



**29 Years &  
Counting**

# ENEWS

A Monthly Forum for Sharing and Interchange



June, 2015 (Vol. 19 #9)

**Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on relevant policies and practices.**



**We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**



**For more on resources from our national Center, see <http://smhp.psych.ucla.edu>**

## WHAT'S HERE THIS MONTH

### **\*\*Emerging Concern**

**> Lots of talk about enhancing equity of opportunity and improving school climate, but...**

### **\*\*News from around the country**

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

**>Using Summer to Help Students Avoid Falling Behind**

### **\*\*2015 National Initiative for Transforming Student & Learning Supports**

### **\*\*UCLA Center Resources Update**

### **\*\*Access links about:**

**>Upcoming initiatives, conferences & workshops**

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

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

### **\*\*A few other helpful resources accessible from the internet**

### **\*\*Additional 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**

## EMERGING CONCERN

### Lots of talk about enhancing equity of opportunity and improving school climate but ...

*these fundamental concerns are not given enough attention in school improvement policy, planning, professional development, etc.*

Compare what goes on related to improving instruction with what happens related to improving how schools address barriers to learning and teaching and to the problem of re-engaging disconnected students.

The imbalance is ironic to say the least, especially in those geographic areas where a great many youngsters bring to school a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. In some locales, the reality often is that over 50% of students are not succeeding, and enhancing equity of opportunity is critical to changing this unacceptable state of affairs.

In most schools, teachers cannot do it alone; they need help from a well-designed system of student and learning supports. Without such assistance, schools can expect a continuous stream of referrals of garden variety learning problems for special help — perhaps even special education. Look at how many students have been inappropriately diagnosed as LD and ADHD.

With the school year wrapping up, every district needs to plan ways for those who are on-the-job during the summer to focus on developing an innovative and transformative plan for equitably addressing barriers to learning and teaching. In doing so, they should reach out to include some of the many community stakeholders who are more than ready to become involved. (And, community stakeholders should consider how they can play a catalytic role in stimulating such efforts.)

For ideas and aids for this work, see *the 2015 National Initiative for Transforming Student and Learning Supports* – <http://smhp.psych.ucla.edu/newinitiative.html>

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*Want to weigh in on this matter?*

*Send your comments for sharing to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)*

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***I don't think change is stressful. I think failure is stressful.***

Bob Stearns

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## **NEWS FROM AROUND THE COUNTRY**

### **School districts are tracking down teen dropouts to tell them they must return to school.**

School districts across Kentucky are tracking down 16 and 17 year old high school dropout to tell them they are required to return to school this fall if they don't get a GED by June 30. A new law that increases the dropout age from 16 to 18 puts the onus on pupil personnel directors to notify dropouts younger than 18 that they must re-enroll. Under the law, adult education programs cannot serve dropouts who are younger than 18. The state education commissioner said that the state was going to start tracking high school students who withdraw to attend home school to make sure they aren't just dropping out. The number of students who withdrew from public schools to be home-schooled in 2014-15 was 5,129. 5/18/15 <http://www.kentucky.com>

**District shifting more special education duties to charter schools.** Denver Public Schools is intensifying efforts to ensure that charter schools are serving their fair share of special education students by transferring some centers for students with severe needs from district to charter schools. This is one of the first systemic efforts in the country to address a long-standing concern about charter schools' special education services. As the number of special education programs in charter schools grows, officials here have encountered questions about funding, placing, planning, overseeing, and sustaining programs. The transition to charter programs began in 2010 with an agreement known as the district-charter compact, in which DPS and charter school leaders agreed on strategies to make sure charters and district schools are serving students equitably. Meanwhile, the schools have to find appropriately skilled staff. While most charter school teachers are not required to have to have a traditional teaching certificate, they can instead be designated "highly qualified" through a combination of test scores and college coursework, special education teachers are required to be certified. 5/4/15

<http://co.chalkbeat.org/2015/04/30/>

[dps-shifting-more-special-education-duties-to-charter-schools/#.VUegVk1FDQO](http://dps-shifting-more-special-education-duties-to-charter-schools/#.VUegVk1FDQO)

**Many schools remain separate and unequal.** Decades after the U.S. Supreme Court's Brown v. Board of Education ruling declared segregated schooling of black students unconstitutional, many American schools with high minority populations continue to receive fewer resources and provide an education that's inferior to schools with large white populations. 5/18/15)

