



ENEWS

**28 Years &
Counting**

A Monthly Forum for Sharing and Interchange



June, 2014 (Vol. 18 #9)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Below we focus 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

****Ongoing Concern**

>*What data to Use in Showing the Need for a Unified and Comprehensive System of Learning Supports*

****News from around the country**

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

>*June: Learning supports and summer learning*

****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**

Isla Vista is yet one more tragic reminder of the many gaps in our systems for providing supports to children and youth. It is time to do more than mourn and grieve. And while there is no simple solution, we can move toward transforming what is a terribly unsatisfactory status quo.

ONGOING CONCERN

What Data to Use in Showing the Need for a Unified and Comprehensive System of Learning Support

Everyone has encountered the call for evidence to justify moving in new directions for improving how schools provide student and learning supports. The concern is:

What data support the need for a major transformation?

- (a) Data showing that current school improvement policy and practice is producing insufficient results? (e.g.,
>plateauing of achievement gains – <http://nces.ed.gov/nationsreportcard/>
>dropout rates – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=201439>)
- (b) Data showing that the current approach to providing student and learning supports doesn't do what is needed? (e.g.,
<http://smhp.psych.ucla.edu/whatsmissing.htm>
- (c) Data showing the promise of new approaches to student and learning supports? (e.g., <http://smhp.psych.ucla.edu/pdfdocs/briefs/barriersbrief.pdf>)
- (d) All the above?
(e.g., <http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf>)

What are your views on all this?

Send comments for sharing to Itaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Increases in school spending linked to better outcomes for poor students. As the result of court-ordered changes in school finance, low-income children were significantly more likely to graduate from high school, earn livable wages and avoid poverty in adulthood. (5/29/14)
http://www.edweek.org/ew/articles/2014/05/29/33finance.h33.html?utm_source=fb&utm_medium=rss&utm_campaign=mrss

Risk factors that drive students from school. Often, there's not a clear, single factor but a collision of negative events that finally breaks a young person's will to go to school, according to a new report. (5/20/14) <http://www.edweek.org/ew/articles/2014/05/21/32dropouts.h33.html>

Illinois Moves to Ensure Schools Don't Base Discipline on Skin Color. Two Illinois bills aim to decrease out-of-school suspensions for African American and Latino students. (Chicago Tribune, 5/12/14) <http://www.chicagotribune.com/news/columnists/ct-discipline-trice-met-0512-20140512,0,7497489.column>

Feds Stress that Schools Can't Shut Out Undocumented Immigrants. The Obama administration delivered an unequivocally clear message last week: All children have a right to enroll in public schools regardless of their citizenship or immigration status, reports (5/8/14).

<http://www.politico.com/story/2014/05/feds-schools-cant-shut-out-illegal-immigrants-106489.html>

4 day week not making the grade. A money saving experiment by eleven rural Minnesota school districts that switched to four day school weeks is winding down because of academic performance concerns. The state Department of Education concluded that test scores in those districts weren't improving. One of the school district's estimated that they saved \$225,000 a year in bussing, energy and food service. 5/13/14 <http://www.startribune.com/local/259158871.html>

Segregation gains ground 60 years after Brown. A report released by the Civil Rights Project at UCLA indicates: Blacks are now seeing more school segregation than they have in decades, and more than half of Latino students are now attending schools that are majority Latino. In New York, California and Texas, more than half of Latino students are enrolled in schools that are 90 percent minority or more, the report found. In New York, Illinois, Maryland and Michigan, more than half of black students attend schools where 90 percent or more are minority. In the South, many school districts encompass both a city and the surrounding area, he said. That has led to better-integrated schools. Still, around the country, only 23 percent of black students attended white-majority schools in 2011. That's the lowest number since 1968. At the same time, there's been a demographic change in public schools. Between 1968 and 2011, the number of Hispanic students in the public school system rose 495 percent, while the number of black students increased by 19 percent and the number of white students dropped 28 percent, according to the Education Department. 5/14/14
http://www.washingtonpost.com/politics/courts_law/school-integration-slipping-60-years-after-brown/2014/05/14/85398150-db9a-11e3-a837-8835df6c12c4_story.html

