ENEWS

A Monthly Forum for Sharing and Interchange

June, 2008 (Vol. 12 #9)

ENEWS is one of the many resources provided by the School Mental Health Project/ Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see http://smhp.psych.ucla.edu

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We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.
Contact smhp@ucla.edu
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WHAT'S HERE THIS MONTH

**Emerging Issue

>How best to convey where a specific approach fits into the many efforts to enable students to have an equal opportunity to succeed at school?

**News from around the country

**Recent publications relevant to

>Children's mental and physical health

>Family, school & community

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

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

>June – Summer and summer-minded students

**Other helpful Internet resources

**Links to

>Upcoming initiatives, conferences & workshops

>Calls for grant proposals, presentations & papers

>Training and job opportunities

**UCLA Center update

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

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EMERGING ISSUE

>How Best to Convey Where a Specific Approach Fits into the Many Efforts to Enable Students to Have an Equal Opportunity to Succeed at School?

In response to various initiatives designed to improve schools with respect to students with learning, behavior, and emotional problems, a colleague recently sent us the following: "It appears to me that three distinct schools of intervention are developing: *Response to Intervention, Positive Behavior Support*, and *Addressing Barriers to Learning*. While these schools appear parallel, they must intersect at some point in order to develop a comprehensive approach to intervention. Each approach deals with an area: RTI -- academic systems of support; PBS -- schoolwide discipline support; and Barriers to Learning -- health, community, family, and school. All are three levels of intervention."

From the perspective of our policy and practice analyses, we don't really see these as separate "schools of intervention." We do, however, strongly support the importance of bringing under one conceptual umbrella all efforts to enable students to have an equal opportunity to succeed at school and weaving them together into a comprehensive, multifaceted, and cohesive system. The lack of such a conceptual umbrella continues to cause problems for policy, practice, research, and training. While it is important to understand what a specific initiative can contribute, it is essential to understand its relationship to other efforts and where it fits into a "big picture" and how to integrate and implement it in keeping with current priorities and resources.

To this end, we have proposed a comprehensive intervention framework and a related reframing of operational and organizational infrastructure and policy.* Embedded into the intervention framework are specific school-wide and classroom-based activities related to such concepts as social-emotional learning and initiatives such as positive behavior support, response to intervention, and CDC's Coordinated School Health Program. And, note that with respect to framing levels of intervention, in contrast to some conceptualizations, we emphasize the development of *integrated systems* within and among three levels. Thus we label each level as follows: (1) System to promote healthy development and prevent problems, (2) System of early intervention (responding as soon as a problem appears), and (3) System of care to treat severe and pervasive problems.

*See "Frameworks for Systemic Transformation of Student and Learning Supports"
http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf

Your Views on this??? What are your views on how best to frame student/learning supports as a comprehensive entity in school improvement policy and practice? Besides being an important concern each day at schools, it is a critical matter for discussion as Congress moves forward in reauthorizing the Elementary and Secondary Education Act. We look forward to your comments. Send to ltaylor@ucla.edu

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**NEWS FROM AROUND THE COUNTRY

>A sample of the many stories about the budget crisis in states and districts . . .

>>BUDGET CRUNCH EXPECTED TO INCREASE CLASS SIZES
Districts across the state may increase class sizes in primary grades because of California's fiscal crisis. More than $4 billion is expected to be cut from public education budgets statewide in 2008-09. *San Diego Union Tribune*.
http://www.signonsandiego.com/news/education/20080503-9999-1n3kinder.html

>>CITY SAYS BEST SCHOOLS MAY SUFFER
Some of New York City's highest performing schools could suffer "painful" budget cuts as high as 6 percent next year due to state rules that restrict how the city can spend state education money. The restrictions were designed to ensure that more money would go to schools that were labeled by the state as failing or with high student poverty rates. *The New York Times.*
http://query.nytimes.com/gst/fullpage.html?res=9A01E1D71231F931A15756C0A96E9C8B63&scp=1&sq=%22+highest+performing+schools%22&st=nyt

>News stories continuing to highlight the growing concern about student dropout . . .

