

**27 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



July, 2013 (Vol. 17 #10)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? This newsletter focuses on relevant policies and practices.

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



**We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu**



WHAT'S HERE THIS MONTH

****Constant Concern for School Policy and Practice:**

>Reauthorization of ESEA: Here we go again

****News from around the country**

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

>July: Using summer to improve student and learning supports

****New Directions for Student & Learning Supports: The Initiative Moves Forward**

****UCLA Center Resources Update**

****Links to**

>Upcoming initiatives, conferences & workshops

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

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****Other helpful Internet resources**

****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**

CONSTANT CONCERN FOR SCHOOL POLICY AND PRACTICE

Reauthorization of ESEA: Here we go again

Competing legislation has been put forward as reauthorization of the Elementary and Secondary Education Act is considered. As usual, the proposals reflect differing views about the role of the federal government in mandating and evaluating educational processes and outcomes. As noted by one observer:

"Politics took center stage during [the]U.S. Senate committee mark-up of the Elementary and Secondary Education Act (ESEA) reauthorization proposal. Democrats stood by their 1,000+ page bill which would largely stay the course on U.S. Education Secretary Arne Duncan's waiver strategy. Republicans, on the other hand, made the case for a smaller federal presence in education..."
<http://knowledgeworks.org/worldoflearning/all-politics-aside-five-points-of-agreement-on-esea-reauthorization/>

For those concerned about enhancing equity of opportunity for success at school and beyond, the Congressional proposals continue to perpetuate a fundamental failure of federal education policy.

Over the past few years, we have stressed the problem. See, for example:

>*ESEA Reauthorization Proposal & Equity of Opportunity: Any Concerns?*
<http://smhp.psych.ucla.edu/pdfdocs/eseaalert.pdf>

>*For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching*

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

>*Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning*

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

As the analyses indicate, it seems rather clear that effective school improvement requires a major transformation with respect to student and learning supports. Yet, this matter continues to be given short shrift.

Anyone have any ideas how to convince Congress to do more than continuing to tinker with old ideas about addressing barriers to learning and teaching and re-engaging disconnected students?

Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

State tells district to fix problems in special education. Seattle Public Schools has been ordered to fix many long standing problems in its special education program or risk losing control of \$11 million in special education funding. The district has 18 months, the state set the deadline after years of warnings. The district, state officials say, is failing to keep an accurate count of its special education students, doesn't ensure that all students who qualify for special education services receive them, and often doesn't follow the academic plans all such students must have. District leaders say they are nearly done with a plan to attend to the problems. Overall, the district spent about \$82 million on special education in the 2011-12 school year, with one of every 7 students, a total of about 7,000 receiving services for disabilities. 6/3/13. <http://seattletimes.com>

Congress takes on school bullies. Congress said it was ready to restart the fight against school bullies, re-launching its anti-bullying caucus with the support from the Kennedy family, a Hollywood film maker and leaders of major teacher advocacy groups. Formed in 2012, the main goal of the caucus is to advocate for bills that target bullying, such as the Safe Schools Improvement Act, which would require all schools to create and enforce anti-bullying policies. There are 57 members in this loose knit caucus. 6/7/13. <http://www.usenews.com>

A 'Neglected' Population Gets Another Chance at a Diploma. Educators and researchers who work with at-risk students say there is no way to really achieve the Graduation Nation goal of a 90% graduation rate by 2020 without taking time to find, bring back, and keep the students who already have fallen through the cracks, at a rate of roughly 1 million every year. Texas, for example, has created a statewide focus on recovering the students who already had left school. 06/06/13 <http://www.edweek.org/ew/articles/2013/06/06/34overview.h32.html?tkn=UYBFGkFq3nKBfXWpiQdiCLVYk%2FALJJ52CHer&cmp=clp-ecseclips>

Transforming Diagnosis. A brief policy statement from the National Institute of Mental Health (NIMH) states that NIMH will be re-orienting its research away from DSM categories. Going forward, MIMH “will be supporting research projects that look across current categories — or sub-divide current categories — to begin to develop a better system. ... We are committed to new and better treatments, but we feel this will only happen by developing a more precise diagnostic system.” <http://www.nimh.nih.gov/about/director/2013/transforming-diagnosis.shtml>

