

**27 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



June, 2013 (Vol. 17 #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>



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



WHAT'S HERE THIS MONTH

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>Attendance and truancy back in the spotlight

****News from around the country**

****Recent publications relevant to**

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>School, family, & community

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

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

>June: Summer Learning to Enhance Equity of Opportunity

****Other helpful Internet resources**

****Initiative for New Directions for Student & Learning Supports**

****UCLA Center Developed Resources Update**

****Links to**

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

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

RE-EMERGING CONCERN

Attendance and Truancy Back in the Spotlight

Here is a excerpt from a recent news report from California:

“Alarming” truancy figures, prompts CA Attorney General Harris to call on schools to do more – <http://www.siacabinetreport.com/articles/PrintArticle.aspx?id=3801>

“More than 1.8 million students, almost a third of the state’s entire student body, were classified as ‘truant’ in 2010-11, according to new figures released by Attorney General Kamala Harris. Perhaps even more compelling is that over 700,000 of them, about 40 percent of the total, were students enrolled in elementary school. Harris, who helped engineer an impressive 23 percent drop in truancy among elementary students in San Francisco while serving as District Attorney, called on school leaders to place new emphasis on the problem and the billion dollar drag chronic absenteeism imposes on the California economy. The state’s top law enforcement official also noted that her office would be conducting a deeper analysis of elementary school truancy and its impact on public safety. Some experts have estimated that the combined cost of truancy to taxpayers could run into the tens of billions of dollars annually once costs from the justice system are combined with health care and social services. ... Harris’ letter comes in advance of a forum on chronic absenteeism that state schools chief Tom Torlakson has tentatively planned for later this month, and as part of an overall effort to get school administrators as well as parents more focused on school attendance. ...”

When advocacy results in special attention to a particular problem in schools, the reality of sparse resources usually ends up reducing attention to some other problem. Moreover, the trend in implementing whatever is added is to do so in an ad hoc, piecemeal manner. This leads to increasing what already is a fragmented set of interventions and related operational infrastructure for addressing learning, behavior, or emotional problems. It also contributes to the ongoing marginalization of all student and learning supports in current school improvement policy, planning, and practices.

And the marginalization works against school improvement efforts to develop a unified, comprehensive, systemic, and equitable approach to addressing barriers to learning and teaching and re-engaging disconnected students.

We suggest that advocacy for improving school attendance (and for all other specific problems) should be embedded in efforts to help schools develop an operational

(cont.)

infrastructure that can unify and then develop a comprehensive system for increasing equity of opportunity for all students to succeed at school and beyond.

With summer approaching, there is a great opportunity for districts to develop a *learning supports leadership team* and plan how to develop such a team at each school. The point is to help schools establish an essential mechanism for system development to more effectively address factors interfering with learning and teaching (e.g., such a team identifies priorities and strategies for system building and tackling problems, maps and analyzes current resource use, makes decisions on how best to use and redeploy resources, etc.).

For more about this as it relates to attendance/truancy, see:

>School Attendance Problems: Are Current Policies & Practices Going in the Right Direction?

[http://smhp.psych.ucla.edu/pdfdocs/briefs/school attendance problems.pdf](http://smhp.psych.ucla.edu/pdfdocs/briefs/school%20attendance%20problems.pdf)

This, and many other related resources can be accessed through the Center's Online Clearinghouse Quick Find on *Attendance* – see

<http://smhp.psych.ucla.edu/qf/attendance.html>

Please let us know about places where schools are embedding concerns about specific problems into efforts to unify and then develop a comprehensive system of learning supports.

Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

IN's School safety bill; officers to be more than protection. Legislation to be signed into law by Indiana Gov. Mike Pence will make money available to schools to hire resource officers, specially trained staff whose jobs are about far more than keeping students safe from outside threats. The officers serve as guidance counselors, educators and confidantes as well. The bill requires that school resource officers have been through the police academy or other training and get an additional 40 hours of certified training to work in schools. 5/6/13. <http://www.courierpress.com>

High school graduation requirements get limber. Loosening high school graduation requirements to stem dropouts and improve college and career readiness may seem counterintuitive, but some states are doing just that. Flexible graduation requirements would allow students to substitute career training for traditional courses. Florida Gov.

