27 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools
UCLA
Center
Program and Policy Analysis

November, 2013 (Vol. 18 #2)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? **This newsletter focuses on relevant policies and practices.**

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

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**We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu**
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WHAT'S HERE THIS MONTH

**Continuing Concern

>**Another Buzzword:** *Grit* –
   The Underlying Concern: *Enhancing Intrinsic Motivation*

**News from around the country

**New Directions for Student & Learning Supports: The Initiative Moves Forward

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

>*November: Unifying and Developing Learning Supports*

**UCLA Center 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**

**Other helpful Internet resources

**Recent publications relevant to

>**School, family, & community**

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

>**Child, adolescent, and young adults' mental and physical health**

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

CONTINUING CONCERN

Another Buzzword: *Grit* –
the Underlying Concern: *Enhancing Intrinsic Motivation*

We are pleased to see greater attention given to student engagement and disengagement. However, as often is the case in education, we fear the importance of the work will be attenuated by assigning it a buzzword.

As one group has noted:
> "Every industry has its buzzwords and education is no worse than any other. One of the challenges of a buzzword is that it can be hard to know if it marks a passing fad or the leading edge of a trend. Buzzwords can be distracting as we try to hop on the latest and coolest bandwagon and may find, too late, that the bandwagon isn't going to any particular destination.

One of the current buzzwords is 'grit.' Angela Lee Duckworth did a TED Talk on grit that has, as of this writing, over 1.7 million views.
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

The U.S. Department of Education published a report titled *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century.*
http://www.ed.gov/edblogs/technology/files/2013/02/OET-Draft-Grit-Report-2-17-13.pdf

Forbes writer Jordan Shapiro points out in Grit, Optimism And Other Buzzwords In The Way of Education that much of this new movement simply reflects 'the same familiar go-get-'em cowboy-individualism and unwavering underdog-tenacity that has always dominated the American mythos.'

While grit (or perseverance or tenacity) are important and need to be qualities of our students, as Temple University's Avi Kaplan states, 'Grit has to be balanced with intelligent flexibility.' Apollo 13 gave us 'Failure is not an option.' Grit and its fellow buzzwords and the pathos that spreads them remind us that failure is an option, but it is important to learn from those failures and to figure out what to do with the experience of the failure and the learning it begets."

> **How do you see keeping the focus on matters related to**
> **what enhances and what diminishes intrinsic motivation?**
> **Tell us and we will share it widely.**

Send comments to ltaylor@ucla.edu

Bullying video probed in Nevada middle school shooting. As they try to understand what prompted a 12-year-old boy to open fire at his school, district officials were examining an anti-bullying video that includes a dramatization of a child taking a gun on a school bus to scare aggressors. The video, which uses the scene as an illustration of the wrong way to respond, was being studied as students and faculty members prepared to return to Sparks Middle School, where a boy fatally shot a teacher, wounded two classmates and killed himself. 10/25/13 http://www.cbsnews.com/8301-201_162-57609278/bullying-video-probed-in-nevada-middle-school-shooting/

Schools' plan for non-English speakers: Segregation or solution? Los Angeles schools are moving forward with a plan to separate English language learner students from native speakers in all core elementary school classes. Protests have erupted. Thee policy is an attempt to improve the performance of non-English-speaking students in response to a two-year-old federal civil rights lawsuit. Test results show that as many as 50,000 district students classified as "English Language Learners" (ELLs) in kindergarten never become proficient. 10/21/13. http://www.csmonitor.com

Navigating special education disputes in schools. About 1 in 6 students are now diagnosed with a developmental disability, according to a 2011 study in the journal Pediatrics-a 17 percent increase between 1997 and 2008. And prevalence of autism increased nearly 290 percent during that time, the study found. Parents sometimes take districts to court, alleging that the school is not providing the proper services for their child under the Individuals with Disabilities Education Act (IDEA). An analysis by the Center for Appropriate Dispute Resolution (CADRE) found that during the 2005-2006 school year, over 19,000 due process hearings were requested, and nearly 5,400 went to a fully adjudicated hearing, compared to only 1,574 adjudicated hearings in 1992, according to the National Association of State Directors of Special Education. Districts nationwide spend over $90 million per year in conflict resolution, and most of that money is spent on special education cases. 9/13 http://www.districtadministion.com

