ENEWS

A Monthly Forum for Sharing and Interchange

27 Years & Counting

Mental Health in Schools
UCLA Center
Program and Policy Analysis

March, 2014 (Vol. 18 #6)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? This newsletter focuses on relevant policies and practices.

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

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**We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact** smhp@ucla.edu
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WHAT'S HERE THIS MONTH

**Emerging Concern

>*Why enhancing school climate is so hard*

**News from around the country

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

>*March: Spring can be a high risk time for students*

**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

EMERGING CONCERN

Why Enhancing School Climate is So Hard?

In a 2/21/14 commentary in Teachers College Record, Jonathan Cohen, National Center for School Climate discusses "three factors that contribute to school climate reform being more of an idealized goal than an actual school improvement practice today:

> (i) confusion about what constitutes an effective school climate improvement process in general;

> (ii) confusion about how school climate reform is similar and/or different from PBIS; and,

> (iii) educational policies and accountability systems that actually discourage principals and superintendents from actively supporting school climate improvement efforts."

See "School Climate Policy and Practice Trends: A Paradox. A Commentary." *Teachers College Record*, February 21, 2014
http://www.tcrecord.org/content.asp?contentid=17445

> The commentary certainly highlights some fundamental issues and warrants considerable discussion. For example, Cohen stresses that "PBIS is a top down, behaviorist model that rests on an extrinsic motivation and is not an effective engagement strategy. PBIS uses a systems approach to shape individual (student) behavior, whereas, school climate reform uses a systems approach to shape systems as well as instructional and one -on -one processes."

> We are certain that many readers will want to weigh in on all this -- either on the Teachers College site http://www.tcrecord.org

> or let us hear from you directly. Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

President Obama Launches "My Brother's Keeper" Initiative. This national public-private partnership is intended to improve opportunities and outcomes for males of color. The partnership will seek to increase the likelihood that males of color will have a fair and substantive opportunity to learn and succeed. The President has issued a Presidential Memorandum establishing the *My Brother's Keeper Task Force* to help determine which public and private efforts are working, how the Federal government can support those efforts, and how we can get more folks involved in those efforts across the board. http://www.whitehouse.gov/my-brothers-keeper

Help for homeless youth. Iowa Homeless Youth Center has bought a historic building in downtown Des Moines that in the past has housed a theater, a clothing store and cafeterias. The center has raised $1.3 million of a $2.3 million capital campaign so far, and it needs $650,000 more before it can start renovating the century-old building. Youth & Shelter Services, the center's parent organization, recently purchased the building for $525,000. The building will provide a place where 25 to 30 people between the ages of 16 and 21 can get a shower and a meal, and there will be a few emergency beds. Young people will be able get services such as help in applying for a job or earning educational certifications including a high school diploma or an associate degree. The new location will have a combination of youth programs and offices for management and staff. A separate location will have transitional homes for young single mothers. 2/13/14/ http://www.omaha.com

Study finds three-fold increase in pregnancy among young girls with mental illness. Young girls with mental illness are three times more likely to become teenage parents than those without a major mental illness, according to a first-of-its-kind study by researchers at the Institute for Clinical Evaluative Sciences (ICES) and Women's College Hospital. http://medicalxpress.com/news/2014-02-three-fold-pregnancy-young-girls-mental.html

For lower income students, snow days can be hungry days. For many Americans it's been a harsh, disruptive winter. When cold snaps and blizzards shutter schools, kids miss more than their daily lessons. Some miss out on the day's nutritious meal as well. Last year, more than 21 million children nationwide ate free or reduced price lunches, according to data from the USDA's Food and Nutrition Service. Each community rallies around its hungry in different ways. In some places, food banks, soup kitchens and Ys pick up the slack, providing hot meals or groceries. In rural regions with fewer food banks, churches or the local Boys & Girls Club of America might step in. Some school districts partner with local nonprofits to feed kids during weekends, as well. 2/12/14. http://www.npr.org

States sued over education funding. Any week now, the Kansas Supreme Court will rule on a lawsuit filed by parents and school districts alleging that school spending cuts violate the state's constitution, which promises "suitable" funding for public education. In New York last week, an education advocacy group filed suit claiming the state is nearly $4 billion short of fulfilling its school spending obligation under a 2006 court ruling. And in Texas, lawyers earlier this month wrapped up closing arguments in a similar lawsuit. Across the country, litigation is pending against 11 states over inadequate or inequitable school funding. That is nothing new: Over the years, all but five states have been the subjects of such lawsuits. The change is that in many of the recent cases, higher state standards lie at the heart of the arguments. 2/18/14 http://www.usatoday.com