>>WILL RAISING AGE LIMIT LOWER DROPOUT RATES?
Minnesota legislators hope to solidify a proposal to raise the mandatory high school attendance age from 16 to 18. Though there's little evidence nationwide that raising the age improves graduate rates. Even proponents of raising the age conceded more needs to be done to make sure the kids staying in school can find a reason for being there. *Minneapolis - St. Paul Star Tribune.*
http://www.startribune.com/politics/state/18537499.html

>>ALTERNATIVE EDUCATION TO GET BOOST: SCHOOLS PLAN IS SEEN AS KEY TO REDUCING VIOLENCE, DROPOUT RATE
Baltimore school administrators unveiled a plan to overhaul alternative education, doubling the number of school slots and creating morning and evening programs for working students. Alternative schools serve students with behavioral and academic problems. The plan will heavily target the thousands of city students who have had to repeat one or more grades. The proportion of overage students per grade increases every year, peaking in ninth grade, where 49 percent of student have been held back at least once. Being overage is the most powerful predictor of whether a student will drop out. *Baltimore Sun.*
http://www.baltimoresun.com/news/local/baltimore_city/bal-te.md.ci.alternative14may14,0,7981869.story

>>DROPPING OUT TO GO TO WORK
The Clark County School District talked to 502 teens who dropped out of high school after the 2006-2007 academic year and 24 percent said they had give up their education to take jobs. In contrast, when the district tracked down dropouts after the 2005-06 academic year, not even one percent said they had quit school in order to work. Other reasons included being unable to pass the proficiency test, falling too far behind in class credits, or simply disliking school. The percentage of dropouts from low-income households more than tripled, to 8.2 percent last year from 2.5 percent in 2005-06. *Las Vegas Sun.*
http://www.lasvegassun.com/news/2008/may/15/dropping-out-go-work/

>A couple other news items of note . . .

>>SCHOOL DISCIPLINE RATES ESCALATE AFTER KATRINA
Mississippi data suggest that the hurricane disrupted the lives of students in ways that educators may not have initially recognized. Schools suspended and expelled children who were displaced by Hurricane Katrina at a higher rate than those not displaced. Schools put forth a very concerted efforts to help students immediately after the storm but a year or two later, teachers might not even have known their troubled students had been displaced. *USA Today.*
http://www.usatoday.com/news/education/2008-04-28-school-discipline-katrina_n.htm?loc=interstitialskip

>>NO CHILD LEFT BEHIND REGULATORY CHANGES
Since Congress is delaying making changes in the education act, Education Secretary Margaret Spellings has proposed a host of changes through regulations. The proposed regulation changes for Title I can be seen at http://www.ed.gov/policy/elsec/reg/proposal/index.html Comments are being sought.

Note: Each week the Center highlights more newsworthy stories online at
http://smhp.psych.ucla.edu/whatsnew/newsitems.htm

Also: access other news stories relevant to mental health in schools through links at
http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

"Large numbers of students do not see a connection between school and the rest of their lives. When they don't see that connection they are candidates for either psychological dropout or physical dropout."

Judith Johnson

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RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*Children's Mental and Physical Health

>Psychological and physiological correlates of stress in children exposed to disaster: Current research and recommendations for intervention (2008). L. Weissbecker, et al., *Child, Youth, and the Environment, 18*(1) 30-70. Http://www.colorado.edu/journals/cye/

>Assessing the effects of peer suicide on youth suicide (2008). W. Feigelman & B. Gorman, *Suicide and Life Threatening Behavior, 38*(2) 181-194. Http://www.guilford.com/pr/jnsl.htm

>Developmental trajectories of substance use from early to late adolescence: A comparison of rural and urban youth (2008). S. Martino, et al., *Journal of the Study of Alcoholism, 69*(3) 430-440. http://www.highbeam.com/doc/1G1-179031764.html

>*Residential facilities: Improved data and enhanced oversight would help safeguard the well being of youth with behavioral and emotional challenges* (2008). Government Accountability Office. GAO-08-346. Http://www.gao.gov/highlights/d08346high.pdf

>Psychiatric impairment among adolescents engaging in different types of deliberate self-harm (2008). C. Jacobson, et al., *Journal of Clinical Child and Adolescent Psychology, 37*(2) 363-375.

>The problem of school bullies: What the research tells us (2008). L. Beaty, & E. Alexeyev. *Adolescence, 43*, 1-11.

