



May, 2016 (Vol. 20 #8)

Emerging Issue

>Using ESSA to Transform Student and Learning Supports

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

**>End-of-the-Year Celebrations at All Levels:
Hope, Congratulations, Safe Exuberance**

AND

****News from around the country**

****National Initiative for Transforming Student & Learning Supports Update**

****UCLA Center Resources Update**

****Access links about:**

- >Upcoming initiatives, conferences & workshops
- >Upcoming and archived webcasts and online professional development
- >Calls for grant proposals, presentations & papers
- >Job and training opportunities

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

****Additional recent publications relevant to**

- >School, family, & community
- >Policy, systems, law, ethics, finances & statistics
- >Child, adolescent, and young adults' mental and physical health

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

Note: In keeping with the National Initiative for Transforming Student & Learning Supports, this newsletter has expanded its thematic emphasis to encompass (1) daily concerns confronting those working in and with schools, (2) policies and practices relevant to the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.*

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



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact Ltaylor@ucla.edu



EMERGING ISSUE

Using ESSA to Transform Student and Learning Supports

The *Every Student Succeeds Act* (ESSA) recognizes that significant numbers of students require supports to successfully meet challenging state academic standards. The legislation clearly underscores that student and learning supports permeate efforts to enable every student to succeed. Unfortunately, the act muddies the nature and scope of such supports by scattering references to them throughout the various Titles, Parts, Subparts, and Sections. By addressing barriers to learning and teaching in a piecemeal and mostly indirect manner, ESSA conveys a fragmented picture and a lack of coherence with respect to essential supports. This reflects a long-standing problem related to school improvement efforts.

The shift to more local control provides an opportunity for state and local stakeholders to escape the limitations of the federal act and prevailing thinking. The opportunity is to move away from existing fragmented and marginalized approaches to more effectively deal with factors interfering with student success and enhance equity of opportunity. Making this happen involves starting transformative planning now. And a first emphasis must be on ending the way school improvement planning has marginalized direct efforts to address barriers to learning and teaching.

Unclear at this time are: ***Who is ready to end the marginalization?*** and ***Why isn't everyone?***

To more fully understand the current situation, see *ESSA, Equity of Opportunity, and Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/essaanal.pdf>

Ready to move forward? Some state and district leaders have started planning for a fundamental transformation of how schools can enhance equity of opportunity by addressing barriers to learning and teaching and re-engaging disconnected students. We suggest that others start now by *establishing a leadership workgroup* charged with transformative planning. Such planning focuses on unifying and then developing a comprehensive and equitable system of student and learning supports by

- (a) adopting a three component framework for school improvement (i.e., establishing a component for addressing barriers to learning and fully integrating it with the components for instruction and management-governance)
- (b) moving beyond current MTSS thinking (i.e., developing an intervention continuum that functions as an *integrated set of subsystems* for promoting healthy social emotional development, preventing problems, responding quickly when problems arise, and contributing effectively to helping with severe and chronic problems)
- (c) organizing student and learning supports cohesively into a set of well-designed and delimited intervention arenas (e.g., we have categorized six that schools need to address each day)
- (d) weaving together school with relevant community resources appropriately and effectively
- (e) formulating the processes for systemic change, scale-up, and sustainability in a strategic and effectively resourced manner.

Where do you stand on this issue? Send your comments to Ltaylor@ucla.edu

For a range of resources related to this matter, see
National Initiative for Transforming Student and Learning Supports
<http://smhp.psych.ucla.edu/newinitiative.html>

NEWS FROM ACROSS THE COUNTRY

Low Performers Show Big Declines on NAEP Test. Much like their 4th and 8th grade peers, high school seniors have lost ground in math over the last two years, according to the most recent scores on a national achievement test. 4/27/16
http://blogs.edweek.org/edweek/curriculum/2016/04/12th_grade_naep_2015.html

More US students have special needs, data show. About 5.83 million students in the US were covered under the Individuals with Disabilities Education Act in 2014 -- up from 5.67 million in 2011. Data show that much of the increase was among students in New York, and there was a nationwide uptick in students with autism. 4/ 20/16
<http://www.edweek.org/ew/articles/2016/04/20/number-of-us-students-in-special-education.html>