[http://www.huffingtonpost.com/2015/05/17/brown-v-board-61-anniversary\\_n\\_7293344.html?utm\\_hp\\_ref=black-voices&ir=Black+Voices](http://www.huffingtonpost.com/2015/05/17/brown-v-board-61-anniversary_n_7293344.html?utm_hp_ref=black-voices&ir=Black+Voices)

**Change of address offers a pathway out of poverty.** Feelings heard across Baltimore's recent protests, of being trapped in poverty, seem to be backed up by new data. Among the nation's 100 largest counties, the one where children face the worst odds of escaping poverty is the city of Baltimore, the study found. The study looked at outcomes of more than five million children who moved from poor to average areas (i.e. to neighborhoods with elementary schools with high test scores, a higher share of two parent families, greater levels of involvement in civic groups and more residential integration of middle class and poor families). The younger the children were the better they did. For all the benefits that moves can bring, they are not a solution to poverty. Finding ways to improve neighborhoods for people who cannot or do not want to move is equally important. 5/4/15. <http://www.nytimes.com/2015/05/04>

**Teachable Momentum.** In just 36 hours, following shocking television images of youths rioting in the streets, the Baltimore chapter of Big Brothers Big Sisters of America has received the largest surge in mentor applicants in the organization's history. The organization has received over 500 mentor inquiries in the past few days, compared to the usual four to five inquiries a day. In the past, it has been hard to recruit a significant number of volunteers, leaving more than 600 children in Baltimore city on the organization's waiting list. 5/3/15

<http://www.nbcnews.com/storyline/baltimore-unrest/teachable-momentum-baltimore-big-brothers-sees-3-000-percent-increase-n352891>

**State launches program providing English leaning learning by cell phone.** The New York State Office for New Americans (ONA) has partnered with social impact venture Cell-ED to provide customized mobile English-language training. The training combines voice tutorials and messaging services that allows for two-way interactivity and instant feedback. A learner simply calls a Cell-ED number from his or her cell phone, listens to a lesson, reviews the lesson received via text and texts back responses. The learner receives additional support and moves on to the next lesson. The program is free to the learner (excluding minutes and texts billed at the rate of the users cell phone plan) and available at any time of the day. 4/27/15 <http://www.governor.ny.gov/news/governor-cuomo-announces-launch-first-nation-pilot-program-providing-immigrants-free-english>

**VA announces new plan to combat campus sexual assault.** The approach includes proposals to improve prevention education, track the extent of sexual violence, minimize barriers to reporting incidents and coordinate response from colleges and law enforcement. 5/28/15 <http://www.washingtonpost.com/news/grade-point/wp/2015/05/28/virginia-has-a-new-plan-to-combat-campus-sexual-assault/>

**College prep rule puts diplomas at risk.** As many as three-quarters of Los Angeles 10th-graders are at risk of being denied diplomas by graduation because they are not on track to meet rigorous new college prep class requirements. Among about 37,000 students remaining in the class of 2017, only 26% are on track to graduate and 17% are repeating 9th grade. This has prompted some in the L.A. Unified School District to suggest reconsidering the requirements, which were approved a decade ago to better prepare students for college. The effort also had unintended consequences. Because students had to repeat some college prep classes, they had more difficulty fulfilling the required total number of units. In response, the district reduced the number of credits required to graduate. It also was more difficult for some schools to schedule advanced courses, such as calculus. And there was less room in class schedules for popular electives that helped keep students interested in school. 5/6/15 <http://www.latimes.com/local/education/la-me-laUSD-college-prep-20150506-story.html?track=rss>

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Quote from College Prep article

***During high school, I was consumed by work, school, chores and baby-sitting. I quickly fell behind in school. I was labeled as disobedient.... I was not offered help. Why didn't my school or the district ask me if there was a reason for me falling behind?***

Perla Madera

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**Note:** Each week the Center draws on various sources to highlight newsworthy stories, see <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](mailto:ltaylor@ucla.edu).

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***Never answer an anonymous letter.***

Yogi Berra

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

### >Using Summer to Help Students Avoid Falling Behind

“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.”

Cooper, Nye, Charlton, Lindsay, & Greathouse (1996) <http://eric.ed.gov/?id=EJ596384>

“Studies show that out-of-school time is a dangerous time for unsupervised children and teens. They are more likely to use alcohol, drugs, and tobacco; engage in criminal and other high-risk behaviors; receive poor grades; and drop out of school than those who have the opportunity to benefit from constructive activities supervised by responsible adults.”