*Family, school & community

>*A mission of the heart: Leaders in high-needs districts talk about what it takes to transform a school* (2008). Http://www.publicagenda.org/research/research_reports_details.cfm?list=118

>*Lessons learned: New teachers talk about their jobs, challenges and long range plans* (2008). http://www.publicagenda.org/lessonslearned3/

>After school activities, misbehavior in school, and delinquency from the end of elementary school through the beginning a high schools: A test of social development model hypotheses. Fleming, C, et al., (2008). *The Journal of Early Adolescence, 23,* 277-303.

>Small is not enough: What would it take for small schools to realize their potential? (2008). J. Ancess, *Educational Leadership, 65* (8) 48-53. Http://www.ascd.org

>Multilevel analysis of a measure of community prevention collaboration (2008). E. Brown, et al., *American Journal of Community Psychology, 41,* 115-126.

>Positive youth development in the United States: History, efficacy, and links to moral and character education (2008). R. Catalano, et al., pages 459-483. In L. P. Nucci & D. Narvaez (Eds). *Handbook of moral and character education*. New York: Routledge.

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

>State implementation of evidence-based practice for youths, Pt. I:Responses to the state of the evidence, Bruns, E. J., & Hoagwood, E. K. (2008). *Journal of Child and Adolescent Psychiatry, 47*(4), 369-373. http://datatrends.fmhi.usf.edu/summary_151.pdf

> State implementation of evidence-based practice for youths, Pt. II: Recommendations for research and policy, Bruns, E. J., Hoagwood, E. K., Rivard, J. C., Wotring, J., Marsenich, L., & Carter, B. (2008). *Journal of Child and Adolescent Psychiatry, 47*(5), 499-504. http://datatrends.fmhi.usf.edu/summary_151.pdf

>The view from central office: A superintendent looks at learning environments (2008) J. Johnson, *Voices in Urban Education, 19.* Http://www.annenberginstitute.org/vue/spring08/johnson.php

>*Democracy at risk: The need for a new federal policy in education*
http://www.forumforeducation.org

>*Trends in infancy/early childhood and middle childhood well-being, 1994-2006.* Special focus report (2008) Http://www.soc.duke.edu/~cwi/

>*Adolescent health in the United States, 2007.* Http://www.cdc.gov/nchs/default.htm

>*The economics of early childhood policy* (2008) M. Kilburn & L. Karoly, Rand,
http://rand.org/pubs/occasional_papers/2008/RAND_OP227.pdf

>*The impact of the mortgage crisis on children* (2008). Http://www.firstfocus.net/pages/3401/

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

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     "If there are ways to provide opportunities for children to continue their education and earn some dollars, we should support that. Especially if it means they're doing something they're interested in and are learning from the experience. That's why it's going to take all of us, a full community effort, to address these issues. When all of us come together, our students succeed."
                              Karlene McCormick-Lee, District Deputy Superintendent
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**MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>>June – Summer and summer-minded students

Summer – the time for miracles? Six week summer courses will be designed to enable
     >elementary students to catch up so they don't have to repeat a grade
     >at risk middle school students catch up so they are ready for ninth grade
     >high school students catch up in course credits needed to graduate
     >students who haven't passed exit exams succeed with the retest

We all would like it if we could use the summer to miraculously make up for all the things that need doing. While we know that we can't do it all, the summer does provide opportunities that can help engage and re-engage students in learning in ways that enhance their progress and well-being.

During the summer months, for those on traditional school calendars, the number of students is fewer and the opportunities for innovation greater. Teachers and learning support staff have more time to attend to students at risk. The Southern Regional Education Board report Summer School: Unfulfilled Promise, 2002, http://www.sreb.org notes: "Summer school involves intensive reteaching of materials that students did not master during the school year, but those students need help that goes beyond simply reteaching the same materials in the same way.... Doing 'something different' often means connecting subject matter to real-life situations that are relevant to students."

For students not attending summer school, enrichment opportunities provide a boost that well-off families provide for their children, but many families can't. The school and community (libraries, parks, child care facilities) are partners in planning enrichment. As the Johns Hopkins University's Center for Summer Learning reports in Primer on Summer Learning Loss: "On average, middle income students experience slight gains in reading performance over the summer months. Low-income students experience an average summer learning loss in reading achievement of over two months."