Students sue to block school closures. A dozen minority students and their parents have filed suit in federal court to block closure of seven elementary schools in the Sacramento City USD. The suit complains the schools designated for closure were chosen because they are in an area "without political influence or organization" and have disproportionately low income and minority populations. District officials considered closing as many as 11 schools before voting on seven after receiving community feedback. 6/11/13. <http://sacbee.com>

State budget deal overhauls four decade old school funding model. CA Gov. Jerry Brown has orchestrated what's being billed as a major overhaul of how the state funds K-12 education. As part of the state's 2013-14 budget plan, the new model gives districts more control over their own spending and props up schools that teach the most disadvantaged kids. The new formula will untangle four decades of growing mandates that created more than 60 pots of money for programs like school lunches and libraries. Starting this fall, most of CA's roughly 1,000 school districts will receive a larger base grants to spend as they see fit, supplemented by money for hard to educate students. Districts where more than 55 percent of students are poor, English learners or foster kids will receive even more money. However, critics say the change falls short. With funding growing slowly, schools won't be able to immediately restore the librarians, counselors, music and arts programs cut over the years. Even by 2020-21, the year the full funding formula kicks in, CA will not be up to the national average in education funding. 6/12/13 <http://www.contracostatimes.com>

More than 3,700 school employees are being laid off. Philadelphia Superintendent William R. Hite Jr. announce that the School District had begun mailing layoff notices. The list includes 676 teachers, 283 counselors, 127 assistant principals, and 1,202 noontime aides. Officials said more jobs would be lost. Layoff notices are to be mailed next to an unknown number of employees at district headquarters. The district is facing a \$304 million shortfall. 6/9/13. <http://philly.com>

@#@#@#

Quote from Philadelphia story regarding layoffs

"These employees are more than numbers: these are people, professionals, who play important roles in the lives of thousands of students throughout our city. Every aspect of the district will feel the impact, schools, regional offices, and central office, along with employees ranging from senior administrators to support staff."

Superintendent William R. Hite Jr

@#@#@#

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

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

>July: Using summer to improve student and learning supports

Over a school year, it's hard to find enough time to stop, think, and plan new ways of doing things. It's a bit like Winnie the Pooh's experience going downstairs.

As Milne describes it:

"Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he know, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it."

At most schools, student and learning support staff feel like this as they struggle each day to meet student's immediate needs. The trend usually is to react using a limited set of piecemeal and fragmented strategies. Now is the time to think about how to become proactive and more effective. The summer months are an opportunity to develop a unified, comprehensive, systemic, and equitable component for providing essential student and learning supports. Such a component has been called an enabling or learning supports component. Planning and developing a systemic learning supports component not only can end fragmented approaches, it can move toward eliminating the counterproductive competition for resources and end the marginalization of student support staff. Planning also can be done for staff development to enhance capacity to provide learning supports.

Establish a Leadership Team to Do the Planning

Start by creating a mechanism for those most concerned with improving student and learning supports to work together on a regular basis. We designate such a group as a Learning Supports Leadership Team. See:

>*Key Leadership Infrastructure Mechanisms for Enhancing Student & Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf

Provide the team with resources for planning new directions. The Center has many aids. For example, see:

>*Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching* – <http://smhp.psych.ucla.edu/pdfdocs/stepsandtoolstoguideplanning.pdf>

>*Guidelines for a Student Support Component* – <http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf>

For more, see the *Rebuilding for Learning Toolkit* – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

As the team get's underway, it will need to do resource mapping and related analyses.
See:

>*Resource Mapping and Management to Address Barriers to Learning:
An Intervention for Systemic Change*

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

>*Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and
What it Needs* – <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>

Plan Staff Development to Enhance Capacity for Providing Learning Supports

Along with system development, the summer provides an opportunity for planning ways to enhance staff development related to student and learning supports. For example, plan for

- teachers to learn more about how to address interfering factors and to work with others in doing so
- support staff to learn more about how to work with teachers and other staff (and to do so in classrooms as much as is feasible), as well as learning how to work more productively with district and community resources to enhance practices for prevention and for responding quickly when common problems arise
- administrators to learn more about leading the way by expanding policy, enhancing operational infrastructure, and redeploing resources to ensure development of more effective ways to use sparse resources to address barriers to learning and teaching and re-engage disconnected students.

If you want more ideas about how best to increase the capacity of your district or school with respect to developing a unified and comprehensive system of student supports, feel free to contact us. Send an email to ltaylor@ucla.edu

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>

@#@#@#

"I would imagine that if you could understand Morse code,
a tap dancer would drive you crazy."

