

**25 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



November, 2011 (Vol. 16 #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 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

****Emerging Concern**

>Aligning Student and Learning Support Resources: Schools Need a Unifying Intervention Framework

****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**

>November – Enhancing Learning Supports

****Other helpful Internet resources**

****Links to**

>Upcoming initiatives, conferences & workshops

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

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****UCLA Center Update**

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



EMERGING CONCERN

>Aligning Student and Learning Support Resources: Schools Need a Unifying Intervention Framework

Cuts in budgets and personnel have led to a more careful look at how best to enhance the effectiveness of remaining resources and programs to support learning. As one colleague put it,

“Although there are so many issues surrounding the concept of learning supports these days (bullying, poverty, engagement, violence, social/emotional/civic skill development, etc) or more truthfully because there are so many issues, my main priority right now is alignment. As a district we are engaging in initiatives that will help us develop a better support system for students, but I want to ensure that every initiative is in alignment with our vision for learning supports not to mention curricular demands!”

To guide aligning resources in ways that will significantly strengthen student and learning supports and thus school and student outcomes, schools, districts, and SEAs need to develop/adopt a framework for a comprehensive system of student and learning supports. Few seem to have done so. (For some places that are moving in this direction, see “Trailblazing and Pioneer Initiatives” at <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>)

If you know of other local or state agencies that are using a comprehensive system framework to guide their efforts to improve student and learning supports, please let us know so that we can inform others. Send to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

New ‘cradle to career’ partnership aims at helping kids succeed – A broad cross-section of business, education and philanthropic leaders in Milwaukee have joined forces to look at improving educational outcomes for all children in the city. The partnership is focused on big picture ideas such as making sure all children are prepared to enter school, succeed academically and graduate, take advantage of postsecondary education or training, and contribute to the community. 9/28/11. [Http://www.jsonline.com](http://www.jsonline.com)

New school year brings steep cuts in state funding for schools – Elementary and high schools are receiving less state funding than last year in at least 37 states, and in at least 30 states school funding now stands below 2008 levels. The cuts are causing immediate public and private sector job loss, and in the long term are likely to reduce student achievement and economic growth. 10/7/11. [Http://www.cbpp.org](http://www.cbpp.org)

New database to track foster students' records – Foster students across California are benefitting from a database called Foster Focus, which tracks foster students' grades, credits, course schedules, residential history, shot records, attendance, Individual Education Plan, the names of the child's social worker and other information. School districts connected to Foster Focus are sent an email notifying them when a foster child has moved into the district. They can access student information to help enroll the student and offer needed services. 10/6/11. [Http://www.sacbee.com](http://www.sacbee.com)

Food banks, soup kitchens lose aid as need for services grows – According to the Michigan Department of Human Resources, 43 agencies have been cut from Emergency Services funding for the fiscal year that began Oct 1. State welfare rolls will cut by about 41,000 people next month to comply with 48 month limit on cash assistance. United Way's strategy now is to help in the short term and counsel people about long term solutions to unemployment and other problems. 10/16/11. [Http://www.freep.com](http://www.freep.com)

New policy aims to reduce truancy tickets – The Los Angeles School Police Department has issued new rules aimed at reducing the number of truancy tickets written to students and focusing efforts instead on helping these students get to and remain in school. The old rules were part of a get tough philosophy that included truancy sweeps, \$250 tickets and mandatory court appearances that could result in jail time for parents. Such measures, advocates said, can diminish time in school and ultimately increase the dropout rate. 10/21/11. [Http://www.latimes.com](http://www.latimes.com)

'Flipped' classrooms take advantage of technology – Pressed for time and struggling to reach a generation raised on YouTube, a growing number of teachers digitally record lessons with a table computer as a virtual blackboard, then upload them to iTunes and assign them as homework. In class the following day, they help students work out exercises and answer questions. This is literally turning the workday upside down. Teachers say flipped, or upside down classes offer greater control of materials and more face time with students. 10/6/11. [Http://www.usatoday.com](http://www.usatoday.com)

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.publiceducation.org>
- >The Update from the American Orthopsychiatric Association at <http://www.aotoday.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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Student quote from the above news story on truancy:

“When you’re dealing with real life issues dragging you down and making you late to school, the last think you need when you get there is to run into police treating you like a criminal and making you feel like there’s no point to trying anymore.”

