

**26 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



May, 2012 (Vol. 16 #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 journal/newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

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



We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.

Contact smhp@ucla.edu



WHAT'S HERE THIS MONTH

****Continuing Concern**

>Website Presentations of Learning Supports

****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 - End of the year celebrations at all levels: Hope, congratulations, and safe exuberance

****Other helpful Internet resources**

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

****UCLA Center 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

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



CONTINUING CONCERN

Website Presentations of Learning Supports

On most school, district, and state department of education websites, student and learning supports are not conceived and presented as a unified and comprehensive system. Rather, the picture that emerges is that of a highly fragmented and disconnected set of programs and services. As you know, a primary concern of our Center is to promote and facilitate development of a unified and comprehensive system of learning supports to more effectively address barriers to learning and teaching and re-engage disconnected students (e.g., a system that significantly increases equity of opportunity, reduces absenteeism, and counters student and teacher dropouts).

Given that websites are a major window into the operation of SEAs, LEAs, and schools, it seems important in this time of increased public scrutiny for everyone to review and explore how to improve student and learning supports and enhance the way the work is presented on their websites. Thus, we have suggested that everyone take a look at their websites. And, as an aid, we have developed and are widely circulating a website prototype for a learning supports system. See <http://smhp.psych.ucla.edu/lswb.htm>

(This prototype has been added to the Center's Rebuilding Toolkit
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

After reviewing websites, let us know about any good examples of a unified and comprehensive system approach to student and learning supports? Please send the URLs to: Ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Rumors of violence, spread by social media, weigh on teens, schools – Across the country, real fear rising from tragedies like recent school shootings is infesting a digitally wired culture and launching gossip like shrapnel. More than 95 percent of U. S. teenagers are online, and eight out of ten of them are using social media. More than 30 percent of teenagers have smart phones, and they're averaging 60 texts a day. Schools can't monitor private Facebook pages. And even public pages like teenagers' blogs and Twitter can pitch school officials into the gap between protecting the school's learning environment and the teenager's right of free speech. 4/8/12. [Http://www.kansascity.com](http://www.kansascity.com)

High school graduation rate falls under new calculation – Georgia’s high school graduation rate has fallen to 67 percent based on a new federally mandated calculation. Under the old calculation, the graduation rate topped 80 percent. For years, states could choose how they calculated graduation rate. The U. S. Ed. Dept. adopted a policy in 2008 that requires states to use a uniform way of measuring their graduation rates with a deadline of last year to convert to the new calculation. States already have seen drops ranging up to 20 percentage points. 4/10/12. <http://onlineathens.com>

Continuing overdiagnosis – A new report from Massachusetts indicates that low-income districts in the state place students in special education programs for mild and questionable disabilities at a higher rate, which has swelled the state’s special-education population. More than 163,000 -- or 17 percent -- of Massachusetts students are enrolled in special education, second only to Rhode Island. The study raises questions as to whether low-income districts place students in special education because of legitimate disabilities, weak academic programs that cause students to fall behind, or because some teachers want unruly students out of their classrooms. Thomas Hehir of the Harvard Graduate School of Education, one of the study’s authors, said the rate at which low-income students are enrolled in special education under categories involving some level of subjective interpretation exceeds what specialists consider appropriate. (The Boston Globe, 4/23) <http://tinyurl.com/bswzmk3>
See the report: <http://www.doe.mass.edu/sped/2012/0412sped.html>

Struggle over how to evaluate special ed teachers – Spurred by the U.S. Department of Education Race to the Top grant competition, more than a dozen states have passed laws to reform how teachers are evaluated and include student growth as a component. For most students, that growth will be measured on standardized tests. But for special education students that is considerably more complicated. States are working on evaluations that take into account factors such as a student’s prior performance, socio-economic background and English language skills. 4/24/12. [Http://www.boston.com](http://www.boston.com)

Newspaper devotes front page to fighting bullying – In a rare and forceful act of advocacy, an Iowa newspaper devoted the entire front page of its Sunday edition to an anti-bullying editorial after a gay teen committed suicide. The piece calls on the community to be pro-active in stopping bullying. 4/22/12. [Http://cnsnews.com](http://cnsnews.com)

WHICH OF THE FOLLOWING WILL BECOME ANOTHER BARRIER TO LEARNING AND TEACHING?

