

**30 Years &  
Counting**



# ENEWS

A Monthly Forum for Sharing and Interchange



January, 2016 (Vol. 20 #4)

*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.*



**We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**



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

## WHAT'S HERE THIS MONTH

### **\*\*Emerging Issue**

**>What's the best way to shape the new education act to enhance equity of opportunity?**

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

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

**>Re-engaging students: Midyear course corrections**

### **\*\*National Initiative for Transforming Student & Learning Supports in 2016**

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

### **\*\*Access links about:**

**>Upcoming initiatives, conferences & workshops**

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

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

**>Training and job opportunities**

### **\*\*A few other helpful resources accessible from the internet**

### **\*\*Additional recent publications relevant to**

**>School, family, & community**

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

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

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

## **EMERGING ISSUE**

### **What's the Best Way to Shape the New Education Act to Enhance Equity of Opportunity?**

With the passage of *Every Student Succeeds Act*, concerns and issues arise about what will and should be done to ensure that every student succeeds. The months ahead are a critical time for reversing the marginalization and fragmentation of student and learning supports that policies over many years have created. Detailed discussion starts with the rule-making related to Title I. The U.S. Department of Education has issued a Request for information “seeking advice and recommendations for Title I regulations under ESSA.” See

<https://s3.amazonaws.com/public-inspection.federalregister.gov/2015-32178.pdf>

This is the type of opportunity we think everyone concerned with school transformation can and should use to enhance a stronger policy focus on enhancing equity of opportunity for all students to succeed at school.

As part of the *National Initiative for Transforming Student and Learning Supports*, we are encouraging leaders across the country to take this opportunity to emphasize that Title I guidelines need to play a role in unifying and then developing a comprehensive and equitable system of student and learning supports. Such a system is essential for ending the fragmentation and marginalization of efforts to directly address barriers to learning and teaching and re-engage disconnected students.

At the same time we realize that, while there is considerable agreement about barriers to learning and teaching, debates continue about how to design ways to prevent and ameliorate problems. What has prevailed are policies and guidelines that focus on specific subgroups of students and types of problems and a tendency to downplay the degree to which problems overlap. Moreover, there has been an overemphasis on special roles for those who the new legislation refers to as Specialized Instructional Support Personnel. All this means schools have only been able to provide essential supports to a relatively few of the many students manifesting learning, behavior, and emotional problems.

With all this in mind, we have drafted a set of notes that expresses what we think should be advocated in responding to the feds request for information (see the draft in the National Initiative's section of this ENEWS). Our intent is to stimulate a discussion that will help clarify conflicting perspectives about what should be advocated not only to the feds, but to states and districts as they assume greater local control under the new law.

Note: We have also done a blog on this for Education Post – see <http://educationpost.org/how-will-every-student-succeed/>

Send your comments for sharing to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)  
OR add a comment to the Education Post blog

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For a range of resources related to this matter, see  
**National Initiative for Transforming Student and Learning Supports in 2016**  
<http://smhp.psych.ucla.edu/newinitiative.html>

## NEWS FROM AROUND THE COUNTRY

**Poor kids do poorly, affluent do better on OH state tests, again.** Ohio state test scores continue to rise right along with a school district's affluence, and fall as poverty rates increase. The state may have change academic standards and test, but the recurring relationship between test scores and poverty remains the same. The organizations sponsoring the analysis have regularly used findings like these to request additional state funding for poor districts. 12/3/15 <http://www.cleveland.com>

**Most states have cut school funding and some continue cutting.** Most states provide less support per student for elementary and secondary schools, in some cases, much less, than before the Great Recession. Worse, some states are *still* cutting eight years after the recession took hold. The most up-to-date data available on state and local funding for schools, indicates that at least 31 states provided less state funding per student in the 2014 school year than in the 2008 school year. In at least 15 states, the cuts exceeded 10 percent. School districts began cutting teachers and other employees in mid-2008 when the first round of budget cuts took effect. Adding to states' struggles, federal policymakers have cut federal funding for states and localities, thereby worsening state fiscal conditions. 12/10/15 <http://www.cbpp.org/research/state-budget-and-tax/most-states-have-cut-school-funding-and-some-continue-cutting>