TN. Governor urges 2 free years of community college and technical school. Tennessee governor proposes to create a better education work force by providing free enrollment to two years at one of the states 13 community college or to the 27 Colleges of Applied Technology. The Governor argues that for students, the importance of this plan is not just economic, but psychological. The cost to the state would be paid for by diverting surplus revenue from the state lottery. The Governor said the state would work with private foundations to provide mentors to students to advise them on navigating college. 2/5/14. http://www.nytimes.com

VT. helps students with personalized learning plans. The Vermont Agency of Education launched a website to help schools, students and parents prepare for personalized learning plans. Based on legislation passed last year, each student eventually will develop a personalized learning plan that matches their career interests and aspirations with their learning, which could include internships and college courses. Vermont schools will develop plans with 7th and 9th graders and other grades will follow. Schools and parents will help the students to develop them and have the chance to review and revise them each year. 1/30/14 http://www.reformer.com/news/ci_25022346/vermont-helps-students-personalized-learning-plans

Apps before naps: Pre-K classrooms use tablets to help kids learn. With pre-K programs under the microscope, classrooms use innovative approaches - and technology - to challenge young minds Vanderbuilt researchers find promise in the tablet's ability to teach a whole gamut of skills at once, from obvious ones, such as reading and writing, to some that aren't as traditional - but are nonetheless valuable. These include comfort with digital technology and taking pride in being bilingual.... Part of the research looks straight at the proliferation of touchscreens, smartphones and hand-held video games in daily life, acknowledging that failing to bring similar tools into the classroom could make schools "obsolete." 1/26/14 http://www.tennessean.com/article/20140126/NEWS04/301260043/1970/

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> "Accept new challenges; every new challenge or experience is a learning
> and development opportunity. Embrace change — make it work for you.
> Engage; become involved with activities and initiatives beyond your
> normal job duties. Don''t say "that's not my job" — help find solutions."
>
> James C. Taylor
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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

>March : Spring Can Be a High Risk Time for Students

It's time to help students (and staff) stay motivated through the second semester slump!

Excerpt from "Spring Slump" – by Amanda Gray –http://www.ndsmcobserver.com

> "I noticed a trend lately, a sleepy, tired and sad trend. We're growing, slowly but surely, more impatient and grumpy as the year progresses. I'm calling this phenomenon the 'Spring Semester Slump.' It's common sense, really. We start out the school year relatively excited to be back on campus, with friends, possibly even excited to be in class. Fall break comes, and while it's well-appreciated, we can come back to school without much coaxing. School has yet to get truly difficult ... This goes out the proverbial window, however, after Fall Break.... Winter Break cannot come fast enough. Those three beautiful weeks are the shortest three weeks of my life.... After that brief respite, spring semester begins."

While a second semester slump may have a small effect on motivated and successful students, there is a sense of mounting frustration for students who aren't doing well (socially, emotionally, academically) that can lead to problems in attendance and effort. For some, it is just that the school year seems so long and their motivation lags. For others, it is clear that they aren't doing well and are unlikely to catch up. For those in their last year at a school, a version of "senioritis" hits, and they hope to coast through and survive the last few months.

How do you understand the drop in effort/energy/motivation and what do you think might counter the "slump" and enhance motivation for school and learning during spring semester?

One growing emphasis is on schools integrating technology into teaching to strengthen interest and effort. See ideas in our Technical Assistance Sampler entitled:

> *Examples of Using Interactive Technology to Assist in Addressing Barriers to Learning*
> http://smhp.psych.ucla.edu/pdfdocs/technol.pdf

Here is an excerpt from one example:

"Flipping the classroom"
http://cft.vanderbilt.edu/teaching-guides/teaching-activities/flipping-the-classroom/

"Flipping the classroom" means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates....
    By providing an opportunity for students to use their new factual knowledge while they have access to immediate feedback from peers and the instructor, the flipped classroom helps students learn to correct misconceptions and organize their new knowledge such that it is more accessible for future use. Furthermore,

the immediate feedback that occurs in the flipped classroom also helps students recognize and think about their own growing understanding.