At schools, making do on a shoestring – Faced with a budget shortfall, one school district stopped providing bus service to students who live within a two mile walk of campus. The budget reductions that districts large and small have had to make have transformed school life in a host of ways – increasing class sizes, reducing services and supplies and thinning the ranks of teachers, custodians, librarians and others. Superintendents have been cutting back on everything from paper to nurses, scaling back summer school, charging parents if their children take part in athletics or cheerleading and adding period in the school day so fewer teachers can accommodate more students. 4/8/12. <http://www.nytimes.com>

Assistant principals feel heat as budgets shrink – 40 administrators at Cincinnati Public Schools, half of them assistant principals, learned their contracts will not be

renewed for the coming school year. Many districts that laid off teachers in prior years now are training budget scissors on assistant principals and other administrators. 4/7/12. [Http://nky.cincinnati.com](http://nky.cincinnati.com)

Hearing opens in district pink-slip process – With the prospect of losing up to one-fourth of Los Angeles Unified 's teaching force, a hearing began to verify whether the school district followed state law in sending pink slips to more than 9,500 educators. About 2,700 members of the teachers union have filed challenges. The excruciatingly technical elements of the hearing belie the emotional impact on the thousands of employees who have been warned that they could be laid off. 4/18/12. [Http://www.dailynews.com](http://www.dailynews.com)

High school, only shorter – Indiana, Minnesota, Utah, South Dakota and Idaho give scholarships as an incentive to accelerate high school diplomas. Twenty-four other states explicitly allow early diplomas for students who earn required credits. Others are expanding ways students can earn college credit in high school, or high school credit in middle school or junior high. Growth in online classes and the use of proficiency testing to earn credit are speeding the trend. 4/10/12. [Http://online.wsj.com](http://online.wsj.com)

District considers lowering the bar for graduation – Eight years ago, the Los Angeles Board of Education adopted an ambitious plan to have all students take college-prep classes to raise academic standards. Now, that plan is about to take effect. However, a proposal to reduce overall graduate requirements has been put forward. District officials said they must change course or they would open the doors to scores of dropouts and others who can't pass the more rigorous requirements. 4/18/12. [Http://www.latimes.com](http://www.latimes.com)

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Quote from the last news article:

“Almost always these policies are done for really good motives. It would be great to mandate that everyone would get an A. My belief is that just passing a rule that says you will achieve such and such does not change the world. If it's done without adequate thought and support, it increases the obstacles for students already facing tremendous obstacles and risks denying them critical high school credentials.

Gary Orfield, Civil Rights Project at UCLA

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Public Education Network Newsblast at <http://www.publiceducationorg>
- >The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

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

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

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"I know the world isn't fair, but why isn't it ever unfair in my favor?"

Bill Watterson (Calvin and Hobbes)

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RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

>Developmental relationships as the active ingredient: A unifying working hypothesis of “what works” across intervention settings (2012) J. Li & M. Julian. *American Journal of Orthopsychiatry*, 82(2) 157-166. [Http://www.apa.org](http://www.apa.org)

>Risk and protective factors, longitudinal research, and bullying prevention (2012) M. Ttofi & D. Farrington. *New Directions for Youth Development*, 2012(133), 85-98. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

>Preventing suicide through improved training in suicide risk assessment and intervention (2012) W. Schmitz, et al. *Suicide and Life Threatening Behavior* ePub. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

>Evidence map of prevention and treatment interventions for depression in young people (2012) P. Callahan, et al. *Depression Research and Treatment* ePub. [Http://www.hindawi.com](http://www.hindawi.com)

>Early exposure of media violence and later child adjustment (2012) C. Fitzpatrick, et al. *Journal of Developmental Behavioral Pediatrics* ePub. [Http://www.jrnldbp.com](http://www.jrnldbp.com)

>Self-harm and suicide attempts among high-risk, urban youth in the U.S.: Shared and unique risk and protective factors (2012) M. Swahn, et al. *International Journal of Environmental Research & Public Health* 9(1) 178-191. [Http://www.mdpi.com](http://www.mdpi.com)

