EMERGING ISSUE

>Rationing Education in an Era of Accountability

The push for accountability was originally cast as a way to ensure that schools would leave no child behind. Ironically, as Jennifer Booher-Jennings points out, the NCLB system of requiring
schools to demonstrate adequate yearly progress through test scores has created incentives to
neglect the very students who need help the most. In order to increase passing rates, teachers
divided students into safe cases, cases suitable for treatment, and hopeless cases and rationed
resources to those students most likely to improve the school's passing rate. The idea of triage, a
practice usually restricted to the direst of circumstances, like the battlefield or the emergency
room, poignantly captures the dynamics of many schools' responses to NCLB. In the name of
improving schools' scores, some students must inevitably be sacrificed. And the stakes are high –
for schools, which face serious sanctions for failing to meet adequate yearly progress targets; for
students, who increasingly face retention if they do not pass state tests; and for teachers, who are
judged by the number of students they "save." Her work is based upon extensive field work in an
urban Texas district, but has relevance for many schools and districts. Moreover, this is a matter
for consideration in reauthorization discussions of the Elementary and Secondary Education Act
(currently named the No Child Left Behind Act).

http://www.pdkintl.org/kappan/k_v87/k0606boo.htm

What’s your experience with this? What recommendations are you aware of for the NCLB
reauthorization to address this concern?  Ltaylor@ucla.edu

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“Despite the stated intent of NCLB to improve outcomes for all students, particularly those who
have been historically neglected, educators and others may adopt a series of "gaming" practices
in order to artificially inflate schools' passing rates.”

Jennifer Booher-Jennings

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**NEWS FROM AROUND THE COUNTRY**

**NEW LAW ESTABLISHES THE FEDERAL YOUTH DEVELOPMENT COUNCIL**

On October 17, the president signed the Older Americans Act into law. Ironically, the Tom
Osborne Federal Youth Coordination Act is Title VIII of that Act. It establishes a Federal Youth
Development Council to improve the administration and coordination of Federal programs
serving youth. Members include 9 Federal Agency Secretaries, the Attorney General, the
Director of the National Drug Control Policy and the CEO of the Corporation for National and
Community service. The President will appoint additional representatives from communities,
nonprofits, state and local government, and youth. The Chair is the Secretary of Health and
Human Services. To see the duties of the Council go to


**STUDENTS ARE BREAKING THE “CODE OF SILENCE” ABOUT IMPENDING VIOLENT ACTS**

“When it comes to preventing violence at school, kids who know something about a plot are
often the first line of defense. Anonymous hot lines and e-mail systems are gaining momentum
in the push to encourage students to tell an adult.” 10/19/06 The Christian Science Monitor

http://www.csmonitor.com

**MORE ATTENTION TO THE DROPOUT CRISIS**

“Only about half of the ninth graders in Philadelphia’s public schools graduate in four years, and
for some minority male students, the rate is even lower. Researchers from Johns Hopkins
University ... say the social and financial consequences are grave not only for the 30,000 young
people who dropped out between 2000 and 20005, but also for the economic health of the
region.” 10/19/06 Philadelphia Inquirer. http://www.philly.com
TACKLING HURRICANE EVACUEES’ LOW TEST SCORES

“The Houston Independent School District plans to spend a $3.9 million grant on tutoring programs and social services aimed at boosting the test scores of students displaced by Hurricane Katrina. That help includes giving extra assistance in school, plus offering tutoring and after school and on the weekends...The district plans to contract with the Houston-based nonprofit Communities in Schools, which will place full-time social workers on the needy campuses.” 10/11/06 Houston Chronicle http://www.chron.com

MEAN AGE OF PRESCHOOLERS INCREASES AS PARENTS SEEK AN EDGE

“Children who turn 5 even in June or earlier are sometimes considered not ready for kindergarten these days, as parents harbor an almost Darwinian desire to ensure that their own child is not the runt of the class.... Fueled by the increasingly rigorous nature of kindergarten and a generation of parents intent on giving their children every edge, the practice is flourishing in New York City private schools and suburban public schools.” 10/19/06 New York Times. Http://www.nytimes.com

RESEARCH SUGGESTS THAT FAMILY CHARACTERISTICS HAVE MORE INFLUENCE ON CHILD DEVELOPMENT THAN DOES EXPERIENCE IN CHILD CARE

“A compendium of findings from a study funded by the National Institutes of Health reveals that a child’s family life has more influence on a child’s development through age four and a half than does a child’s experience in child care.... Parent and family features were two to three times more strongly links to child development than was child care during the preschool years. The findings are available at http://www.nichd.nih.gov/childcare
10/3/06 National Institutes of Health

Currently, there are federal funding streams designed to meet varying needs of youth – afterschool programs, job training, mental health, etc. – but they are administered in silos, independent of one another. Youth’s needs, however, are complex and interdependent.”
National Collaboration for Youth

