November, 2012 (Vol. 17 #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 journal/newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

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

<><><><><><><>
**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.
Contact smhp@ucla.edu**
<><><><><><><>

WHAT'S HERE THIS MONTH

**Emerging Opportunity

>New Federal Support for School Improvement Research with a Focus on System Change and Effectiveness

**News from around the country

**Recent publications relevant to

>Child, adolescent, and young adult's 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

**Initiative for New Directions for Student & Learning Supports

**UCLA Center Developed Resources Update

**Links to

>Upcoming initiatives, conferences & workshops
>Upcoming and archived webcasts, video, and online professional development
>Calls for grant proposals, presentations & papers
>Training and job opportunities

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

EMERGING OPPORTUNITY

**New Federal Support for School Improvement Research with a Focus
on System Change and Effectiveness**

The National Center for Education Research in the Institute of Education Sciences is seeking comments on a new research program for Fiscal Year 2014. The new program, *Partnerships and Collaborations Focused on Problems of Practice or Policy*, will be added to two extant research programs, Evaluation of State and Local Programs and Policies (84.305E) and Researcher-Practitioner Partnerships in Education Research (84.305H).

The specific issues the new topic is intended to address are described as follows:

(a) "Recognizing that school improvement is a complex process involving multiple actors, policies and contexts, the RFA ... addresses the importance of education **systems** as … [a] key issue. Researchers often focus on components of systems rather than whole systems; this RFA is directed at researchers interested in examining how components of systems work together to generate desired outcomes. For the purposes of this RFA, systems should be thought of in at least two different ways. First, a system is a set of multiple actors and decision makers -teachers, administrators, parents and central office staff -who work together for a common goal. Systems also include the array of policies, practices and tools designed to help teachers and school leaders affect a particular outcome or set of outcomes...."

(b) Development of **continuous improvement** strategies that will affect adaptation, design, development and implementation of education interventions and result in a self-sustaining learning process within an educational system. Such strategies may include the implementation or adaptation of evidence-based strategies or the development and testing of new ones. "Continuous improvement strategies require effective means for evidence use and analysis - not only for traditional formative evaluation designs, but also for quick experimentation, data analysis and system response. This approach usually involves multiple tests of small changes ("empirical tinkering") that can cumulatively result in large change ...."

The RFA will focus on continuous improvement strategies related to limited number of broad objectives. Examples highlighted are:

>**Creating a safe, orderly and supportive learning climate for students from preschool through high school.** ...
>**Improving students' transition to high school.**...
>**Increasing access to college and post-secondary training.**

NOTE THIS IS A MAJOR OPPORTUNITY FOR COLLABORATION.

"Researchers may partner with state or local school superintendents, networks of schools, educational management organizations, charter management organizations, professional organizations, etc. ...Successful research proposals must contain evidence that a true collaboration between researchers and practitioners is already in place..." **Share the info with potential partners and get ready.**

See the entire document at http://ies.ed.gov/funding/comment_CIRE.asp

Comments are to be emailed to ContinuousImprovementRFA@ed.gov

Super Storm Sandy. Clearly, schools have played a role both in responding to and have suffered from the disaster. It will take time to assess all this. In the meantime, school staff will want to begin immediately instituting plans for the aftermath.

School staff may be looking for some quick information for immediately responding to this emergency. Go to our website homepage http://smhp.psych.ucla.edu/ and click on the icon labeled Responding to a Crisis.

A wider range of resources can also be accessed from our Online Clearinghouse Quick Find on Crisis Prevention and Response - http://smhp.psych.ucla.edu/qf/p2107_01.htm The resources describe how to strengthen the support network of school and community providers. For the aftermath, there are resources related to stress reactions/recovery.

For example, see
>the one page practice notes on Grief and Loss –
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/grief.pdf

>our Resource Aid Responding to Crisis at a School –
http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf

If you don't find something you are looking for, let us know. Send to Ltaylor@ucla.edu

Schools confront scandal of students who "disappeared" at test time. It sounded at first like a familiar story: school administrators, seeking to meet state and federal standards, fraudulently raised students' scores on crucial exams. But in the cheating scandal that has shaken El Paso, administrators manipulated more than numbers. They are accused of keeping low performing students out of classrooms altogether by improperly holding some back, accelerating others, and preventing many from showing up for the tests or enrolling in school at all. It led to a dramatic moment at the federal courthouse when a former schools superintendent was sentenced to prison for his role in orchestrating the testing scandal. He was also fined $56,500, the amount of testing related bonuses he had received. 10/13/12. Http://www.nytimes.com