An urgent moment for school desegregation, says education secretary. The issue of school segregation has gotten relatively little federal attention the past few decades, despite a series of court decisions dismantling the promise of the landmark Brown v. Board of Education ruling and schools that in some cases have regressed into separate and unequal environments. Education Secretary John King Jr. on Tuesday reiterated his intention to change that. 4/19/16
http://www.huffingtonpost.com/entry/john-king-school-desegregation_us_571695ffe4b0018f9cbb75ef

Teachers say untimed state tests leave some students exhausted, but others confident. When students sat down for the first round of New York state tests this week, they weren't working against the clock, a change that teachers say worked well for some students and exhausted others. The shift to having unlimited time to complete the tests was one of a few changes made to the tests this year in a bid to reduce student stress. After three days of English testing, teachers say the absence of a time limit bolstered the confidence of some students, but it also presented some new logistical and behavior challenges. In the past, third to eighth grade students were given 60 to 90 minutes (depending on the grade and test) each day to complete the exams. This year, proctors were told to allow any students who were "productively working" to continue until they finished. In a memo to school administrators, city education officials offered a host of ideas for managing the new rules. The city encouraged seating students likely to work beyond the recommended testing window together, for example, and suggested putting students with testing accommodations in separate rooms. To manage students who didn't take more time, the city recommended that schools escort students to other rooms, if possible, or have the students silently read books in testing rooms. But the logistics were still challenging for some. 4/7/16 <http://ny.chalkbeat.org/2016/04/07/teachers-say-untimed-state-tests-leave-some-students-exhausted-but-others-confident/#.VwvZYPkrLcs>

Lawyers mentor in failing schools. The Fred G. Minnis Sr. Bar Association put out a call for mentors to work in five failing elementary schools in St. Petersburg, FL. The bar association recruited mentors after the Tampa Bay Times published a yearlong investigation, "Failure Factories," which showed how the Pinellas County school district abandoned integration efforts in 2007 and then failed to follow through with promised resources for schools that became predominantly poor and black. The group, the only predominantly black bar association in Pinellas, was looking for a way to get involved in schools. As mentors, the lawyers spend about an hour a week with a student selected for them by the school district. Before they can meet with a student, mentors must complete a basic background check and attend a two-hour workshop. They aren't allowed to exchange contact information or meet with the student's family members. They only meet with students on campus with supervision. 3/31/16 <http://www.tampabay.com/news/education/k12/black-lawyers-feel-the-call-to-mentor-in-pinellas-failing-schools/2271422>

New instruments donated to school band. Sometimes, when the Carol City Middle band practices outside, people stop their cars on the side of the road to give a thumbs-up and a smile. The school is building a band program at the proud but struggling school after the band dissolved almost a decade ago. The community is taking notice — including the famous. DJ Khaled, a Grammy award-winning music producer living in Miami, donated \$10,000 worth of new musical instruments to the

school. Students unpacked drums, practice pads, guitars and microphones and immediately started making music. Khaled pledged to pay for new instruments while visiting the school in January, when Carol City Middle won a national competition for improving school attendance. The school has been on a mission to improve academics and morale after being labeled with an F by the state's grading system for the last four years. 3/30/16

<http://www.miamiherald.com/news/local/education/article69087227.html>

Schools offer personalized learning. Elementary schools in Mitchell, SD, will offer a learning program starting next school year allowing students to work at their own pace. The program is meant to close the gap in customized learning opportunities between elementary and middle school which already has a similar customized-learning program and the high school offers advanced-class options. Students in the elementary's Personalized Learning Community will be able to earn credits for meeting standards in advanced grade levels. Students will also get to tap into their own interests while learning core academic principles. 4/2/16 <http://www.mitchellrepublic.com>

Outcry continues over school layoffs and cuts. Every year, employees in Trenton NJ Public Schools worry whether they will be next on the chopping block in the face of yet another budget crisis. Last year, Trenton Public Schools was faced with a \$17.3 million shortfall. This year it was \$5.9 million and each time, programs have to be cut and employees let go. Under the \$299 million budget that was approved this week, pink slips will be going out to dozens of teachers, paraprofessionals and secretaries and entire child study teams will be eliminated in favor of a private agency... Though 41 positions are being added, 205 are being cut, resulting in a net loss of 164 jobs but the unions and their supporters say they're not giving up without a fight.... Among the latest victims of the budget cuts are counselors, speech, occupational and physical therapists, resource teachers and 92 paraprofessionals who work with special education students..." 3/23/16 http://www.nj.com/mercer/index.ssf/2016/03/outcry_continues_over_trenton_school_layoffs_cuts.html

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.