Study: 15 percent of US youth out of school, work. Almost 6 million young people are neither in school nor working. That's almost 15 percent of those aged 16 to 24 who have neither desk nor job, according to The Opportunity Nation coalition. The coalition also finds that 49 states have seen an increase in the number of families living in poverty and 45 states have seen household median incomes fall in the last year. Some of the nation's largest cities. Chicago, Houston, Dallas, Miami, Philadelphia, New York, Los Angeles, Atlanta and Riverside, Calif., all have more than 100,000 idle youth. Year Up spends a year working with high school graduates to teach them career skills such as computer programming or equipment repair they can use when the program ends. It also includes life coaching so they can learn skills such as time management. More than 4,500 young adults from urban areas have completed the program and 84 percent of them have found work. 10/20/13. http://www.boston.com

Raising the G.E.D. bar stirs concerns for students. The high school equivalency exams taken by people who dropped out of school and immigrants seeking a foothold in the American education system are about to get harder and potentially more expensive, causing concern that fewer will take and pass the exams. At a time when a high school diploma - much less an equivalency certificate - is losing currency in the labor market, exams being introduced in January will start to be aligned with the Common Core, a set of rigorous academic standards for kindergarten through 12th grade that 45 states and the

District of Columbia have adopted. Instructors and officials at adult education centers worry that increasing complexity could demoralize a population that already struggles to pass the current test. Every year, about 700,000 people take the General Educational Development high school equivalency exam, and about 70 percent pass. New tests in math will add more advanced algebra, while reading and writing tests will assess higher-order critical thinking skills. 10./11/13 http://www.nytimes.com

New superintendents adjust to pressure, changes. In the last four years, Pennsylvania has seen a 49.7 percent turnover for superintendents. Last year, state law requirement for potential superintendents changed. Previously, candidates required a letter of eligibility issued by the state Department of Education, a two year graduate level program of educational administration and at least six years of experience in education. Now, candidates with a master's degree in business, finance, management or law, and with four years of related experience may apply. Currently there are five superintendents in the state with an education background. 10/6/13 http://thetimes-tribune.com

Count day nears, with vital funds at stake. For Michigan's 56 school districts with budget deficits, Count Day is especially crucial as they try to stay open and out of state control. Ninety percent of state funding for the year is at stake during Michigan's official fall Count Day, which will include about 1.5 million students in traditional public and charter schools. While state education officials are working with the 56 troubled districts on plans to erase their debts, in other districts across the state, declining enrollment and the resulting loss in per-pupil state aid have accentuated a long-running financial crisis. The Michigan Department of Education has warned many districts to make deeper budget cuts to stay solvent and avoid a fate similar to the Inkster school system, which was closed and split up among four neighboring districts over the summer. Enrollment ebbs and flows for districts where the state's Schools of Choice program is at play. In 2001, when parents were first able to switch districts under Schools of Choice, about 39,000 students made the move statewide. Last year, nearly 105,000 children were enrolled as choice students in a district other than their own. 10/1/13. http://www.detroitnews.com/article/20131001/SCHOOLS/310010025

Enrollment in teacher preparation programs plummets. Enrollments in teacher preparation programs in California are continuing to decline at a precipitous rate, according to new figures prepared for the California Commission on Teacher Credentialing. (26,446 students were enrolled in teacher preparation programs in 2011-12 – a 24 percent reduction from the previous year's total of 34,838 students).. That was by far the biggest decline recorded over the past decade, during which enrollments have steadily dropped. Enrollments have declined by 66 percent from a decade earlier, when 77,700 students were enrolled. It is impossible to know what is causing the drop in numbers, but experts point to multiple factors. A recent MetLife survey found that teacher satisfaction levels have plummeted. In 2008, 62 percent of teachers expressed satisfaction with their jobs, the highest level since 1984. By 2012, only 39 percent said they were satisfied. 9/24/13. http://hechingerreport.org/content/enrollment-in-teacher-preparation-programs-plummets_13162/

Quote from article on decline in teaching preparation enrollments:

> "Teachers start telling their cousins and nieces and nephews and younger brothers and sisters, 'Don't go into teaching.' When you are allowing the teaching profession to decline, you get a self-perpetuating future that goes downwards because good people don't go into it, and those who do go in don't find it satisfying,"
>
> Michael Fullan

Among the sources used in gathering the above items are:

> >The ECS e-clip at http://www.ecs.org
> >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

"Get up, It's time to go to school."

