

**25 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**May, 2011 (Vol. 15 #8)**

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

For more on what our national Center offers, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know. Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



### **WHAT'S HERE THIS MONTH**

**\*\*Info for School Response to the Emergency in Alabama**

**\*\*Emerging Confusion:**

**>Predictions about the ESEA reauthorization**

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

**\*\*Recent publications relevant to**

**>Child and adolescent mental and physical health**

**>School, family, & community**

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

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

**>May – Time to help students and families plan successful transitions to a new grade or a new school**

**\*\*Other helpful Internet resources**

**\*\*Links to**

**>Upcoming initiatives, conferences & workshops**

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

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

**>Training and job opportunities**

**\*\*UCLA Center Update**

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



**\*\*Info for School Response to the Emergency in Southern States**

It is sad to note how many communities have been impacted by the flooding, storms, and tornadoes. There is much to do now, and schools can and must play a significant role in helping students and families and colleagues and damaged schools in the aftermath.

The following online resources may be of some help for school staff who need to learn more about what to do. And if we can help guide folks to other online links or provide technical assistance, please let us know. Contact Ltaylor@ucla.edu

>From NASP, see: *Helping Children after a natural disaster: information for parents and teachers* – [http://www.nasponline.org/resources/crisis\\_safety/naturaldisaster\\_ho.aspx](http://www.nasponline.org/resources/crisis_safety/naturaldisaster_ho.aspx)

>From NCTSN, see: *Recovery: after a tornado* – <http://www.nctsn.org/trauma-types/natural-disasters/tornadoes>

>From our Center, see: *School Helping Students Deal with Loss* – <http://smhp.psych.ucla.edu/pdfdocs/loss.pdf>



**EMERGING CONFUSION:**

**>Predictions about the ESEA reauthorization**

Recently we sent out some thoughts about Congress starting again to consider reauthorization of the ESEA (Elementary and Secondary Education Act – currently named the No Child Left Behind Act).

[http://smhp.psych.ucla.edu/whatsnew/announcement\(4-6-11\).pdf](http://smhp.psych.ucla.edu/whatsnew/announcement(4-6-11).pdf)

Some of what we heard directly or indirectly from colleagues suggests ongoing confusion about what the course of events will be. One respondent noted simply: “My crystal ball is broken!” Here’s a couple thoughts from folks who are making predictions:

"I just returned from Washington and in fact the word is that The House will not authorize the ESEA as one bill but rather sections of the Act. Reconciliation with the Senate will therefore be a huge battle since the Senate will adopt a single ESEA reauthorization plan."

At the recent AERA conference, a former U.S. Department of Education leader presented his perspective on outside factors that might influence federal policy:

- >Battles in states over rules for public service unions...
- >Recession and its effects...
- >Supreme court on 4/5/11 opens voucher path for religious schools
- >Enchantment of politicians and many ed researchers with argument that US failing and only aggressive accountability -- without resources for support and reward-- will improve schools”

But his predictions are: “Unless Congress is convinced that (a) schools are improving (b) schools can become a lot better through good, long-term leadership and a vigorous culture of continuous improvement with support and without magic bullets (c) that visionary goals are harmful when used as rigid accountability targets--especially those based on weak assessments and (d) that technology could be a major source of new effectiveness and efficiency when used smartly -- they will reduce resources, heighten current accountability requirements, provide a way of supporting vouchers, and declare victory.”

And here’s a response that just wishes that federal policy would go away: "The federal government will not and cannot ‘fix’ public education. As a matter of fact they are in the way! I’ve been in the business for well over 40 years and can honestly say that all will improve much faster if the feds were just hands off in education. I could detail it for you but I have to get back to filling out forms etc. caused by the federal government’s interference!"