Rick Scott inked a bill that scraps algebra II, chemistry and physics requirements and creates three distinct diplomas - standard, scholar and merit - for high school students starting in the 2013-2014 school year. Michigan students already have the option to create a personalized curriculum that integrates career and technical education courses. But some experts say injecting wiggle room into requirements will limit the options a student has after high school. 4/24/13. <http://www.usnews.com>

Classroom teaches a lesson in mental health treatment. Experts say the in-class integration of behavioral health specialists is helpful in identifying and averting potentially more serious antisocial behaviors. The classroom interventionist program is part of a larger initiative called the Educational Care Collaborative, which aims to improve behavioral health services. ECC's aim is to provide continuity of care on emotional issues for children and families at home, in school, and with the community. 4/25/13. <http://www.courant.com>

VA's Governor to create "Teacher Cabinet" to advise on school policies. Gov. McDonnell will create a "Teacher Cabinet" to advisers to influence high level decisions that affect public schools. The teachers who will comprise most of the cabinet will be charged with developing recommendations for new ways to engage parents and close achievement gaps, and they will work on methods for improving the collaboration between public schools, colleges, and workplaces. 5/1/13. <http://www.washingtonpost.com>

Letter grades for schools drastically affected communities. States that have assigned letter grades to schools have seen wide ranging effects on everything from home values to community support for schools, say experts who have studied the issue. The grades may also affect the educational quality of each school. A study from Michigan State University found that New York City's letter grades have had a real impact on parents' perceptions of schools and how satisfied they are with them. A study from Northwestern University also found a correlation between school grades and community support. Community members tend to give more money to schools with high grades and withdraw support from fundraising at schools with low grades. 5/2/13. <http://www.pressherald.com>

Teenagers feel more entitled than ever. A study from San Diego State University asked more than 350,000 high school seniors between the years of 1976-78, 1988-90, 2005-07 about the importance of money, work, and owning material things. Of 2005-07 seniors, 62 percent think it's important to have a lot of money (compared to 48 percent of 1976-78 seniors), Of the 2005-07 seniors, 39 percent said they didn't want to work hard (compared to 25 percent of the 1976-78 seniors). 5/1/13. <http://www.usnews.com>

Rebuild likely for West, TX schools. West Independent School District's intermediate and high school campuses will have to be demolished, according to the firm hired to oversee the rebuilding of schools damaged by the April 17 explosions at the West Fertilizer Co. plant. But the school district still may be able to bring all West students back to the city this fall, instead of continuing to transport half of its student body by bus to nearby Connally Independent School District. 5/29/13. <http://www.wacotrib.com>

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

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"Early intervention is key. We know that missing just 10 percent of the school year in early grades will lead to high levels of dropouts in high school. We also know that kids who miss a lot of first, second, or third grade become prime candidates to either commit a crime or end up in prison. So when it comes to breaking that cycle, the choice is pretty stark, we can either pay attention to the signs of trouble now and devote our resources to doing something about it, or frankly we'll pay the price later."

Brian Nelson, Special Assistant Attorney General, CA Dept of Justice

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RECENT PUBLICATIONS (In print and on the web)

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

>Influence of social stress on risk-taking behavior in adolescents. Reynolds EK, Schreiber WM, Geisel K, Macpherson L, Ernst M, Lejuez CW. *J. Anxiety Disord.* 2013; 27(3): 272-277
<http://www.sciencedirect.com/science/article/pii/S0887618513000327>

>Treatment of posttraumatic stress disorder reduces suicidal ideation. Gradus JL, Suvak MK, Wisco BE, Marx BP, Resick PA. *Depress. Anxiety* 2013; ePub
<http://onlinelibrary.wiley.com/doi/10.1002/da.22117/abstract>

>A systematic review of school-based suicide prevention programs. Katz C, Bolton SL, Katz LY, Isaak C, Tilston-Jones T, Sareen J. *Depress. Anxiety* 2013; ePub
<http://onlinelibrary.wiley.com/doi/10.1002/da.22114/abstract;jsessionid=2016E28513D77D56BB15F85A683907DE.d04t01>

>Enhancing student attitudes via a brief, universal-level bullying prevention curriculum. Renshaw TL, Jimerson SR. *School Ment. Health* 2012; 4(2): 115-128
<http://link.springer.com/article/10.1007%2Fs12310-011-9069-2>

>Can friends protect genetically vulnerable children from depression? Brendgen, M. et al. *Dev. Psychopathol.* 2013; 25(2): 227-289
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8904095&fulltextType=RA&fileId=S0954579412001058>