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RECENT PUBLICATIONS (In print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

>Does screening high school students for psychological distress, deliberate self-harm or suicidal ideation cause distress – and is it acceptable? (2011) J. Robinson, et al. *Crisis, ePub*.

[Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Mentoring and social skills training: Ensuring better outcomes for youth in foster care (2011) C. Williams. *Child Welfare, 90*(1), 59-74. [Http://www.cwla.org](http://www.cwla.org)

>Shyness versus social phobia in US youth (2011) M. Burstein, et al. *Pediatrics, online*.
[Http://pediatrics.aappublications.org](http://pediatrics.aappublications.org)

>Aggression and violence and the achievement gap among urban minority youth (2011) C. Basch. *Journal of School Health, 81*(10) 619-625. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

>A school-based expressive writing intervention for at-risk urban adolescents’ aggressive behavior and emotional lability (2011) W. Kliewer, et al. *Journal of Clinical Child and Adolescent Psychology, 40* (5), 693-705. [Http://www.leaonline.com](http://www.leaonline.com)

>Toward a relationship perspective on aggression among schoolchildren (2011) N. Card. *Psychology of Violence, 1*(3), 188-201. [Http://www.apa.org](http://www.apa.org)

Schools, Family, & Community

>Bystanders matter: Associations between reinforcing, defending, and the frequency of bullying behavior in classrooms (2011) C. Salmivalli, et al. *Journal of Clinical Child and Adolescent Psychology, 40*(5), 668-676. [Http://www.leaonline.com](http://www.leaonline.com)

>Students feeling unsafe in school: Fifth graders’ experiences (2011) G. Jacobson, et al., *Journal of School Nursing, 27*(2), 149-159. [Http://jsn.sagepub.com](http://jsn.sagepub.com)

>Influence of school-level variables on aggression and associated attitudes of middle school students (2011) D. Henry, et al., *Journal of School Psychology, 49* (5), 481-503.
[Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Examining the moderating role of family cohesion on the relationship between witnessed community violence and delinquency in a national sample of adolescents (2011) S. Barr, et al. *Journal of Interpersonal Violence, ePub*. [Http://jiv.sagepub.com](http://jiv.sagepub.com)

>Examining parents' preferences for children's mental health services using conjoint analysis (2011) F. Wymbs. *Report on Emotional & Behavioral Disorders in Youth*, 11 (3), 74-78.
[Http://www.civicresearchinstitute.com](http://www.civicresearchinstitute.com)

>Forging partnerships with parents while delivering adolescent confidential health services: a clinical paradox (2011) K. Tebb. *Journal of Adolescent Health*, 49 (4), 335-336.
[Http://www.sciencedirect.com](http://www.sciencedirect.com)

Policy, Systems, Law, Ethics, Finances & Statistics

>How effective are severe disciplinary policies: School policies and offending from adolescence into young adulthood. (2011) J. Matjasko. *Journal of School Psychology*, 49 (5), 555-572.
[Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Liability concerns and shared use of school recreational facilities in underserved communities (2011) J. Spengler, et al. *American Journal of Preventive Medicine*, 41 (4), 415-420.
[Http://sciencedirect.com](http://sciencedirect.com)

>Ecological contexts in the development of coalitions for youth violence prevention: An organizational network analysis (2011) K. Bess, et al., *Health Education and Behavior*, ePub.
[Http://heb.sagepub.com](http://heb.sagepub.com)

>Generational differences in mental health: Are children and adolescents suffering more, or less? (2011) J. Twenge. *American Journal of Orthopsychiatry*, 81(4), 469-472.
[Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

>Expanding interdisciplinary collaboration in school mental health: The role of graduate programs (2011) C. Buchanan, et al. *Report on Emotional and Behavioral Disorders in Youth*, 11 (3), 67-72. [Http://www.civicresearchinstitute.com](http://www.civicresearchinstitute.com)

>Special focus on Rural Youth in *Journal of Youth and Adolescence*, 40 (9) September 2011.
[Http://www.springerlink.com](http://www.springerlink.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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“After 10 hours of day care, going home to parents is always a real culture shock.”