Schools, Family & Community

>Family process and peer deviance influences on adolescent aggression: Longitudinal effects across early and middle adolescence (2012) M. Benson & C. Buehler. *Child Development* ePub. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

>Adolescents’ conformity to their peers’ pro-alcohol and anti-alcohol norms: The power of popularity (2012) H. Teunissen, et al. *Alcoholism: Clinical and Experimental Research*, ePub. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

>Bullying in schools: What is the problem, and how can educators solve it? (2012) D. Strohmeier & G. Noam. *New Directions in Youth Development*, 2012(133), 7-13. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

>Walking the walk: The moderating role of proactive parenting on adolescents’ value-congruent behaviors (2012) L. Padilla-Walker, et al. *Journal of Adolescence* ePub. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>The value “social responsibility” as a motivating factor for adolescents’ readiness to participate in different types of political actions, and its socialization in parent and peer contexts. (2012) C. Schmid. *Journal of Adolescence* ePub. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Impact of neighborhood social conditions and household socioeconomic status on behavioral problems among US Children (2012) G. Singh & R. Bhandour. *Maternal and Child Health Journal*, published online. [Http://www.springerlink.com](http://www.springerlink.com)

Policy, Systems, Law, Ethics, Finances & Statistics

>The integration of mental and behavioral health into disaster preparedness, response, and recovery (2012) B. Pfefferbaum, et al. *Disaster, Medicine and Public Health Preparedness*, 6 (1) 60-66. [Http://www.dmphp.org](http://www.dmphp.org)

>Correlates of perceived effectiveness of the Safe School/Healthy Students Initiative (2012) B. Ellis, et al. *Evaluation & Program Planning*, 35(2) 287-292. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Scholarships to recruit the “best and brightest” into teaching: Who is recruited, where do they teach, how effective are they, and how long do they stay? (2012) G. Henry, et al. *Educational Researcher*, 41(2) 83-92. [Http://er.aera.net](http://er.aera.net)

>Ethnic differences in utilization of youth mental health care (2012) A. deHaan, et al. *Ethnicity & Health*, 17(1-2) 105-110. [Http://www.tandfonline.com](http://www.tandfonline.com)

>Health behaviors and mental health of students attending alternative high schools: A review of the research literature (2012) K. Johnson & L. Taliaferro. *Journal for Specialists in Pediatric Nursing*, 17(2) 79-97. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

>Disaster risk and children: Why poverty-stricken populations are impacted most (2012) J. Murray & S. Monteiro. *Journal for Specialists in Pediatric Nursing*, 17(2) 168-170. [Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

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

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

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

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“Boosting student achievement is not an either-or solution. Educators and the broader community should be attacking both in-school and out-of-school causes of low achievement.”

Arne Duncan, U. S. Sec. Of Education
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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

**May – End of the year celebrations at all levels:
Hope, congratulations, and safe exuberance**

The end of the school year is a favored time for everyone. For most students, it is a time to be congratulated and to celebrate. For some, it is a temporary reprieve from problems experienced at school. This is the time to help everyone find hope for the future and experience a sense that they have accomplished something worthwhile. And it is a time to help them celebrate in ways that minimize tragedy.

The key to focusing on hope and accomplishment is to identify whatever a student has done positively, clarify how the student can build on this in coming years, and convey all this personally to the student and family. Drawing on what we know about personal motivation, the focus needs to be on specifics that can enhance feelings of competence, self-determination, and connectedness to significant others; minimize messages that threaten such feelings.

With respect to end of the year celebrations, each is something to cherish, and the anticipation of each represents a natural opportunity to promote social and emotional learning e.g., enhanced understanding of self and others, increased sense of responsibility for self and others, expanded social problem solving skills).

Of special concern are teen parties and proms. The need is to provide guidance and support and to do much more to minimize negative side effects.