What are the key elements of the flipped classroom?
- Provide an opportunity for students to gain first exposure prior to class. The mechanism used for first exposure can vary, from simple textbook readings to lecture videos to podcasts or screencasts...
- Provide an incentive for students to prepare for class. Students complete a task associated with their preparation.
- Provide a mechanism to assess student understanding. The pre-class assignments that students complete as evidence of their preparation can also help both the instructor and the student assess understanding.
- Provide in-class activities that focus on higher level cognitive activities. If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning

See: http://flippedclassroom.org/

This is meant as a way to get started in thinking about enhancing technology in classrooms to enhance motivation and engagement. For more ideas from us and others, see our Online Clearinghouse Quick Find on *Technology as an Intervention Tool* http://smhp.psych.ucla.edu/qf/techschool.htm

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

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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Having one child makes you a parent;
            having two makes you a referee.

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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Below is the most recent update. It is also online on the section of our website devoted to the District and State Collaborative Network
http://smhp.psych.ucla.edu/network/network.html
Or it can be access directly at http://smhp.psych.ucla.edu/pdfdocs/updatefeb14.pdf

(1) AL State Dept. of Educ. – from Linda Felton-Smith, Learning Supports Director:

> "I am glad I was able to share Alabama's work at AASA. Superintendents from two of the pilot districts attended with me and shared their views about the work. They were very positive. We had effective interaction and questions. Al Districts are calling already to be included in the next group. Thanks for all that you do to help with learning supports."

You can see the presentation Linda Felton-Smith made at the national AASA conference online at http://resources.aasa.org/ConferenceDaily/CDO-presentations/2014/Feb14-1400-Implementation-Comprehensive-System.pdf

For more on the work in the Alabama Districts, as we acquire information, we are adding it to the section on our website entitled: Where's It Happening -- Trailblazing and Pioneering Initiatives (click on this in the left col. of our website or for more direct access to go to http://smhp.psych.ucla.edu/summit2002/trailblazing.htm
Included there, you will find initial information from Chickasaw City Schools and Calhoun, Etowah, Lauderdale, and Shelby County Schools.

(2) Phoenix Union HS District — from the district learning supports training leader:

> "We are preparing for our next Professional Learning Community session on learning supports. It would be helpful if we could contact you to discuss some of our ideas around resource mapping."

Following our phone call, we sent them a link to the LaCrosse WI resource mapping video (see http://youtu.be/-QmhekE7__k). They responded:

> "Thank you. After viewing this, I think this could be shown to our leadership and Board to help them to get the bigger picture. I will forward to the Assistant Superintendent for her use with Leadership."

(3) Gainesville City schools receives national recognition -- news release from AASA — http://www.accessnorthga.com/detail.php?n=271209

Excerpt:

Gainesville City Schools (GA) Supt. Merrianne Dyer was presented with the American Association of School Administrators " Learning Supports for Students Leadership Award" It was presented at the national conference on Education and is given to a school leader and district who has done the following:

> 1- Implemented a framework with school and community collaboration that supports students and results in improved achievement and graduation rates

> 2- Collaborates regularly with districts around the country to promote the work in unifying learning supports systems.

Gainesville City Schools has been involved in a collaborative through AASA, with support from Scholastic, Inc, for five years. The initiative has applied the theory and research of UCLA professors Dr. Linda Taylor and Dr. Howard Adelman as a leadership framework. The collaborative now includes the State of Alabama and twenty districts across the country."

(4) Bloomington, MN -- from the Learning Supports Coordinator:

The district's immediate focus is on two workgroups. One dealing with a full continuum of mental health support and the other addressing hunger issues. In terms of implementation, they report:

"We have decided to first address the Tier 3 hunger issues - are beginning backpack programs located in the schools We are partnering with a local, long-standing community organization, VEAP (volunteers enlisted to assist people) to put together the backpacks and deliver them to the schools as this is what they do. Additionally VEAP is working with us to promote (through flyers placed in the backpacks) families using the foodshelf and also education about nutrition, cooking classes etc. After we ensure tier 3 needs are being met for all in need at our schools we are focusing our efforts on broadening Tier 1 (ALL schools providing free breakfast for all students - almost there already) and a more comprehensive education plan around nutrition and ensuring more nutritious offerings in our lunch programming - this will take a bit, but we have passionate people who want to make it happen. For Tier 2: We have kids on free and reduced lunch who are not allowed more than one entree even those paying can have more than one. Food sometimes gets thrown out rather than given to kids on free and reduced lunch. We are also working on better ways to identify families in need - so far we are using staff report - If you know of better, more comprehensive ways to identify kids, let me know. You may have also heard some of the MN talk about the commissioner of education calling out all school districts who don't allow kids to eat if they have deficient lunch accounts New Link - this has led to some immediate changes in practices for lots of MN school districts. "