Attention disorder or not, pills are being prescribed for students. Some experts note that as wealthy students abuse stimulants to raise already good grades in colleges and high schools, stimulants medications are being used on low income elementary school children with faltering grades and parents eager to see them succeed. One pediatrician doing this said he is a "social justice thinker" who is "evening the scales a little bit. He said that children he sees with academic problems are essentially "mismatched with their environment." Because their families can rarely afford behavior based therapies like tutoring and family counseling, he said, medication becomes the most reliable and pragmatic way to redirect the student toward success. Some experts fear that doctors are exposing children to unwarranted physical and psychological risks. 10/9/12. Http://www.nytimes.com

School disability complaints hit record high. Federal education officials are handling a record number of disability related civil rights complaints in the nation's schools. The U. S. Department of Education report says that more than 11,700 complaints alleging violations of disability rights were filed with its Office of Civil Rights between 2009-2011. That's the highest number ever received in a three year period. The vast majority of concerns, more than 4,600, hinged on the rights of students with disabilities to a free and appropriate public education. Other commonly cited problems related to retaliation, exclusion/denial of benefits, academic adjustments and disability harassment. 10/3/12. Http://www.disabilityschoop.com

New Intervention focusing on adolescents at risk for suicide. Many adolescents are identified as suicidal when they present to the emergency department following a suicide attempt. Thirty percent return with another crisis within six months of discharge. Other patients at risk for suicide go unrecognized when presenting to the emergency department for a nonpsychiatric concern. A CDC grant will allow two hospitals to conduct a 3 year study to test Suicidal Teen Accessing Treatment after an ED Visit. targets family engagement, problem solving, assistance with referral and limited case management during the transition from the emergency department to outpatient care. 9/27/12. Http://www.healthcanal.com

What leads to success in education? After failed education policies for decades, scientists, economists and educators are beginning to rethink their basic ideas about what it takes to succeed in school. They're beginning to look at so called noncognitive skills, such as grit, perseverance, conscientiousness and optimism, and wondering if they might be as important as cognitive skills. 10/3/12. Http://www.usatoday.com

> *CENTER EDITORIAL COMMENT:* The article suggests that the effects of poverty might be alleviated by helping parents raise more resilient kids, and helping kids develop habits of mind to persevere through difficulty. We say, Yes, BUT... Don't forget about developing a unified and comprehensive system to address the many factors interfering with learning and teaching.

Boston debates school busing. Nearly four decades after the city was convulsed by violence over court-ordered busing to desegregate its public schools, Boston is working to reduce its reliance on busing in a school system that is now made up largely of minority students. The district buses 64 percent of K-8 students out of their immediate neighborhoods. In January, Mayor Menino asked school officials to come up with "a radically different plan" assigning students as close to home as possible. Transportation costs the city $80.4 million a year, about 9.4 percent of the school system's operating budget, almost twice the national average. 10/4/12. Http://www.nytimes.com

Two high school teachers may be better than one. To be effective, both teachers need to be interacting with students, breaking them into small groups, and teaching to the needs of individual students. While there has been an increase in schools pairing two general education instructors in one classroom to manage larger classes, coteaching teams typically pair a special education teachers with an instructor specializing in general education areas, such as math or science. Coteaching can give educators an opportunity to accommodate students who learn at different paces. 9/26/12. Http://www.usnews.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.publiceducationorg
>The Update from the American Orthopsychiatric Association at
http://www.aoatoday.com/news.php

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

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

@#@#@#
"Real change requires real investment in teaching and learning. Though
closing a school and firing teachers make great headlines, the real work of
educating our students is about providing all young people with engaging
and supported learning environments, high-quality teachers and rich
opportunities to learn and succeed."

Tina Trujillo

@#@#@#

RECENT PUBLICATIONS (in print and on the web)

Child, adolescent, and young adult mental and physical health

>The relationship of reported neighborhood conditions with child mental health.
(Butler AM, Kowalkowski M, Jones HA, Raphael JL.) *Acad. Pediatr*. 2012; ePub
http://www.sciencedirect.com/science/article/pii/S1876285912001751

>Coping with stress, coping with violence: Links to mental health outcomes among at-
risk youth. (Boxer P, Sloan-Power E, Schappell IM.) *J. Psychopathol. Behav. Assess*.
2012; 34(3): 405-414. http://www.springerlink.com/content/n3776g8m61j76926/

>Are young adolescents' social and emotional skills protective against involvement in
violence and bullying behaviors? (Polan JC, Sieving RE, McMorris BJ.) *Health Promot.
Pract*. 2012; ePub http://hpp.sagepub.com/content/early/2012/10/11/1524839912462392
>*Supporting and educating traumatized students*. (Edited by Rossen, E. & Hull, R.)
Oxford Press 2013.