From 4/19/12 “Afford the fun? Cost of proms in Texas adds up” <http://www.chron.com>
“It’s a period during the high school year when the economic disparity between the privileged and not so privileged becomes more evident...The results of a national survey by Visa Inc. revealed a 33 percent increase in the amount of money an average American family will spend on prom this year, from \$807 in 2011 to \$1,078 in 2012... The desire for a memorable night and the willingness of students and parents to cover the increasing costs may be putting prom out of reach for disadvantaged teens.”

For a range of ideas about safe alternative end of year celebrations, see such websites as *Student Against Destructive Decisions (SADD)* at <http://www.sadd.org>

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Teen: *I’m spending \$1,000 for the prom on my clothes, the limo, and the after party.*

Teacher: *I didn’t spend that much on my wedding!*

Teen: *Yeah, but you might have three or four weddings. There is only one prom.*

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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 our home page “Ideas for Enhancing Learning Supports at your School this Month” on the homepage at <http://smhp.psych.ucla.edu>

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The drop in America's relative international rankings on educational indicators as child poverty and inequality in educational funding have increased is widely cited as a sign that our entire education system is in crisis, that we cannot compete, and that drastic reform measures - centered mainly on test-based accountability and privatization of schools - are urgently needed. But these data demonstrate something different: our crisis is one grounded in what Gloria Ladson Billings has called the "aggressive neglect" of many of our children, and in our unwillingness to provide the needed supports to address it in far too many communities.

Linda Darling-Hammond

It's time to apply the "no excuses" doctrine to systems reforms.

John Jackson, President & CEO, Schott Foundation for Public Education

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OTHER HELPFUL INTERNET RESOURCES

>Student achievement beyond the classroom: Engaging families and communities – <http://www.mcrel.org/topics/products/451>

>Suicide prevention: Gatekeeper training implementation support system – <http://www.gatekeeperaction.org>

>U. S. Department of Labor: Summer Jobs for Youth – <http://www.dol.gov/summerjobs/youth.htm>

>Safe Start Center – <http://safestartcenter.wordpress.com>

>Grade retention and promotion: Information for parents – <http://www.nasponline.org/resources/handouts/revisedpdfs/graderetention.pdf>

>Congratulations: It's the end of the school year, but watch out for kids gone wild – <http://www.aboutourkids.org>

>National Youth Leadership Council: K-12 Service Learning Standards for Quality Practice – <http://www.nylc.org>

>Supporting the social well being of children and youth with disabilities – <http://ici.umn.edu/products/impact/241>

>National Council for Suicide Prevention – <http://www.ncsponline.org>

>The impact of youth development programs on student success – <http://www.collab4youth.org/documents/schoolsuccessbrief.pdf>

>Housing costs, zoning, and access to high scoring schools – http://www.brookings.edu/papers/2012/0419_school_inequality_rothwell.aspx

Note: For a wider range of relevant websites see our Gateway to a World of Resources http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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“The most important information on any chart is on the fold, which is torn.”

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INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

A Request from us to you – As part of the new directions initiative, we are working with Scholastic Inc. on developing resources for professional development related to developing unified and comprehensive systems of learning supports. We are seeking input on what the field thinks is needed with respect to different groups of stakeholders. For example:

- >Who are the audiences for such resources (e.g., state department folks, districts, etc.)?
- >What needs to be learned (e.g., Why learning supports are imperative, what such a system encompasses, how to create the operational infrastructure to make it work, how to maintain and sustain the system, how it fits with school improvement, school transformation, response to intervention)?
- >What formats and time involvements would be best for delivering such professional development (e.g., full day workshops and follow through for student support staff, half day for teachers on learning support, one hour introduction for superintendent and cabinet, half day for principals; online webinars, follow up phone conferences, etc.)?

Bottom line: What would you like to have available for ongoing professional development for learning supports in your school, your district, your state?