Carnegie Council on Adolescent Development (1994) <http://eric.ed.gov/?id=ED355007>

>From the Johns Hopkins University's Center for Summer Learning *Primer on Summer Learning Loss*: <http://www.rif.org/us/literacy-resources/articles/primer-on-summer-reading-loss.htm>

- 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 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 in improving the quality and quantity of summer learning opportunities for all young people. 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.”

>As part of our Center's *Community of Practice School Practitioner listserv exchange*, we noted:

With the school year ending, many teachers and support staff are just focused on making it to the finish line. However, those concerned with the reality that summer is a major transition period must find the energy and inspiration to start planning for summer interventions to support students' transitions to a new grade or a new school and to prevent significant summer learning loss. Such planning involves school/district/community collaboration. With specific respect to summer learning, the work of a school/district/community collaborative includes identifying:

- available resources (e.g., funds and personnel from schools, parks and recreation, libraries, community agencies, service clubs and volunteer groups, businesses, institutions of higher education, etc.)
- what already is planned and organized for local children/youth
- what's missing with respect to attracting and supporting students who need summer transition supports
- what additional interventions can be developed to fill critical gaps

In general, we stress that summer is a particularly important time to focus innovatively on meeting the needs of struggling students. And this involves more than reteaching the same

content in the same way. This is a time to connect learning to intrinsically relevant real-life experience. Using what students like to do out-of-school (e.g., social media, sports, music, art, dance) as opportunities to enhance knowledge, skills, and attitudes that can increase equity of opportunity for success at school. Using methods that are intrinsically motivating and enjoyable.

Formal summer school 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.

### Some resources to check out:

- >The National Summer Learning Association has a variety of helpful resources at <http://www.summerlearning.org>
- >For an example of what a school district recommends, see <http://home.lausd.net/apps/news/article/316806>  
<http://btb.lausd.net/en-us/programs/studentauxiliaryservices/summerprograms.aspx>
- >For younger kids, see online summer adventure resources developed by PBS Kids Lab – <http://pbskids.org/lab/activity/pbs-kids-summer-adventure/>
- >For a broad overview on supports for periods of transition, see, the Center’s Online Clearinghouse Quick Find on the topic – [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.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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***One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. Today, our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change.***

Dr. Martin Luther King, Jr  
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## **2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS**

**Getting the Information Out.** We are emphasizing the importance of letting everyone know what's being done around the country to transform student and learning supports. For example, see the News Release — *Alabama school districts adopt UCLA frameworks and guidance* – <http://newsroom.ucla.edu/releases/dozens-of-alabama-school-districts-adopt-ucla-guidelines-to-help-teachers-students-thrive>

**Tell us what's happening to transform student/learning supports.** We will include the news in our various efforts related to the 2015 National Initiative. Send information to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) . See, for example, progress updates the *Where's It Happening* section of our website – <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>\*

**Send Announcements/Updates to all stakeholders in regular/special communications**

**Enhance Websites** — see

- >Example of the website section for a Learning Supports System from Alabama — <http://www.alsde.edu/ofc/ols/Pages/home.aspx>
- >Example of the website section for Learning Supports in the Gainesville City, GA <http://www.gcsk12.net/learning-supports.html>
- >Prototype for a web page featuring learning supports <http://smhp.psych.ucla.edu/lswweb.htm>

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\*In monitoring what's happening, we noted the following from Shelby County Schools.

“...Shelby County Schools was one of eleven districts in the state to participate in a Unified and Comprehensive System of Learning Supports for Alabama Students initiative. This framework encompasses the resources, strategies and practices that support the physical, social, emotional, and intellectual development and well-being to enable all students to have an equal opportunity for success. This systematic approach encourages schools to partner with all stakeholder groups to give students, staff, and families the necessary support in six key focus areas: classroom approaches to learning, support for transitions, family engagement, community collaboration, crisis assistance and prevention, and student and family interventions.

Shelby County Schools provided system wide school-based mental health services, support for student transitions through the work of a transition counselor, and partnered with community agencies to provide additional support for our students and their families. For the 2013-2014 school year, Shelby County Schools selected two school communities in which to implement the program in depth; the Montevallo and Vincent school zones.

