ENEWS

A Monthly Forum for Sharing and Interchange

27 Years & Counting

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 Issue

>*Controlling misbehavior: Socialization can conflict with helping*

**News from around the country

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

>*July: Using the summer to enhance capacity*

**New Directions for Student & Learning Supports

**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

Controlling Misbehavior: Socialization Can Conflict with Helping

As schools continue to determine how best to address misbehavior, arguments continue about the degree to which efforts to control specific behaviors may interfere with understanding the underlying causes and providing a student with essential help.

One major reason for compulsory education is that society wants schools to act as socializing agencies. While a school's socialization agenda is evident, the practices for achieving that agenda are not so evident. And conflicts continue to arise about which practices best serve individual students while also meeting society's expectations. This is especially the situation when the socialization agenda comes into conflict with the agenda for helping students who need special accommodations and assistance to cope effectively and eventually overcome the underlying causes of their learning, behavior, and emotional problems.

For more on the dilemmas involved in balancing socialization with helping, see the Center's practice notes on:
> *Helping and Socialization* – http://smhp.psych.ucla.edu/pdfdocs/helping.pdf

What are your experiences and thoughts about how schools can best balance helping and socialization?

We are certain that many readers will want to weigh in on all this.
Send comments to ltaylor@ucla.edu

Why do you say you're wasting your time by going to school?
\

Well, I can't read or write – and they won't let me talk!
/
/

NEWS FROM AROUND THE COUNTRY

Transforming Student and Learning Supports: Trailblazing Initiatives! Over the last two decades, work on transforming student and learning supports has blossomed across the country. Changes encompass (a) a fundamental shift in school improvement policy, (b) development of a unified, comprehensive, and equitable system of intervention, (c) reworking of operational infrastructure, and (d) strategic implementation that accounts for replication-to-scale and sustainability. See the report from the Center at UCLA for highlights of work in various states and districts and for discussion of critical lessons learned about facilitating transformation. (6/14) http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf

12% of Ohio third graders still struggle with reading. About 12 percent of third graders in Ohio can't read well enough to qualify to move on to fourth grade under the state's Third grade Reading Guarantee. (6/18/14)
http://www.cleveland.com/metro/index.ssf/2014/06/about_12_percent_of_ohios_thir.html

Schools get road map for improving discipline practices. A national report described as a first-of-its-kind road map for improving discipline practices in U.S. public schools was just released, with 60 recommendations intended to help schools reduce suspensions and create better learning conditions. (6/3/14)
http://www.washingtonpost.com/local/education/schools-get-road-map-for-improving-discipline-practices/2014/06/02/da13257c-e8f2-11e3-8f90-73e071f3d637_story.html

For the third year, public expenditure per student fell nationwide. According a recent release from the U.S. Census Bureau, per pupil, school spending totaled $10,608 in 2012, roughly the same amount as the year before. Due to a number of factors, however, spending per student ranged widely among the 50 states. New York was the nation's top spender, at $19,552 per pupil. Utah, on the other hand, spent just $6,206 for every student. High education spending often pays off, at least as measured by standardized tests. (6/7/14)
http://www.usatoday.com/story/money/business/2014/06/07/states-spending-education/10083569/

@#@#@#

I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.

@#@#@#

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

July: Using the summer to enhance capacity

Over a school year, it is hard to find enough time to stop, think, and plan new ways of doing things. It is 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."

Summer provides an opportunity to think long enough to plan better ways of doing things. It allows staff who work year round to further develop student and learning supports into a more effective system. And it allows for planning personnel development to enhance how a school addresses barriers to learning and teaching and re-engages disconnected students.

Turning Fragmented Student and Learning Supports into a Systemic Component

Most schools have a limited set of piecemeal and fragmented strategies. Now is the time to think about how to weave them all into a unified and comprehensive system of student and learning supports in order to enhance equity of opportunity for all students. For guidance on this, see:

>*Education Leaders' Guide to Transforming Student and Learning Supports –*
    http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

And for examples of what others across the country are doing, see:

>*Transforming Student and Learning Supports: Trailblazing Initiatives! –*
    http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf

Planning to Enhance Personnel Development to Enhance Effectiveness in Addressing Factors Interfering with Students Success at School

The growing emphasis on school climate requires enhancing the capability of teachers, student/learning support staff, administrators, and all others at a school to prevent and ameliorate learning, behavior, and emotional problems. This requires that all personnel learn better ways to work together effectively to address barriers to learning and teaching. Examples of what needs to be learned include how to:

- address interfering factors by enhancing collaborative work in the classroom between teachers and student support staff
- establish a classroom infrastructure that transforms a big classroom into a set of smaller units, personalizes interventions, and offers specialized assistance based on a student's responses to the personalized interventions
- move away from overreliance on extrinsics to an emphasis on intrinsic motivation
- prevent or at least address problems as soon as they arise
- establish a comprehensive system of learning supports in the classroom and schoolwide

Note that Building Capacity Includes Enhancing Staff Resilience

It is unlikely that a school that doesn't promote resilience for staff can promote it for students.