Send your responses to ltaylor@ucla.edu

Gainesville City Schools Achieve Good Results from Developing a Unified and Comprehensive System of Learning Supports

A report from the Education Development Center (EDC) highlights the processes and outlines the successes of Gainesville City Schools (GA) as they create a unified and comprehensive system of learning supports. As part of the AASA/Scholastic/UCLA leadership initiative, Gainesville has created new policies and modified or expanded existing strategies, policies and practices to develop a system of student and learning supports that enables learning and enhances equity of opportunity for succeeding at school. Results-to-date: Graduation rates have increased from 73.3% in 2009 to 81.3% in 2010 and 84.9% in 2011. Referrals for disciplinary action in the middle and high schools have dropped from 91 disciplinary tribunals in 2008-09 to 47 in 2010-11, and the elementary schools saw a 75% decrease. See the report entitled: *Rebuilding for Learning - Addressing Barriers to Learning and Teaching, and Re-engaging Students*

<http://www1.gcassk12.net/images/shared/other/rebuildingforlearning.pdf>

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

District and State Collaborative Network for Developing Comprehensive Systems for Learning Support

Launched in October, 2011, this Collaborative Network leaders who are eager to share and want to learn from each other about moving student and learning supports in new directions. Our Center facilitates the work of the collaborative, and we anticipate that the Center's collaboration with the American Association of School Administrators (AASA) and Scholastic will be helpful in moving the initiative forward.

For information about this growing network, see

<http://smhp.psych.ucla.edu/network/network.html>

And, If you want to be part of the collaborative, please let us know.

Contact: Ltaylor@ucla.edu or adelman@psych.ucla.edu

UCLA CENTER UPDATE

New Policy Notes:

Leadership changes: Minimizing the Downside

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

New Tool in the Rebuilding Toolkit:

Website Prototype of SEA, LEA, and School Learning Support System

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

New Continuing Education:

RTI and Classroom & Schoolwide Learning Supports:

Four Units for Continuing Education

The four units are:

Unit I: Response to Intervention: Improving conditions for learning in the classroom – <http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf>

Unit II: Implementing Response to Intervention sequentially & Effectively – <http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf>

Unit III. Response to Intervention: Beyond Personalization – <http://smhp.psych.ucla.edu/pdfdocs/rtiiv.pdf>

Unit IV: Pursuing Response to Intervention as One Strategy in a Comprehensive System of Student and Learning Supports -- <http://smhp.psych.ucla.edu/pdfdocs/rtiiv.pdf>

Featured Resource:

Continuing Education/Professional Development Resources

The above continuing education/professional development units are part of a set of such resources. Go to our website at <http://smhp.psych.ucla.edu> and click on *Resources and Publications* in the left col. Then, scroll down to *Continuing Education* links to modules on:

- >A Comprehensive Approach to Mental Health in Schools
- >New Directions for Mental Health in Schools
- >Developing Resource-Oriented Mechanisms to Enhance learning Supports
- >Enhancing Classroom Approaches for Addressing Barriers to Learning
- >Enhancing School Staff Understanding of MH and Psychosocial Concerns
- >Leadership Training: Moving in New Directions for Student Support
- >Mental Health in Schools: New Roles for School Nurses
- >Revisiting Learning & Behavior Problems: Moving Schools Forward

Note: Whenever we announce a new continuing education resource we get a number of requests from people who ask how to take and get credit for the CE. The materials are for you to use and introduce into your higher ed preparation program, into your state continuing credentialing program, or into your district professional development program.

LINKS TO:

>Upcoming initiatives, conferences & workshops –

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

>Calls for grant proposals, presentations, and papers –

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

>Training and job opportunities – [Http://smhp.psych.ucla.edu/job.htm](http://smhp.psych.ucla.edu/job.htm)

>Upcoming and archived webcasts and other professional development opportunities – <http://smh.psych.ucla.edu/webcast.htm>

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to ltaylor@ucla.edu

COMMENTS FROM THE FIELD

Responses to our Quarterly Newsletter:

School Improvement Requires Developing, Supporting, Retaining Quality Teachers:

(1) “My solution is very radical and will never be implemented. First, unless you improve discipline in the schools, things will never improved. The elephant in the room nobody wants to talk about is schools do not receive kids from the same kind of stable families that once fed the school systems. We put a man on the moon with 1950's education and discipline. See what we did right back then and bring back those concepts. Second, the lawyers and legal system is ruining education. For example, the miles of paperwork it takes just to educate a special ed child is insane. Third, get rid of all standardized state testing. It has a lot of unintended consequences: grades don't really matter any more and the kids know it and they become lazy, it stifles creativity-you must get through all objectives and teach to the test, and there is too much emphasis on testing instead of teaching. Last, get rid of the department of education. Local control is the key.”