Mitch Hedberg

@#@#@#

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

The Initiative Moves Forward

(1) Alabama State Department of Education is planning a strategic introduction and scale up of its design for a unified and comprehensive system of learning supports. Their next steps focus on creating awareness/readiness. The department will soon release the state design document to provide a vision and implementation guide to focus districts and schools. To insure student success, the department has adopted a new directions design that builds on previous efforts to address barriers to learning and teaching and engage and reengage disconnected students. The design unifies and moves student and learning supports away from reacting to problems toward system development with a strong emphasis on prevention and early intervention. The intent is to fully integrate the system as a primary component of school improvement policy and practice. To this end, the learning supports component focuses on

- >Reframing current student/learning supports programs
- >Redeploying resources
- >Developing in-classroom and school-wide approaches, including learning supports found effective in the state's High Poverty/High Achieving schools
- >Developing the capacity to implement learning supports through leadership training
- >Revamping infrastructures at the school, district and state levels
- >Developing and implementing accountability indicators directly related to the Learning Supports System and fully integrating them into school improvement accountability

Nine districts will implement the design starting this fall. Other districts will be phased in over the coming years.

(2) We are always pleased to hear about state departments and school districts that are using our work to pursue new directions for student and learning supports. The folks at School District of La Crosse (WI) sent us the following video link to share how they are using our frameworks to rebuild their system. See brief video at http://youtu.be/-QmhekE7__k

(3) Our colleague Rhonda Waltman will present on new directions for learning supports to key leaders at several upcoming conferences, including

- >KY Special Education Conference
- >NC School Psychologists Conference
- >SEDL conference in NC
- >District/community presentations in Georgetown, TX

(4) Because of the Center's emphasis on new directions, others who are seeking extramural support regularly reach out to the Center so that they can include the work in their applications. Most recently this has included those applying for the National Resource Center for Mental Health Promotion and Youth Violence Prevention (intended to focus on scale up lessons learning from the Safe Schools/Healthy Students projects).

For more on the *National Initiative and Networks for New Directions for Learning Supports*, see <http://smhp.psych.ucla.edu/summit2002/ninhome.htm>

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD AS A UNIFIED AND NONMARGINALIZED SYSTEM

UCLA CENTER DEVELOPED RESOURCES UPDATE

New Center Report

>*Matching Students and Instruction: The Dilemma of Grouping Students*
<http://smhp.psych.ucla.edu/pdfdocs/grouping.pdf>

Also note that we have a Quick Find on *Ability Grouping & Tracking* –
<http://smhp.psych.ucla.edu/qf/abgrouping.html>

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in June included requests from colleagues about:

6/10/13: Finding information on what schools are doing related to mental health

6/17/13: Schools seeking speakers on student mental health issues

6/24/13: Showing the benefits of mental health in school

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:

Many of our online Center resources include tools that can be used to improve specific practices related to student and learning supports and mental health in schools.

We keep adding to these and in the process add to our two toolkits. See:

>Practitioner Tool Box – <http://smhp.psych.ucla.edu/summit2002/toolbox.htm>

>Rebuilding Tool Kit – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Also accessible from the left col. on our homepage <http://smhp.psych.ucla.edu>

For example, in response to a recent request, we added to the Practitioners Tool Box a set of tools related to referral and monitoring students. These were pulled and separately bundled from our extensive technical aid packet on

>*School-Based Client Consultation, Referral, and Management of Care*

<http://smhp.psych.ucla.edu/pdfdocs/consultation/consultation2003.pdf>

The tools cover facets of connecting a student to the right help, including forms for:

- Triage Review Request
- Student's View of the Problem Interviews
- Follow-up Intervener and Client Rating
- Management of Care Review – Initial, Immediate Follow-up & Ongoing Review
- End of Intervention evaluation

See:

>*Interviewing and Monitoring Tools*

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

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

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](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