School, family & community

>School mobility and developmental outcomes in young adulthood. Herbers, J. et al. *Dev. Psychopathol.* 2013; 25(2): 501-515
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8904160&fulltextType=RA&fileId=S0954579412001204>

>The impact of a middle school program to reduce aggression, victimization, and sexual violence. Espelage DL, Low S, Polanin JR, Brown EC. *J. Adolesc. Health* 2013; ePub
<http://www.sciencedirect.com/science/article/pii/S1054139X13001432>

>Coping with violence: A comprehensive framework and implications for understanding resilience. Boxer P, Sloan-Power E. *Trauma Violence Abuse* 2013; ePub
<http://tva.sagepub.com/content/early/2013/05/06/1524838013487806>

>Chronic bullying victimization across school transitions: The role of genetic and environmental influences. Bowes L, Maughan B, Ball H, Shakoor S, Ouellet-Morin I, Caspi A, Moffitt TE, Arseneault L. *Dev. Psychopathol.* 2013; 25(2): 333-346
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8904107>

Policy, systems, law, ethics, finances & statistics

>Organizing social resilience in the context of natural hazards: A research note. Hutter G. *Nat. Hazards* 2013; 67(1): 47-60.
<http://link.springer.com/article/10.1007%2Fs11069-010-9705-4>

>A review of school climate research. Thapa, A., et al. *Review of Educational Research* (online first) <http://rer.sagepub.com/content/early/2013/04/18/0034654313483907>

>New conceptual frameworks for student engagement research, policy, and practice. Lawson, M & Lawson, H. *Review of Educational Research* 2013 (online first)
<http://rer.aera.net>

>Are the rights of children and young people to reach their potential severely compromised by school exclusion? Howard J, Rabie G. *Community Pract.* 2013; 86(4): 31-35. <http://www.commprac.com/>

>A content analysis of protective factors within states' antibullying laws. Weaver LM, Brown JR, Weddle DB, Aalsma MC. *J. School Violence* 2013; 12(2): 156-173
<http://www.tandfonline.com/doi/abs/10.1080/15388220.2012.751537>

>The link between school climate and violence in school: A meta-analytic review. Steffgen G, Recchia S, Viechtbauer W. *Aggress. Violent Behav.* 2013; 18(2): 300-309
<http://www.sciencedirect.com/science/article/pii/S135917891200136X>

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

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The challenge of doing primary prevention:

"Primary prevention deals with problems that don't exist, with people who don't want to be bothered, with methods that probably haven't been demonstrated to be efficacious, in problems that are multidisciplinary, multifaceted, and multigenerational, involving complex longitudinal research designs for which clear results are expected immediately for political and economic reasons unrelated to the task in question."

Martin Bloom

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NO unauthorized visitors

NO weapons

NO drugs

NO . . .

I knew it wasn't the right place for us when I noticed that all the signs at the school entrance said NO and none said WELCOME!



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

June: Summer Learning to Enhance Equity of Opportunity

Can't afford to offer summer school? **Can't afford not to!**

Excerpt from:

Effective and Promising Summer Learning Programs

<http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Effective-and-Promising-Summer-Learning-Programs.pdf>

"...Children and youth who reside in economically disadvantaged households and who live in low resource, urban neighborhoods are more likely to lose ground in reading over the summer than their middle- and upper-income peers. ...about two-thirds of the ninth-grade academic achievement gap between economically disadvantaged and advantaged teens can be explained by summer learning loss during the elementary school years. The reasons low-income students suffer greater reading loss than higher-income students are not fully understood. Some have attributed this phenomenon to less time spent reading, less access to books at home, and less time spent in the library during the summer months than their middle- and high income peers. Others have speculated low-income students are more highly affected because they do not have as many resources and opportunities in their homes and neighborhoods to cushion the lack of school structure, learning, and support....

From the perspective of funders, policy makers, practitioners, and parents, the primary goal of summer learning programs is to prevent learning losses that occur over the summer. But, for most children and adolescents, the summer is a time to get a break from school and have fun. Thus, to be effective, summer learning programs tend to balance educational activities with activities typical of summer camps, such as games and sports. In addition, summer learning programs use an accelerated learning approach to teaching that relies more heavily on interactive, hands-on projects and enrichment activities....