*Can you shed any light on what’s likely to happen in revamping federal education policy before the next election? Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)*

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## **NEWS FROM AROUND THE COUNTRY**

**Program gives high-risk students an option** – Thanks to high school dropout prevention legislation passed in WV, some high risk students are getting a second chance to stay in school. The GED Options Pathway is a two year program that offers students an alternative to regular school. The program requires parental involvement and currently 33 programs serving 39 counties. 4/24/11.  
<http://www.sundaygazette.com/News/201104240499>

**Proportion of Students Falling Short on AYP Rises** – The proportion of schools failing to make adequate yearly progress under No Child Left Behind last year rose to 38%, as the 2014 deadline for getting all students "proficient" in reading and math approaches, says a Center on Education Policy report. At the same time, individual states' progress toward that goal varies widely. (Education Week, 04/28/11)  
<http://www.edweek.org/ew/articles/2011/04/28/30ayp.h30.html>

**Anti-bullying bill gets early OK from Texas senate** – The Texas Senate approved student bullying legislation - one of 15 bills introduced this session to address the issue. In addition to defining cyber-bullying, S.B. 205 requires districts to develop specific policies to prevent and investigate aggressive behavior from students. It also holds district officials accountable for failing to address reports of bullying. (Texas Tribune, 04/26/11)  
<http://www.texastribune.org/texas-education/public-education/anti-bullying-bill-gets-early-ok-from-senate/>

**Nearly two-thirds of America's 2 million adolescents suffering from major depressive episodes in the past year did not receive treatment** – A new national report released in conjunction with Mental Health Awareness Month and Children's Mental Health Awareness Day indicates that 8.1 percent of America's adolescents aged 12 to 17 (2 million youth) experienced at least one major depressive episode (MDE) in the past year. The report by the Substance Abuse and Mental Health Services Administration (SAMHSA) also shows that only 34.7 percent of these adolescents suffering from major depressive episodes received treatment during this period.  
<http://www.samhsa.gov/newsroom/advisories/1104281931.aspx>

**Preschool programs not spared as strapped states cut spending** – For the first time since 2002, states collectively decreased spending on early childhood education last year, according to an annual report by the National Institute for Early Education Research. Those findings also said the cuts would have been more severe if not for federal stimulus money, as most states cut services to grapple with budget gaps. (Christian Science Monitor, 04/26/11)  
<http://www.csmonitor.com/USA/Education/2011/0426/Preschool-programs-not-spared-as-strapped-states-cut-spending>

**District releases school ratings using 'value-added' method** – Los Angeles Unified released school ratings based on an approach that focuses on how much progress students make year to year rather than measuring solely their achievement level. The district will next take the more controversial step of providing teachers with ratings of their performance using the value-added approach. 4/12/11.  
<http://articles.latimes.com/2011/apr/12/local/la-me-0413-value-add-20110414>

**As sweeping layoffs loom, schools gird for turmoil** – School authorities across the nation are warning thousands of teachers that they could lose their jobs in June, raising the possibility that America's public schools may see the most extensive layoffs of their teaching staffs in decades. School superintendents say the consequences of sweeping layoffs are often overlooked in the policy debate. Layoffs, they say, hurt school cohesion, undermine student achievement, and rupture ties with parents. 3/30/11.  
[http://www.nytimes.com/2011/03/31/education/31layoffs.html?\\_r=1](http://www.nytimes.com/2011/03/31/education/31layoffs.html?_r=1)

**Teens see five drinks a day as no biggie** – While the numbers suggest many teens do not perceive significant harm in heavy drinking, the percentage of teens drinking is down. Trends in marijuana and Ecstasy use among young people in grades 9 through 12 is up, according to the Partnership at Drugfree.org. 4/6/11.  
<http://www.cbsnews.com/stories/2011/04/05/ap/business/main20051110.shtml>

**Students grade high school down, college up** – Most of the 18 to 24 year olds surveyed by an Associated Press-Viacom poll gave high schools low grades for things that would ease the way to college. A majority say their school wasn't good at helping them choose a field of study, aiding them in finding the right college or vocational school or assisting them in coming up with ways to pay for more schooling. Overall, only 4 in 10 young people voice strong satisfaction with their high school education. About as many are "somewhat satisfied. Almost a fifth are unsatisfied. The bulk of college student (6 in 10) declare themselves either "very" or "extremely" pleased with their higher education. 4/19/11.  
[http://news.yahoo.com/s/ap/20110419/ap\\_on\\_re\\_us/us\\_ap\\_poll\\_grading\\_the\\_schools](http://news.yahoo.com/s/ap/20110419/ap_on_re_us/us_ap_poll_grading_the_schools)

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From the above story:

“Young people credit their own ambition and abilities most for their progress in life, followed by parents, family and friends.”