> "...Resilience applies to everyone at school. Identify at least one protective factor that exists for school staff. How can faculty and administration maximize the benefit of that protective factor to enhance your own resilience? ... Are mistakes, bad decisions, discipline problems, difficulties with academic performance or crises always signs of failure? Or, could they also be 'teachable moments?'... If you believe that nothing you do will make much of a difference, then coming to work at school each day becomes something you have to do, rather than something you want to do." (*Resiliency 101* – http://www.neahin.org)

****

To aid staff development, the Center has a wide range of resources that are online for free access. Some of these have been developed as Quick Training Aids; others for workshop adaptation; and most can be used for independent study or as resources for a "community of learners."

See, for example, the section of website resources devoted to:

> >*Guides to Policy and Program Development/Practice* –
> http://smhp.psych.ucla.edu/materials/guidestopolicy.htm

Note the resources entitled:

> >*Beginning Steps in Personnel Development Related to Establishing a Comprehensive System of Learning Supports* –
> http://smhp.psych.ucla.edu/pdfdocs/personneldevelopment.pdf

****

Thinking about increasing the capacity of your district or school with respect to developing a unified and comprehensive system of student supports? We can help. Feel free to contact us by sending 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

@#@#@#

The important thing is not to stop questioning. ~Albert Einstein

@#@#@#

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Over the last two decades, work on transforming student and learning supports has blossomed across the country. Changes encompass (a) a fundamental shift in school improvement policy, (b) development of a unified, comprehensive, and equitable system of intervention, (c) reworking of operational infrastructure, and (d) strategic implementation that accounts for replication-to-scale and sustainability.

A special edition of the Center's e-journal highlights the following trailblazing efforts:

>Alabama and Learning Supports: A state department moves from compliance
   to leading a transformation
>Gainesville City Schools, Georgia: Trailblazing
>Hawai`i, Iowa, Ohio, Louisiana, Illinois: A step forward, sometimes a step back
>Minnesota: Another beginning (In Stillwater and Bloomington)
>LaCrosse, WI and Phoenix, AZ: Two districts exploring the possibilities

Also discussed are "Critical Lessons Learned About Facilitating Transformation" and interested leaders are invited to use the coming year to focus on moving in new directions.

****

Note: Retiring superintendent, Dr. Merrianne Dyer, recently made the following presentation at an anti-bullying summit:

Title: Unified Systems to Prevent Bullying in Schools and Communities:
   Applying the UCLA Center for Mental Health in Schools Framework

Abstract: The impact of bullying in schools and communities is a barrier to learning in school. Often the root causes of bullying are outside of the school's control. How do schools and communities create a unified system of prevention and intervention to address this? Gainesville City Schools (Georgia) has worked for four years with the UCLA Center for Mental Health in Schools to apply the framework developed ... to create "A Unified and Comprehensive System of Support." This has resulted in a dramatic decrease in the incidence of bullying and positive steps to involve students in creating their own solutions. [The presentation shared the steps the district and schools took as well as provided participants with activities to analyze their current capacity and with specific strategies to implement in schools.]

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

>*Transforming Student and Learning Supports: Trailblazing Initiatives! –*
       http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf

>*Rethinking discipline to improve school climate –*
       http ://smhp.psych.ucla.edu/pdfdocs/disciplineclimate.pdf

>*Helping and Socialization –* http://smhp.psych.ucla.edu/pdfdocs/helping.pdf

>*Service Learning in Schools –* http://smhp.psych.ucla.edu/pdfdocs/service.pdf

>*Gender bias faced by girls and what can we do: One student's perspective and appended*
  information from the Center – http://smhp.psych.ucla.edu/pdfdocs/genderbias.pdf

>*Just a Label? Some Pros and Cons of Formal Diagnoses of Children –*
       http://smhp.psych.ucla.edu/pdfdocs/diaglabel.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv

 Topics explored in the last month included requests about:

   > Impact of excessive homework demands
    >Needed: Resources on early age social development and related interventions
    >Is use of positive behavioral supports inconsistent with a person centered approach to
     mental health?