Based on the learning support approaches implemented both at the district and local school levels, noted improvements were made regarding student attendance, behavior, and student performance. The five participating schools saw an increase in attendance rates, a decrease in overall student absences, as well as a decrease in student suspensions and alternative school placements. In addition to the system-wide supports previously mentioned, the pilot schools also implemented practices specific to the needs of their individual schools.

(Cont.)

Each of the five participating schools focused on strengthening their mentoring program and established a partnership with the Big Brothers/Big Sisters organization. The Montevally schools also partnered locally with the University of Montevally to utilize college students as mentors. Both partnerships proved to be a valuable resource and were actually advantageous to both organizations.

The accomplishments that were achieved with our five pilot schools and with our district learning supports initiative have resulted in our school system launching the Learning Supports Model district-wide for the 2014-2015 school year. We believe by mapping our resources both at the district and local school level, identifying our continuum of interventions, and developing a unifying framework that brings instruction, management, and learning supports together will provide us with the framework and strategies to help remove the barriers to learning and support our students and staff as we continue our mission of every student a graduate and every graduate prepared....”

See their *Long Range Strategic Planning Learning Supports Goal Action Plan 2014-15* <http://www.shelbyed.k12.al.us/accreditation/At-Risk/14-15GAPS/LearningSupports.pdf> and district profile <http://www.shelbyed.k12.al.us/accreditation/Documenting/14-15DistrictProfile.pdf>

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*Equity of opportunity is fundamental to enabling civil rights;  
transforming student and learning supports is fundamental to  
enabling equity of opportunity and promoting whole child development.*  
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For more information on all this, we refer folks to the webpages for the initiative <http://smhp.psych.ucla.edu/newinitiative.html> .

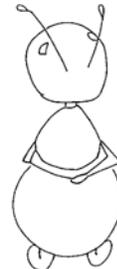
*Want more information?* Contact: [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu) or [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .

**My advice is:**

**Keep your nose to the grindstone,  
Put your shoulder to the wheel,  
Keep your eye on the ball . . .**



**Well, O.K., but I don't think I'll  
get much work done that way!**



## UCLA CENTER DEVELOPED RESOURCES – UPDATE

### New

- > *Test scores plateauing? Here's what's missing in school improvement efforts.* Corwin Blog  
<http://corwin-connect.com/2015/05/test-scores-plateauing-heres-whats-missing-in-school-improvement-efforts/>
- > *Rethinking websites in conveying school improvement efforts* (Guidance Notes)  
<http://smhp.psych.ucla.edu/pdfdocs/webguide.pdf>

### School Practitioner Community of Practice Interchange: Weekly Listserv

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

Topics explored in the last month included requests about:

- 5/11/15: > *How to better connect school and community supports to work together*
- 5/18/15: > *Planning for next year: initial steps in transforming student and learning supports*  
> *Summarizing progress in working toward transforming student and learning supports*
- 5/25/15: > *Impact of learning supports frameworks on SEL, teacher motivation, equity*  
> *Continuing education for teachers and student support staff*

**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>

### Featured Set of Center Resources

As the school year ends, it is time to show what has been accomplished with respect to student and learning supports. Examples of indicators of effectiveness in addressing barriers and re-engaging students include increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions and dropouts.

It also is essential to stress what has been accomplished to date with respect to *system developments* designed to enhance equity of opportunity for the success of all students. Below are links to examples of what others have reported related to system development progress:

- > See the progress reports on the *Where's It Happening* section of our website –  
<http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>
- > See the 2007 evaluation by the American Institutes for Research (AIR) summarizing early work in Iowa. Descriptive and formative evaluative data were gathered related to Iowa's first steps in implementing its initiative for guiding schools in developing a comprehensive system of learning supports.  
<http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/AIRFinalreport-IowaDataGrant.pdf>

For links to additional resources to guide system development data related to student and learning supports, see the Center's *System Change Toolkit* – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

For example, take a look at:

- > *Benchmark Tool Related to Efforts to Prepare for Systemic Change*
- > *Benchmark Checklist for Monitoring and Reviewing Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching*
- > *Monitoring Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching -- Topical Guide for Self-Evaluation*
- > *Expanding the Accountability Framework for Schools*
- > *Five Essential Elements of a Unified and Comprehensive System of Learning Supports*

### **ACCESS LINKS ABOUT:**

- > **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](mailto:ltaylor@ucla.edu)

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**R & R for summer months = rest, recovery, rejuvenation, relaxation, restoration, re-inspiration, re-dedication.....**

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### **OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET**