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

Among the sources used in gathering the above items are

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

The Public Education Network (PEN) Newsblast at

[http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

The Update from the American Orthopsychiatric Association at

<http://www.aoatoday.com/news.php>

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### **National Children's Mental Health Awareness Day is May 3rd**

SAMHSA designates this as a day for communities, organizations, agencies, and individuals nationwide to raise awareness that positive mental health is essential to a child's healthy development from birth. This year, the national theme focuses on building resilience in young children dealing with trauma.

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### **RECENT PUBLICATIONS (in print and on the web)**

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

Cyber and traditional bullying: Differential association with depression. (2011) J. Wag, et al. *Journal of Adolescent Health*, 48(4) 415-417.

<http://jahonline.org/article/S1054-139X%2810%2900343-5/abstract>

Resilient educational outcomes: Participation in school by youth with histories of homelessness (2011) *Youth & Society*, 43(1) 253-273.

<http://yas.sagepub.com/content/43/1/253.abstract>

Exploring adolescent experiences with exposure to community violence (2011) D. Schiavone. *Journal of Child and Adolescent Psychiatric Nursing*, 24(2) 79-87.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1744-6171.2011.00272.x/pdf>

Youth perspectives on restrictive mental health placement: Unearthing a counter narrative. (2011) L. Polvere. *Journal of Adolescent Research*, 26(3) 318-343.

<http://jar.sagepub.com/content/26/3/318.abstract>

Susceptibility to peer influence: Using a performance-based measure to identify adolescent males at heightened risk for deviant peer socialization (2011) M. Prinstein, et al. *Developmental Psychology*, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21463036>

## **Schools, Family & Community**

Changing realities in school safety and preparedness. (2011) B. Hull. *Journal of Business Continuity and Emergency Planning*, 5(1) 440-451.

<http://www.ncbi.nlm.nih.gov/pubmed/21482512>

Student perceptions of high-security school environments (2011) N. Bracy. *Youth & society*, 43(1) 365-395. <http://yas.sagepub.com/content/43/1/365.refs>

School Climate. U.S. ED's OSDFS' *The Challenge Newsletter*, 16. <http://www.thechallenge.org>

Immigrant Children and Youth: Enabling Their Success at School. *Center for Mental Health in Schools*. <http://smhp.psych.ucla.edu/pdfdocs/immigrant.pdf>

Examining the developmental process of risk for exposure to community violence among urban youth (2011) S. Lambert, et al. *Journal of Prevention and Intervention in the Community*, 39(2), 98-113. <http://www.ncbi.nlm.nih.gov/pubmed/21480029>

Predictors of school victimization: Individual, familial, and school factors (2011) S. Wynne & H. Joo. *Crime and Delinquency*, 57(3) 458-488.

<http://cad.sagepub.com/content/57/3/458.refs>

Role model behavior and youth violence (2011) M. Noelle, et al., *Journal of Early Adolescence*, 31 (2) 323-354.

<http://jea.sagepub.com/content/31/2/323.short?rss=1&ssource=mfr>

Methods for addressing conflict in cotaught classrooms (2011) G. Conderman. *Intervention in School and Clinic*, 46(4) 221-229.