So the theme for June focuses on ideas about what to do over the summer months for students and who to partner with. See the theme for June at: http://smhp.psych.ucla.edu/atyourschool/june03.htm And, also to see related online clearinghouse Quick Finds on:
>After school programs http://smhp.psych.ucla.edu/qf/afterschool.htm
>Motivation http://smhp.psych.ucla.edu/qf/motiv.htm
>Youth development http://smhp.psych.ucla.edu/qf/youthdev.htm

Note: In planning for next year, a major focus should be on anticipating major concerns that arise over the course of the school year. Such concerns provide natural opportunities to address potential barriers to learning and teaching in ways that support the school's mission. As a guide, see the "calendar" of monthly concerns and themes by clicking on "Ideas for Enhancing Support at Your School this Month" which is on the Center's home page at http://smhp.psych.ucla.edu

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     "I get up every morning determined to both change the world and have one hell of a good time. Sometimes this makes planning my day difficult."
E. B. White
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OTHER HELPFUL INTERNET RESOURCES

>Major depressive episodes among youths aged 12 to 17 in the United States: 2004-2006.
http://www.oas.samhsa.gov/2k8/youthDepress/youthDepress.htm

>It's Time! Addressing Youth Mental Health, National Association of Health Education Centers.
Http://www.nahec.org

>Initiative for decreasing disparities in depression, National Center for Cultural Competence.
http://www.gucchdgeorgetown.net/I3d

>State policies affecting the assurance of confidential care for adolescents
http://www.incenterstrategies.org/jan07/factsheet5.pdf

>Youth policy and strategy: A step by step approach
http://www.ifrc.org/cgi/pdf_pubs.pl?youth/step_english.pdf

>Bending the mold: an action kit for transgender youth
http://www.nyacyouth.org/docs/Bending%20the%20Mold-final.pdf

>The guide to social change led by and with young people
http://www.commonaction.org/socialchangeguide.pdf

>Models for change: systems reform in juvenile justice
http://www.modelsforchange.net?tr=y&auid=3694560

>Improving after-school programs in a climate of accountability
http://srcd.org/documents/publications/22-2_afterschool_programs.pdf

> **Note:** for a wide range of relevant websites, see our Gateway to a World of Resources at
http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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"Life is either a daring adventure or nothing at all."

Helen Keller

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**LINKS TO

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

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

>Training and Job Opportunities. Http://smhp.psych.ucla.edu/job.htm

Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL. If you would like to add information on these, please send it to ltaylor@ucla.edu

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**UCLA CENTER – BRIEF UPDATE

For the latest information on Center resources and activities, go to http://smhp.psych.ucla.edu and click on What's New

Highlighted below are a few items – all are online to make them immediately accessible at no cost and with no restrictions on use.

*Outreach to School District Leaders
Over the past few weeks we have sent a hard copy mailing to 5,550 district leaders (Superintendents, Assistant/Associate Superintendents, Directors of Instruction and of Student Support). We enclosed a copy of "Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching." http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf

We also asked for their input on what resources our Center should develop that would help their district enhance school improvement by developing a comprehensive system of learning supports to address barriers to learning and teaching?

Here is a sample from the first responses:

(a) *General Observation from a Superintendent*
"Identifying at-risk students/families is easy, however, most of our teachers are not trained or don't feel they have the tools to work with these students as that population continues to grow."

(b) *Related to creating readiness and providing a roadmap*
>Simple guidelines for establishing a learning safety net to catch students early when risk of school failure is still remote rather imminent
>A one-page document that could be handed to others outlining the systems that need to be in place to address the needs of students today.

(c) *Related to staff development: and capacity building*
>Work with state regional education units to embed this information into existing professional development networks.
>Training for staff and school & district leadership (this is our district's biggest challenge)
>More curriculum in teacher prep programs that address issues beyond curriculum, instruction and cultural differences; teacher recruitment
>Make web based staff development for teachers and administrators available
>Professional development on specific strategies; instructional strategies for at risk students/families
>Workshops, institutes; training counselors and nurses as well as administrators
>Development of a network for sharing resources on the internet that could be interactive. Provide a direct link to sights where data can be shared and solutions worked out. Results of the exchanges can be posted so partners can get an idea of various steps that may be involved in seeking resolution.

