25 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

June, 2011 (Vol. 15 #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 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 Concern:

 > Cutting Personnel and Programs Relevant to Student and Learning Supports

**News from around the country

**Recent publications relevant to

 > Child and adolescent mental and physical health

 > School, family, & community

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

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

 > *June* – End of the year celebrations at all levels: hope, congratulations, safe exuberance

**Other helpful Internet resources

**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

**UCLA Center Update

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

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EMERGING CONCERN

>Cutting Personnel and Programs Relevant to Student & Learning Supports

As budgets have tightened, the era of cuts has accelerated. At districts, there have been extensive layoffs of student and learning supports staff. In Congress, legislation has been introduced to eliminate many education-related programs. Those directly affected naturally have reacted by mobilizing their constituencies. Whatever the success of the reactive advocacy, we suggest this is just one more indication of the downside of the prevalent two-component policy that shapes school improvement efforts and the resulting piecemeal approach to efforts to enable learning and enhance equity of opportunity. It is well past time to take a proactive approach by establishing a three component framework for school improvement that can provide an umbrella for and end the marginalization of efforts to address barriers to learning and teaching and re-engage disconnected students. Such an approach will help policy makers understand the big picture related to student and learning supports and counter trends to pick off specific personnel and programs.

See our most recent Center report on this concern:

> *Viable School Improvement Requires a Developmental Strategy that Moves Beyond the Skewed Wish List and Reworks Operational Infrastructure*
>
> http://smhp.psych.ucla.edu/pdfdocs/viable.pdf

We would like to hear your views on the value of moving beyond the prevalent piecemeal approach to efforts to enable learning. Send comments to ltaylor@ucla.edu

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NEWS FROM AROUND THE COUNTRY

Rep. Duncan Hunter introduces first education reform bill – The Setting New Priorities in Education Spending Act (H.R. 1891) would eliminate 43 programs reducing by half the number of federal education programs under the Elementary and Secondary Education Act. Programs proposed for elimination include Smaller Learning Communities, Mental Health Integration in Schools, Parental Information and Resource Centers, Elementary and Secondary School Counseling Program, Mentoring Program, and more. 5/13/11. Education and the Workforce Committee Press Release. http://edworkforce.house.gov/News/DocumentSingle.aspx?DocumentID=241158

The counselor is...no longer in – In 2009, after years of chipping away at Safe and Drug Free School grants to states, the federal government did away with them altogether. The MN School Counselors Association says the few remaining drug counselors find themselves taking on new duties, from administering tests to monitoring lunchrooms. So have regular counselors, half of whom report spending as little as 10% of their time counseling, according to a recent MN study. 5/10/11. http://www.twincities.com/news/ci_18028845?source=rss&nclick_check=1

New definition for ADHD to make it easier to diagnose adults – A proposed new definition of attention deficit/hyperactivity disorder (ADHD) may make it easier to diagnose and treat older teens and adultsan increase prevalence rates. A proposal being considered by the American Psychiatric Association would expand the criteria that now

apply to children by describing what ADHD looks like in older teens and adults. Some doctors say they worry that the condition will become over diagnosed. (Time, 5/17/11) http://healthland.time.com/2011/05/17/a-proposed-new-definition-may-make-adhd-easier-to-spot-in-adults/

Crackdown on bullying gets senate okay – The Texas Senate approved a bill designed to crack down on bullying in schools. Under H.B. 1942, districts will have to adopt policies to curb the problem. Victims can ask for and receive a transfer to another school, and confirmed bullies would be transferred to another classroom or school. The bill goes back to the House for final approval. (Austin American-Statesman, 05/23/11) http://www.statesman.com/blogs/content/shared-gen/blogs/austin/politics/entries/2011/05/23/crackdown_on_bullying_gets_oka.html

High schools offer grade boosts to students who improve test scores – High schools are offering a new deal at 39 Los Angeles campuses: Students who raise their score on the state's standardized tests will be rewarded with higher grandes in their classes. Test scores frequently decline sharply after elementary school and the grade boost strategy, officials hope, could at least address student apathy toward the tests. 5/25/11. http://articles.latimes.com/2011/may/24/local/la-me-lausd-grades-20110524

Colleges get high-tech with health screenings – To help with the demand, more college counseling centers are using computerized questionnaires to help them flag a serious problem more quickly than traditional paper and pencil evaluations. Counselors say high tech methods like these appeal to students, who are often more comfortable communicating with smart phones, iPads and laptops. 5/22/11. http://www.msnbc.msn.com/id/43099595/ns/health-mental_health/t/colleges-get-high-tech-health-screenings/