Each week the Center highlights a newsworthy story online at http://smhp.psych.ucla.edu/whatsnew/newsitems.htm

Also access other news stories relevant to mental health in schools through links at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

#Monthly Focus for Schools to Address Barriers to Learning

>>November Theme – Responding to Referrals in Ways that Can “Stem the Tide”

In September and October, supportive schools have provided welcoming activities and social supports to ensure that students have made a good adjustment to school and to address initial adjustment problems (See the ideas for September and October monthly focus)

Now come the referrals for students who are continuing to manifest behavior, learning and emotional problems. To keep the referrals from becoming names on a every-growing waiting
The reauthorization on Individuals with Disabilities Education Act suggests moving into the classroom with early intervening and response to intervention strategies.

Our Center’s Fall, 2006, newsletter features “Response to Intervention” in addressing barriers to learning. Here is a brief excerpt “The concept of Response to Intervention is finding its way into schools with a significant push from the federal government and with a particular emphasis on reducing inappropriate diagnoses for special education. Properly conceived and implemented, RTI is expected to improve the learning opportunities for many students and reduce the number who are diagnosed with learning disabilities and behavioral disorders. The intent is to use "well-designed and well-implemented early intervention" in the regular classroom as a way to deal with a student’s problems. The aim also is to improve assessment for determining whether more intensive and perhaps specialized assistance and diagnosis are required....”

For more, you can access the newsletter online at http://smhp.psych.ucla.edu

And, for more information related to referrals, see the November section of “Ideas for Enhancing Support at Your School this Month” http://smhp.psych.ucla.edu In particular, see:
  >Staff Development Focus #1: Improving the Referral System as a transition intervention to ensure necessary services are appropriately accessed.
  >Staff Development Focus #2: Increasing staff understanding about the motivational bases for many problems and about classroom and school changes that can minimize problems arising from low or negative motivation.

“The person who says it can’t be done should not interrupt the person doing it.”

**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

*Children’s Mental and Physical Health*

  >Promising Practices Network:
    >>Coping with Stress Course.
    >>Adolescent Coping with Depression
    [http://www.promisingpractices.net/program.asp?programid=152](http://www.promisingpractices.net/program.asp?programid=152)


  >School absenteeism and school refusal behavior: A review and suggestions for school-based


*Family, School & Community*


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


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 100 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. ltaylor@ucla.edu

“We no longer trust our children, and then wonder why they grow up untrustworthy.”
Michael Dibdin

*A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS*


>Beyond School Hours, 2/7-10, Greensboro, NC, http://foundationsinc.org

>National Youth at risk Conference, 3/4-7, Savannah, GA


>American School Counselor Association, 6/23-26, Denver, CO.
http://www.schoolcounselor.org

>National Association of School Nurses, 6/28-7/1, Nashville, TN
http://www.nasn.org

Note: This is just a sample. For additional and ongoing information about conferences, refer to our website at http://smhp.psych.ucla.edu/upconf.htm
If you want to list your conference, please email information to ltaylor@ucla.edu

“I always wanted to be somebody. I realize now I should have been more specific.”
Lily Tomlin

**CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

>Grants
See the electronic storefront for federal grants at http://www.grants.gov
You can use it to double check due dates and access applications

Current Examples:
>>>Education Research Grants (84.305)
>>>>>Research on High School Reform (due 11/16/06)
Special Education Research Grants (84.324)
>>>Response to Intervention (due 11/16/06)
>>>Secondary and Transition Services (due 11/16/06)
>>>Individualized Education Programs (due 11/16/06)
>>Upward Bound Program (84.947A and M) Due 11/6/06
>>Parent Training and Information Centers (84.328M) Due 11/13/06

Health Resources Services Administration (http://grants.hrsa.gov)
>>>Bright Futures Pediatric Implementation (93.110) Due 11/1/06

Substance Abuse and Mental Health Services Administration (http://www.samhsa.gov)
>>>Knowledge dissemination conference grants (PA-06-001) Due 10/31 and 1/31

American Foundation for Suicide Prevention (http://www.afsp.org)
>>>Research Grants (due 12/15/06)

Center for Disease Control and Prevention (http://www.cdc.gov)
>>>Research for preventing violence and violence-related injury (letter of intent due 11/15/06)

National Institutes of Health (http://www.nih.gov)
>>>Alcohol Education Project Grants (due 12.21/06)

Department of Justice (http://www.usdoj.gov)
>>>Gang Resistance Education and Training Program (due 12/4/06)

Note: If you want to Surf the Internet for Funds, go to http://smhp.psych.ucla.edu. Click on Quick Find, scroll down Center Responses to Financing and Funding. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning.

Calls for Proposals and Papers


American Psychological Association annual conference. Proposals due 12/1/06 http://apacustomout.apa.org/convcall/

How sport participation influences youth development, special section of Developmental Psychology. Due 4/1/07.