School superintendent turnover booms. As of July, more than half of Virginia's 133 public school superintendent jobs will have turned over since the start of 2012. Longtime education officials say it's an unusually high turnover, anecdotally attributed to a variety of factors, including a wave of retiring baby boomers. Recent fiscal pressures facing school leaders have not helped, and in several instances, retirements have created a domino effect of vacancies in other divisions. 5/17/14
http://www.roanoke.com/news/schools/school-superintendent-turnover-booms-in-virginia/article_1f331900-de26-11e3-bbfb-0017a43b2370.html

High school graduates no longer required to buy cap and gown. High school graduates won't have to shell out any money for that cap and gown. This was outlined in a memo from California State Superintendent Tom Torlakson in October. In it, he cites *Sands v. Morongo Unified School District* which found that the high school graduation ceremony is "an integral part of the educational process" because it recognizes cumulative academic achievement. That ruling handed down by the California Supreme Court. Therefore, Torlakson states in the memo that the graduation ceremony is an "educational activity" as to which a pupil fee cannot be charged. That means no student in California is required to purchase the cap and gown to participate in the graduation ceremonies. If a cap and gown is required then it must be provided by the district. 5/5/14

<http://www.kfbk.com/articles/kfbk-news-461777/high-school-graduates-no-longer-required-12318005/#ixzz30yavan00>

US 'report card': stagnation in 12th grade math, reading scored. American high school seniors showed no improvement in their math and reading abilities in four years, according to the latest National Assessment of Educational Progress (NAEP), often known as the nation's "report card." Adding to the discouraging news, achievement gaps between demographic groups have not lessened. And while the 12th-grade math scores are at least slightly higher than they were in 2005 (the earliest scores available for math, due to changes in the test), the reading scores are actually lower than they were in 1992, when the reading score trend line begins. A full 25 percent of 12th-graders in 2013 scored below basic, compared with 20 percent in 1992, and just 37 percent scored at or above proficient, compared with 40 percent in 1992. Moreover, the achievement gap between white and black students actually widened by five points between 1992 and 2013, to a 30-point gap. 5/7/14

<http://www.csmonitor.com/USA/Education/2014/0507/US-report-card-stagnation-in-12th-grade-math-reading-scores>

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Comment from Education Secretary Duncan on 12th grade NAEP test results:

... student achievement at the high school level has been flat in recent years.

Just as troubling, achievement gaps among ethnic groups have not narrowed.

We project that our nation's public schools will become majority-minority this fall-making it even more urgent to put renewed attention into the academic rigor and equity of course offerings and into efforts to redesign high schools. We must reject educational stagnation in our high schools, and as a nation, we must do better for all students, especially for African-American and Latino students.

<http://www.ed.gov/news/press-releases/statement-us-education-secretary-arne-duncan-national-assessment-educational-pro>

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Among the sources used in gathering the above items are:

>The ECS e-clip at <http://www.ecs.org>

>The Update from the American Orthopsychiatric Association at
<http://www.aoatoday.com/news.php>

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

If you see a story that should be included, let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

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

>June: Learning supports and summer learning

Learning loss and increases in risky behavior are major worries related to students who aren't in school during the summer. Schools (especially student and learning supports staff), working with the community, need to help develop summer month programs that help address barriers to learning, promote healthy development, and enhance equity of opportunity.

Low-income children and youth experience greater summer learning losses than their higher income peers. 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.

As noted in the Southern Regional Education Board report *Summer School: Unfulfilled Promise* (<http://www.sreb.org>):

“It is impossible to overemphasize the importance of innovation and creativity in meeting the needs of struggling student. 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....

What is the ‘something different’ that summer schools need to do? Doing ‘something different’ often means connecting subject matter to real-life situations that are relevant to students. It might mean finding books about baseball to read and using baseball statistics in math instruction for a student who lives and breathes the sport. It could involve using musical themes to engage a student who constantly drums on his desk or incorporating a lot of physical movement to reach the aspiring dancer. It might mean using technology that presents materials in a game-like format. It might mean simply giving a student the opportunity to discuss the material with teachers and peers to an extent not possible in the regular classroom.”

And here are a few excerpts from *Primer on Summer Learning Loss* from Johns Hopkins University's Center for Summer Learning :

“> All young people should have consistent access to high-quality summer enrichment programs throughout their educational careers. Programs should be proactive and offered for multiple summers.

> Elementary schools and youth development organizations should form partnerships to prevent summer loss in reading among low-income students. ...