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Quote from Trenton article on layoffs and getting a fair share of state funding

These budgets are being balanced on the backs of our children and it is not contributing to their education. We need to take our voices where we can make the greatest impact, not fighting amongst ourselves. We need to go that Statehouse and talk to the leadership there and the governor and let them know that we're mad as hell and we're not going to take it anymore.

NJ State Sen. Shirley Turner

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

**End-of-the-Year Celebrations at All Levels:
Hope, Congratulations, Safe Exuberance**

A special focus for this month is on fostering hope for the future, supporting positive and safe celebrations, preventing related tragedies, and promoting social emotional learning,

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.

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). 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, while minimizing messages that threaten such feelings.

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

More than one-third of youth under the age of 21 killed in alcohol related fatalities died during the months prior to graduation season, according to the National Highway Traffic Safety Administration. ... 1,012 died during the months of April, May and June.

From: "Dangerous Season for Teens: Prom and Graduation Time Increase Alcohol Fatalities"
<http://alcoholism.about.com/cs/teens/a/blcc030514.htm>

Most schools try to address such concerns. If a workgroup has not developed a set of ideas for providing guidance and support and countering problems, it is time to do so. And it can help to invite some recent graduates to participate with the planning.

In focusing on all this, it is important to remember good decision making is learned, as is concern and caring for others. So from that perspective, safe exuberance reflects how well the school promotes intrinsically motivated responsibility and social-emotional development. For resources related to these topics, see the Center's *online clearinghouse Quick Finds on*

>*Social and Emotional Development* – http://smhp.psych.ucla.edu/qf/p2102_05.htm

>*Motivation, Engagement, Re-engagement* – <http://smhp.psych.ucla.edu/qf/motiv.htm>

Looking for ideas about safe, end of year celebrations?

Search the internet for the many sites on

>*end-of-the school year celebrations* >*safe proms* >*prom alternatives* >etc.

Note: We don't have a Quick Find directly related to end of year celebrations. So if you have any online resources we can compile into an online clearinghouse Quick Find, please send them to Ltaylor@ucla.edu.

*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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From a recent grad: *About Safe End of the Year Student Celebrations*

“... what my high school did toward the end of the year that was different than many other schools was the type of ‘grad night’ we had. Whereas many schools rent out [a local entertainment center] and have dances there and go on rides and many students get intoxicated before attending, at my school grad night was held on campus. The parents worked it and there were different activities like fake gambling, craps tables, dancing, a smoothie bar, food, and "crash room" to sleep since it went until 5am, rock climbing, a palm reader, inflatable jumper obstacle course, face painting, kareoke and much more. When I tell friends from other high schools/friends I made at college, the majority give me positive feedback saying that it sounds like a lot more fun than what they did. I think this is because instead of having the whole [entertainment center] where groups can get separated and remain in cliques ..., it was in our gym and outside in what was called "senior park;" So it remained tight knit, so to speak, making it easier to spend time with a a lot of different students and not get lost in a large area. Also, because parents worked the booths, students did not show up intoxicated. There was no re-entry allowed and because it was on campus, even if a few students did decide to drink before the event, it lessened the danger of driving on a freeway to get there because it is possible that they could simply walk over to the school. ... It was a night that I will never forget and one of my greatest memories and it was in a positive setting and a good way to have safe fun.”

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NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS*

Scholastic Moves Forward to Guide States and Districts in Developing Learning Supports as the Third Component of School Improvement

Scholastic is providing interactive, full day learning Institutes focused on a *three component framework for school improvement* and student achievement. These institutes are designed to provide district and school teams with a way of framing learning supports and weaving them with instruction and management to remove barriers to learning and improve student achievement. The institutes set the ground work for creating awareness. Professional development is then provided through follow up phone and webinar coaching as well as quarterly onsite visits to build capacity at district and school levels.

Scholastic is now hiring Learning Supports Trainers (Per-Diem). Duties include: Facilitating professional learning using best practices for adult learning. Facilitating professional learning to support best practices in school improvement and learning supports. Including culturally relevant and responsive information in training and facilitating questions about equity and diversity. Maintaining a high degree of expertise in the Learning Supports framework, and Scholastic product/services knowledge. Supporting school administrators and building staff to increase their content knowledge and understand their role in implementation of effective learning supports in the district/school. Communicate regularly with project managers about the ongoing professional learning needs of the schools and districts staff.