   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

Learning Supports for older adolescents and young adults

The following represents a type of frequent request the Center receives:

"I was recently hired as the inaugural director of counseling services for 57 school
sites state wide. We serve over 2,000 16-25 year-old students who are re-engaged in
a work-learn high school diploma program. I am charged with designing,
implementing and evaluating a counseling services program that will be staffed by
mental health counselor trainees enrolled in graduate counseling.... I included many
resources from UCLA's Mental Health in Schools project in the original proposal
outlining a counseling services program model and implementation plan. This is an
ambitious project and I definitely cannot/do not want to develop it alone. To this
end, I am collecting needs assessment data from sites and stakeholders, putting
together a Counseling Services Advisory Council (CSAC) with reps from
stakeholder groups, building a network of practitioner and research experts and
reading everything I can get my hands on. I am also interested in possibly talking
with you about ways we may collaborate."

Besides offering specific technical assistance related to such requests, we continue to develop a variety of relevant online resources and include them in our online clearinghouse Quick Finds for ready and free access. http://smhp.psych.ucla.edu/quicksearch.htm for a drop-down menu of over 130 topics.) Here is a sample that might be useful in planning for 16 to 25 year olds in work-learn schools.

>*Alternative schools* – http://smhp.psych.ucla.edu/qf/altschool.htm
>*Business support for schools* – http://smhp.psych.ucla.edu/qf/businesssupport.htm
>*Motivation, engagement, re-engagement* – http://smhp.psych.ucla.edu/qf/motiv.htm
>*Enhancing minority access to higher education* –
 http://smhp.psych.ucla.edu/qf/accesshighered.html
>*Mentoring* – http://smhp.psych.ucla.edu/qf/mentoring.htm
>*Transition from adolescence*–
http://smhp.psych.ucla.edu/qf/transition_from_adolescence.htm >Transition to college –
http://smhp.psych.ucla.edu/qf/transitiontocollege.htm

If you have resources we should be including with respect to providing supports for older adolescents and young adults, please let us know about them so we can add them to the above Quick Finds or create a new Quick Find. Please share relevant resources. 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

Need help finding our resources? Want to sign up to regularly receive 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**

>**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

>*Implementing evidence based prevention programs* –
http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Aldridge-et-al-%2820
14%29-CongressionalBriefing-AIS-Policy-Recs.pdf

>*Alternative education: Exploring innovations in learning* –
http://www.renniecenter.org/research/AlternativeEducation.pdf

>*Adverse childhood experiences of low-income urban youth* –
http ://pediatrics.aappublications.org/content/early/2014/06/10/peds.2013-2475.abstract

>*Preventing Youth Violence: Opportunities for Action* –
http://www.cdc.gov/violenceprevention/youthviolence/Opportunities-for-Action.html

>*Toward collaboration, not a coup:What the research says about mayoral involvement in urban schools* – http://www.centerforpubliceducation.org/

>*Indicators of school crime and safety, 2013* –
http ://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014042

>*Why youth join gangs* (video) – http://www.nationalgangcenter.gov/Video

>Promise Neighborhoods *Promotes collaboration but needs national evaluation plan* –
http://www.gao.gov/products/GAO-14-432

>*Evidence based practices* – 23 keynote addresses on evidence-based practices with kids
https://www.youtube.com/playlist?list=PLY37evDO8CnRPpDD2MAx8WiE9Aq9PBdTt
21 videos geared towards parents
https://www.youtube.com/playlist?list=PLY37evDO8CnSYvSI-0U25DiO5EFy9EIIx

>*The effect of school finance reforms on the distribution of spending, academic achievement, and adult outcomes* – http://www.nber.org/papers/w20118

>*Conditions of education 2014* – http://nces.ed.gov/pubs2014/2014083.pdf

RECENT PUBLICATIONS
(In print and on the web)

School, Family & Community

>From the school yard to the squad car: School discipline, truancy, and arrest. Monahan KC, Vanderhei S, Bechtold J, Cauffman E. *J. Youth Adolesc.* 2014; ePub
http://link.springer.com/article/10.1007%2Fs10964-014-0103-1

> Student and school factors associated with school suspension: A multilevel analysis. Sheryl AH, Stephanie MP, Herrenkohl TI, Toumbourou JW, Catalano RF. *Child. Youth Serv. Rev.* 2014; 36(1): 187-194.
http://www.sciencedirect.com/science/article/pii/S0190740913003782

>An integrative view of school functioning: Transactions between self-regulation, school engagement, and teacher-child relationship quality. Portilla XA, Ballard PJ, Adler NE, Boyce WT, Obradovi *J. Child Dev.* 2014; ePub
http://onlinelibrary.wiley.com/doi/10.1111/cdev.12259/abstract;jsessionid=2BCE709521BABE19 0C4D5F0C63C3FB32.f02t03