>Differences in risk factors for suicide attempts among 9th and 11th grade youth: A
longitudinal perspective. (Fried LE, Williams S, Cabral H, Hacker K.) *J. Sch. Nurs*. 2012;
ePub http://jsn.sagepub.com/content/early/2012/09/23/1059840512461010

>Improvement in adolescent screening and counseling rates for risk behaviors and
developmental tasks. (Duncan P, Frankowski B, Carey P, Kallock E, Delaney T, Dixon
R, Garcíía A, Shaw JS.) *Pediatrics* 2012; ePub
http://pediatrics.aappublications.org/content/early/2012/09/26/peds.2011-2356

4

School, family, & community

>Promoting Social and Emotional Development Is an Essential Part of Students' Education. (Durlak & Weissberg). 2011. *Human Development, 54*, 1–3. http://content.karger.com/ProdukteDB/produkte.asp?Aktion=ShowPDF&ArtikelNr=324 337&Ausgabe=255033&ProduktNr=224249&filename=324337.pdf&utm_source=Octob er+4%2C+2012&utm_campaign=Googles&utm_medium=email

>Associations between community attachments and adolescent substance use in nationally representative samples. (Wray-Lake L, Maggs JL, Johnston LD, Bachman JG, O'Malley PM, Schulenberg JE.) *J. Adolesc. Health* 2012; 51(4): 325-331. http://www.sciencedirect.com/science/article/pii/S1054139X11007191

>Adolescents, gangs, and perceptions of safety, parental engagement, and peer pressure (Kelly SE, Anderson DG.) *J. Psychosoc. Nurs. Ment. Health Serv*. 2012; ePub http://www.healio.com/psychiatry/journals/JPN/%7B90056377-6878-4FFE-90F2-1749151A1FBD%7D/Adolescents-Gangs-and-Perceptions-of-Safety-Parental-Engagement-and-Peer-Pressure

>Street conflict mediation to prevent youth violence: Conflict characteristics and outcomes (Whitehill JM, Webster DW, Vernick JS.) *Inj. Prev*. 2012; ePub http://injuryprevention.bmj.com/content/early/2012/09/20/injuryprev-2012-040429

>Walking school bus programs in U.S. public elementary schools. (Turner L, Chriqui J, Chaloupka F*.) J. Phys. Act. Health* 2012; ePub http://www.humankinetics.com/JPAH

>An ecological model for family violence prevention across the life cycle. (Reilly JM, Gravdal JA) *Fam. Med.* 2012; 44(5): 332-335 http://www.stfm.org/fmhub/fmhub.html

Policy, systems, law, ethics, finances & statistics

>Neighborhood crime and perception of safety as predictors of victimization and offending among youth: A call for macro-level prevention and intervention models. (Hartinger-Saunders RM, Rine CM, Nochajski T, Wieczorek W.) *Child. Youth Serv. Rev.* 2012; 34(9): 1966-1973 http://www.sciencedirect.com/science/article/pii/S0190740912002253

>A systematic evidence review of school-based group contingency interventions for students with challenging behavior. (Maggin DM, Johnson AH, Chafouleas SM, Ruberto LM, Berggren M.) *J. School Psychol*. 2012; 50(5): 625-654. http://www.sciencedirect.com/science/article/pii/S0022440512000660

>Framework for research on children's reactions to disasters and terrorist events (Pfefferbaum B, Noffsinger M, Sherrieb K, Norris F) *Prehosp. Disaster Med.* 2012; ePub http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8706965

>Actions to alleviate the mental health impact of the economic crisis. (Wahlbeck K, McDaid D.*) World Psychiatry* 2012; 11(3): 139-145
http://www.pubmedcentral.gov/tocrender.fcgi?journal=297

>A longitudinal analysis of cumulative risks, cumulative promotive factors, and adolescent violent behavior. (Stoddard SA, Zimmerman MA, Bauermeister JA.) *J. Res. Adolesc*. 2012; 22(3): 542-555.
http://onlinelibrary.wiley.com/doi/10.1111/j.1532-7795.2012.00786.x/abstract;jsessionid=374A9E8A1303A27F73A10B923ACC5A0F.d04t02