**Increase in federal resources for schools.** Congress passed, and the President signed, a federal spending bill for 2016. Highlights include:

- Federal support for low-income K-12 school districts increased by \$500 million
- Special education funding increased by \$400 million

In addition, Congress and the President agreed to permanently extend tax breaks to working poor families. 12/21/15 <http://www.everychildmatters.org>

**Simple solution to help MO homeless kids graduate HS.** A couple school districts in Missouri have found a way to create a stable home environment for struggling kids. 12/22/15 [http://www.huffingtonpost.com/entry/joes-place-hope-house\\_5674600fe4b0b958f6568c44?utm\\_hp\\_ref=education&ir=Education&section=education](http://www.huffingtonpost.com/entry/joes-place-hope-house_5674600fe4b0b958f6568c44?utm_hp_ref=education&ir=Education&section=education)

**In IN, preliminary data shows huge increase in failing schools.** Seventeen percent of Indiana's K-12 schools will be considered failing under the state's A-F accountability system. Last year, 4 percent of schools were considered failing. 12/3/15 <http://indianapublicmedia.org/stateimpact/2015/12/03/preliminary-af-data-shows-huge-increase-failing-schools/>

**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](mailto:ltaylor@ucla.edu).

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**A New Year's resolution is something that goes in one year and out the other.**

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

### Re-engaging Students: Midyear Course Corrections

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

*Common laments heard at schools:*

- 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!

Some of these students are passively disengaged and 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. That is, staff feel discouraged when experiencing a lack of success with students. The failure threatens feelings of competence and self determination and too often disconnects staff from kids who need help. Since giving up on these students is no option, we need to focus on re-engagement.

Now is a time for mid-course corrections to turn all this around.

As Winnie the Pooh says (while Christopher Robin is dragging him by his heel downstairs and his head is bumping on each stair), "I think there is a better way to do this if only I could stop bumping long enough to think of it."

This is the time to stop bumping and think of better ways. Here are some points to consider.

We all know that building a strong, positive relationship with difficult students is a challenge. Looking for the strengths, building on the competence, and re-establishing relationships of mutual respect is best achieved when support staff and teachers work as a team. Support staff often have the opportunity to get to know these students and can take the lead in helping others see what is "special" in a student who hasn't yet made good connections with teachers and school staff.

So, a first step forward is for support staff and teachers to establish a working relationship designed to (a) better understand the causes for students' lack of engagement and difficult behavior and (b) try some different strategies. While the initial focus may be on a particular student, the aim is to think about that student as one of a type, so that what is learned can be applied to others.

Think about:

- Why are some students not experiencing classroom learning positively? (e.g., Do they view the work as too hard and/or not worth doing?)
- Do these students have a negative relationship with the teacher?
- Are they isolated/alienated from peers?

Consider: What would it take to turn such conditions around?

### A Few Ideas About Steps to Try

1. *Personalized Conferences*: Schools should facilitate time for teachers to conference individually with each student who is manifesting problems. In some cases, the student's parents need to be included. The focus is on how to use this midyear time as a period for renewing positive relationships and re-engaging 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 an Image Change:* For students who have acquired a negative reputation, it is critical to develop ways for them to take on attractive, positive roles (e.g., a team captain, special monitor, photographer for the newspaper, contributor to the school's website).

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

4. *Do more to account for individual differences:* In designing learning opportunities, focus on intrinsic motivation as well as developmental capabilities and then implement them in ways that enhance intrinsic motivation for ongoing learning at school. Accommodations may be needed with respect to presentation of material, workload and nature of feedback, and more.