Sidney Harris

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

November –Enhancing Learning Supports

Early In the school year, two events occur related to students who are not doing well. One, the learning support programs and staff fill the available spaces in their programs and (2) the flow of students being referred for help continues. The result – waiting lists and holding patterns.

As this month's ENEWS *Emerging Concern* conveys, questions arise about how to align, consolidate, and unify supports to be more efficient and more effective. Key tasks for leaders of a learning supports component at the school and district is to align and move toward unifying student and learning support resources. The process begins by mobilizing staff to map and analyze (a) how the resources available for learning supports are allocated, (b) whether they are being used in the most effective ways for the most pressing concerns, and (c) whether they should be redeployed. Active participation by all learning support staff, teachers, and community partners is needed to do the analysis and make the best decisions.

For guidance related to this work, see *Ideas for Enhancing Support at Your Schools this Month*, on our homepage at <http://smhp.psych.ucla.edu> (scroll down to month three).

Related to the problems of alignment is the matter of who is responsible and who will work on system improvement. This is an operational infrastructure concern. To see our prototypes related to this, see:

>*Infrastructure: Is What We Have What We Need?*

<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

>*What is a Learning Support Resource Team?*

<http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>

If you have realigned student and learning supports, let us know so we can share you work with others. Send your comments to ltaylor@ucla.edu

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“I think we’re being educated for failure. We learn math in case the calculator fails. We learn to read in case the TV breaks, and we learn to spell in case the computer’s spell-check fails.”

Aaron Bacall

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OTHER HELPFUL INTERNET RESOURCES

- >Aligning health and education in the school setting
<http://www.ascd.org/ascd/pdf/siteascd/publications/aligning-health-education.pdf>
- >Scaling up school and community partnerships
<http://www.communityschools.org/scalingup/>
- >Preventing multiple risky behaviors among adolescents: Seven strategies
<http://www.childtrends.org>
- >Synthesis of research and resources to support at-risk youth
http://acf.hhs.gov/programs/opre/fys/youth_development/reports/synthesis_youth.pdf
- >Discipline policies, successful schools, and racial justice
<http://nepc.colorado.edu/publication/discipline-policies>
- >ADHD: Clinical practice guidelines for the diagnosis, evaluation and treatment of children and adolescents with attention-deficit/hyperactivity disorder
<http://pediatrics.aappublications.org/content/early/2011/10/14/peds.2011-2654.full.pdf>
- >ADHD: What every parent needs to know. [Http://www.healthychildren.org/adhd](http://www.healthychildren.org/adhd)
- >National Center for Youth in Custody
<http://www.ojjdp.gov/publications/pubabstract.asp?pubi=257757>
- >Trends in high school dropout and completion rates in the United States: 1972-2009.
[Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012006](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012006)
- >No place for kids: The case for reducing juvenile incarceration
<http://www.aecf.org/ourwork/juvenilejustice/juvenilejusticereport.aspx>
- >Journal of Juvenile Justice
<http://www.journalofjuvjustice.org>

For a wider 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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Teacher: *Late again! Don't you know what time we begin school?*

Student: *Nope: it's always started by the time I get here.*

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LINKS TO:

- >Upcoming initiatives, conferences & workshops.
[Http://smhp.psych.ucla.edu/upconf.htm](http://smhp.psych.ucla.edu/upconf.htm)
- >Calls for grant proposals, presentations, and papers.
[Http://smhp.psych.ucla.edu/upcall.htm](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://smhp.psych.ucla.edu/webcast.htm](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

UCLA CENTER UPDATE

New Resources

Policy and Practice Reports & Notes

- >*Designing school improvement to enhance classroom climate for all students*
<http://smhp.psych.ucla.edu/pdfdocs/schoolclimate.pdf>
- >*Dropout Prevention: Do districts pursue best practice recommendations?*
[Http://smhp.psych.ucla.edu/pdfdocs/drop.pdf](http://smhp.psych.ucla.edu/pdfdocs/drop.pdf)
- >*Mental Health in schools: An opportunity to embed the field into school improvement policy and practice* – <http://smhp.psych.ucla.edu/pdfdocs/mhopp.pdf>