>Socioeconomic disadvantage, mental disorders and risk of 12-month suicide ideation and attempt in the National Comorbidity Survey Replication (NCS-R) in US. (Pan YJ, Stewart R, Chang CK.) *Soc. Psychiatry Psychiatr. Epidemiol*. 2012; ePub
http://www.springerlink.com/content/f856m6071767x7m5/

>Measuring outcome in child and adolescent mental health services: Consumers' views of measures. (Stasiak K, Parkin A, Seymour F, Lambie I, Crengle S, Pasene-Mizziebo E, Merry S.) *Clin. Child Psychol. Psychiatry* 2012; ePub
http://ccp.sagepub.com/content/early/2012/10/08/1359104512460860

>*Victimization and Trauma Experienced by Children and Youth: Implications for Legal Advocates*. (Safe Start Center). 2012 report.
http://www.safestartcenter.org/pdf/issue-brief_7_courts.pdf

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. 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

---

@#@#@#

"It is extremely important to engage those most impacted by turnaround: families, community members and teachers in targeted schools, usually in racially and socio-economically segregated areas. These groups are our biggest assets in improving education. They can help plan and implement turnaround strategies that are tailored to each school and community and they have roots in the community to ensure a reform lasts overtime."

Michelle Renee

@#@#@#

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

November – Enhancing Learning Supports

A special focus for this month is on moving forward in developing a unified and comprehensive system at the school for addressing barriers to learning and teaching.

Every school has some resources devoted to addressing barriers to learning and teaching. Some devote as much as 25% of their budget to such concerns. But in most schools, the efforts are fragmented and marginalized and focused on a relatively few students with major behavior, learning, and emotional problems.

This month is the time to improve the situation by moving forward in efforts to develop a unified and comprehensive learning supports component. Such a system is essential for enabling all students to have an equal opportunity for success at school. It encompasses all resources, strategies, and practices that provide physical, social, emotional, and cognitive supports in the classroom and schoolwide. A comprehensive, cohesive, and coherent system of learning supports is essential to reducing dropout rates, narrowing the achievement gap, and strengthening school improvement

Here are some activities to help focus staff discussion on this theme:

(1) Encourage staff to explore: *How well does our school address barriers to learning and teaching – schoolwide and in the classroom*? (e.g., What are we doing currently and how well are we using our sparse resources?)
    To structure the activity, you can use the Center's tool outlining a process for charting all current activities and resource use at the school. See
    http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf
    Schools that do such mapping are able to use it as a basis for evaluating the current state of development, doing a gap analysis, and setting priorities for moving forward.

(2) Ask the staff: *Who provides student and learning supports schoolwide and in the classroom?* To structure this activity, use the tool at
    http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf

(3) Using the names/positions/programs identified through the mapping and listing, form a Learning Support Leadership Team to enhance use of resources for great impact. See *What is a Learning Supports Leadership Team?*
    http://smhp.psych.ucla.edu/pdfdocs/resource coord team.pdf
    A Learning Supports Leadership Team performs essential functions and tasks related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive system for addressing barriers to student learning and teaching. Examples of key functions and tasks are:

    >Aggregating data across students and from teachers to analyze school needs
    >Mapping resources at school and in the community
    >Analyzing resources & formulating priorities for system development (in keeping
      with the most pressing needs of the school)
    >Recommending how resources should be deployed and redeployed
    >Coordinating/integrating school resources & connecting with community resources

>Planning and facilitating ways to strengthen and develop new programs & systems
>Developing strategies for enhancing resources
>Establishing work groups as needed

Additional info and guidance for schools working on such activities is available by contacting ltaylor@ucla.edu .

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see our home page "Ideas for Enhancing Learning Supports at your school this month" on the homepage at http://smhp.psych.ucla.edu

@#@#@#

Typical staff comments following the mapping of resources at a school:
"I didn't know we had all these things going on? Does the community
provider who does the parent group on Wednesday know the school district
is providing a parent group on Tuesday? Are we still doing that program,
everyone knows it doesn't work? Wish we could redirect some resources
to that great program we had last year that produced results."
Think about how things might be different if had a unified system!