Minimum to apply: Bachelors Degree in education or related field. Previous experience in adult professional learning and experience with learning supports and school improvement. Proven knowledge of research based practice in learning supports and school improvement. https://www.glassdoor.com/Job/new-york-scholastic-jobs-SRCH_IL.0,8_IC1132348_KE9,19.htm

(cont.)

From: *Scholastic Administrator* magazine:

http://blogs.scholastic.com/education_pulse/2016/04/alabamas-big-growth.html#.VxTOG3iu3F9

A dedication to removing learning barriers has resulted in dramatic improvements in some of Alabama's most troubled districts – Linda Felton-Smith, Director of the Office of Learning Support at the Alabama Dept. of Education

The focus on learning supports provides "... a systematic approach that aligns instruction, learning supports, and leadership decisions. The continued impact emphasizes the critical need for schools to have a unified and comprehensive system of supports in place to address the barriers to learning and teaching that districts are facing.

...The most common approaches to school improvement focus on either instruction or management and governance. What's often missing is a plan for addressing barriers to learning and creating a system of learning supports. The ... system that we adopted is a process by which schools, families, and communities facilitate learning by working together to alleviate barriers, both external and internal. We don't just focus on an individual student's challenges but on a school-based learning supports leadership team that works on the mechanisms needed for overall cohesion and ongoing development of programs and systems. It puts the responsibility on all staff to ensure teaching and learning are successful.

It is about putting a system in place to catch students before they fail, before they drop out, before they fall through the cracks. Rather than just address the problems "kid-by-kid," the learning support system looks at trend data and creates a systems solution. This process includes identifying the fragmentation that exists ... and increasing effectiveness and efficiency... through a framework to address the specific student, school, and district needs.

If we keep encountering the same challenges in our schools, why are we approaching them each year as if it were the first time? If we already know what barriers we are going to hit, then we should have systemic procedures in place to address them head on. In June 2013, 10 districts volunteered to be part of the pioneering group to lead the learning supports work in Alabama....our goal is to have every district in the state trained on the Learning Supports system by 2018. Currently, we are partnering with Scholastic to work with 51 districts across the state, and we will continue to build statewide capacity through webinars; district, regional, and state training sessions; and on-site coaching.

In the fall of 2015, the Alabama DOE received a grant funded by American Express in partnership with the National Association of Secondary Principals, to support the work of school leaders. The grant was awarded to the DOE's Office of Learning Support, which created Alabama Strong, a three-year, job-embedded project that offers customized services to 73 principals and aspiring principals in Alabama. This work will continue to build the capacity of school leaders by leveraging a three-component system to address the barriers to learning identified by data and student needs.

Districts across the state ... have already seen a rise in student achievement and have been removed from Alabama's failing schools list. Impact indicators can be identified by our state's cohort graduation rate increase to 89 percent for 2015 and our truancy rate decrease to 117,175 for 2014-15. This is just the beginning of what can happen when implementing a system for learning supports. ..."

>Boaz City Schools' provides an example of a 3 Year Strategic Plan incorporating a Learning Supports Component –

http://www.boazk12.org/departments/general_administration_and_student_support/strategic_planning

*For more information on all this, we refer folks to the webpages for the initiative

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

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Great things are done by a series of small things brought together.

Vincent Van Gogh

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

New Information Resources

> *A Student Initiated, Student Run, and Student Funded Center for Retaining under Represented Minority University Students* –

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

> *Understanding Diversity to Better Address Barriers to Learning* –

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

> *Thinking Cautiously About Screening for Major Depressive Disorder in Adolescents: The U.S. Preventive Services Task Force Recommendations and Implications for Schools* –

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

> *Gang Affiliation: Personal Academic and Mental Health Impact* –

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

> *Teen Dating* –

<http://smhp.psych.ucla.edu/pdfdocs/dating2.pdf>

New Hot Topics

> *Don't grade schools on grit*

> *Resegregation?*

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

Updated Resources

> *Substance Abuse* –

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

School Practitioner Community of Practice Interchange: Weekly Listserv

4/4

> Do we really mean to involve families at school?

> Using assistants to strengthen learning supports

> Think broadly about mental health in schools in responding to the media

4/11

> Effective strategies to address barriers to learning

> Perspectives on “Proms” from a superintendent and from a student

> About safe end of the year celebrations

4/18

> About needing parental consent to seek MH help

> School staff job uncertainty and student harm

> Resources to prevent staff burnout

4/25

> Will “free” tuition really address equity of opportunity?