(5) About justifying funding for learning supports

The following is a type of request we regularly receive and so we are sharing our response in case it is of use to any of you:

Request: "We're looking to find research that will allow us to justify using the District's federal and state funds to build a comprehensive system of student learning supports. We need data that shows that this approach makes a statistically significant positive change in student achievement. It will also be beneficial to that this approach makes positive change in improving: Behavior, Attendance, and School Connectedness. Any research you can point us to would be welcome."

Center Response: "Because it is a bit more complicated than folks tend to appreciate, we have prepared responses over the years and included them as part of Q & A Talking Points included in the Center's System Change Toolkit for Transforming Student Supports into a Unified & Comprehensive System for Addressing Barriers to Learning and Teaching. The most recent responses can be found in the following documents:

(cont.)

>*What's the Research base for Moving Toward a Comprehensive System of Learning Supports?*
http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf

>*Data Related to Gainesville (GA) City Schools' Work on Developing a Comprehensive System of Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/edcsum.pdf

>*Data Related to Iowa's Work on Developing a Comprehensive System of Learning Supports*
http://smhp.psych.ucla.edu/summit2002/iaaireval.pdf

You may also want to indicate that others across the country are already working on this see *Where's it Happening – Trailblazing and Pioneering Initiatives*
http://smhp.psych.ucla.edu/summit2002/trailblazing.htm

Hope this helps. As you proceed, let us know if you think we can be helpful. And please share your progress with us so we can share it with others."

For more on the
National Initiative and Networks for New Directions for Learning Supports,
see http://smhp.psych.ucla.edu/summit2002/ninhome.htm

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

Reflecting on high school exit exams . . .

What are you going to be when you get out of school?   **Old!**

UCLA CENTER DEVELOPED RESOURCES UPDATE

New

>*Examples of Using Interactive Technology to
Assist in Addressing Barriers to Learning*
http://smhp.psych.ucla.edu/pdfdocs/technol.pdf

>*Frequently Asked Questions from the Media about Mental Health in Schools*
http://smhp.psych.ucla.edu/pdfdocs/mediaquest.pdf

>*Addressing Barriers to Successful Middle School Transition*
http://smhp.psych.ucla.edu/pdfdocs/middlesch.pdf

>*Eating Disorders and Schools*
http://smhp.psych.ucla.edu/pdfdocs/eatingdis.pdf

Updated

>*Using technology to address barriers to learning*
http://smhp.psych.ucla.edu/pdfdocs/sampler/technology/techno.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:

>From a parent:
-*How can I get approp. feedback about my child's MH progress as mandated by law?*
>From colleagues:
-*About updated information on how poverty might cause mental health problems*
-*Working on attendance problems when the family provides excuses*
>From a teacher:
-*How many children have mental health problems and what should I looks for?*

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

Hot Issue

>*Moving Beyond the Concept of Integrated Student Supports*
http://smhp.psych.ucla.edu/pdfdocs/movingbeyond.pdf

We have been asked by several colleagues about our reaction to the just released report on "Integrated Student Supports" from Child Trends (listed in the recent publications section of this newsletter). We plan to prepare a formal response to their white paper and report and have reached out widely for perspectives from the field. In the meantime, we refer readers to our hot topic on the matter.
If you would like to share your reactions to the Child Trends report with us,
send to Ltaylor@ucla.edu

Center Featured Resource

>**Answering Frequently Asked Questions About Mental Health in Schools**

One of the major facets of the Center's work is to clarify the current nature and scope of mental health in schools and clarify future directions. We receive a host of inquiries. We have developed many resources to respond to such inquiries. The most recent one is an information resource for the media — see

>*Frequently Asked Questions from the Media about Mental Health in Schools*
          http://smhp.psych.ucla.edu/pdfdocs/mediaquest.pdf

This resource provides answers to the five most frequently asked questions asked of us.

