ENEWS

A Monthly Forum for Sharing and Interchange

November, 2008 (Vol. 13 #2)

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 federally supported national Center offers, see http://smhp.psych.ucla.edu

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**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**
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WHAT'S HERE THIS MONTH

**Emerging Issue

>**Unique Treatments or Common Intervention Principles?**

**News from around the country

**Recent publications relevant to

>**Children's mental and physical health**

>**Family, school & community**

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

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

>**Responding to referrals in ways that can "stem the tide"**

**Other helpful Internet resources

**Links to

>**Upcoming initiatives, conferences & workshops**

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

>**Training and job opportunities**

**UCLA Center update

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

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EMERGING ISSUE

>Unique Treatments or Common Intervention Principles?

According to David Barlow: "Instead of studying treatments as some sort of fixed pattern, practitioners will have principles they can flexibly apply to a variety of different emotional disorders."

As reported in the 10/08 *Monitor on Psychology*, Barlow, director emeritus at the Center for Anxiety and Related Disorders at Boston University, reported on a four year study of a new treatment protocol for depression, anxiety, and phobias. He explained: "The protocol takes three or four basic concepts that seem to be present in all of our successful treatments for these emotional disorders and puts them together as a single, unified, transdiagnostic set of principles that clinicians could adapt to anyone sitting in from of them."

The new protocol includes 7 modules: psychoeducation; motivational enhancement to aid treatment engagement; emotional awareness training, cognitive appraisal and reappraisal, modifying emotion-driven behavior and emotional avoidance; internal somatic and situational exposure; relapse prevention; and present-focused emotional awareness training.

Is the field moving away from "fixed" empirically supported treatments? As you have worked with science based interventions related to learning, behavior, and emotional problems, are you sticking to the manual or are you gravitating toward common principles and elements? Send your comments to ltaylor@ucla.edu

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**NEWS FROM AROUND THE COUNTRY

>Report cites chronic absenteeism in city schools

More than 90,000 of New York City's elementary school students – roughly 20 percent – missed at least a month of classes during the last school year...The situation was worse in higher grades – 40 percent of high school students and 24 percent of middle school students were absent for at least a month. 10/21/08 http://www.nytimes.com

>The high school dropout's economic ripple effect

As the financial meltdown and economic slump hold the national spotlight, another potential crisis is on the horizon: a persistently high dropout rate that educators and mayors across the country say increases the threat to the country's strength and prosperity. According to one study, only half of the high school students in the nation's 50 largest cities are graduating in four years...10/21/08 http://online.wsj.com

>Nine NY state agencies jointly develop plan for broad reform of public services for children

Heads of nine child-serving agencies have jointly submitted to the governor and legislature New York's first Children's Plan to improve the social and emotional well being of New York's children and their families. Key recommendations of the collaborative plan include:

>A focused attention to behavioral issues and emotional disturbance in settings such as pediatric offices, child care and schools, with mental health treatment in a back-up and support role;

>A shift toward more effective and less expensive early intervention and evidence-based preventive approaches, leading to a reduction in institutional costs; and
>The collaborative use of family-centered and parent-driven approaches. 10/2/08
http://www.omh.state.ny.us/omhweb/News/pr_childrens_plan.html

>Schools scramble to help students with no place to live

With the numbers of homeless across the state on the rise, local school officials are scrambling to provide services and absorb costs for an expected surge in homeless students. .. ..The high populations reflect not just students living in shelters or on the streets, but also those doubled up with relatives or friends, in foster care, or thrown out of their homes or runaways. 10/6/08. http://www.boston.com

>Schools fail to meet "No Child" accountability

Across the nation, far more schools failed to meet the federal law's testing targets than in any previous year...Part of the reason for the troubles was that the states gambled the law would have been softened when it came up for reauthorization in 2007, but efforts to change it stalled. ...Students scoring at or above proficiency increased, on average, less than four percentage points annually for 2003 to 2007, far short of the 11 percentage points of annual growth required this year. 10/13/08   http://www.nytimes.com