> Factors associated with early childhood mental, behavioral, developmental problems

> Resources for promoting healthy development and preventing problems

Each week's listserv and all archived editions are at:

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

Recently Featured Center Resources

Continuing Education for Teachers and School Staff to Promote Student Success in School

Planning professional development? Take a look at these continuing education guides.

Use for either self-study or a stimulus for teacher and school staff group study.

> *Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools*

> *Addressing Barriers to Learning: New Directions for Mental Health in Schools*

> *Developing Resource-Oriented Mechanisms to Enhance learning Supports*

> *Engaging and Re-engaging Students and Families*

> *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*

> *Leadership Training: Moving in New Directions for Student Support*

> *Personalizing Learning and Addressing Barriers to Learning*

> *RTI and Classroom & Schoolwide Learning Supports*

> *Revisiting Learning & Behavior Problems: Moving Schools Forward*

(See links to the above in the Resource Catalogue section of our website at <http://psych.ucla.edu>)

ACCESS LINKS ABOUT:

- >Upcoming initiatives, conferences & workshops – <http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals, presentations, and papers – <http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>
- >Upcoming and archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>

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

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

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >School Climate Surveys – <https://safesupportivelearning.ed.gov/edscls/measures>
- >Making school climate improvements – <https://safesupportivelearning.ed.gov/SCIRP/Quick-Guide>
- >Health Care, Family, and Community Factors Associated with Mental, Behavioral, and Developmental Disorders in Early Childhood – <http://dx.doi.org/10.15585/mmwr.mm6509a1>
- >Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness – http://www.nasponline.org/assets/documents/Research%20and%20Policy/Advocacy%20Resources/Community%20Schools%20White%20Paper_Jan_2016.pdf
- >Visualizing 21st Century Classroom Design – <http://www.edutopia.org/blog/visualizing-21st-century-classroom-design-mary-wade>
- >Advancing the Power of Economic Evidence to Inform Investments in Children, Youth, and Families – <http://nationalacademies.org/hmd/Reports/2016/Advancing-the-Power-of-Economic-Evidence-to-Inform-Investments-in-Children-Youth-and-Families.aspx#sthash.8MPfuV41.dpuf>
- >The Invisible Ones: How Latino Children Are Left Out of Our Nation's Census Count – <http://www.childtrends.org/wp-content/uploads/2016/04/2016-16TheInvisibleOnesLatinoCensus.pdf>
- >Want to improve low performing schools? Focus on the adults – <http://educationpolicy.air.org/publications/want-improve-low-performing-schools-focus-adults>
- >The Promise of Special Education – http://www.sia-us.com/uploads/docs/pdf/Promise-Special-Ed_Order-Form.pdf
- >Ready by Design: The Science (and art) of youth readiness – <http://sparkaction.org/sites/sparkaction.org/files/readybydesign.pdf>
- >Preparing youth to thrive – <https://www.selpractices.org/>
- >Emergency Management: Improved Federal Coordination Could Better Assist K-12 Schools Prepare for Emergencies – <http://www.gao.gov/products/GAO-16-144>

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The unfortunate, yet truly exciting thing about your life, is that there is no core curriculum. The entire place is an elective.

Jon Stewart

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ADDITIONAL RECENT PUBLICATIONS

School, Family & Community

- >Building community capacity and fostering disaster resilience. Gil-Rivas, V., & Kilmer, R.P. (2016). *Journal of Clinical Psychology*. ePub
<http://onlinelibrary.wiley.com/doi/10.1002/jclp.22281/abstract;jsessionid=36081D220205A865CCB5B0EB14F0D62D.f03t02>
- >Fighting, truancy and low academic achievement in youth subcultures. Bobakova, D., Geckova, A.M., Klein, D., Dijk, J.P., & Reijneveld, S.A. (2015). *Young*, 23, 357-372.
<http://you.sagepub.com/content/23/4/357>