>School as solution to the problem of urban place: Student migration, perceptions of safety, and children's concept of community. Quiroz PA, Milam-Brooks K, Adams-Romena D. *Childhood* 2013; ePub http://chd.sagepub.com/content/21/2/207

Policy, systems, law, ethics, finances & statistics

>Inaccurate estimation of disparities due to mischievous responders: Several suggestions to assess conclusions. J. P. Robinson-Cimpian. *Educational Reseatcher* (2014) online.
http://edr.sagepub.com/content/early/2014/05/07/0013189X14534297.full.pdf+html?ijkey=BE6U mtGZOzw..&keytype=ref&siteid=spedr

>The Resilience Activation Framework: A conceptual model of how access to social resources promotes adaptation and rapid recovery in post-disaster settings. Abramson DM, Grattan LM, Mayer B, Colten CE, Arosemena FA, Bedimo-Rung A, Lichtveld M. *J. Behav. Health Serv. Res.* 2014; ePub
http://link.springer.com/article/10.1007%2Fs11414-014-9410-2

> A systematic review of barriers to and facilitators of the use of evidence by policymakers. Oliver et al. BMC *Health Services Research* 2014, 14:2
http://www.biomedcentral.com/1472-6963/14/2

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

>Applying risk and resilience models to predicting the effects of media violence on development. Prot S, Gentile DA. *Adv. Child Dev. Behav*. 2014; 46: 215-244.
http://www.sciencedirect.com/science/article/pii/B978012800285800008X

> The developmental dynamics of joining a gang in adolescence: Patterns and predictors of gang membership. Gilman AB, Hill KG, Hawkins JD, Howell JC, Kosterman R. *J. Res. Adolesc*. 2014; 24(2): 204-219.
http://onlinelibrary.wiley.com/doi/10.1111/jora.12121/abstract;jsessionid=C5EBAC8259168C0FD 5FA78F8B80B4B09.f03t01

> The role of neighborhood income inequality in adolescent aggression and violence. Pabayo, R. Molnar, BE, Kawachi I, *J. Adolesc Health* 2014; ePub
http://www.sciencedirect.com/science/article/pii/S1054139X14001906

@#@#@#

The early bird may get the worm, but the second mouse gets the cheese!

@#@#@##

COMMENTS AND SHARING FROM THE FIELD

Sharing

(1) "A boy I'm tutoring found your page http://smhp.psych.ucla.edu/qf/ptsd.htm while researching for his final project on trauma.... He wanted to share another page that he really loved: *Understanding Post Traumatic Stress Disorder (PTSD)* http://www.fagellaw.com/Resources/2014/June/Understanding_Post_Traumatic_Stress_Disorder_PTS.aspx . Would you mind adding this page to your site with all of your other helpful resources? I think it would really go a long way in boosting his self-confidence and he could really use that encouragement going into his finals!"

(2) "I recently published a resources guide for parents of special needs children. See http://phdinspecialeducation.com/special-needs-parenting-handbook/ . Raising a child with special needs can be difficult, but from that difficulty is born a greater appreciation for the human spirit. To watch a child overcome their limitations whether they are physical, mental/emotional, or societal is what makes every sacrifice worth it in the end. That is why I want to get the word out about my parenting resources. Do you mind taking a look at the page and if allowable posting a link on your resources page of http://smhp.psych.ucla.edu/qf/p2312_06.htm

Comments

(1) "I have been on your list serve for many years. Last summer I assisted in organizing a Conference on the topic of Safe Schools. The lead agency was the state Department of Public

Instruction. As you reported in a recent newsletter, there is a flurry of opportunities for organizations and agencies to focus on the need to improve mental health services to our children and youth. In my role I am serving on multiple councils/committees/task forces depending on who is leading the charge. Your message of need to weave all of these efforts into a strong fabric that will be sustainable for generations (not years) is the message I bring to each of these meetings. I wanted to reach out and thank you for your continued service to the field and wish you well."

(2) "I am working with a small district in north-central Ohio on their School Climate Transformation Grant. Over the last several years they have been implementing Care Teams, PBIS, PAX and Asset building in a somewhat organized manner. My goal is to help them to organize their efforts using a Comprehensive System of Learning Supports as the overarching framework. I am using your Educator's Leaders Guide (April 2014) for language and to help guide my writing. I Just wanted to make sure it was OK with you. Also, while this is a small district (with small funding request), the goal is to use this as a jump off point to write for a rural Promise Zone in the fall to support multiple rural districts in the county. If this aligns with any of your upcoming work and you see opportunities for collaboration or just sharing, I'd love for them to have some connection with your team."

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