<http://isc.sagepub.com/content/46/4/221.refs>

Transitions to and from Elementary, Middle, and High School. *Center for Mental Health in Schools*. <http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf>

Implementing Response to Intervention in Context. *Center for Mental Health in Schools*. <http://smhp.psych.ucla.edu/pdfdocs/implementingrti.pdf>

Preventing Suicide on College Campuses (2011). R.A. Clay. *SAMHSA Newsletter*, 19. [http://www.samhsa.gov/samhsaNewsletter/Volume\\_19\\_Number\\_2/PreventSuicideCollegesCampuses.aspx](http://www.samhsa.gov/samhsaNewsletter/Volume_19_Number_2/PreventSuicideCollegesCampuses.aspx)

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

The impact of social media on children, adolescents, and families (2011) G. O’Keeffe & K. Clarke-Pearson. *Pediatrics*, ePub.

<http://pediatrics.aappublications.org/cgi/content/short/peds.2011-0054v1>

Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports. *Center for Mental Health in Schools*. See What’s New at

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

Broadening the approach to youth violence prevention through public health. (2011) W. Hammond & I. Arias. *Journal of Prevention and Intervention in the Community*, 39(2) 167-175. <http://www.informaworld.com/smpp/content~db=all~content=a936138367>

Coming of age: How adolescent boys construct masculinities via substance use, juvenile delinquency, and recreation. (2011) J. Sanders. *Journal of Ethnicity in Substance Abuse*. 10(1) 48-70. <http://www.informaworld.com/smpp/content~db=all~content=a934931055>

Inhalant use initiation among U. S. adolescents: Evidence from the National Survey of Parents and youth using discrete-time survival analysis. (2011) J. Nonnemaker, et al., *Addictive Behavior*, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21481544>

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

**Note:** The Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Smhp@ucla.edu](mailto:Smhp@ucla.edu)

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“The future ain’t what it used to be.”

Yogi Berra

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## **THIS MONTH’S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

### **May: Time to help students and families plan successful transitions to a new grade or a new school**

With the end of the school year in sight, many students are anticipating a move to a new school --some from elementary to middle school, some from middle to high school, some on to higher education. And all students will be changing grades. Thus, it is time to ensure support for these transitions. Such support can be key in keeping students engaged and reducing the risks school changes pose.

Most schools have plans to help students transitioning to a new school next year. Some have defined roles for student support staff to play. Some have developed regular ways to keep in touch with other schools involved (e.g., those in the feeder pattern or neighborhood) and have made transition plans together.

We asked colleagues at districts we are working with to share what they do related to providing end-of-the-year supports for transitions. See what we have compiled so far by going to “Transitions to and from Elementary, Middle, and High School” – <http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf>

We hope these examples are useful and will stimulate further discussion and review of transition plans in schools and districts.

Let us know about other examples, and we will add them to this developing resource. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

For more on transitions, see our Online Clearinghouse Quick Finds:

- >Transition Programs, grade articulation, welcome  
[http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)
- >Transition to College  
<http://smhp.psych.ucla.edu/qf/transitiontocollege.htm>

**Note:** Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen schools and minimize problems. For a calendar of monthly concerns and themes, see ideas for Enhancing Support at Your School this Month on the home page at <http://smhp.psych.ucla.edu>

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True story: Report of fifth grader about his class visit to next year's middle school

*The auditorium was huge. I think I might know some of the eighth graders.  
When we got back on the bus, a girl gave us the finger.*

(So much for adult perceptions of what students experience)

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## **OTHER HELPFUL INTERNET RESOURCES**

Kids' Health E-Newsletter Update from the Centers for Disease Control and Prevention (CDC)- [http://sublists.blogspot.com/2011/04/centers-for-disease-control-and\\_7159.html](http://sublists.blogspot.com/2011/04/centers-for-disease-control-and_7159.html)  
Evidence-based practices for children exposed to violence:

A selection from Federal databases –  
[http://www.safestartcenter.org/pdf/evidence-based-practices-matrix\\_2011.pdf](http://www.safestartcenter.org/pdf/evidence-based-practices-matrix_2011.pdf)