    " I don't want to go. It's too hard and the kids don't like me."

"Too bad, but you have to go — you're the teacher."

> *New directions for student and learning supports are needed in order to turn things around for the teaching profession.*

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS:
The Initiative Moves Forward

News from states and districts indicate the initiative for *New Directions for Student and Learning Supports* is gaining momentum. Indeed, as we reported in the Center's fall e-journal, the work in Alabama represents a major breakthrough in efforts to transform how schools address barriers to learning and teaching and re-engage disconnected students (see http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall13.pdf).

We received so much input this month from several states and districts that we decided to feature what was shared as a *special addendum* to the ENEWS for those who have the time and interest to read what others are doing and how they are doing it.

And, we want to continue to celebrate the progress being made by any and all states and districts. So we have invited those we know about to send us a brief update on (1) what has been accomplished to date and (2) what is planned for the rest of this year with respect to unifying and developing their comprehensive system of learning supports.

At the same time, since we do not know all the places that are pursuing new directions, please consider this an invitation to share.

Besides celebrating progress, we believe that widely sharing work on new directions will contribute to the ongoing effort to improve how schools address learning, behavior, and emotional problems.

We look forward to hearing from you.

And if you are moving in new directions and think we can help, let us know.

For what others have shared, see the *addendum to this newsletter*.

For more on the *National Initiative and Networks for New Directions for Learning Supports*, see http://smhp.psych.ucla.edu/summit2002/ninhome.htm

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD AS A UNIFIED AND NONMARGINALIZED SYSTEM

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

>November: *Unifying and Developing Learning Supports*

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 begin improving the situation by moving forward with efforts to unify student and learning supports and then develop them into a comprehensive system. Such a system encompasses 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 for enabling all students to have an equal opportunity for success at school and for reducing dropout rates, narrowing the achievement gap, and strengthening school improvement.

An activity to help focus staff discussion on this matter:

Arrange for staff to focus on answering the following:

> *How well does our school address barriers to learning and teaching – school-wide 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. Access at: 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.

An alternative activity

Ask the staff:

> *Who provides student and learning supports school-wide and in the classroom and what do they do?*

To structure this activity, see http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf

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Below are a few resources for introducing frameworks for a unified and comprehensive system for addressing barriers to learning and teaching

BRIEF INTRODUCTORY DOCUMENTS:

>*What Is a Unified and Comprehensive System of Learning Supports?* –
  http://smhp.psych.ucla.edu/pdfdocs/whatis.pdf

>*Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf

If these don't fit your situation, there are others to choose from in Section A of the Center's *System Change Toolkit* –
  http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

INFORMATION ABOUT OTHER PLACES THAT ARE MOVING FORWARD:

>*Brochures from Districts and State Departments* –
  http://smhp.psych.ucla.edu/toolkita1a.htm

>*Examples of state and District Design Documents* –
  http://smhp.psych.ucla.edu/toolkitb1a.htm

FOR ANSWERS TO TYPICAL QUESTIONS RAISED IN THE PROCESS:

>*Q & A Talking Points* – http://smhp.psych.ucla.edu/toolkita2.htm

GETTING STARTED:

>*First Steps in Transforming Student and Learning Supports into a Unified and Comprehensive System to Address Barriers to Learning and Teaching* –
  http://smhp.psych.ucla.edu/pdfdocs/1ststeps.pdf

If you want more ideas about how best to increase the capacity of your district or school with respect to developing a unified and comprehensive system of student supports, feel free to contact us. Send an email to 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 *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

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>"...The criminal justice and health care systems may be broken, living-wage jobs in short supply, and families forced to live in unstable or unsafe conditions. But the buck supposedly stops in the classroom. Thus teachers can find themselves charged with remedying an impossibly broad set of challenges that go far beyond reading at grade level. .."
>
>Sarah Carr
>@#@#@#

Teachers can't, and shouldn't be expected to, do it alone.