Schools make strides despite length of day – Academic performance does not correlate with instructional time, according to Hawaii state data. State Department of Education administrators say it is not the number of hours students get in classrooms, but whether they are getting high-quality instruction. The state legislature approved a bill requiring minimum instructional time. The Department said fully implementing the act could cost $45-55 million in additional personnel costs. 5/9/11 http://www.staradvertiser.com/news/20110509__Schools_make_strides_despite_length_of_day.html

More schools go to four-day week to trim costs – One in four South Dakota school districts plan to take Fridays off next year as state funding cuts boost momentum for four-day school weeks. Districts expect to save by running buses less often, reducing work time for hourly employees, using less utilities and spending less on substitute teachers. When SD school districts move to shorter weeks, their state test scores tend to drop slightly on average. 5/16/11 http://www.argusleader.com/article/20110517/NEWS/105170318/More-schools-go-four-day-week-trim-costs

A sample of stories about schools coping with floods and tornadoes:

>Memphis, TN: "We've actually bussed some kids in from shelters so they can take end of course and AP tests. You not only have your own displaced students, you have families who have come to stay with relatives and friends, so they need schooling. This could last a couple of weeks." 5/11/11. Http://www.wmctv.com

>Southeastern Missouri: Students returned to school today, nearly two weeks after historic floods washed out classes and some of the communities the school system services. For many of the students, the classroom will be the one dry, stable home they can count on, for the forseeable future. Scores of students, teachers and administrators return to school with no homes to go back to, homes buried under the muck, mud and the mold the rivers left behind. 5/10/11 http://www.semissourian.com

>McLean, KY: The flooding is causing major rescheduling issues for graduation, make-up days, and state testing. Flood waters are still too high to bus students to class. 5/9/11. Http://www.142fie.com

>Tuscaloosa, AL: The Tuscaloosa City Schools has opened a School Supply Donation Center to assist those affected by the April 27 tornado. Supplies will be also be available to teacher who will begin classes for the 2011-2012 school year in temporary locations. 5/17/11. Http://www.tusc.k12.al.us/latest-news/

>Joplin, MO: The tornado-stricken Joplin School District is urging employees and students to check in on the district facebook site. Sunday's tornado destroyed two elementary schools, the high school and a technology center. Classes have been canceled for the rest of the year. 5/24/11. Http://www.therepulbic.com

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  A year after their district offices were flooded, a Metcalfe County, KY
   educator reflected:
    "The one lesson learned is that all you really need to carry on during and
    after a tragic loss, as we sustained, is the collective will of your team to get
    through it and hold on to the passion for the work you do that brought you
    to it in the first place. We all truly love what we do and so we found out
    that we can do what we love most without the comfort of material things
    for as long as we need to because we have the resiliency, the will and the
    passion for the work at hand no matter what the circumstance."

                                                    Pat Hurt, Superintendent
                                                      @#@#@#

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

Among the sources used in gathering the above items are
The ECS e-clip at http://www.ecs.org/e-clips
The Public Education Network (PEN) Newsblast at
http://www.publiceducation.org/newsblast_current.asp
The Update from the American Orthopsychiatric Association at
http://www.aoatoday.com/news.php

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RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

>School disengagement as a predictor of dropout, delinquency, and problem substance use during adolescence and early adulthood (2011) K. Henry, et al., *Journal of Youth and Adolescence*, ePub. http://www.ncbi.nlm.nih.gov/pubmed/21523389

>Early intervention for substance abuse among youth and young adults with mental health conditions: An exploration of community mental health practices (2011) E. Anthony, et al., *Administration and Policy in Mental Health and Mental Health Research, 38*(3), 131-140. http://www.ncbi.nlm.nih.gov/pubmed/20706868

>Evidence-based treatment of anxiety and phobia in children and adolescents: Current status and effects on the emotional response (2011) T. Davis, et al., *Clinical Psychology Review, 31*, 592-602. http://www.ncbi.nlm.nih.gov/pubmed/21482318

>Answering the call: Facilitating responsive services for students experiencing homelessness (2011) T. Grothaus, et al., *Professional School Counseling, 14*(1), 191-201. http://www.flixya.com/blog/2840755/Answering-the-call-facilitating-responsive-services-for-students-experiencing-homelessness

>Teaching students personal and social responsibility with measurable learning outcomes (2011) F. Ardaiolo, et al., *Journal of College and Character*. http://journals.naspa.org/jcc/vol12/iss2/5/