>Hundreds of teachers laid off in Dallas

The Dallas, TX, school district laid off hundreds of teacher to avoid a projected $84 million deficit. ...The district laid off 375 teachers and 40 counselors and assistant principals and transferred 460 teachers to other schools within the district. ...The 375 teachers represent about 3 percent of the district's teachers. Last week 152 employees – including clerks, office managers and teacher assistants – voluntarily left their jobs. 62 central staff members lost their jobs. ...An additional $30 million will be saved by cutting various programs throughout the district. 10/17/08. http://www.cnn.com

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

Also access other news stories relevant to improving addressing barriers to learning through links at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

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"Schools are never neutral. Schools either help kids thrive or
contribute to mediocre or rotten outcomes."
David Osher
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**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

Children's Mental and Physical Health

>The effectiveness of interventions to reduce psychological harm from traumatic events among children and adolescents: A systematic review. (2008) H. Wethington, et al., *American Journal of Preventive Medicine, 35*(3) 287-313.
Http://sciencedirect.com/science/journal/07493797

>The development of bullying. (2008) D. Pepler, et al., *International Journal of Adolescent Medicine and Health, 20*(2) 113-119. http://www.freundpublishing.com/

>Peer stigmatization of childhood depression and ADHD (#160)
http://www.rtc.pdx.edu/pgDataTrends.shtml

>Child abuse recognition and reporting: Supports and resources for changing the paradigm. (2008) C. Berkowtiz. *Pediatrics, ePub*. http://www.pediatrics.org/

>A framework for assessing violent behaviors in elementary school-age children (2008) A. Bardick & K. Bernes, *Children & Schools, 30*(2) 83-91.

>High school youth and suicide risk: Exploring protection afforded through physical activity and sport participation (2008) L. Tallaferro, et al., *Journal of School Health, 78*(10) 545-553. http://www.ashaweb.org

>Activity spaces and urban adolescent substance use and emotional health (2008) M. Mason & K. Korpela, *Journal of Adolescence*. http://www.elsevier.com/

Family, School and Community

>Geography of opportunity: Poverty, place, and educational outcomes (2008) W. Tate. *Educational Researcher, 37*(7) 397-411. http://er.aera.net

>The evaluation of school-based violence prevention programs: A meta-analysis. (2008) H. Park-Higgerson, , et al., *Journal of School Health, 78*(9) 465-479. http://www.ashaweb.org

>*Reducing behavior problems in the elementary school classroom* (2008). Practice Guides: What Works Clearinghouse. http://ies.ed.gov/ncee/wwc/publications/practiceguides/

>Solving behavior problems together (2008).C. Crowe. *Educational Leadership. 66*, 44-47.

>Adolescent risk taking, neighborhood social capital, and health (2008) W. Boyce, et al., *Journal of Adolescent Health, 43*(3) 246-252. http://www.sciencedirect.com/science/journal/1054139X

>Media use and children's perceptions of societal threat and personal vulnerability. (2008) J. Comer, et al., *Journal of Clinical Child and Adolescent Psychology, 37*(3) 622-630. http://www.leaonline.com/loi/jccp

Policy, Systems, Law, Ethics, Finances & Statistics

>*America's children in brief: Key national indicators of well-being* (2008) http://www.ask.hrsa.gov/electronicpublications.cfm

>*Toward a brighter future: An essential agenda for America's young people*. (2008) National Collaboration for Youth, http://www.collab4youth.org

>Framing public policy and prevention of chronic violence in American youths (2008) K. Dodge. *American Psychologist, 63*(7) 573-590. http://www.apa.org/journals/amp

>*Will it work here? A decision maker's guide to adopting innovations* http://innovations.ahrq.gov/resources/innovationadoptionguide.pdf

>*Student victimization in U.S. Schools: Results from the 2005 School Crime Supplement to the National Crime Victimization Survey* (2008). The National Center for Education Statistics. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009306

>Mental disorders among adolescents in juvenile detention and correctional facilities: a systematic review and metaregression analysis of 25 surveys (2008) S. Fazel, et al., *Child & Adolescent Psychiatry, 47*(9) 1010-1019 http://www.jaacap.com

>Violence and drug use in rural teens: National prevalence estimates from the 2003 Youth Risk Behavior Survey (2008) A. Johnson, et al., *Journal of School Health, 78*(10) 554-561. http://www.ashaweb.org

>A three-country comparison of psychotropic medication prevalence in youth. (2008) J. Zito, et al., *Child and Adolescent Psychiatry and Mental Health, 2*(26). http://www.capmh.com/content/2/1/26

>*Mental health service use among youths aged 12 to 17: 2005 and 2006* (2008) National Survey on Drug Use and Health Report, Office of Applied Studies, Substance Abuse and Mental Health Services Administration. http://oas.samhsa.gov

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. Ltaylor@ucla.edu

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"When ... psychologists forgo scientific rigor in favor of advocating unsupported private values in public policy, they become nothing more than politicians."