The questions are:
   1. Shouldn't school staff (e.g., teachers student support staff) have recognized a student was a threat to him/herself or others and done something about it?
   2. What causes students to do such terrible things?
   3. What should schools do to prevent such events?
   4. Shouldn't schools offer more mental health services?
   5. What does your Center advocate with respect to mental health in schools?

For more resources about mental health in schools (including a broad view of the Federal Role), see http://smhp.psych.ucla.edu/aboutmh/aboutmhover.htm

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 our resources? 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

>*Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide*
http://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide

>*The power of parents* – http://edsource.org/today/wp-content/uploads/Power-of-Parents-Feb-2014.pdf?utm_source=Parent-power+release+email+&utm_campaign=Parent+Power+Report+Release&utm_medium=email

>*Meeting the challenge of combatting chronic absenteeism* – http://new.every1graduates.org/wp-content/uploads/2013/11/NYC-Chronic-Absenteeism-Impact-Report.pdf

>*Cost Analysis of Youth Violence Prevention* –
http://pediatrics.aappublications.org/content/early/2014/02/04/peds.2013-1615.abstract

>*Mayors' Resource Guide on Behavioral Health Issues* –
http://store.samhsa.gov/product/PEP14-AYORSRG?WT.mc_id=EB_20140206_SAMHSAStore

>*Better Solutions for Youth with Mental Health Needs in the Juvenile Justice System* –
http://cfc.ncmhjj.com/wp-content/uploads/2014/01/Whitepaper-Mental-Health-FINAL.pdf

>*Social media and cyberbullying: implementation of school based prevention efforts and implications for social media approaches* – http://www.promoteprevent.org/social-media-and-cyberbullying-implementation-school-based-prevention-efforts-and-implications

>*Juvenile Justice Model Programs Guide* – http://ojjdp.gov/mpg

>*English language learners: A growing, yet underserved, population* –
http://www.ecs.org/clearinghouse/01/10/20/11020.pdf

>*Educational Accommodations for Youth with Behavioral Challenges* –
http://edpolicyinca.org/blog/educational-accommodations-youth-behavioral-challenges#sthash.PYbdFRvC.LRbQnWq8.dpuf

School, Family & Community

>Promising parenting programs for reducing adolescent problem behaviors (2013).
Haggerty KP, McGlynn-Wright A, Klima T. *J. Child. Serv., 8*, (4), ePub.
http://www.emeraldinsight.com/journals.htm?issn=1746-6660

>An investigation of the relations between school concentrations of student risk factors and student educational well-being (2014). Fantuzzo JW, LeBoeuf WA, Rouse HL. *Educ. Res. 43*, (1), 25-36. http://edr.sagepub.com/content/43/1/25

>An Analysis of Natural Mentoring Relationship Profiles and Associations with Mentees' Mental Health: Considering Links via Support from Important Others (2014).
N. Hurd & M. Zimmerman *American Journal of Community Psychology, 53,* Issue 1-2, 25-36.
http://download.springer.com/static/pdf/968/art%253A10.1007%252Fs10464-013-9598-y.pdf?auth66=1392663408_61757db29a0a4a48f393509b8d8086ee&ext=.pdf

Special Feature: Online resources related to the impact of children when parents are deported

>*Shattered families –* http://www.raceforward.org/research/reports/shattered-families

>*How today's immigration enforcement policies impact children, families, and communities -* http://www.americanprogress.org/issues/immigration/report/2012/08/20/27082/how-todays-immigration-enforcement-policies-impact-children-families-and-communities/

>*Mental Health study of kids affected by surge in deportations –* http://www.publicintegrity.org/2013/03/14/12311/mental-health-study-us-kids-affected-surge-deportations

>*Unauthorized Immigrant Parents & Their Children's Development: A Summary of the Evidence –* http://www.migrationpolicy.org/pubs/COI-Yoshikawa.pdf

>*Alliance for Children's Rights –* http://kids-alliance.org/galleries/plan-aims-to-better-protect-the-children-of-detained-or-deported-immigrants/

Policy, systems, law, ethics, finances & statistics

>Children's rights and school psychology: Historical perspective and implications for the profession (2014). Hart SN, Hart BW. *School Psychol. Int., 35,* (1), 6-28.
http://spi.sagepub.com/content/35/1/6