Coping in hard times: Fact sheet for school personnel –  
[http://nctsn.org/sites/default/files/assets/pdfs/copingschoolpersonnel\\_final.pdf](http://nctsn.org/sites/default/files/assets/pdfs/copingschoolpersonnel_final.pdf)

Multiple responses, promising results: Evidence-based nonpunitive alternatives to zero tolerance –  
[http://www.childtrends.org/Files/Child\\_Trends-2011\\_03\\_01\\_RB\\_AltToZeroTolerance.pdf](http://www.childtrends.org/Files/Child_Trends-2011_03_01_RB_AltToZeroTolerance.pdf)

Do expenditures other than instructional expenditures affect graduation and persistence rates in American higher education? – [Http://www.ecs.org](http://www.ecs.org)

What works clearinghouse: Interventions for students with learning disabilities –  
<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=19>

Collaborative Solutions Newsletter –  
<http://tomwolff.com/collaborative-solutions-newsletter.htm>

Action Alliance for Suicide Prevention – <http://actionallianceforsuicideprevention.org>

After a suicide: a toolkit for schools – <http://www.sprc.org/afterasuicideforschools.asp>

Transition to preschool – <http://nichcy.org/babies/transition>

Numbers and types of public elementary and secondary schools – <http://nces.ed.gov>

**Note:** For a wide range of relevant website see our Gateway to a World of Resources at [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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*Instant gratification takes too long*  
Carrie Fisher

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## 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 now on our homepage for easy access. Each of these is updated on an ongoing basis. Just click on the indicated URL or go to our home page at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### New Resources:

#### **Guidance Notes:**

>*Designing a comprehensive system of learning supports and strategically planning its implementation* – [Http://smhp.psych.ucla.edu/pdfdocs/compsystem.pdf](http://smhp.psych.ucla.edu/pdfdocs/compsystem.pdf)

>*Beginning steps in personnel development related to establishing a comprehensive system of learning supports* –  
[Http://smhp.psych.ucla.edu/pdfdocs/personneldevelopment.pdf](http://smhp.psych.ucla.edu/pdfdocs/personneldevelopment.pdf)

>*Introducing the idea of developing a comprehensive system of learning supports to a new superintendent or to one who may be ready to move forward --*  
[Http://smhp.psych.ucla.edu/pdfdocs/introtosups.pdf](http://smhp.psych.ucla.edu/pdfdocs/introtosups.pdf)

#### **Practice Brief**

>*Implementing Response to Intervention in Context* –  
<http://smhp.psych.ucla.edu/pdfdocs/implementingrti.pdf>

**Information Resources:**

>Data related to Iowa’s work on developing a comprehensive system of learning supports – <http://smhp.psych.ucla.edu/summit2002/iaaireval.pdf>

>Transitions to and from elementary, middle, and high school – <http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf>

**Quarterly News/Journal**

>Embedding bullying interventions into a comprehensive system of student and learning supports. [Http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring11.pdf](http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring11.pdf)

**Featured Resources**

>Several of the districts and states we have worked with have developed brochures describing their Learning Supports component. They have been very helpful in giving a quick overview, creating awareness and enhancing readiness of change, and showing the district/state department commitment to Learning supports.

We have added these to the Toolkit for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching. See Section A – [Http://smhp.psych.ucla.edu/toolkit1a.htm](http://smhp.psych.ucla.edu/toolkit1a.htm)

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

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**REQUESTS & COMMENTS FROM THE FIELD**

**We were asked to share the following:**

(1) “We have a new press release out now on a new study published on the outcomes of Positive Action in a randomized control trial in Chicago Public Schools. ... the Institute for Health Research and Policy at University of Illinois at Chicago last month can be seen on our website:

<http://www.positiveaction.net/news/index.asp?ID1=6&ID2=709&ID3=718>

(2) Announcement to be shared about the recently released monograph – *The Healthy School Communities Model: Aligning Health and Education in the School Setting*. “This publication sets out the need and steps – or levers – for health and education to be better aligned in the school setting. It proposes a change in the way we have typically viewed health and education and highlights the role of schools in the development of the Whole Child. The premise for this publication arose out of the continued existence of barriers to truly aligning health and education in the school setting. Great strides have been taken and implemented via the Coordinated School Health (CSH) model however its impact up to now has too often been sporadic, temporary or marginal. ...

