs10964-014-0226-4

>Navigating into, through, and beyond the middle grades: The role of middle grades attendance in staying on track for high school graduation (2014). Kieffer MJ, Marinell WH, Neugebauer SR. *Journal of School Psychology, 52,* 549-565.
http://www.sciencedirect.com/science/article/pii/S0022440514000703

>Promoting an equitable and supportive school climate in high schools: The role of school organizational health and staff burnout (2014). Bottiani JH, Bradshaw CP, Mendelson T. *Journal of School Psychology, 52,* 567-582.
http://www.sciencedirect.com/science/article/pii/S0022440514000818

Policy, systems, law, ethics, finances & statistics

>Advancing school-based interventions through economic analysis (2014). Olsson TM, Ferrer-Wreder L, Eninger L. *New Directions for Youth Development, 141,* 117-123.
http://onlinelibrary.wiley.com/doi/10.1002/yd.20091/abstract;jsessionid=8B343C7BEA7A638BB70A4FD2C71B4A2A.f02t02

 >A systematic review of risk and protective factors associated with nonmedical use of prescription drugs among youth in the United States: A social ecological perspective (2015). Nargiso JE, Ballard EL, Skeer MR. *Journal of Studies on Alcohol and Drugs, 76,* 5-20.
http://www.jsad.com/jsad/article/A_Systematic_Review_of_Risk_and_Protective_Factors_Associated_With_Nonmedic/5023.html

>From middle school to college: Developing aspirations, promoting engagement, and indirect pathways from parenting to post high school enrollment (2014) . Hill NE, Wang M. *Developmental Psychology*, ePub. http://www.apa.org/pubs/journals/dev/

>Annual report on health care for children and youth in the United States: National estimates of cost, utilization and expenditures for children with mental health conditions (2014). Torio CM, Encinosa W, Berdahl T, McCormick MC, Simpson LA. *Academic Pediatrics,* ePub.
http://www.sciencedirect.com/science/article/pii/S1876285914002538

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

>Active Minds: Creating peer-to-peer mental health awareness (2014). Walther WA, Abelson S, Malmon A. *Journal of College Student Psychotherapy*, *28,* 12-22.
http://www.tandfonline.com/doi/abs/10.1080/87568225.2014.854673#.VJhcd5BEAA

>Youth as partners in a community participatory project for substance use prevention (2015). Kulbok PA, Meszaros PS, Bond DC, Thatcher E, Park E, Kimbrell M, Smith-Gregory T. Fam. *Community Health, 38,* 3-11.
http://journals.lww.com/familyandcommunityhealth/pages/articleviewer.aspx?year=2015&issue=01000&article=00002&type=abstract

>Summer jobs reduce violence among disadvantaged youth (2014). Heller SB. *Science, 346,* 1219-1223. http://www.sciencemag.org/content/346/6214/1219

>Socioemotional adjustment as a mediator of the association between exposure to community violence and academic performance in low-income adolescents (2014). Hardaway CR, Larkby CA, Cornelius MD. *Psychology of Violence*, *4,* 281-293. http://psycnet.apa.org/journals/vio/4/3/

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

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

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

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The important thing is not so much that every child should be taught,
as that every child should be given the wish to learn.
John Lubbock
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COMMENTS AND SHARING FROM THE FIELD

About Center Resources

"I am now leading one of the largest domestic violence providers in the country. I would really appreciate reconnecting with you. I would like to share how we propose to use your model to help end the cycle of domestic violence by focusing on the children. Your work is so fundamental and transformative. I talk about your work everywhere I go. I had our Center staff read and go thru your website. We are adopting many of your concepts, tools, practices, etc. for those children impacted by domestic violence. You both taught me so much and please know that it is integrated in all that I do.

    I was wondering if you could recommend the latest books I should have the staff and board read about your work. I would also like to read it. Can you recommend some key book or article readings? I know all of it is important. I will order them as soon as you advise me. We are finalizing our external strategic plan and will forward it to you asap"

Regarding December enews information on homelessness

"Thanks for the updates. Some thoughts -- The rising homelessness in the US is bothersome. Good to see that we are addressing the issue. Perhaps orphanages in the 21st century should be on our radar as well current efforts to assist. Having a place to stay for long periods of time has sure contributed to the success of those who were part of orphanages in the past."

Regarding the quarterly e-journal/newsletter

"Thanks for continuing to provide the leadership in this effort, and to share your ideas and materials via your email newsletter. I've sent you suggestions in the past and have forwarded your newsletters in my own network. I appreciate that you've always responded. ...

I've been building a web library since 1993, just as you have. I've also been building a clip file of newspaper stories related to education, poverty, violence, etc. ... One article from 2013 shows internet users by age group and by race. It shows fewer people age 50 or older. To me it means that a lot of the decision makers, and potential funders, are not on-line and actively looking at the material you and I and others are sharing. That will change in the future, but as some people have said to me "we're 10 years ahead of our time".

I love the graphics you put in your newsletters. However, I did a google search of "ucla center for mental health in schools" today and then looked at the images feature. I don't see an emphasis on these. ... if these ideas are not being seen by enough change makers, leaders and funders, they don't have the impact or influence they are intended to have. That's a problem.

Finding ways to encourage active users to create 'study groups' of people who are not active users is one way to increase distribution of this information. I'm not sure if this is something you and your team have been thinking about and/or brainstorming solutions to.

Are you, or is someone in your network, building a list of [entities] who champion your ideas? ... We're all getting older which means finding younger people who share your passion (or mine) to carry this campaign forward in future years is one of the things I think about regularly [see blogs at http://tutormentor.blogspot.com/]

Sharing

We were asked to share the following designed for teens, parents of teens, and those who work with teens:
>A five minute idea/video – http://www.crisistextline.org/who-we-are/
>Also see http://www.crisistextline.org/get-help-now/

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