>Connectedness and suicide prevention in adolescents: Pathways and implications (2014).
Whitlock J, Wyman PA, Moore SR. *Suicide Life Threat. Behav*., ePub
http://onlinelibrary.wiley.com/doi/10.1111/sltb.12071/abstract;jsessionid=D45C671CBF69C8E2F2EA89750C506CA9.f04t01

> Educational Accommodations for Students with Behavioral Challenges: A Systematic Review of the Literature (2013). Harrison, J.R., Bunford, N., Evans, S.W. and Owens, J. S. *Review of Education Research, 83,* (4), 551-597. http://rer.sagepub.com/content/83/4/551.full.pdf+html?ijkey=WC7fDXW54SY5w&keytype=ref&siteid=sprer

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

> Protective School Climates and Reduced Risk for Suicide Ideation in Sexual Minority Youths (2014). M.L. Hatzenbuehler, M. Birkett, A. Van Wagenen, I.H. Meyer, *American Journal of Public Health, 104,* (2), 279–286. http://ajph.aphapublications.org/toc/ajph/104/2

> Child and parent engagement in the mental health intervention process: A motivational framework. (2014). G. King, M. Currie & P. Petersen. *Child and Adolescent Mental Health, 19,* (1), 2-8. http://onlinelibrary.wiley.com/doi/10.1111/camh.2014.19.issue-1/issuetoc

>Adolescent's preferred modes of delivery for mental health services. S. Bradford, & D. Rickwood. Child and Adolescent Mental Health, Vol 19, No 1. pages 39-45 http://onlinelibrary.wiley.com/doi/10.1111/camh.12002/abstract

>*Making the Grade: Assessing the Evidence for Integrated Student Supports* (2014). K. Moore. Child Trends. http://www.childtrends.org/wp-content/uploads/2014/02/2014-07ISSPaper.pdf

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. 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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> Sometimes I lie awake at night, and I ask, "Where have I gone wrong?"
> Then a voice says to me, "This is going to take more than one night."

<div align="right">Charles Schulz</div>
<div align="right">@#@#@##</div>

COMMENTS AND SHARING FROM THE FIELD

Feedback

Re: Frequently Asked Questions from the Media about Mental Health in Schools
    http://smhp.psych.ucla.edu/pdfdocs/mediaquest.pdf

"The resource on questions typically asked by media are great. The document is very good preparation for what questions schools, teachers, mental health professionals, etc. are asked by the media. As a public school teacher in my pre-psychology days, I was fortunate to never have a school shooting to deal with. I did, however, have more than one child who had a parent or sibling die violently, and it had a profound affect on the child. (And *no* mental health services of any sort in my school). I have taught at 3 colleges where shootings took place: one shooter was my student. At another university, it was one neighbor among three profs that I knew who were killed, and here in Michigan, that past experience brought me into a campus shooting locally. The media asked exactly these questions, altered a little for the college-level of the shooters. The one thing I would also say is that the media varies greatly in how neutral vs. adversarial they are in asking those questions. It can be very hard to deal with somewhat hostile inquiries, e.g., 'what did you do to incite this student to violence?', in the midst of a crisis. That's a different issue, perhaps directed to a different purpose from the excellent points that you've made."

Sharing

We were asked to include following information from an organization called *Mental Fitness*: "We have some evidence based training programs for teachers on the topics of eating disorders and exercise addiction ... As well as the mental health side of obesity (namely through the lens of weight stigmatization).I think at this point, we could simply offer a link to our website: MentalFitness, Inc. – http://www.mentalfitnessinc.org. The tab that seems most appropriate is the eating disorder/obesity tab.

    We have a YouTube channel of more than 70 films that are free resources on the topics of weight stigma, co-morbidity, how to find an eating disorders specialist, etc. ... [see] – http://www.youtube.com/user/normalinschools .

    Similarly, we are a free content provider to Dr. Oz's Sharecare website – the topics are obesity/binge eating disorder and stress-management. The link to that resource is http://www.sharecare.com/group/mental-fitness-inc .

    Third resource that might be of great use is the program that is about Female Athlete Triad prevention/awareness. Our free site with resources, films, handouts for coaches, etc. is http://www.ThinkEatPlay.org .

    ... Our 'tiered eating disorder trainings' in schools will be rolling out in the state of Wisconsin through the WI School Nursing Association (and is already underway in SC schools) -- at some point, the data from those trainings will be available and -- finally -- schools will be able to sign up to participate. We are about a year away from that happening, but when we get there, I will certainly keep you posted."

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