Policy, systems, law, ethics, finances & statistics

- >Implementing and evaluating comprehensive evidence-based approaches to prevent youth violence: Partnering to create communities where youth are safe from violence. Matjasko, J.L., Masetti, G.M., & Bacon, S. (2016). *Journal of Primary Prevention*. ePub
<http://link.springer.com/article/10.1007%2Fs10935-016-0422-y>
- >*Evidence-Based Policies, Programs, and Practices in Juvenile Justice: Three States Achieving High Standards Through State Support Centers*. Thomas, D. , Hyland, N., Deal, T., Wachter, A., and Zaleski, S. (2016). Pittsburgh, PA: National Center for Juvenile Justice.
http://www.ncjj.org/pdf/EBP%20Report/EBPinJJ%20Final%20032016.pdf?utm_source=DynamicsMarketing&utm_medium=Email&utm_campaign=JUVJUST_NCJJStudy_041316&ed2f26df2d9c416fbddddd2330a778c6=hekyajaakw-hskdwdpa

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

- >Positive psychology and disaster mental health: strategies for working with children and adolescents. Vernberg, E.M., Hambrick, E.P., Cho, B., & Hendrickson, M.L. (2016). *Journal of Clinical Psychology*. ePub
<http://onlinelibrary.wiley.com/doi/10.1002/jclp.22289/abstract;jsessionid=52E44E396969D7DB1022CB906274B158.f02t04>
- >Keeping quiet just wouldn't be right: Children's and adolescents' evaluations of challenges to peer relational and physical aggression. Mulvey, K.L., & Killen, M. (2016). *Journal of Youth and Adolescence*. ePub <http://link.springer.com/article/10.1007%2Fs10964-016-0437-y>
- >Impact of trauma on youth. Featured articles in the *Journal of Juvenile Justice*, spring 2016 issue. Online - <http://www.journalofjuvjustice.org/JOJJ0501/epub.htm>

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

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

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The important thing is not to stop questioning.

Albert Einstein

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COMMENTS AND SHARING FROM THE FIELD

We received the following in response to the April ENEWS monthly theme for schools:

Helping Students and Families Plan Transitions to a New Grade/New School

“Thanks for organizing the literature about transitions. I was particularly interested in how peer helping (peer mentoring or buddy systems) fit into the transition intervention. I was gratified to see that almost all the resources you identified included a mention of peer work. However, I don’t think any of them consider it as high on the value scale as it ought to be. In most, there is little detail and no emphasis about its value and what it adds to successful transition. I thought it might be useful respond to the five elements that a transition intervention is supposed to achieve and suggest the type of interaction that peers would play in each of the five elements:

Interventions are designed to

- *provide closure related to what the student is leaving behind*, (A student peer helper might ask the transitioning student: “What did you like about your previous school?” “Are you going to miss it?” “How do you feel about leaving those things behind?” “How might you manage not having that in your school life anymore?”)
- *enhance articulation between the old and the new*, (“What things do you think will be the same or different at this school from what you use to do at your previous school?” “What are some things you learned at your previous school that will help you out at your new school?” “What worries you about your new school?” “What are you hoping you will be able to do in your new school?”)
- *welcome newcomers and ensure they have the type of social support that facilitates positive acceptance and adjustment in the new setting*, (“What kind of things to you like to do outside of class?” “What social/extracurricular things would you like to continue from your previous school or start new at this new school?” “How would you describe your ability to make and keep friends?” “How important are friends who really know you to you?”)
- *assess transition success*, (“What was your biggest worry about coming to this school?” “How do you think you are handling that worry?” “What do you think you need to be able to do or learn to be successful here?” “What else could you do to be successful here?”)
- *implement timely corrective interventions when transitions are not successful*, (“What hasn’t worked out quite the way you had hoped?” “What can we do to help you achieve your dreams here?” “What’s the most important things that can happen for you here?” “How will you know you’ve been able to achieve that most important thing?” “What can we do to help if it doesn’t work out?” “What can you do to help yourself if it didn’t work out?”)

LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT AND LEARNING SUPPORTS

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to ltaylor@ucla.edu .

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Improve your memory by doing unforgettable things.

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From the *National Initiative for Transforming Student and Learning Supports*



No more waiting for a miracle!

The shift to more local control provides an opportunity for state and local stakeholders to escape the limitations of ESSA and prevailing thinking. The opportunity is to move away from existing fragmented and marginalized approaches to more effectively deal with factors interfering with student success and enhance equity of opportunity.

Make this happen by adopting a three component framework for school improvement. That is: **Establish a component for addressing barriers to learning** as a primary and essential component of school improvement. And then ensure it is implemented on a par with the components for instruction and management/governance).

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 Ltaylor@ucla.edu