- > *Schools as a setting for positive mental health: Better practices and perspectives* – <http://www.jcshpositivementalhealthtoolkit.com/>
- > *Mapping your school's resources* – [https://www.michigan.gov/documents/mde/4-5\\_383803\\_7.pdf](https://www.michigan.gov/documents/mde/4-5_383803_7.pdf)
- > *Public school teacher attrition and mobility in the first five years* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015337>
- > *Cultural adaptation of evidence based practices* – [http://www.hogg.utexas.edu/initiatives/cultural\\_adaptation.html](http://www.hogg.utexas.edu/initiatives/cultural_adaptation.html)
- > *Discussing difficult topics: Strategies* – <http://www.crlt.umich.edu/multicultural-teaching/difficult-moments>
- > *Everyday ideas for increasing children's opportunities to practice social-emotional competence* <http://www.ecmhc.org/ideas/index.html>
- > *Progress and challenges in ending the high school dropout epidemic* – [http://gradnation.org/sites/default/files/18006\\_CE\\_BGN\\_Full\\_vFNL.pdf](http://gradnation.org/sites/default/files/18006_CE_BGN_Full_vFNL.pdf)
- > *Public school safety and discipline* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015051>
- > *The case for a two generation approach for educating English language learners* – <https://cdn.americanprogress.org/wp-content/uploads/2015/05/Ross-ELL-report.pdf>
- > *Toolkit for expanding the system of care approach* – <http://gucchd.georgetown.edu/products/ToolkitSOC.html>
- > *What Local MH Leaders Should Know when Creating Partnerships with School Districts* – [https://www.omh.ny.gov/omhweb/resources/what\\_local.pdf](https://www.omh.ny.gov/omhweb/resources/what_local.pdf)

## **ADDITIONAL RECENT PUBLICATIONS**

(in print and on the web)

### **School, Family & Community**

>Understanding resilience theory and its application to schools. M.A. Mulloy (2015). *Report on Emotional & Behavioral Disorders in Youth, 15*, 43-48.

>Relational aggression in school settings: Definition, development, strategies, and implications. A. Dailey, A. Frey, & H. Walker (2015). *Children Schools 37*, 79-88.  
<http://cs.oxfordjournals.org/content/37/2/79>

>After-school programs for delinquency prevention: A systematic review and meta-analysis. S.A. Taheri & B.C. Welsh (2015). *Youth Violence and Juvenile Justice*. EPub.  
<http://yvj.sagepub.com/content/early/2015/01/19/1541204014567542>

>A process view on implementing an antibullying curriculum: How teachers differ and what explains the variation. A. Haataja, A. Ahtola, E. Poskiparta, & C. Salmivalli (2015). *School Psychology Quarterly*. ePub. <http://psycnet.apa.org/index.cfm?fa=browsePA.ofp&jcode=spq>

### **Policy, Systems, Law, Ethics, Finances & Statistics**

>Our schools are safe: Challenging the misperception that schools are dangerous places. D. Cornell (2015). *American Journal of Orthopsychiatry, 85*, 217-220.

>Adolescent Drug Testing Policies in Schools. American Academy of Pediatrics Policy Statement (2015). *Pediatrics, 135*, 782-783.  
<http://pediatrics.aappublications.org/content/early/2015/03/25/peds.2015-0054.abstract>

>State learning disability eligibility criteria: A comprehensive review. K.E. Maki, R.G. Floyd, & T. Roberson (2015). *School Psychology Quarterly*, <http://dx.doi.org/10.1037/spq0000109>

>Professional and ethical issues when working with children and adolescents. G. M. O'Donnell & I.S. Gersch (2015). In R. Tribe & J. Morrissey (eds.) *Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists*. New York: Routledge.

>Reframing coalitions as systems interventions: A network study exploring the contribution of a youth violence prevention coalition to broader system capacity. K. Bess (2015). *American Journal of Community Psychology, 55*, 381-395. [http://link.springer.com/article/10.1007/s10464-015-9715-1?wt\\_mc=alerts.TOCjournals](http://link.springer.com/article/10.1007/s10464-015-9715-1?wt_mc=alerts.TOCjournals)

>Neighborhood and housing disorder, parenting, and youth adjustment in low-income urban families. R. Jocson and V. McLoyd (2015). *American Journal of Community Psychology, 55*, 304-313. [http://link.springer.com/article/10.1007/s10464-015-9710-6?wt\\_mc=alerts.TOCjournals](http://link.springer.com/article/10.1007/s10464-015-9710-6?wt_mc=alerts.TOCjournals)