>Delinquency and the structure of adolescent peer groups (2011) D. Kreager, et al., *Criminology, 49*(1), 95-127. http://onlinelibrary.wiley.com/doi/10.1111/j.1745-9125.2010.00219.x/abstract

Schools, Family & Community

>Adolescent family factors promoting healthy adult functioning: A longitudinal community study (2011) A. Paradis, et al., *Child and Adolescent Mental Health, 16*(1), 30-37. http://onlinelibrary.wiley.com/doi/10.1111/j.1475-3588.2010.00577.x/abstract

>Unnatural causes: Social determinants of child health and well-being (2011) R. McClaine & V. Garcia. *Archives of Pediatrics and Adolescent Medicine, 165*(5), 476–80. Http://archpedi.ama-assn.org/cgi/content/full/165/5/476

>The role of perceived parent monitoring and support on urban child and adolescent problem behavior (2011) M. Aalsma, et al., *Community Mental Health Journal, 47*(1), 61-66. Http://www.springerlink.com/content/0010-3853/47/1/

>A qualitative study of the sources and impact of stress among urban teachers (2011) E. Shernoff, et al., *School Mental Health 3*(2), 59-69 http://www.springerlink.com/content/y802383244l8w612/

>The role of deliberative decision making, parenting, and friends in adolescent risk behaviors (2011) J. Wolff & L. Crockett. *Journal of Youth and Adolescence* ePub. http://www.ncbi.nlm.nih.gov/pubmed/21384100

>A multilevel investigation of the association between school context and adolescent nonphysical bullying (2011) J. Green, et al., *Journal of School Violence 10*(2), 133-149. http://www.ncbi.nlm.nih.gov/pubmed/21532943

Policy, Systems, Law, Ethics, Finances & Statistics

>*The Condition of Education 2011 and The Condition of Education 2011 in Brief.* National Center for Education Statistics, Institute of Education Sciences. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011033

>*Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09* (2011) Institute of Education Sciences. Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011312

>Delaware school climate survey-student: Its factor structure, concurrent validity, and reliability (2011) G. Bear, et al., *Journal of School Psychology, 49*(2), 157-74. http://www.ncbi.nlm.nih.gov/pubmed/21530762

>Child and youth telepsychiatry in rural and remote primary care (2011) A. Pianattello, et al. *Child and Adolescent Psychiatric Clinics of North American, 20*(1), 13-28. http://www.childpsych.theclinics.com/article/S1056-4993%2810%2900072-6/abstract

>Relation of the alliance with outcomes in youth psychotherapy: A meta-analysis (2011) B. McLeod. *Clinical Psychology Review 31*, 603-616. http://www.ncbi.nlm.nih.gov/pubmed/21482319

>Specifying type and location of peer victimization in a national sample of children and youth (2011) H. Turner, et al. *Journal of Youth and Adolescent*, ePub. http://www.ncbi.nlm.nih.gov/pubmed/21373905

>Harnessing social media for health promotion and behavior change (2011) H. Korda & Z. Itani. *Health Promotion and Practice*, ePub. http://hpp.sagepub.com/content/early/2011/05/10/1524839911405850.abstract

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

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. Smhp@ucla.edu

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    "Nobody goes there anymore, it's too crowded."
                                         Yogi Berra
                                      @#@#@#

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

>June: End of the year celebrations at all levels: hope, congratulations, safe exuberance

The end of the school year is a favored time for everyone. For most students, it is a time to be congratulated and to celebrate. For some, it is a temporary reprieve from problems experienced at school. This is the time to help everyone find hope for the future and experience a sense that they have accomplished something worthwhile. And it is a time to help them celebrate in ways that minimize tragedy.

The key to focusing on hope and accomplishment is to identify whatever a student has done positively, clarify how the student can build on this in coming years, and convey all this personally to the student and family. Drawing on what we know about personal motivation, the focus needs to be on specifics that can enhance *feelings* of competence, self-determination, and connectedness to significant others; minimize messages that threaten such feelings.

With respect to end of the year celebrations, each is something to cherish, and the anticipation of each represents a natural opportunity to promote social and emotional learning (e.g., enhanced understanding of self and others, increased sense of responsibility for self and others, expanded social problem solving skills). Of special concern are teen parties and proms. The need is to provide guidance and support and to do much more to minimize negative side effects.

For a range of ideas about safe end of year celebrations, see such websites as *Student Against Destructive Decisions (SADD)* at http://www.sadd.org

For many (student, staff, and families) there is a sense of uncertainty about what comes next (new teachers, new school, "will I be recalled despite getting a layoff notice"). The challenge of uncertainty calls for proactive steps to making the future the best we can and supporting each other.

Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen schools and minimize problems.

>*Note:* With regard to anticipating challenges and opportunities throughout the school year, we have extensively revised our Resource Aid "Improving Teaching and Learning Supports by Addressing the Rhythm of a Year." Go to our website home page and click on Ideas for Enhancing Support at Your School this Month. Http://smhp.psych.ucla.edu

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>"I looked forward to graduation as the goal for so long, but now it feels like I'm being pushed out of the nest and I'm not sure my wings are strong enough."
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OTHER HELPFUL INTERNET RESOURCES

>STRIVE: Every child, every step of the way, cradle to career
http://www.strivetogether.org

>Class size: what research says and what it means for state policy
http://www.brookings.edu/papers/2011/0511_class_size_whitehurst_chingos.aspx

>Resource mapping: Tennessee case study of resources for children and youth
http://www.ncsl.org/default.aspx?tabid=22383

>National Center for School Crisis and Bereavement
http://www.cincinnatichildrens.org/svc/alpha/s/school-crisis/default.htm

>The complex ecology of Response to Intervention
http://www.rti4success.org/pdf/complexEcology.pdf

>Disaster Resource Center - http://www.aacap.org/cs/disastertrauma.resourcecenter

>Parents' guide to student success - http://www.pta.org/4446.htm

>Percentage of children with serious emotional or behavior difficulties, by age group and family income group - http://www.cdc.gov

>Understanding interdisciplinary collaborations as social networks
http://www.springerlink.com/content/64753316111v5028/fulltext.html

Note: For a wider 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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"The best things in life aren't things."
Art Buchwald
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LINKS TO:

Upcoming initiative, 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 now on our homepage for easy access. Each are updated on an ongoing basis. Just click on the indicated URL or go to our home page at
http://smhp.psych.ucla.edu

If you would like to add information to these, send it to ltaylor@ucla.edu
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New Resources:

Policy and Practice Briefs:

>*Viable school improvement requires a developmental strategy that moves beyond the skewed wish list and rewords operational infrastructure*
http://smhp.psych.ucla.edu/pdfdocs/viable.pdf

>*Embedding bullying interventions into a comprehensive system of student and learning supports.* Http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf

Hot Topic

>Predictions about the ESEA reauthorization. http://smhp.psych.ucla.edu
click on Hot Topic. If you want to add a comment, send it to ltaylor@ucla.edu

Quick Find topic page

>Enhancing minority access to higher education
http://smhp.psych.ucla.edu/qf/accesshighered.html

Featured Resource:

Monthly Themes for Enhancing Student and Learning Supports at a Schools
http://smhp.psych.ucla.edu/schoolsupport.htm

The Center has extensively revamped this unique set of resource aids which are designed to guide and support addressing special concerns related to school improvement. Each monthly theme reflects critical matters that regularly arise through the year. As such, they can help school improvement planners ensure such concerns are well addressed. Each month there are important opportunities to anticipate predictable problems and plan prevention and early intervention to minimize them. By pursuing such opportunities, schools enhance teachers' ability to do their job well.

The themes encourage school staff to be proactive and timely in promoting a schoolwide focus to address the concerns and minimize their impact on students, their families, and the staff. Student support personnel, in particular can play a major role in formulating and providing supports for implementing a theme of the month at schools throughout the district.

For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at http://smhp.psych.ucla.edu

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REQUESTS & COMMENTS FROM THE FIELD

We were asked to share the following:

(1) "We are having a national conference on school engagement in Denver on October 26-28 and we are seeking proposals. The deadline for submission is June 15. The Partnership for Families and Children. Http://www.pffac.org

(2) "I saw your recent document about transitions. My organization, Solutions, etc., has been heavily involved with ninth grade transition for the past decade. See
>The freshman transition network http://freshmantransition.ning.com/
This is a social network of educators dedicated to helping each other transition students into high school.
>The Ninth Grade Opportunity.
http://www.solutionsetc.org/form/bookordersimple.html
This is a book that we wrote about using a team approach to transition students into high school."

(3) "*Grand Ideas from Within*, is an evidence based mental health prerecorded guided imagery program for 6-12 grade students. It makes for a calmer school atmosphere, improves attendance and grades, and reduces suspensions. Also it qualifies as a drug prevention and positive behavior program, and meets language arts national core curriculum standards. For more information about the program go to http://www.grandideasfromwithin.com

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THIS IS THE END OF THIS ISSUE OF E-NEWS

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 or about ENEWS, contact us at:
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