Effective and promising programs had strong community partnerships. Making sure that information about summer learning programs is accessible to the community — at schools, community centers, and public libraries, for instance — is one way to increase awareness of these programs among parents and children. School and community events could be held to inform community members about the program and community volunteers may interact with family members to increase the visibility and credibility of the program. In addition, community partners can offer resources such as money, volunteers, technical assistance, and in-kind contributions. In sum, forming long-term, community partnerships are critical to insuring and sustaining program success."

But Where Do the Resources Come From to Make Summer Learning Happen?

If your district doesn't have the money for summer programs, it's time to ask community stakeholders to help find resources for creating a summer learning experience (e.g., 2, 4, 6 weeks or more of learning and enrichment opportunities, tutoring, mentoring, etc.). Some can provide funds; others can provide human and social capital. Some activity can take

place at the school; some at various community venues. Resources can be drawn from:

- >families
- >faith based organizations
- >chamber of commerce
- >service clubs (e.g., Rotary, Lions)
- >local business entities (e.g., industry, banks, hotels, restaurants)
- >youth group leaders and youth themselves
- >libraries
- >institutes of higher education (e.g., community colleges, universities, professional schools)
- >local media
- >representatives of health, social service, and law enforcement agencies
- >senior citizens
- >those with special skills and talents to share (e.g., artists, actors, craftspeople, singers, dancers, writers)

Who Has the Skill/Energy to Organize a Summer Learning Program?

Maybe it's you. Now is the time to form a school-community work group (a) to plan what, when, where, and who and (b) to outreach to all stakeholders with a strong advertising campaign.

Let us know what is planned in your locality.

For more on Summer Learning see our Online Clearinghouse Quick Find entitled:

>*After School and Summer Programs* <http://smhp.psych.ucla.edu/qf/afterschool.htm>

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

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“The goal of democratizing opportunity in a diversifying society remains urgent – and unmet.”

Ronald Brownstein

"Capitalism has always been about having access for everyone. Access to education means more ideas, means more growth, more competition, which means more growth. But the new idea of capitalism is there is a finite amount of wealth and we need to hoard it. We deny other persons' kids access to education, access to opportunities.... We hoard our wealth and don't understand that this is cutting off the fuel that drives our economy."

Wendell Pierce

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OTHER HELPFUL INTERNET RESOURCES

- > *A framework for advancing the well-being and self-sufficiency of at-risk youth*
http://www.mathematica-mpr.com/publications/PDFs/family_support/YDD_Framework_IB.pdf
- > *Helping youth and children recover from traumatic events*
<http://rems.ed.gov/HelpingYouthandChildrenRecoverFromTraumaticEvents.aspx>
- > *Prevention of bullying in schools, colleges, and universities: Research report and recommendations.* American Educational Research Association (2013)
<http://www.aera.net/Portals/38/docs/News%20Release/Prevention%20of%20Bullying%20in%20Schools,%20Colleges%20and%20Universities.pdf>
- > *Mental Health Surveillance Among Children United States, 2005- 2011*
<http://www.cdc.gov/mmwr/pdf/other/su6202.pdf>
- > *From pilots to practice: Speeding the movement of successful pilots to effective practice*
<http://www.iom.edu/Global/Perspectives/2013/~//media/Files/Perspectives-Files/2013/Discussion-Papers/VSRT-VILC-Pilots.pdf>
- > *2013 Condition of Education*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013037>
- > *Diplomas at risk: a critical look at the graduation rate of students with learning disabilities*
<http://www.nclد.org/images/content/files/diplomas-at-risk/DiplomasatRisk.pdf>
- > *Providing care for children and adolescents facing homelessness and housing insecurity*
<http://pediatrics.aappublications.org/content/early/2013/05/22/peds.2013-0645.full.pdf>
- > *Revenues and expenditures for public elementary and secondary school districts for School Year 2009-10* <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013307>

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

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“A graduation ceremony is an event where the commencement speaker tells thousands of students dressed in identical caps and gowns that 'individuality' is the key to success.”