5. *Positive Activities When Not in School:* Focus on connecting the student after school with intrinsically motivating activities and projects. Such activities can consolidate something that has been learned recently or lay a foundation for future learning (e.g., school reading and writing projects). Examples include involving students in (a) carrying out special roles, (b) taking pictures while on trips to special places and later bringing them to school to include in learning activities (e.g., writing stories), (c) choosing videos that teach as well as entertain, and so forth.

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

7. *REPEAT STEPS AND KEEP EXPERIMENTING – It's better than staff members continuing to bump their heads.*

**For more on this, go to <http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf#page=28>**

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And for a range of resources related to 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>

**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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**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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## ***NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS\****

As noted above, the U.S. Department of Education has issued a Request for Information “seeking advice and recommendations for Title I regulations under ESSA.” See

<https://s3.amazonaws.com/public-inspection.federalregister.gov/2015-32178.pdf>

We drafted the following set of notes to indicate what we think states and local leadership should advocate in responding to the feds request. ***Let us hear your views. Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)***

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In keeping with the original law, ESSA provides a fragmented vision for a broad range of student and learning supports intended to promote equity opportunity. Currently, many organizations, professional associations, guilds, and unions are analyzing the reauthorization primarily from the point of view of their specific mission. Conflicting agenda already evident. Rather than weaving together a unified, comprehensive, and equitable system to enhance equity of opportunity, the different agenda if acted upon will maintain the separate and competing silos that have marginalized student and learning supports for far too long.

The following points are suggested to encourage formulation of Title I guidelines in ways that can play a role in ending the fragmentation and marginalization of efforts to address barriers to learning and teaching and re-engage disconnected students.

**First:** Note that ESSA’s vision for Title I provides a strong foundation for creating leadership team for developing and guiding establishment of a unified, comprehensive, and equitable system of student and learning supports at a school. Below are relevant excerpts from ESSA.

The Title I school-wide program "... is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school...

... is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities ...

... address[es] the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include ... counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; ... implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act ..."

**Second:** Note that Title IV augments this foundation with a focus on addressing specific barriers to learning, encompassing

"... drugs, prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence-based ...

(cont.)

... violence, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others....

... 'school-based mental health services provider' includes a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents....”

**Third:** Note that other titles specifically focus on supports for family engagement, for English language learners, for migrant students, for homeless students.

*The above all fit into a unified, comprehensive, and equitable system to enhance equity of opportunity. And there are additional opportunities in the title on professional development.*

For details about creating a *Learning Supports Leadership Team* to develop and guide establishment of a unified, comprehensive, and equitable system of student and learning supports at a school, see <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>.

**Fourth:** Given the above, rather than just adding a “nonacademic measure,” the new accountability option can be used to establish an expanded accountability framework that directly assesses a school’s efforts to develop and implement a unified, comprehensive, and equitable system to address barriers to learning and teaching and re-engage disconnected students. Such accountability needs to

(a) assess the degree that student and learning supports are woven into a cohesive system to enhance effectiveness: first stage – assessing how well district financed efforts are woven together at schools; second stage – assessing how well the school connects with community resources to fill critical gaps in the system. Examples of relevant standards and indicators are

included in *Standards & Quality Indicators for an Enabling or Learning Supports Component* online at - <http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf> .

(b) assess *direct* indicators of how well schools are addressing barriers to learning and teaching and re-engaging disconnected students. Examples of such indicators include increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child's learning and schooling, fewer referrals for specialized assistance, fewer inappropriate referrals for special education, fewer pregnancies, fewer suspensions and dropouts.

\*For more information on new directions, see the website pages for the initiative <http://smhp.psych.ucla.edu/newinitiative.html> .