>Teachers and youth development professionals should use the summers to collaborate and bridge gaps between schools and youth programs.

>Summer programs should incorporate research-based practices for improving cognitive development from high-quality after-school enrichment programs. . .

> Summer learning should be a community-wide, inter-agency priority. There are a wide variety of roles that public agencies, community-based organizations, cultural institutions, and colleges and universities can play.... Improved collaboration and leveraging of funds from multiple sources will help ensure greater levels of access to programs.

> Program models should maintain a strong academic focus, but also acknowledge the unique role that summers play within American culture. Summer programs can demonstrate the power of informal learning experiences such as reading and discussing books for pleasure and gaining exposure to new cultures and ideas.

> Summer programs should be used to support the recruitment, professional development, and retention of teachers and youth program staff. ... Summers should be used to encourage teachers to try new techniques, teach different subjects or grades, acquire new skills and mentor new colleagues.

>Simultaneously, summers could be used to attract current college students or recent graduates to internship experiences in public school classrooms and with non-profit youth development organizations.”

In general, summer provides an opportunity to introduce many ideas for making both the content and the process of teaching and learning more relevant to students. Active learning is especially important. There are many ways to promote active learning at all grade levels. It can take the form of class discussions, problem based and discovery learning, a project approach, involvement in learning centers, experiences outside the classroom, and independent learning in or out of school. Students may become involved in classroom, school-wide, or community service or action projects. Older students may be involved in “internships” or service learning. Service learning involves students in identifying a real community need, ties the community work with academic goals, encourages the students to reflect on and evaluate their learning, and strengthens the relationship between community and school. In general, research suggests that the quality of such interactions between teachers and students distinguishes which teachers are most effective

For Resources Related to using summer to help students avoid falling behind, see our online clearinghouse Quick Find on

>*After-School, Summer Programs, Expanded Learning Opportunities*
<http://smhp.psych.ucla.edu/qf/afterschool.htm>

Among the many resource links listed there is

>*Enhancing Summer Learning*
<http://smhp.psych.ucla.edu/pdfdocs/sumlearn.pdf>

Presents a representative sample of what we learned from others across the country about how they counter this problem and highlights some distinctive programs Center staff found on websites. Appended are excerpts from two major policy reports (one from the Harvard Family Research Project and one from the National Center on Time & Learning and the Education Commission of the States).

For a look at the programs of identified as *Excellence in Summer Learning Award Finalists and Winners*, see http://www.summerlearning.org/?page=excellence_finalists

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>

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

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A note to the graduates:

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.

Bob Orben
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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

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

As you know, we regularly try to summarize the work being undertaken around the country related to developing and scaling-up efforts to transform student and learning supports.

We will be featuring such efforts in our next quarterly e-journal/newsletter with a headline that reads: “Transforming Student and Learning Supports: Moving Forward.” The document goes out to over 60,000 folks and will be read with great interest by education leaders across the country.

We want to be certain that we share an accurate picture, so we are looking for the latest updates. If you can point us in the direction of anything major that we should include that would be extremely helpful.

We look forward to hearing from you. And we remain committed to helping those who are addressing the many challenges related to moving in new directions for student and learning supports.

For more on the

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

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There is only a slight difference between keeping your chin up and sticking your neck out, but it's a difference worth knowing.

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UCLA CENTER DEVELOPED RESOURCES UPDATE

The following have stimulated considerable interest:

>***Education leaders' guide to transforming student and learning supports***
<http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf>

This new guide from the Center at UCLA incorporates years of research and prototype development and a variety of examples from trailblazing efforts at local, district, regional, and state levels designed to develop a comprehensive and equitable system of student/learning supports at every school. The prototypes and examples can be adopted/adapted to design and plan ways to transform the role schools play in addressing barriers to learning and teaching and re-engaging disconnected students.

>***Integrated student supports and equity: What's not being discussed?***
<http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf>

Considerable policy emphasis has centered on the notion of integrated student supports. While most of the discussion of integrated student supports is well-intentioned, the examples most frequently cited have little chance of enhancing equity of opportunity for students across the country. Moreover, as practiced, serious unintended negative consequences have been observed. This set of policy notes stresses the need and directions for moving forward.