- > Social Emotional Health Toolkit
http://www.michigan.gov/mdch/0,4612,7-132-2941_4868_7145_64838---,00.html
- > The Missing Piece: Teachers Call for Social and Emotional Learning in School
<http://casel.org/wp-content/uploads/casel-themissingpiece-report.pdf>
- > Measuring Social Return on Investment for Community Schools:
Case Study <http://www.childrensaidsociety.org/files/CASE%20STUDY%20final.pdf>
Practical Guide http://www.childrensaidsociety.org/files/GUIDE%20final_0.pdf
- > Indicators of School Crime and Safety: 2012
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013036>
- > Youth in Action: Participating in internships and work based experience
<http://www.ncwd-youth.info/tip-sheet/internships-and-work-based-experiences>
- > Reforming Juvenile Justice: A Developmental Approach
http://www.nap.edu/catalog.php?record_id=14685
- > Grad National Community Guidebook
[Http://www.americaspromise.org/News-and-Events/News-and-Features/2013-News/May/Grad-Nation-Guidebook-2013.aspx](http://www.americaspromise.org/News-and-Events/News-and-Features/2013-News/May/Grad-Nation-Guidebook-2013.aspx)
- > Mental Health Tips for Teens Graduating from High School
<http://www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/Pages/Mental-Health-Tips-Teens-Graduating-High-School.aspx>
- > QuickStats: Percentage of Persons Aged 18 Years Who Received Special Educational or Early Intervention Services, by Race/Ethnicity - National Health Interview Survey, United States
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6223a9.htm?s_cid=mm6223a9_e
- > Measuring Success: A Guide to Becoming an Evidence-Based Practice
<http://www.vera.org/sites/default/files/resources/downloads/measuring-success.pdf>
- > Guide for Developing High-Quality School Emergency Operations Plans
http://rems.ed.gov/docs/REMS_K-12_Guide_508.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

@##@##@#

“To eliminate disparities, we must know enough (research); do enough (deliver the outcomes); care enough (commitment); and persevere enough (don't get discouraged)”

David Satcher

@##@##@#

RECENT PUBLICATIONS (In print and on the web)

School, Family & Community

>Characteristics of effective schools in facing and reducing bullying. Kyriakides L, Creemers BPM. *School Psychol. Int.* 2013; 34(3): 348-368. <http://spi.sagepub.com/content/34/3/348>

>Aggressive behavior and its associations with posttraumatic stress and academic achievement following a natural disaster. Scott B, Lapré G, Marsee M, Weems C. *J. Clinical Child & Adolescent Psychology*, 2013; <http://dx.doi.org/10.1080/15374416.2013.807733>

>Are family meals as good for youth as we think they are? A review of the literature on family meals as they pertain to adolescent risk prevention. Skeer MR, Ballard EL. *J. Youth Adolesc.* 2013; 42(7): 943-963 <http://link.springer.com/article/10.1007%2Fs10964-013-9963-z>

>Child maltreatment--the role of the school nurse: Issue brief. *NASN Sch. Nurse* 2013; 28(3): 167-168. <http://nas.sagepub.com>

>Delinquency best treatments: How to divert youths from violence while saving lives and detention costs. Zagar RJ, Grove WM, Busch KG. *Behav. Sci. Law* 2013; 31(3): 381-396. <http://onlinelibrary.wiley.com/doi/10.1002/bsl.2062/abstract;jsessionid=91ADE237925CF743B5FD94F51F5246FA.d04t03>

>Towards a public health approach to parenting programs for parents of adolescents
Chu JT, Farruggia SP, Sanders MR, Ralph A. *J. Public Health* 2012; 34(Suppl 1): i41-i47. http://jpubhealth.oxfordjournals.org/content/34/suppl_1/i41

>Implications for school nursing through interprofessional education and practice
Lam W, Chan EA, Yeung KS. *J. Clin. Nurs.* 2013; 22(13-14): 1988-2001
<http://onlinelibrary.wiley.com/doi/10.1111/jocn.12163/abstract;jsessionid=9A277CA394AE9EC61976CA9C3245387D.d04t03>

Policy, systems, law, ethics, finances & statistics

>Policy responses to multiple risk behaviors in adolescents. Hale DR, Viner RM. *J. Public Health* 2012; 34(Suppl 1): i11-i9. http://jpubhealth.oxfordjournals.org/content/34/suppl_1/i11

>The development of socioeconomic inequalities in anxiety and depression symptoms over the lifecourse. Green MJ, Benzeval M. *Soc. Psychiatry Psychiatr. Epidemiol.* 2013; ePub
<http://link.springer.com/article/10.1007%2Fs00127-013-0720-0>

>Neighborhood crime and school climate as predictors of elementary school academic quality: a cross-lagged panel analysis. McCoy DC, Roy AL, Sirkman GM. *Am. J. Community Psychol.* 2013; ePub. <http://link.springer.com/article/10.1007%2Fs10464-013-9583-5>