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

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

## **UCLA CENTER DEVELOPED RESOURCES – UPDATE**

### **New**

**Quarterly e-journal** – <http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter16.pdf>

#### **Contents:**

- *How will Every Student Succeed? Use the transition from federal to more local control to transform student and learning supports*
- *States and Districts draw on the National Initiative for Transforming Student and Learning Supports*
- *Addressing attendance problems: Focusing on engagement and re-engagement*

#### **Information Resources**

- *Transgender students and schools* – <http://smhp.psych.ucla.edu/pdfdocs/trans.pdf>
- *Young people's concerns about body image* – <http://smhp.psych.ucla.edu/pdfdocs/bodyimage.pdf>
- *Trauma: a barrier to learning and teaching* – <http://smhp.psych.ucla.edu/pdfdocs/traumainfo.pdf>

### **Updated**

- *Learning Problems and Learning Disabilities* – <http://smhp.psych.ucla.edu/pdfdocs/ldprobs/ldprobs.pdf>

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

**Topic:** *Interchange with a Principal: Revealing student dignity, humanity, and capability*

**Topic:** *Using the holidays to launch year round opportunities for social emotional learning*

**Note:** The latest School Practitioner and archived previous ones are on our website at <http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)  
Follow-up exchanges are posted on the Center website's Net Exchange – <http://smhp.psych.ucla.edu/newnetexchange.htm>

### **ESSA and Center Resources**

With the passage of the *Every Student Succeeds Act*, the question remains: *What do schools need to do to enhance equity of opportunity for student success at school?* Our Center can help in many ways. With specific respect to resources that are free and easy to access, see those highlighted in the latest issue of the Center's e-journal –

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter16.pdf>

**You missed another day of school.  
Aren't you worried that you'll fail?**

**Nope – Congress just passed a law  
ensuring Every Student Succeeds.**



### **ACCESS LINKS ABOUT:**

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

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

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

### **OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET**

- >*Empty Seats: The Epidemic of Absenteeism Among Homeless Elementary Students* –  
[http://www.icphusa.org/PDF/reports/ICPH%20Policy%20Report\\_Empty%20Seats\\_Chronic%20Absenteeism.pdf](http://www.icphusa.org/PDF/reports/ICPH%20Policy%20Report_Empty%20Seats_Chronic%20Absenteeism.pdf)
- >*Investing to improve the well being of vulnerable youth and young adults:  
Recommendations for policy and practice* –  
[http://www.ytfg.org/wp-content/uploads/2015/11/Investing-in-Well-Being-small.pdf?utm\\_source=DynamicsMarketing&utm\\_medium=Email&utm\\_campaign=JUVJUST\\_YTFG\\_YouthWellBeing\\_121415&ed2f26df2d9c416fbddddd2330a778c6=errhbrtwue-ewnueteh](http://www.ytfg.org/wp-content/uploads/2015/11/Investing-in-Well-Being-small.pdf?utm_source=DynamicsMarketing&utm_medium=Email&utm_campaign=JUVJUST_YTFG_YouthWellBeing_121415&ed2f26df2d9c416fbddddd2330a778c6=errhbrtwue-ewnueteh)
- >*Preventing Youth Violence: an overview of the evidence* –  
[http://apps.who.int/iris/bitstream/10665/181008/1/9789241509251\\_eng.pdf?ua=1&ua=1&ua=1](http://apps.who.int/iris/bitstream/10665/181008/1/9789241509251_eng.pdf?ua=1&ua=1&ua=1)
- >*Adolescent romantic relationships: why are they important* –  
<http://headspace.org.au/assets/Uploads/Resource-library/Health-professionals/romanticrelationships-adolescent-romantic-relationships-why-are-they-important-headspace-evsum.pdf>
- >*Systems of Care Approach online curriculum* –  
<http://gucchdtacenter.georgetown.edu/the-soc-approach.html>



***May all your troubles last as long as your New Year's resolutions!***

## ADDITIONAL RECENT PUBLICATIONS

(in print and on the web)

### School, family & community

>Parental provision of academic structure and the transition to middle school. W. Grolnick, J. Raftery-Helmer, E. Flamm, et al. (2015). *Journal of Research on Adolescence* 25(4), 668-684.