Robert Orben

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INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Some of What's Happening

(1) May 2: Two superintendents and their teams from LA and MN visited Gainesville City GA Public Schools to observe that district's work related to unifying and developing a comprehensive system of learning supports. Here is a typical reaction from the visitors:

"I left the GA visit with lots of fresh ideas.... it was fascinating to talk to people from [other districts] ... So I got a taste of what implementation looks like at different stages. I also thought the concrete issues that I heard in Gainesville (for students and for teachers) are very powerful examples [that] humanize the concepts. I heard about kids having trouble on the morning school bus in kindergarten, and ways to head that off at the pass. I heard about a crop of undiagnosed vision problems in a school (raises possible issues of nutrition; raises solutions about how to diagnose and treat even in a poor community) – and then how the structure of a Unified and Comprehensive System of Learning Supports can allow diverse issues such as these to be handled efficiently and effectively before they lead to larger issues... I also saw the impact of a strong superintendent.... You really need that top-notch support from the top, it seems – at least for the early stages. ...I really loved seeing the flexibility of the mapping matrix in action. In Gainesville they used that grid in one phase to discover overlap and reveal gaps; in another to set goals and identify solutions, and in another to assess how those solutions are working and identify different barriers to learning, once earlier ones had been addressed."

(2) May 8: The Director of Student Support Services and the Learning Supports Coordinator from the Stillwater Area Public Schools presented at the MN Association of Special Educators conference on their progress implementing a unified and comprehensive system of learning support.

(3) A variety of other presentations by folks involved in the initiative will take place in the coming months. We will announce them shortly.

(4) The design document developed by the AL Department of Education is completed and is at the printers. We will circulate it widely sometime in June. The department currently is identifying the first eight districts to begin implementation this fall.

(5) Feedback from a colleague: "As a district we are working on our improvement plan ... one of our goals involves a comprehensive learning support system that personalizes the learning approach for all of our students (preK through 12). This goal includes our families and communities. ...over the summer we will work to ... to ensure the appropriate PD and roll out at the district and building level."

(6) See the Learning Supports perspective included in EdSource article on Positive School Climate Report from WestED – http://www.edsource.org/today/2013/positive-school-climate-boosts-test-scores-study-says/31043#.UX_xI4IXhz9

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

UCLA CENTER DEVELOPED RESOURCES UPDATE

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in May included requests from colleagues about:

5/6/13: Needed: Ideas for a mental health safety plan at a school

5/13/13: Communicating with school staff to enhance student supports

5/20/13: About leveraging systemic changes to address mental health and violence concerns

5/27/13: About schools seeking speakers on student mental health issues

Note: The latest interchange is on our website at

<http://smhp.psych.ucla.edu/practitioner.htm> and on our *Facebook* page.

Follow-up exchanges are posted on the Center website's *Net Exchange*

<http://smhp.psych.ucla.edu/newnetexchange.htm>

New Resources

>*Social Networking and Peer Relationships: The Benefits and Drawbacks of children (ages 9-12) using online social networking sites.*

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

>*Preventing Student Problems: What are the Barriers*

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

>*Barriers to Prevention in Schools: A Look at What's Happening*

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

Featured Center Resources

>Center resources for summer staff development

We received this “good news” note from a colleague:

“As a district we are working on our improvement plan and of our two district goals one of our goals involves a comprehensive learning support system that personalizes the learning approach for all of our students (preK through 12). This goal includes our families and communities. Major movement for our district and over the summer we will work to get all of this in place to ensure the appropriate PD and roll out at the district and building level.”

In response, we wanted to share some resources for planning professional development related to the matters mentioned.

Besides the general overviews of a unified and comprehensive system of learning supports, see for example:

>*Engaging and Re-engaging Students and Families*

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

>*RTI and Classroom & Schoolwide Learning Supports* –
<http://smhp.psych.ucla.edu/dbsimple2.asp?primary=2311&number=9897>

>*Personalizing Learning and Addressing Barriers to Learning* –
<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

In addition, as local schools/districts plan professional development over the summer, here are examples of some resources they might consider to more fully integrate learning supports into school improvement:

For administrator professional development:

>*Developing a Unified and Comprehensive System of Learning Supports:
First Steps for Superintendents Who Want to Get Started*
<http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf>

>*Establishing a Comprehensive System of Learning Supports at a School:
Seven Steps for Principals and Their Staff*
<http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>

For teacher professional development:

>*Learning Supports: Enabling Learning in the Classroom*
<http://smhp.psych.ucla.edu/pdfdocs/rtipract.pdf>

>*Enhancing Classroom Teachers Capacity to Successfully Engage All Students in Learning: It is the Foundation of Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/enhanceteachers.pdf>

For student support professional development:

>*What is a Comprehensive Approach to Student Supports?*
<http://smhp.psych.ucla.edu/pdfdocs/whatiscomp.pdf>

>*What is a Learning Supports Leadership Team?*
http://smhp.psych.ucla.edu/pdfdocs/resource_coord_team.pdf

>*Mapping & Analyzing Learning Supports (A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports)*
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

For all of these, note that we have a range of powerpoint presentations online that you can use or adapt to provide an overview or indepth professional development session on a unified and comprehensive system of learning supports. (To access these, go to our website at <http://smhp.psych.ucla.edu> , and in the green column on the left, click on *Resources and Publications* and then scroll down to *Presentations*.)