(2) “I am a Special Education gifted teacher and I also service ESL students in a high school setting. I also am a tutor/teacher at our community college. In our 21 Century teaching, we are faced with multiple challenges: special needs/inclusion; dual language(s)/cultures/ESL and State/National standards/mandates.

I am fortunate to work in a high school which is a pre-college secondary school. Our forced curriculum: 4 years of math, 3 years of a language and 3 years of science address the need for students to be prepared and face a competitive higher education world. Here

we work in Teams, have common Pods with our colleagues and with our perspective departments. With this type of an academic program, the teachers can network for student success. We also have alternative means for the students to earn their required credits: dual enrollment, concurrent enrollment, online classes/blackboarding' after school tutoring with transportation and credit recovery opportunities. Our data collection is evident of the effectiveness of our pedagogy/strategies. All this falls in the directives of our strong Administration team and our school staff.

My other comments fall in the area of using teaching strategies and methods that follow the gifted strands/critical thinking and problem solving; bilingual and multicultural methods. These strategies work 'across the board.' By using available technology: mobile iPad units, smart boards, computer labs allow for students to address their individual learning styles and to increase their academic performance. Not all teachers and schools are as fortunate as we are, but basic teaching strategies with discipline plans in place still have value."

(3) "We need money here too. Classes are too big. There is not enough support for teachers or students to meet learning and mental health needs. Too many teachers are abruptly shuffled around and/or pink slipped with horrible regularity. You can imagine what that does to their mental health. Look at just 2 teachers I work with. One taught a year, was laid off and subbed the second year, got a job at another school in the third year, and is being pink slipped again for her fourth year. Another started as a resource teacher, was laid off from that and landed a fifth grade position, got sick and needed surgery in the middle of the year with a longer recovery than expected, and is now being pink slipped again."

Info We Have Been Asked to Share:

(1) "As the national level of awareness rises about bias related bullying and harassment, we are increasingly contacted by schools, education departments, advocacy and service organizations. Two resources that they find helpful are a half hour documentary film: *Let's Get Real*, in which we profile a wide cross section of middle school students whose race, perceived sexual orientation, immigration status, economic background, gender, etc. faction into the experiences with bullying. The film is packaged with a comprehensive curriculum/follow up activity guide. The second is our documentary for and about high school students, *Straightlaced – How Gender's Got Us All Tied Up*. It also is packaged with a comprehensive guide. See these resources at <http://www.groundspark.org>

(2) "A warm classroom climate enhances the learning and social behavior of school children, but how can a busy teacher create such a positive emotional atmosphere? The book, *Warming the Emotional Climate of the Primary School Classroom* offers: evidence based insights, drawn on the view of teachers, presents a new model of classroom climate, provides a culturally sensitive approach. See <http://www.dunmore.co.nz>

(3) "I have been working on a new book, *School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide* for the past two years. I am pleased to tell you that the book is finished and will be published by Corwin Press at the end of May. www.corwin.com/books/Book235560 The book is the culmination of over 20 years of work with over 1,500 schools or districts across the

country.... Most of the processes and activities within the book have been scaled-up, over the past eight years, as part of the Arkansas Department of Education's *Closing the Achievement Gap* and school improvement efforts ...(see both www.projectachieve.info and www.arstudentsuccess.org).

(4) “The SparkOpportunity Challenge is an online platform that asks youth and adult allies to share their solutions for rebuilding pathways to education and jobs, lets them collect votes for their ideas. The winners-the ideas with the most votes-will receive small startup grants, an iPad and mentoring to help bring their ideas to life.

The Challenge was launched with the help of musician Jon Bon Jovi, who is a thoughtful and well-informed youth advocate, and in support of the work of the White House Council for Community Solutions, who are nationally encouraging communities to engage with and address disconnected youth.

The Challenge is open now for submissions, and voting will be open from May 15 through May 25, 2012. Here's the press release about the Challenge , and there is further information about the contest on the SparkOpportunity platform at <http://sparkopportunity.org> .

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