Policy Alert

- >*Senate's ESEA Reauthorization Proposal & Equity of Opportunity: Any Concerns?*
[Http://smhp.psych.ucla.edu/pdfdocs/eseaalert.pdf](http://smhp.psych.ucla.edu/pdfdocs/eseaalert.pdf)

Information Resources

- >*Enhancing Classroom Teachers' Capacity to Successfully Engage All Students in Learning: It's the Foundation of Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/enhanceteachers.pdf>
- >*Some Resources for Principals to Learn More About and for Teaching About a Comprehensive System of Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/principalres.pdf>

>A Set of Key Resources Superintendents Can Draw on to Guide Development of a Comprehensive System of Learning Supports for All Schools in the District
<http://smhp.psych.ucla.edu/pdfdocs/superintres.pdf>

This Month's Featured Center Resource

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

Launched in October, 2011, we are pleased to report that we have received many responses from superintendents, principals, directors, agencies, and more. The intent of the Network is to include all who are eager to share and want to learn from each other about moving student and learning supports in new directions.

Our Center is facilitating the work of the collaborative. Sharing will be done through internet mechanisms (e.g., individual emails, listservs, websites), phone and possibly video or skype discussion sessions, and in -person meetings as feasible. We anticipate that the Center's collaboration with the American Association of School Administrators (AASA) and Scholastic will be helpful in achieving all this.

For more information on this collaborative network, see
<http://smhp.psych.ucla.edu/network/network.html>

The Center's current information on: *Where's It Happening?* (see <http://smhp.psych.ucla.edu/summit2002/nind7.htm>) will be expanded into a broad -based clearinghouse encompassing the essence of what the collaborative network generates.

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

REQUESTS AND COMMENTS FROM THE FIELD

(1) "In our efforts to get the good news out about SSHS successes, I'd appreciate your sending this document [URL] out" http://sshs.promoteprevent.org/webfm_send/2278

(2) "The U.S. Department of Education's What Works Clearinghouse (WWC) is expanding its special needs topic area to include interventions for children with an emotional disturbance and will soon release its first two intervention reports in this area. As you may know, WWC conducts reviews of academic research on programs, products and practices used in schools to determine their effectiveness. Their new focus aims to help educators make important decisions about curriculums, supplemental products and classroom methods for students with special needs. As an organization with a focus in this area, we are asking you to distribute a fact sheet about the

reports and post a link to them on your website. The report on Check & Connect is now available at <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=79> and the report on Coping Power is available at <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=588>

(4) In response to Senate ESEA Reauthorization Proposal & Equity of Opportunity: Any Concerns? – “Vermont doesn't fit the federal guidelines for distributing Title I dollars within a LEA because there are often several school districts or towns which are completely separate in terms of finance and governance within a supervisory union. The SU receives the CFP allocation that students from all of the schools generate collectively but then has to distribute it to the high poverty schools first. Low poverty schools based on percentages of students can receive no money at all even though they may have more actual low income students than smaller schools in another VT SU”.

(5) In response to October Designated as National Bullying Prevention Month:

>”It's a shame with all the emphasis on bullying that there's less discussion about prevention. I get annoyed with folks who do not promote Recess and Physical Education during which time kids learn how to handle conflict, develop friendships and develop teamwork and team spirit In many schools with the Work Work Work attitude and time to improve reading and math, there's no social skills development and teamwork in natural settings. And kids are suffering. Especially those in Title One Schools.”

>”Thought you might be interested in a new brief we just put out on the role of afterschool in preventing bullying. [Http://www.afterschoolalliance.org/issue_51_bullying.cfm](http://www.afterschoolalliance.org/issue_51_bullying.cfm)

>”We wanted to let you know that PACER’s National Bullying Prevention Center initiated National Bullying Prevention Month and has many online, educational resources. [Http://www.pacer.org](http://www.pacer.org)

THIS IS THE END OF THIS ISSUE OF E-NEWS

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

For more information about the Center or about ENEWS, contact us at: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634 or (310) 825-1225;

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