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“No one can make you inferior without your consent.”
Eleanor Roosevelt
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**UCLA CENTER RESOURCE UPDATE**

>>New: Online Series of Information Resources on Enabling Systemic Change
>>>Systemic Change for School Improvement
   http://smhp.psych.ucla.edu/pdff/docs/systemic/systemicchange.pdf
For more information on the UCLA Center for Mental Health in Schools, go to the website at http://smhp.psych.ucla.edu or contact
Howard Adelman and Linda Taylor, Co-directors
School Mental Health Project/Center for Mental Health in Schools
UCLA Department of Psychology
Los Angeles, CA 90095-1563
Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895
Email: smhp@ucla.edu

Check out our sister center, Center for School Mental Health Analysis and Action, at http://csmha.umaryland.edu or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

“If you have to be rotten at something, don’t be rotten at teaching.
The kids will make your life miserable.”
Madeline Hunter
**OTHER HELPFUL INTERNET RESOURCES**

> Research-to-results Briefs:


> Public Policy Analysis and Education Center for Middle Childhood, Adolescent and Youth Adult Health: Resource Project. A 12 unit curriculum with syllabus, reading, data, assignments, cases, presentations, and links. http://policy.ucsf.edu/resources


> How to Develop a Statewide System to Link Families with Community Resources http://www.cmwf.org/general/general_show.htm?doc_id=381829

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

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**TRAINING AND JOB OPPORTUNITIES**

<Manager>
Oregon School-based Health Center Program. Portland, OR. Contact Anne Johnston-Silverberg at anne.k.johnston@state.or.us

<Research>
WESTAT, Health Studies Research Staff, Houston, TX. Http://www.westat.com/westat/career_opportunities/research.cfm

<School Psychologist>
Jordan School District, Sandy, UT. Contact Fulvia Franco at fulvia.franco@jordan.k12.ut.us

<Faculty>
  > School Psychology Program, Rutgers University, Piscataway, NJ. Contact Susan Forman, Chair, Dept. of Applied Psychology, Rutgers University, Piscataway, NJ, 08854.

  > Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, IN. Contact Paul Spengler at pspengle@bsu.edu

  > School Psychology Program, University of Connecticut, Storrs, CT. Contact Thomas Kehle.

  > Human Development and Family Studies, University of Connecticut, Storrs, CT. See http://familystudies.uconn.edu/

  > Organizational Psychology, Rutgers University, Piscataway, NJ. The Organizational program is closely linked to the Community Psychology concentration as well as the School and Clinical Psychology programs. Contact Cary Cherniss.
Note: For more information on employment opportunities see http://smhp.psych.ucla.edu/job.htm. Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

"I used to be indecisive. Now I’m not so sure."

**COMMENTS, REQUESTS, INFO., QUESTIONS FROM THE FIELD**

> We were asked to let you know about:
  >>“Crying along with my child.” Parenting a school age child diagnosed with Bipolar Disorder (2006) J. Wade, Issues in Mental Health Nursing, 27(8) 885-903. You can contact the author at jwade8@utk.edu

> A few of the responses to last month’s emerging issue:
  Cheating in schools: Why the increase? What to do about it

  (1) “We already have leaders on both sides of the fence with ‘shaky ethical foundations’, certainly precautions can be taken to guard against the obvious, picture phones and texting come on, all these tests have proctors, get them out and moving among the test takers, and what do we expect when we end up having districts cheat to look good in the eyes of the public, happened down in the birth place of NCLB, and yet we develop a whole national initiative around it.”

  (2) “I think schools need to look at both the reason and the consequence. They need to handle each case individually but have an across the board consequence. Students need to be made aware of the consequences. A little story: I was taught the 10 commandments and how to live by them. I was taught that if I disobeyed the 10 commandments I would have to go to confession and confess the sins I committed against the 10 commandments. This was a great fear for me. I realize that most students nowadays do not grow up with this strict teaching but it served me well. I was afraid to go against these commandments because I knew what the consequence was and this kept me from cheating, amongst other things.”

  (3) From the Los Angeles Times 10/14/06 Editorial (referring to a recent poll of high school students) – “Teens Like Us

  ...Three-fifths said they cheated on a test within the last year; a third used the Internet to plagiarize an assignment; 62% lied to a teacher. ...A little more than a fourth said they stole, and 57% said they’d liked to their parents....

  Yet many adults are equally self-deluding. We cluck at the public wrongdoing of others while we try to convince the IRS that our Salvation Army donation of used underwear was worth $150...We can bemoan the misdeeds of teens, and indeed they’re troubling. But before we disdain adolescents too fast, we should remember that, luckily for us, (there isn’t) a similar survey of adults.”

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THIS IS THE END OF THIS ISSUE OF ENEWS
See below for source identifying information
Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

A description and evaluation of the Center's work and impact is available at http://smhp.psych.ucla.edu

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
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