>Trends in mental health care among children and adolescents. M. Olfson, B. Druss, , and S.. Marcus (2015). *New England Journal of Medicine, 372*, 2029-2038.  
<http://www.nejm.org/doi/full/10.1056/NEJMsa1413512>

### **Child, Adolescent, and Young Adult's Mental and Physical Health**

>Risk for depression and anxiety in youth: The interaction between negative affectivity, effortful control, and stressors. L.D. Gulley, B.L. Hankin, J.F. Young (2015). *Journal of Abnormal Child Psychology*. ePub. <http://link.springer.com/article/10.1007%2Fs10802-015-9997-7>

>The role of delinquency, proactive aggression, psychopathy and behavioral school engagement in reported youth gang membership. R.P. Ang, V.S. Huan, W.T. Chan, S.A. Cheong, & J.N. Leaw (2015). *Journal of Adolescence, 41*, 148-156.  
<http://www.sciencedirect.com/science/article/pii/S014019711500055X>

>Person × environment interactions on adolescent delinquency: sensation seeking, peer deviance and parental monitoring. F.D. Mann, N. Kretsch, J.L. Tackett, K.P. Harden, & E.M. Tucker-Drob (2015). *Personality and Individual Differences*, 76, 129-134.  
<http://www.sciencedirect.com/science/article/pii/S0191886914007041>

**FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

**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 topics 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. [Send to Ltaylor@ucla.edu](mailto:Send to Ltaylor@ucla.edu)

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**Everything depends. Nothing is always. Everything is sometimes.**

Langsam's laws

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## COMMENTS AND SHARING FROM THE FIELD

### We were asked to share the following:

(1) "After recent tragic events in Baltimore and others around the country, it's crucial that prevention and safety be a major part of educating today's children. Last week, President Obama spoke on the need to build "a national ecosystem" to help children through educational initiatives and intervention programs. Lesson One's School Cultural Development Ecosystem is an evidence-based model that strengthens and supports schools, districts and communities. We have been evaluated by and developed curriculum with Dr. Deborah Prothrow-Stith at the Harvard School of Public Health, are recognized as evidence-based by SAMHSA, have presented at the White House as a model for safe and drug-free schools, and have recommendations from professionals in the field of health and education including Marian Wright Edelman of the Children's Defense Fund, James Fox of Northeastern University, Dr. Alvin Poussaint of Harvard and James Comer of Yale. We have appeared in local and national media, most recently, on NBC in Los Angeles after the tragic shooting in Isla Vista that featured our work as a way to help prevent such tragedies.

<http://www.nbclosangeles.com/news/local/Mans-Program-Brings-Mental-Health-Education-to-Classrooms-262330821.html> —

For more information, go to [www.lessonone.org](http://www.lessonone.org) – Grounded in research and theoretical underpinnings of social and emotional competence Lesson One prepares all children including special education and ELL/ESL students with the essential skills, such as self-control, resiliency, responsibility and stress reduction to: >Make healthy and safe decisions >Avoid violence, bullying and other risk-taking behaviors >Achieve personal and academic success"

(2) "My camp *MakeBelieve Kids* has been on your resource list for a few years. Recently, I've created a middle school SEL program called STEP UP. We just completed a 2 year longitudinal study and have evidence base. I need to get my programs out to schools. ... Also, can I get my newest program on your resource list? [Http://www.campmakebelievekids.com](http://www.campmakebelievekids.com)

## Feedback

About the new guidance notes *Rethinking website in conveying school improvement efforts*  
<http://smhp.psych.ucla.edu/pdfdocs/websuide.pdf>

“Good advice. One of the reasons I host a list of Chicago tutor/mentor org web sites <http://tinyurl.com/TMI-ChiProgramLinks> and youth tutor/mentor organizations and networks in other cities <http://tinyurl.com/TMI-Library-Mentoring> is to enable programs to look at other people's web sites and borrow ideas for improving their own. That's what you're suggesting schools in different parts of the country do and it's a good recommendation. Non-school tutor/mentor programs and intermediaries (including myself) are challenged to do this because of a) lack of time to consistently look at what others are doing; and b) lack of dollars/talent to rebuild web sites and maintain on-line learning and engagement. Schools may do this better, or have more resources to do this, but I suspect many have the same challenges of too little time/manpower and talent/dollars.

### **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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)