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

November – **Responding to referrals in ways that can "stem the tide"**

In the first months of a new school year, supportive schools have provided programs to welcome and provide support to ensure that all students have made a good adjustment to school and to address initial adjustment problems as they arise. As teachers become concerned about students who are not making progress in academics and display problems in social competence, they are looking for colleagues to help them succeed with these students. While team teaching and grade level teacher planning groups are a first resource, student support staff can now enter the planning process to enhance capacity related to Response to Intervention.

Many "individual" problems are, in fact, a type of problem that is frequently seen in schools. Student support staff can join the class to enhance the capacity of regular classroom teachers to address a broad range of common learning, behavior, and emotional problems. As students experience "enhanced" regular classroom approaches, many who were struggling (students and teachers) will find more success. And, sharing strategies across classrooms strengthens the shared responsibility for all students. For a broad range of ideas on enhancing classrooms to accommodate a broader range of student motivation and ability, see

>Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling
http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf

>Response to Intervention
http://smhp.psych.ucla.edu/qf/responsetointervention.htm

>Response to Intervention (practice notes)
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/responsetointervention.pdf

>Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/behaviorsocialemot.pdf

>Prereferral Interventions
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/prereferral.pdf

Classroom-focused learning supports reduce the flow of referrals to case-oriented student support teams. This allows such teams not only to do a better job of triage, referral, and monitoring of progress, but to become more proactive in developing interventions to promote social and emotional development, prevent problems, and respond early after problem onset.. For relevant resources for case-oriented work, see:

>Developing Systems at a School for Problem Identification, Triage, Referral, and Management of Care
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/developingsystems.pdf

>Case Management in the School Context http://smhp.psych.ucla.edu/qf/case_mgmt_qt/

>School-Based Client Consultation, Referral, and Management of Care
http://smhp.psych.ucla.edu/pdfdocs/consultation/consultation2003.pdf

>Quick Find: Case/Care Management
http://smhp.psych.ucla.edu/qf/casemanagment.htm

Note: You can anticipate major concerns that arise over the course of the school year that provide natural opportunities to strengthen support for learning. To see the "calendar" of monthly concerns and themes, see "Ideas for Enhancing Support at Your School this Month" on the Center's home page at http://smhp.psych.ucla.edu

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"The principal working with a teacher on classroom management noted she was over-emphasizing competition and encouraged her to use more cooperative activities. The teacher agreed to try it and put up a new bulletin board: "Who Can Be the Most Cooperative This Week?"

Attributed to Rick Lavoie

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**OTHER HELPFUL INTERNET RESOURCES

>Parents' Guide to Truancy
http://gwired.gwu.edu/hamfish

>Domestic Violence: Knowledge Path
http://www.mchlibrary.info/knowledgepaths/kp_domviolence.html

>From No Child Left Behind to Every Child a Graduate
http://www.all4ed.org/files/ECAG.pdf

>Introduction to the Survey of Youth in Residential Placement
http://www.ojjdp.ncjrs.gov/publications/pubabstract.asp?pubi=240090

>Evidence-Informed Public Health and a Compendium of Critical Appraisal Tools for
Public Health Practice
http://nccmt.ca/pubs/eiph_backgrounder.pdf

>A developmental perspective on college and workplace readiness
http://www.childtrends.org/Files/Child_Trends-2008_09_15_FR_ReadinessReport.pdf

>Transforming the federal role in k-12 education
http://www.publicschoolinsights.org/?storyID=23168

>Early childhood assessment: Wwhy, what, and how?
http://www.nap.edu/catalog.php?record_id=12446