>***Bringing New Prototypes into Practice:
Dissemination, Implementation, and Facilitating Transformation***
<http://smhp.psych.ucla.edu/pdfdocs/implrep3.pdf>

With a view to broadening discussions of translation, dissemination, implementation and system transformation, this report covers:

- I. *Efforts to Improve Dissemination and Implementation of Good Practices* — To underscore the current state of the art, we highlight prominent examples from clinical psychology, public health, and education and indicate a sampling of major organizations that intend to advance implementation research.
- II. *Enhancing Basic Dissemination and Implementation Research* — We outline some basic matters that warrant greater attention by implementation researchers.
- III. *Focusing on Facilitating Institutional Transformation: Our Center's Pursuit of New Directions for Student & Learning Supports* — Based on our work, we (1) differentiate *direct* implementation from the process of *facilitating* implementation and (2) differentiate implementation of a *specific practice or program* from efforts to *transform institutions* such as schools.

>Hot Issue: ***Arguments about the overdiagnosis of ADHD***
<http://smhp.psych.ucla.edu/ongoinghotissues.htm>

Topics explored Last Month in the School Practitioner Community of Practice Interchange: Weekly Listserv

- >*Playing a role in professional development at schools to address barriers to learning*
- >*What to say to school staff about broadly integrating mental health providers from the community*
- >*Out of the box thinking about opportunities for summer learning*
- >*Evaluating MH practitioners hired by school districts*

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>

Anticipating the Center's next quarterly e-journal/newsletter

The focus of the issue is on “Transforming Student and Learning Supports: Moving Forward.” It will highlight examples of states and districts that have been involved in facets of developing a unified and comprehensive system of learning supports.

The quarterly goes out to over 60,000 folks and will be read with great interest by education leaders across the country. If you have something to share about how a state/district/school is moving in transformative new directions for addressing barriers to learning and teaching and re-engaging disconnected students, please send it to us for inclusion. ltaylor@ucla.edu

Center Featured Resource

>School Improvement Themes of the Month

Schools have a yearly rhythm – changing with the cycle and demands of the school calendar. Special concerns regularly arise throughout the year. With this in mind, school improvement plans need to ensure that such concerns are well-addressed.

Examples of Concerns Arising Over the Year

- Welcoming and integrating and ensuring good school adjustment
- Enhancing student engagement
- Addressing ongoing learning/behavior problems
- Minimizing stress reactions & preventing student and staff "burnout"
- Re-engaging disengaged students (as well as families and staff)
- Preparing students for transitions to the next grade and new school
- Preventing problems related to parties, proms, and graduation.

Clearly, every month, there are important opportunities for anticipating predictable problems and planning prevention and early intervention to minimize them. By pursuing such opportunities, schools enhance teachers' ability to do their job well.

Therefore, as such basic concerns arise throughout the year, school staff need 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 at a school. 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.

Given the limited time a school has for personnel development, focusing on a different theme each month engages all stakeholders as a community of learners. Emphasizing a theme encourages doing some reading, discussions with colleagues, learning about additional resources from our Center and elsewhere. All this helps build capacity and can help in developing learning supports into a comprehensive system.

By fully integrating a theme of the month into school improvement planning, schools increase the likelihood of enhancing equity of opportunity for all students to succeed at school and for making schools better places for all who spend so much of their lives there.

To guide and support this facet of school improvement, the Center has developed monthly themes and compiled a set of aids and resource references related to each. These can be readily accessed at no cost by going to our Center's website (<http://smhp.psych.ucla.edu>) and clicking on the icon labeled: *Ideas for Enhancing Support at Your School: This Month*.

In addition, we feature a theme for the month in each *ENEWS*. (See above for *Ideas about Enhancing Summer Learning*).

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 a resource? 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