(d) *Related to Lessons Learned from those who are doing this work*
>Need research on effective models; models of districts with systems in place
>Exemplar lessons that would increase engagement of students
>Program exemplars – where is it working and what does it look like?
>Best practices information helps to ensure that dollars are spent wisely
>Updates on successful national programs; research based community support for public education

(e) *Related to processes to support systemic change*
>Focus on leadership beginning with the school board and superintendent
>Locally based research groups to keep initiatives in context
>Experts in the field specific to learning and support to contact
>Ways to leverage public and community partners. Guidance regarding public support and assistance
>A guide to funding sources; Leads to funding in private sector
>Community collaboration policies and techniques that promote transparency among all partners
>Close monitoring of Federal Education/Legislative action related to the increased costs without dollars to put effective programs and resources in place

(f) *Other Concerns*
>Remediation in the secondary schools
>Ways to use student assessments to evaluation student growth
>Need research based programs for dropout prevention
>Title I resources that are available and accessible
>Technology resources to assist us in preparing our students for the global economy of the 21st century
>Closing the achievement gap
>Any information regarding after school learning support programs specifically dealing with numeracy and literacy issues.

As the full range of responses are amassed, we will analyze, synthesize, and share them as another set of data to guide efforts to advance the field.

*Leadership Institutes
    In keeping with some of the concerns noted above, we are expanding the focus on the *National Initiative: New Directions for Student Support* to focus on preparation programs for education personnel (teachers, student support staff, administrators). Our first institute on "Enhancing Preparation Programs for School Personnel in Keeping with New Directions for Addressing Barriers to Learning and Teaching" is planned for late June. Deans of education and key staff in colleges and universities in southern California were contacted and as of now faculty of 15 colleges and universities will be participating. Let us know if there is interest in having such a Leadership Institute in your locale.

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    "If you're going to have consequences for the failure to meet goals, then you need to have
celebrations whenever they are met, so that people feel they're being acknowledge for their work."
                                    Judith Johnson
                                              @#@#@##@

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

>Responses to last month's Emerging Issue: *Is it a culture of poverty or social inequities that interfere with succeeding at school?*

(1) "About 2-3 years ago, I attended a 4-day training conducted by two of Payne's colleagues. While I
had concerns over some of the assumptions made, many of which are articulated in Gorski's work, I
really liked the emphasis on helping people in poverty to be more successful navigating schools and
community systems. That being said, some of Gorski's criticisms have been that we need to work on
eliminating classism, poverty, etc. While that is true, as a social worker, I don't think I can ask my
clients to wait another century until we have that taken care of. Another claim I have read in the
criticism of Payne's work is that by teaching a person living in poverty to be more successful in middle
class settings, you are insisting that they abandon their own culture. That's nonsense. When someone
learns a second language, they don't stop using their first language. They use both, depending upon the
situation. Being multi-lingual is considered as asset. It's not any different teaching someone to
understand another culture or how to navigate schools and community systems."

(2) "I am not sure where Mr. Gorski gets his information, but having been trained on Ruby Payne's
research, his views are not what I gleaned from training on the Payne Framework for Understanding
Poverty. I found the training helpful in understanding the differences between view points of someone
raised in poverty and someone raised in the middle class. In fact, people raised in a home where money
is not necessarily the issue but has been an issue for their parents, can and do display some of the same
beliefs of those raised in poverty. By understanding another's framework, we can help students take
advantage of what education offers them and overcome misperceptions that can negatively impact their
educational achievement."

(3) "I believe that there are internal reasons why people stay stuck in poverty ('poverty thinking' as a
friend who was raised poor, but whose mother moved them out of poverty later in life) and external
reasons. There is a lot of potential in our country and the reason why it isn't always accessed is due to
lack of access or knowledge of opportunity as well as know-how. It is not an 'either or' type of
argument for me."

>We have been asked to tell you about the following:

>>The National Association of Health Education Centers is offering pre-conference workshop regarding youth mental health Deadline to register is June 10. June 21-22, Cincinnati, OH. Contact Sue McKenzie at smckenzie@nahec.org for more information.

>>*Of Granite and Tigers: The Parenting of Thomas.* An autobiographical sketch for parents of special education students. On websites of major bookstores.

>>*Emotional and Behavioral Disorders: Theory and Practice,* J. Webber and C. Plotts, Pearson Publ. Http://www.pearsonhighered.com/educator/academic/product/0,3110,0205410669,00.html

>>Looking for a senior level person to help us build the content for the American version of reachout.com.au, Inspire's award winning mental health promotion website for young people aged 16-24 in Australia. Contact susan@inspire.org/au

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THIS IS THE END OF THIS ISSUE OF E-NEWS
See below for source identifying information

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

As sister Centers, the Center at UCLA and the one at the University of Maryland
focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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