@#@#@#

OTHER HELPFUL INTERNET RESOURCES

>*A Shared Vision for Youth: Common Outcomes and Indicators*
http://www.nationalassembly.org/Knowledge/documents/NCYCommonOutcomes.pdf

>U.S. Department of Housing and Urban Development *Educational Resource Toolkit* to be used by housing authorities to assist their residents in becoming more involved with their children's education. http://portal.hud.gov/huddoc/rfdtoolkit.pdf

>*Democratic School Turnarounds: Pursuing Equity and Learning from Evidence*
http://nepc.colorado.edu/publication/democratic-school-turnarounds

>*Teaching Screenagers*
http://www.educationalleadership-digital.com/educationalleadership/201102#pg12

>*Dissemination Research Base* (NICHCY) http://nichcy.org/dissemination/research

>*Positive development among children and youth*, Flourishing Children Project, Child Trends http://www.childtrends.org/positiveindicators

>Changing the School Climate is the First Step to Reform in Many Schools with Federal Improvement Grants http://www.cep-dc.org/displayDocument.cfm?DocumentID=406

>Creating a Safe and Respectful Environment in our Nation's Classrooms http://safesupportiveschools.ed.gov/index.php?id=1480

>America's Report Card 2012: Children in the U.S. http://www.firstfocus.net/library/reports/americas-report-card-2012-children-in-the-us

>Building Citywide Systems for Quality: A Guide & Case Studies for Afterschool Leaders http://forumfyi.org/files/building_citywide_systems_guide_online.pdf

>Helping teens develop healthy social skills and relationships: What the research shows about navigating adolescence http://www.childtrends.org/Files/Child_Trends-2002_07_01_RB_TeenSocialSkills.pdf

>The Comprehensive Community Mental Health Services for Children and Their Families Program Evaluation Findings http://store.samhsa.gov/shin/content//PEP12-CMHI2010/PEP12-CMHI2010.pdf

>The National Association of Peer Program Professionals http://www.peerprogramprofessionals.org/

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

@#@#

It has always seemed to me that hearty laughter is a good way to jog internally without having to go outdoors.

Norman Cousins
@#@##

Everytime they turn this school around, I just get dizzier!

9

INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORT

Colleagues Moving Toward State Level Adoption of the Common Core Standards for a Learning Supports Component*

Here is some of what we have heard this past month:

(1) "We at the Pennsylvania Association of Pupil Services Administrators wholeheartedly endorse the concept of and need for a set of Learning Support Standards. We feel that such standards are necessary to provide learning support services with the professional foundation necessary to ensure that they are taken seriously as an equal partner with administration and instruction in the educational process. When it comes to getting information about standards to the key people in our state. the Department of Education (PDE) has a list serve called "Penn*Link" which reaches all chief school administrators and PDE officials. Our organization belongs to the Penn*Link network and if you provide me with any material you wish to have disseminated, I will do so."

(2) "I have been taking the Common Core-Learning Supports standards around the State Dept to get buy-in/support. I've made some hand written revisions to the draft you all sent out. My boss is 'on board' and sent me to a few others up the chain, who are also in support. One of the directors suggested a couple other directors for me to meet with to get add'l support before going to our State Board of Education for adoption. However, I was encouraged to make my revisions on the document before taking my next steps. I'm hoping you could send me a Word version of the standards so I can make some minor state-related revisions. I believe/understand we want things to be as uniform as possible and I am committed to that, but do have some limited state specific wording I will need revise if possible. Thoughts?"

(3) "Great job! I will disseminate the standards to the Clinical Academic Officer of the [state] Department of Education who is overseeing the state's regional achievement centers established to work with the lowest performing schools in the state. This work is proceeding with a commitment to principles aligned with the comprehensive learning supports framework."

Let us hear how the *Common Core Standards for a Learning Supports Component* are being shared (e.g., with leadership at schools, districts, state departments of education, training programs, associations, etc.). Send info to ltaylor@ucla.edu

*Access *Common Core Standards for a Learning Supports Component* through link at http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf

Politeness is the poison of collaboration.
Edwin Land

UCLA CENTER DEVELOPED RESOURCES UPDATE

New Resources:

>**Fall quarterly issue of the Center's e-journal/newsletter** is online at
http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall12.pdf

>>*Whole Person, Whole School* – This article stresses what can be done immediately to advance the three primary components essential to school improvement and whole student development: (1) curriculum and teaching, (2) a learning supports system to address factors that interfere with learning and teaching, and (3) governance/management.