- >*Don't Call Them Dropouts* – <http://gradnation.org/sites/default/files/DCTD%20Final%20Full.pdf>
- >*Results from the School Health Policies and Practices Study 2012* –
http://www.cdc.gov/healthyyouth/shpps/2012/pdf/shpps-results_2012.pdf
- >*Social media guidelines for mental health promotion and suicide prevention* –
<http://www.eiconline.org/teamup/wp-content/files/teamup-mental-health-social-media-guidelines.pdf>
- >*The Impact of School-Connected Behavioral and Emotional Health Interventions on Student Academic Performance* –
<http://www.healthinschools.org/School-Based-Mental-Health/Revised-Annotated-Bibliography.aspx>
- >*A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities* –
<http://www.healthinschools.org/en/School-Based-Mental-Health/Funding-Guide-for-SEL.aspx>
- >*Helping Parents, Helping Children: Two-Generation Mechanisms* –
http://futureofchildren.org/futureofchildren/publications/journals/journal_details/index.xml?journalid=81
- >*Review of mental health screening and assessment tools for children: Literature review* –
<http://humanservices.ucdavis.edu/academy/pdf/final2mentalhealthlitreview.pdf>
- >*Assessing child mental health* –
https://www.childwelfare.gov/systemwide/assessment/family_assess/childneeds/mental.cfm
- >*The Nation's Report Card: 2013 Mathematics and Reading at Grade 12* –
http://nationsreportcard.gov/reading_math_g12_2013/#/
- >*Through our eyes: Children, violence and trauma (videos and resources)* –
<http://www.ovc.gov/pubs/ThroughOurEyes/index.html>
- >*The rural dropout problem: An invisible achievement gap* –
<http://www.schoolturnaroundsupport.org/resources/rural-dropout-problem-invisible>
- >*Considerations in applying benefit-cost analysis to preventive interventions for children youth and families*
http://www.iom.edu/Reports/2014/Considerations-in-Applying-Benefit-Cost-Analysis-to-Preventive-Interventions-for-Children-Youth-and-Families.aspx?utm_medium=email&utm_source=Institute%20of%20Medicine&utm_campaign=04.14+IOM+News&utm_content=&utm_term=
- >*Promoting Protective Factors for In-Risk Families and Youth: A Brief for Researchers* –
http://www.dsgonline.com/acyf/PF_Research_Brief.pdf
- >*Safe and Successful Schools* –
<http://www.nassp.org/Content/158/Framework%20for%20Safe%20and%20Successful%20School%20Environments.pdf>
- >*A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities* –
<http://www.cep-dc.org/displayDocument.cfm?DocumentID=437>

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People do not live by bread alone. They need buttering up once in awhile.

Robert Henry

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RECENT PUBLICATIONS (In print and on the web)

School, Family & Community

>*Partnerships, Not Pushouts: A Guide for School Board Members on Community Partnerships for Student Success.*

http://www.otlcampaign.org/sites/default/files/2014-122_POPGuide_DIGITAL.PDF

> Protective school climates and reduced risk for suicide ideation in sexual minority youths.
Hatzenbuehler ML, Birkett M, Van Wagenen A, Meyer IH. *Am. J. Public Health* 2013; ePub
<http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2013.301508>

> Overlapping verbal, relational, physical, and electronic forms of bullying in adolescence:
Influence of school context. Bradshaw CP, Waasdorp TE, Johnson SL. *J. Clin. Child Adolesc. Psychol.* 2014; ePub <http://www.tandfonline.com/doi/abs/10.1080/15374416.2014.893516>

> Substance use: Determinants and opportunities for prevention in the family and school context.
Kleinjan M, Engels RC. *New Dir. Youth Dev.* 2014(141): 15-32
<http://onlinelibrary.wiley.com/enhanced/doi/10.1002/yd.20083/>

> Recruiting fathers to parenting programs: Advice from dads and fatherhood program providers
Stahlschmidt MJ, Threlfall J, Seay KD, Lewis EM, Kohl PL. *Child. Youth Serv. Rev.* 2013; 35(10): 1734-1741. <http://www.sciencedirect.com/science/article/pii/S0190740913002387>

Policy, systems, law, ethics, finances & statistics

> Observational measures of implementer fidelity for a school-based preventive intervention:
Development, reliability, and validity. Cross W, West J, Wyman PA, Schmeelk-Cone K, Xia Y, Tu X, Teisl M, Brown CH, Forgatch M. *Prev. Sci.* 2014; ePub
<http://link.springer.com/article/10.1007%2Fs11121-014-0488-9>

> Role-modeling and conversations about giving in the socialization of adolescent charitable giving and volunteering. Ottoni-Wilhelm, M., Estell, D. Perdue, N. *Journal of Adolescence* 2014, 37(1) 53-66. <http://www.sciencedirect.com/science/journal/01401971/37/1>

> Suicidal thoughts and attempts among US high school students: Trends and associated health-risk behaviors. Lowry, R., Crosby, A.E., Brener, N.D., and Kann, L. *Journal of Adolescent Health* 2014, 54(1): 100-108. [http://www.jahonline.org/article/S1054-139X\(13\)00406-0/fulltext](http://www.jahonline.org/article/S1054-139X(13)00406-0/fulltext)