>Developing school connectedness in diverse youth through extracurricular
programming
http://www.tpronline.org/article.cfm/developing_school_connectedness_in_diverse_youth

> 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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> "Robinsons's Law: The person you beat out of a prime parking spot is
>   the one you have to see for the job interview."
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**LINKS TO

>Upcoming Initiatives, Conferences & Workshops -http://smhp.psych.ucla.edu/upconf.htm

>Calls for Grant Proposals, Presentations & Papers -http://smhp.psych.ucla.edu/upcall.htm

>Training and Job Opportunities - http://smhp.psych.ucla.edu/job.htm

Information on each of these is updated on an ongoing basis on our website. Just click on
the indicated URL or on What's New on our website at http://smhp.psych.ucla.edu. If you
would like to add information on these, please send it to ltaylor@ucla.edu
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**UCLA CENTER – BRIEF UPDATE

The following are a few highlights. The Center continuously develops and updates resources; see *What's New* at http://smhp.psych.ucla.edu/review.htm

*Online course through the National Association of State Title I Directors

Academics and Beyond: Addressing Barriers to Learning and Teaching – This video and powerpoint presentation was developed for the National Association of State Title I Directors based on the Center's work. It comes with Facilitator and Participant Study Guides. Hosted by Jackie Jackson, former director of Title I at the U.S. Office of Education, the video is designed as a panel discussion featuring the Center's co-directors and Rhonda Neal Waltman, Former Assistant Superintendent, Mobile County Public Schools. See http://www.nastidonline.com/coursedetails.html

>>Rebuilding for Learning: A Collaborative Initiative with Scholastic, Inc.

Immediately after announcing the initiative a few weeks ago, we began to receive a stream of expression of interest from state departments of education, district superintendents, and leaders at universities. For those who missed the announcement, see it online at http://smhp.psych.ucla.edu/whatsnew/announcement(10-14-08).pdf
    In brief, the Center has established a public-private collaboration with the Community Affairs Unit of Scholastic to provide education leaders with meaningful and ongoing learning opportunities around planning and implementing improved systems for addressing barriers to learning and teaching.
    Interested state and local leadership teams will have the opportunity to apply for a grant to cover leadership team participation in a *Rebuilding for Learning Institute*. Participating teams that demonstrate a serious commitment to developing a *comprehensive system* of learning supports as an integral part of school improvement and need assistance with planning or implementation will be eligible to apply for a mini-grant to support additional technical assistance. For all who move forward, capacity building information, guidance and support will be provided from the Center at UCLA and/or members from the *Rebuilding for Learning Team.*
    The initiative will offer:
- In person professional input and interchange (e.g. Rebuilding for Learning Institute and on-site technical assistance)
- Online professional development and guidance (e.g. continuing education and online technical assistance)
- Print and online supplemental resources

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About the Initiative Component

    Rebuilding for Learning Institute – orients school leaders to the need for student learning supports, the full continuum of essential school-community interventions, and the core principles and tenets of comprehensive learning support systems. District or state leadership teams leave the Institute with an emerging "blueprint" that enables them to more deeply investigate student learning supports and the feasibility for instituting change in their districts or states.
    Rebuilding for Learning Online Institute – available to Institute participants, this resource allows users to probe deeper with theory and practice content. The online resources are especially designed as aids for moving forward.

Technical Assistance – Institute participants pursuing implementation of comprehensive learning support systems have access to the initiative's team of specialists who are available to provide strategic guidance as districts move from planning to implementation.

Rebuilding for Learning Core Materials – provide administrators with information on student learning supports policies and practices. Core materials include the *Rebuilding for Learning Institute Handbook*. The handbook is provided to all in person institute participants.