>The duty to be well-informed: the case of depression. Blease C. *J. Med. Ethics* 2013; ePub
<http://jme.bmj.com/content/early/2013/04/23/medethics-2012-101122>

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

>Racial and ethnic disparities in ADHD diagnosis from kindergarten to eighth grade. Morgan P, Staff J, Hillemeier M, Farkas G, Maczuga S. *Pediatrics* (2013); <http://pediatrics.aappublications.org/content/early/2013/06/19/peds.2012-2390>

>Emotional/psychological and related problems among truant youths: An exploratory latent class analysis. Dembo R, Briones-Robinson R, Ungaro R, Gullledge L, Karas L, Winters KC, Belenko S, Greenbaum PE. *J. Emot. Behav. Disord.* 2012; 20(3): 157-168. <http://ebx.sagepub.com/content/20/3/157>

>Targeted group-based interventions in schools to promote emotional well-being: A systematic review, Cheney G, Schlösser A, Nash P, Glover L. *Clin. Child Psychol. Psychiatry* 2013; ePub <http://ccp.sagepub.com/content/early/2013/05/31/1359104513489565>

>Organized out-of-school activities and peer relationships: Theoretical perspectives and previous research. Fredricks JA, Simpkins SD. *New Dir. Child Adolesc. Dev.* 2013; 2013(140): 1-17. <http://onlinelibrary.wiley.com/doi/10.1002/cad.20034/abstract;jsessionid=E6B92237F7C94A95F7E74C03B07D6FB1.d02t02>

>Neighborhood disadvantage in context: The influence of urbanicity on the association between neighborhood disadvantage and adolescent emotional disorders. Rudolph KE, Stuart EA, Glass TA, Merikangas KR. *Soc. Psychiatry Psychiatr. Epidemiol.* 2013; ePub <http://link.springer.com/article/10.1007%2Fs00127-013-0725-8>

>Social exclusion: The interplay of group goals and individual characteristics. Richardson CB, Hitti A, Mulvey KL, Killen M. *J. Youth Adolesc.* 2013; ePub <http://link.springer.com/article/10.1007%2Fs10964-013-9967-8>

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

@##@##

“An important task these days is to harvest the exciting gains made by science and data while understanding the limits of science and data.”

David Brooks

@##@##

COMMENTS AND SHARING FROM THE FIELD

(1) Among the comments we have received related to our latest Center report entitled *Matching Students and Instruction: The Dilemma of Grouping Students* (<http://smhp.psych.ucla.edu/pdfdocs/grouping.pdf>) came an important caution from a superintendent about the potential for RtI (Response to Intervention) to be misused for tracking purposes. He recalled when tracking placed students in "remedial" classes and kept them there and wants to be sure that RtI never leads to tracking.

(2) We were asked to share the following resources with you:

>*Counseling Students in Levels 2 and 3: A PBIS/RTI Guide* (Corwin Press) by Shepard, Shahidullah, & Carlson.

>"The Coalition for Community Schools has been working on an expanded learning opportunities (ELO) project that will highlight how community school initiatives are providing enriching and expanded opportunities for students and their families through community partnerships. Now we are writing blogs with local practitioners about some of the best practices we have identified and would like your help to disseminate these innovations. The local examples will be part of a 9-week blog series on different We would like you to *help us publicize* the series through your newsletters and social media.

See: <http://www.communityschools.org/elo>

>"In support of the Evidence Based Practice Committee for Youth here in Hawaii, I am sending you this link – <http://helpyourkeiki.com/> . While the focus is on Hawaii, we are hopeful that you might share this resource with your national network as there may be folks out there who may benefit from these resources. Thanks"

(3) Good news from a colleague: Two years ago this colleague sent out emails to many of us asking for help to avert the possibility that all the district's school counselors would be laid off due to the budget constraints. The good news:

"I am HAPPY to announce that last Wednesday, our school board met in closed session and voted five-to-zero to reinstate the school counseling program. Our union negotiations team met with the district on many occasions and came to agreement. The signed MOW was sent to the board for approval. Positive advocacy works! Our students will now get the needed services they have missed over the past two years. I want to thank you for your support through this trying process. I really appreciate you!"

(4) We received notification that the majority of the papers from a series in the *Journal of Clinical Child and Adolescent Psychology* on "Future Directions" now are available for free download – <http://www.tandf.co.uk/journals/access/HCAP2013.pdf>

An optimist thinks this is the best of all possible worlds.



A pessimist fears that this is true!

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