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

COMMENTS AND SHARING FROM THE FIELD

Feedback on May ENEWS

"I read with great interest this month's newsletter. I agree wholeheartedly with the comments of your colleague around addressing issues of equity as part of school improvement efforts. I worked at the state education department encouraging districts to examine this critical issue as they developed their improvement plans, however, far too many educators remained unconvinced of its central importance to student success. Most of the Title I schools receiving federal support for improving schools have significant populations of students of color, yet they neglect to address the influence of culture to learning and the importance of helping students develop a positive self-identity. Now I am doing this work full time as the President and CEA (Chief Equity Architect) of Leadervation Learning. I appreciate the work you are doing in this area also and heartily support your efforts to keep this issue at the forefront of discussions on creating equitable schools."

Feedback on: "Student & Learning Supports: Needed, more than a few added services"

- (1) "I agree with your view on this matter and would add that it's dangerous because of the deficit-orientation it meta-communicates and also because no school that I know of can offer all of the services vulnerable people need. You reference Simmons 2013, I'd like to read it."

Center Response: The reference is Warren Simmons (ed.), 2013. The Next Four Years: Recommendations for Federal Education Policy, *Voices in Urban Education*, Number 36 <http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE36.pdf>

- (2) “As a system, the fundamental problem is that too many have become unconscious of how little attention we are paying to what kids need and no longer are even aware of what is happening to our students or their learning in our educational system. Diane Ravitch is talking about Zombie Federal policies. Michael Fullan from Ontario is eloquent about how using the wrong drivers guarantee continuing failure in reform efforts. Wrong drivers (accountability, individual teacher and leadership quality; technology; fragmented strategies) maybe not totally without value in and of themselves but wrong as lead drivers for systematic change. Right drivers (capacity building, group work, instruction, and systemic solutions) effectively change the culture of school systems (values, norms, skills, practices, relationships). Right now there seems very little room in that culture for even giving attention to what we are not doing in terms of student focus/learning focus. I joke up here in Sacramento that common core is using up almost all of the oxygen in the room, and better assessments and funding formulas are using the rest, but it isn’t funny. I’m sure you are familiar with the concept of the “hidden curricula”. Well it seems to be becoming less hidden. And some people seem to be getting increasingly uncomfortable. Good. Punitive educational environments cannot succeed. And the pull of alternatively focusing on “standards, curricula, assessments, accountability, teacher quality”; and of course the operational leg of the stool, leaves little time, energy or air for anything else, e.g. the student. It’s good to see progress in a few states. Thanks for the missive and keep them coming. I’m having more opportunity to see things in the field as I am working on 21st century skills framework. For every student. If I can be of any help in letting you know how it’s looking from my vantage point let me know.”

We were asked to share the following:

"The National School Climate Center (NSCC), the nation’s leading school climate reform organization, announces the release of the latest in its series of School Climate Practice Briefs for Implementation and Sustainability. School Climate and Engaging Students in the Early Grades. This latest brief highlights critical strategies to engage and assess youth voice in lower-primary grades (PK-3). Co-authored by Terry Pickeral from Cascade Educational Consultants, Connecticut Department of Education’s Jo Ann Freiberg, and NSCC’s Education Director Richard Cardillo, the Early Grades Practice Brief responds to an essential need in the field to ensure a strong foundation for positive school climates at the earliest stage of a student’s learning and development. As the authors note, “The early grades (PK- 3) are the cornerstone and foundation upon which subsequent learning, development and achievement is built. Therefore, it is critical to develop, enhance and sustain a school/program climate that is safe, equitable, engaging and supportive for students and the educators who work with them.” To view the complete Practice Briefs, visit: <http://www.schoolclimate.org/publications/practice-briefs.php>

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