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<div style="text-align:center; color:red;">**Interested in Exploring Participation in the *Rebuilding For Learning Initiative*?**</div>

We invite state and district superintendents, school boards, education associations, and chairs of university departments of education to express their interest in exploring ways to connect with the initiative. Send an email to: Ltaylor@ucla.edu

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>>New Resource for the National Initiative: New Directions for Student Support:

The Center has prepared a brief paper entitled:

> *What is a Comprehensive Approach to Student Supports?*
> http://smhp.psych.ucla.edu/pdfdocs/whatiscomp.pdf

This resource was developed in response to the increasing stream of statements related to the ESEA reauthorization calling for "a comprehensive approach" to student supports. Too often what is being identified as *comprehensive* is not comprehensive enough, and generally the approach described is not about developing a *system* of supports but a proposal to enhance coordination of fragmented efforts. Many times the emphasis mainly is on health and social services, usually with the notion of *connecting* more community services to schools. All this is relevant. But, most proposals to improve supports still fail to escape old ways of thinking about what schools need both in terms of content and process. The brief conveys our perspective of what does and doesn't constitute a comprehensive approach.

>>Youth ages 18 to 24

The term Mental health in schools tends to convey a focus mainly on K-12. However, it is clear that pre-school programs also are relevant and so is post-12 transition and schooling. In this latter respect see the new online clearinghouse Quick Find topic on

> "Transition from Adolescence"
> http://smhp.psych.ucla.edu/qf/transition_from_adolescence.htm

If you know of links to materials we should add, please let us know. Ltaylor@ucla.edu

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topic, you can access information on 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, other centers focusing on the topic,

and relevant publications. Go to http://smhp.psych.ucla.edu and click on Quick Find. If you would like to add a resource, let us know. Ltaylor@ucla.edu

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 at the 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

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Check out our sister center, the Center for School Mental Health at http://csmh.umaryland.edu or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th Floor, Baltimore, MD 21202. Toll Free (888) 706-0980. Email: csmh@psych.umaryland.edu

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                    "Only those who see the invisible can do the impossible."
                                                    Thanks to Jean Steverson
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**COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD

A Request: "I am charged with writing an accountability and policy framework to support the Community Schools and Community Education component of SchoolPlus [in Canada] in order to establish a consistent framework for measuring student outcome correlations with the Community School/Education renewal. Basically the government wants to measure if the additional funding going to the designated schools is improving learning outcomes and we can tell one way or another because when it was rolled out there was no mandated framework provided and there are significant discrepancies with respect to the allocation of funding and programs offered. I am wondering if there is a working group on developing something similar to what I am describing."

We were asked to share the following:

(1) From the Research and Training Center on Family Support and Children's Mental Health, Portland State University, Portland, Oregon
        "Are you a young person aged 14-25 who has an emotional or mental health condition? OR Are you a parent or other caregiver of a child between the ages of 14-25 with an emotional or mental health condition? IF SO,
    We invite you to take a survey that asks about your experiences with discrimination or stigmatization. Results of the survey will be published in the January 2008 issue of Focal Point: Research, Practice and Policy in Children''s Mental Health.
        o If you finish the survey, you can enter for a chance
            to win a $25 gift certificate to Amazon.com
        o The survey is completely anonymous
        o The survey takes about 15 minutes"

Deadline is November 26, 2008   Access the survey from http://www.rtc.pdx.edu

(2) From a learning management company:
    "We have been providing online tutoring services for the special needs and learning disabled student segment for the last three years. We consider our main goal to be around

enhancing student performance and using technology as an enabler to achieving this objective. As an online tutoring company (we also do software and content development for the K-12 segment), we have seen that technology enabled distance learning has allowed several special needs and learning challenged students do remarkably well in our programs. We are currently trying to expand our services to reach out to more of the LD segment across the country and have been urged and encouraged by our customer parents to take our message to a wider audience." http://www.mytutor24.com

(3) From the Oregon Center for Applied Science – www.orcasinc.com :
   "We have created a fun and educational computer program to help adolescents learn about and prevent depression. For this research study we need to recruit 300 adolescents ages 11-15 to evaluate the program. Adapted from an empirically validated intervention, the program will include six CBT modules, interactive and educational games, and additional content related to youth depression. Youth who participate will be compensated up to $120 for their time. They will also have the unique opportunity to learn new skills to help them feel better more of the time while helping us develop a program to meet the needs of others their age. To get additional information about the project, request recruitment materials, or sign up to participate, please call 1-866-822-0226 or email bluesblaster@orcasinc.com. (Funded by: National Institute of Mental Health)."

THIS IS THE END OF THIS ISSUE OF E-NEWS

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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