<http://www.onlinelibrary.wiley.com>

>Effect of school belonging trajectories in grades 6-8 on achievement: Gender and ethnic differences. J.N. Hughes, M.H. Im, & P.J. Allee (2015). *School Psychology*, 53(6), 493-507  
<http://www.sciencedirect.com>

>School order, justice, and education: Climate, discipline practices, and dropping out. A.A. Peguero & N.L. Bracy (2015). *Journal of Research on Adolescence*, 25(3): 412-426.

<http://www.onlinelibrary.wiley.com>

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

>Comprehensive student support systems as exemplified by RTI: A district report for boards and superintendents. In *The Board and Superintendent Handbook: Current Issues and Resources* (2015) A.E. Van Deuren, T.F. Evert, & B.A. Lang (Eds.). Rowman and Littlefield in partnership with the American Association of School Administrators.

>Youth finding meaning through a larger sense of community. C. Flanagan (2015). *American Journal of Orthopsychiatry*, 85(6 Suppl): S70-8. <http://www.apa.org/journals/ort.html>

>Are the risk and protective factors similar for gang-involved, pressured-to-join, and non-gang-involved youth? A social-ecological analysis. (2015). G.J. Merrin, J.S. Hong, & D.L. Espelage. *American Journal of Orthopsychiatry* 85(6), 522-535. <http://www.apa.org/journals/ort.html>

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

>An evaluation of a school-based, peer-facilitated, healthy relationship program for at-risk adolescents. D.A. McLeod, R. Jones, E.P. Cramer (2015). *Children and Schools*, 37(2): 108-116. <http://www.cs.oxfordjournals.org/content/37/2/108>

>Meaningful youth engagement as a protective factor for youth suicidal ideation. L.L. Armstrong & I.G. Manion (2015). *Journal of Research on Adolescence*, 25(1): 20-27.

<http://www.onlinelibrary.wiley.com>

>School personnel experiences in notifying parents about their child's risk for suicide: Lessons learned. J. Nadeem, C.D. Santiago, S.H. Kataoka, V.Y. Chang, & B.D. Stein (2016). *Journal of School Health*, 86(1): 3-10.

<http://onlinelibrary.wiley.com/doi/10.1111/josh.12346/abstract;jsessionid=489F68CE867539FEC121EDA893E681F5.f01t02>

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

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

## COMMENTS AND SHARING FROM THE FIELD

(1) “We are currently working on an proposal for preparing personnel in minority serving institutions to serve children with disabilities.... The focus of our grant proposal is to prepare Teachers as Intervention Leaders in schools. We propose to develop a Mental Health in Schools graduate program that aims to meet the needs of high-need children and youth with disabilities who are also ELLs. Our student population reflects a high percentage of students considered to be economically at-risk.... These as well as other external factors all impact student outcomes in schools. Most likely referrals to special education serve as the only source of supports in schools. Special education programs in our school districts continue to provide fragmented services without addressing an interconnected system of interventions.... We are very aware that our current graduate special education teacher and counseling programs are not preparing students to focus on transforming student and learning supports therefore we propose to develop a graduate program that will prepare teachers to serve as leaders in schools that have a deep understanding of utilizing the resources within schools and the community to promote interconnected interventions within schools to improve educational outcomes for students. The research, publications and materials from your Center available on your website have served as key references for our proposal.”

(2) “I wanted you to know that at the Collaborative for Reaching & Teaching the Whole Child ([www.crtwc.org](http://www.crtwc.org)) we have spent the last 5 1/2 years working on the integration of SEL skills into the preparation of teachers. This is, of course, in alignment with your work focused on trying to think systemically to make change toward meeting the needs of all children. I have found that in the discussions so far in this field, the unit of change tends to be the school or school district. While that is important, at CRTWC we have been working on another part of the change process - the continuum of professional development, starting with how teachers are prepared for the classroom ( this would apply to administrator preparation as well).”

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***A new year presents the opportunity to start again, and this time do it right.***

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### 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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)