ASCD has made this publication free of charge in order to spark the conversation, concerning the realignment of health and education, across numerous individuals, groups, and organizations. Copies of this publication are also available at the Healthy School Communities website. Please feel free to distribute this across your networks.

Comments and discussions concerning this publication can be found at the ASCD EDge HSC Discussion Board. ...

(3) ‘We are hosting our first ever **ASCD Healthy School Communities Virtual Conference** May 10-13. This conference will launch our new Mentor-Mentee sites program and will provide free virtual presentations from HSC sites, researchers, Whole Child partners and ASCD authors. Information about this Virtual Conference will be distributed via our Health and Learning Newsletter and can be accessed via <http://www.healthyschoolcommunities.org>

All presentations will be archived and presenters will be asked to take part in online discussions after their sessions. Please take this as an invitation to participate and feel free to share across your network.”

(4) “We would like you to forward information on the Global Implementation Conference in Washington, DC on August 15-17. Implementation science is an integral component of mental health, substance abuse, public health, child welfare, health and education. The conference will be organized around five practice groups (researchers, practitioners, purveyors, policy maker, organizational leaders) the conference will provide a platform before, during and after the conference to sharing critical information, building a common language of research and practice and identifying challenges. For more information visit – <http://www.implementationconference.org>

**Feedback on “Embedding Bullying Interventions into a Comprehensive System of Student Learning Supports”** <http://smhp.psych.ucla.edu/pdfdocs/embeddingmh.pdf>

(1) “I feel professionally affirmed by the Center’s posture regarding the importance of embedding various behavioral interventions into the broader, systemic fabric of learning supports. Too many efforts are like islands that compete with one another for limited resources and as a result are ineffective much to the detriment of students, families, and communities.”

(2) “I have over 36 years of experience in low income public K-8 schools. The school bullying concerns expressed in your latest e-mail seem to focus only on student bullies and victims. I don't think this is a complete approach. Bullying also involves teachers bullying students, parents bullying teachers, and teachers bullying each other. It's part of total school culture.

The best way to stop bullies is to hold them emotionally accountable for their behavior by gently letting the victim say how they felt when bullied and then asking the bully react (not allowing the bully to take the denial approach, however). This should be done alone with no audience. Unfortunately, it takes a lot of time - a too precious commodity for most educators.

I noticed a legislator/high school teacher was badly injured recently trying to break up a cafeteria fight. One definite rule for fights is to walk slowly toward them. By the time you get there, some pain will have been inflicted on both sides, and they are willing to stop at your command. If you physically try to intervene, you could get unnecessarily hurt, and get a parent complaint for inappropriately touching their kid.”

**Feedback on *Transitions to and from elementary, middle, and high school* –**  
<http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf>

“My consulting firm, Solutions, etc., has been heavily involved with 9th Grade Transition for the past decade. Many of the ideas that we help school implement originated from the work that Salem High School in Salem, VA started about 20 years ago. I would like to share the following resources with you:

1. The Freshman Transition Network: <http://freshmantransition.ning.com> - This is a social network of educators dedicated to helping each other transition students into high school.
2. The Ninth Grade Opportunity: <http://solutionsetc.org/form/bookorder.html> - This is a book that 2 other educators and I wrote about using a team approach to transition students into high school

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**THIS IS THE END OF THIS ISSUE OF E-NEWS**

Who Are We? The national Center for Mental Health in Schools was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center or about ENEWS, contact us at:  
UCLA School Mental Health Project/Center for Mental Health in Schools  
Box 951563, Los Angeles, CA 90095-1563  
Phone (310) 825-3634 or (310) 825-1225; email: [smhp@ucla.edu](mailto:smhp@ucla.edu) or  
[Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)