>> *New Directions For Student And Learning Supports: Moving Forward* highlights the pressing need for *common core standards for learning supports* and encourages SEAs, LEAs, and schools to *analyze their websites* to assess how well they communicate to stakeholders about the efforts to address barriers to learning and teaching and re -engage disconnected students.

>*Transforming Learning Supports to Transform Schools*
http://smhp.psych.ucla.edu/pdfdocs/transform.pdf
Intro: School reform continues to focus primarily on two arenas: improving curriculum and instruction and rethinking the way our schools are governed and managed. We have new curriculum, new tests, new evaluation schemes, new technology, and new governance for some schools. But little is substantively new about the ways in which schools address factors that interfere with students benefitting from improved instruction. The purpose of this paper is to provide a policy perspective on what needs to be done about this matter as Congress moves forward to reauthorize the Elementary and Secondary Education Act.

>*School Practitioners' Community of Practice Exchanges* **in October**

>>October 15 – *Guidelines for a girls' group focusing on female aggression*
  Social support in a regular ed class for a kindergartener with special needs

>>October 22 – *Need a mental health assessment specific for a school setting*
  How to provide support to a teacher asking for help to enhance classroom efforts to improve student impulse control

>>October 29 – *Unifying learning supports: The devil in the details*

For a sample of requests, responses, and feedback from previous weekly *School Practitioner Community of Practice* listservs, go to the NetExchange on our website –
http://smhp.psych.ucla.edu/newnetexchange.htm

If you would like to be on the *School Practitioner Community of Practice* listserv, send an email to Ltaylor@ucla.edu

Featured Center Resource **--** *Formats for dialogue: Encouraging an exchange of ideas*

Do you have something to share? Do you want to engage in a specific exchange to strengthen policy and practice for improving schools?

The Center facilitates the flow of resources and thoughts across the country. Anyone who wants to joing us can do so in a variety of ways. For example:

>Send us an email – ltaylor@ucla.edu

>Use the feedback page on our website –
http://smhp.psych.ucla.edu/centerfeedback.htm

>Go to our recent "blog" on ASCD's web and respond to the posting: *Common Core Standards for Learning Supports: Looking for Feedback from All Concerned about Equity of Opportunity*
http://www.wholechildeducation.org/blog/common-core-standards-for-learning-supports

>We have been asked to set up a Twitter account to enhance dialogue. Let us know whether we should? Send a "Yes" or "No" vote to ltaylor@ucla.edu

---

LINKS TO:

>**Upcoming initiatives, conferences & workshops** –
http://smhp.psych.ucla.edu/upconf.htm

>**Calls for grant proposals, presentations, and papers** –
http://smhp.psych.ucla.edu/upcall.htm

>**Training and job opportunities** – Http://smhp.psych.ucla.edu/job.htm

>**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

---

Each week, you should always give 100% at school.

I do! I give
32% on Monday
25% on Tuesday
20% on Wednesday
13% on Thursday
10% on Friday

COMMENTS & SHARING FROM THE FIELD

(1) A general response to the Common Core Standards for Learning Support Initiative:
"I LOVE IT! As I sit here researching away, I see I could develop a social/emotional curriculum for my county to try and align with the new CC standards, I am fortunate enough to find you. I work in secondary education as our Special Education Department Chair. I am an emotional/ behavioral specialist. I work every day on the "whole child". I find myself not sure where I fit with all the new state initiatives, ed reform. I am the only one in the school working in emotional/social/behavioral outcomes for my school. So, thank you for making me feel I am not crazy!!! Your web site will assist me in developing some kind of format/scope/sequence/ indicators/outcomes for student support. So, yes, I support your effort, and would love to work with you in developmental and implementation."

(2) We were asked to share the following:
"The Suicide Prevention Resource Center (SPRC) has just posted online two recently revised fact sheets for school personnel: The Role of High School Teachers in Preventing Suicide and The Role of High School Mental Health Providers in Preventing Suicide. These sheets provide basic information to help teachers and school mental health providers recognize and respond to students who may be suicidal or at high risk. They also contain a list of relevant resource materials and organizations. These sheets are part of SPRC's series of Customized Information sheets for professionals who work in settings that bring them in contact with individuals at potential risk of suicide.
     For other resources for school personnel, visit our online library at:
  http://www.sprc.org/library_resources/listing/search?tid_3=All&tid_2=All&tid_1=35&tid=All
     If you have any questions about these sheets, contact lrosenblum@edc.org

(3) We also have been asked to share the following Safe Schools & Communities Resource
          site: http://www.scoop.it/t/safe-schools-communities