> Special section in the Journal of Clinical Child and Adolescent Psychology on “The role of theory and culture in child and adolescent prevention science”.
<http://www.tandfonline.com/toc/hcap20/43/3>

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

> Peer influence and context: The interdependence of friendship groups, schoolmates and network density in predicting substance use. McGloin JM, Sullivan CJ, Thomas KJ. *J. Youth Adolesc.* 2014; ePub <http://link.springer.com/article/10.1007%2Fs10964-014-0126-7>

- > Universal preventive interventions for children in the context of disasters and terrorism.
Pfefferbaum B, Varma V, Nitiéma P, Newman E. *Child Adolesc Psychiatr Clin N Am*. 2014; 23(2): 363-382. <http://www.sciencedirect.com/science/article/pii/S1056499313001107>
- > Co-morbid substance use behaviors among youth: Any impact of school environment?
Costello MJ, Leatherdale ST, Ahmed R, Church DL, Cunningham JA. *Glob Health Promot*. 2012; 19(1): 50-59 <http://ped.sagepub.com/content/19/1/50>
- > Promoting adolescent behavioral adjustment in violent neighborhoods: Supportive families can make a difference! McKelvey LM, Conners-Burrow NA, Mesman GR, Pemberton JR, Casey PH. *J Clin Child Adolesc Psychol*. 2014; ePub(ePub): 1-12
<http://www.tandfonline.com/doi/abs/10.1080/15374416.2014.895939>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetyleit.org](http://www.safetyleit.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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Education is learning what you didn't even know you didn't know.

Daniel Boorstin

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COMMENTS AND SHARING FROM THE FIELD

Feedback

> Re: Request for updates on learning supports

(1) "In education I believe there is a void in teaching social skills and acceptance for all children regardless of their religion, nationality, affluence or lack thereof and gender identity. I doubt anyone, or perhaps very few on your listserve would argue those points. I have been following Morris Dees, Southern Poverty Law Center for a long time. They have a curriculum titled, *Teaching Tolerance* that all teachers should have. If it was a national mandate to use the principals set forth in those documents, schools would become much better places for scores of students who have a tough time due to ignorance and lack of tolerance. Keep up your excellent work."

(2) "One of the most interesting activities involving learning supports in PA is the implementation of a new evaluation system for educational specialists (counselors, nurses, psychologists, social workers) based upon the Charlotte Danielson Model. Classroom teachers' rubrics went into effect with the 2013-14 school year, while the specialists will go into effect for the

2014-15 school year. Previously all were evaluated with the same instrument. We see this differentiated system as a very positive step forward. For the first time the distinct roles of specialists will be recognized. Details on the rubrics and their accompanying examples can be found on the PDE web site under Teacher Improvement.".

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

"Thank you so much for publishing this awesome guide! I truly appreciate this research. I am currently employed at a residential treatment center for abused, neglected and abandoned children. We serve up to 120 abused, neglected and abandoned children annually via special education and residential therapy. The kids we serve are: low-income, high-need/emotionally disturbed children, with disabilities and behavioral disorders. Mental health disorders among this population include: ADHD, Autistic Disorder, Conduct Disorder, Panic Disorder, Posttraumatic Stress Disorder, Bipolar Disorder, Major Depressive Disorder, Alcohol Dependence, and Amphetamine Dependence. Our children are an average two to four grades behind in all subjects and face non-academic barriers associated with poor mental and behavioral health, low socio-economic status, and family violence. I plan on sharing your guide with our administrative staff.....it will be a great addition to our training model. Thank you for providing this great resource! Job well done!"

Request

>Seeking a Director of Special Services Sweetwater County School District One in Rock Springs, Wyoming. "Sweetwater County District One's Special Services Department serves over 700 students at 13 school locations. The Director will supervise all of the teachers, school psychologists, speech pathologists, occupational therapists, a physical therapist, an adapted physical education specialist, instructional therapists, and non-instructional personnel in the department. Additionally, the Director will be responsible for developing and incorporating grants, setting and managing the department budget, and pursue professional development for all members of the department staff." **APPLY ONLINE** : Travis Hillier, **Assistant Director of Operations**, PROACT Search – 800.944.6129 office

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