UCLA CENTER DEVELOPED RESOURCES UPDATE

New

Guides for Practice

>*Enhancing Readiness, Commitment, and Engagement for Transforming Learning Supports: An Ongoing Process* – http://smhp.psych.ucla.edu/pdfdocs/readiness.pdf

>*General Guide for Strategic Planning Related to Developing a Unified and Comprehensive System of Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/genguide.pdf

>*Planning Coaching for SEAs/LEAs to Establish a Unified and Comprehensive System of Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/coaching.pdf

>*First Steps in Transforming Student and Learning Supports into a Unified and Comprehensive System to Address Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/pdfdocs/1ststeps.pdf

>*Prototype Strategic Plan for Guiding SEAs and LEAs in Developing a Unified and Comprehensive System of Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/stratplan.pdf

Latest Hot Issue:

Special Education Disputes – The Oct, 2013 District Administration magazine features an article entitled: Navigating special education disputes in schools. This article is one more indication of the complicated state of affairs in addressing barriers to learning and teaching and re-engaging disconnected students. Excerpts from the article reflect not only on the disputes and litigation, but also on the problems of misdiagnosis, positive parent engagement with schools, closing the achievement gap, dropouts, teacher preparation and retention, and on and on.

Go to our website home page at http://smhp.psych.ucla.edu and click on *Hot Topics*, and then on *Ongoing Hot Issues*. Let us know your views on this and other issues.

Updated Resource

See how we have revamped our System *Change Toolkit for Transforming Student Supports into a Unified & Comprehensive System for Addressing Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored last month included requests from colleagues about:

>Research on effectivess of a school assembly to enhance character education
>Need guidance to coach district/school leadership teams about transforming student and learning supports
>Establishing a working alliance between schools and law enforcement
>Moving forward, but need some ideas for meeting a few challenges

Note: The latest interchange is on our website at
http://smhp.psych.ucla.edu/practitioner.htm (Also on our Facebook page)

Follow up exchanges are posted on the Center website's *Net Exchange* –

http://smhp.psych.ucla.edu/newnetexchange.htm

Center Featured Resource:

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Initiative for New Directions for Student and Learning Supports
http://smhp.psych.ucla.edu/summit2002/ninhome.htm

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We constantly are involved in efforts to advance new directions for student and learning supports. At this time, we want to draw your attention to the following information and invitation that is being widely circulated to state departments of education and school districts:

"Currently, a growing number of trailblazing state departments of education and school districts are moving in new directions for student and learning supports – see http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall13.pdf . The trend is toward transforming fragmented and marginalized efforts into a Unified and Comprehensive System of Learning Supports.

The innovative changes involved in unifying and then developing a comprehensive system of learning supports emphasize enhancing equity of opportunity by directly addressing barriers to learning and teaching and re-engaging disconnected students.

In support of the work, we have been providing external coaching/mentoring (at no cost) for SEA and LEA leaders who are ready to move to a unified comprehensive system. (We do most of this through email and phone sessions and guidance to relevant free resources in our Center's *System Change Toolkit* http://smhp.psych.ucla.edu/summit2002/resourceaids.htm   .)

If any of this interests you or if you want more information, feel free to contact us email Ltaylor@ucla.edu .

If not, you still may find many of the broad range of free resources on our website useful to you and your colleagues; check them out at http://smhp.psych.ucla.edu .

And, if there are other leaders you think we should specifically contact, let us know. Send email contact information to ltaylor@ucla.edu .

Finally, please send along anything you want to share about new directions for directly addressing barriers to learning so we can let your colleagues across the country learn about these innovations.

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Need help finding our resources? **Contact ltaylor@ucla.edu**

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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

OTHER HELPFUL INTERNET RESOURCES

>*Different Teachers, Different Peers: The Magnitude of Student Sorting Within Schools* –
   http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000003qgppAAA

>*Social Emotional Learning (National Association of State Boards of Education)* –
   http://www.nasbe.org/wp-content/uploads/FPP-Social-Emotional-Learning.pdf

>*Education under arrest* –
   http://njjn.org/uploads/digital-library/Education-Under-Arrest_JPI_Dec-20-
   2011.pdf?utm_source=NJJN+News%3A+CA+Bill+Limits+Police+Presence%2C+Role+in+S
   chools&utm_campaign=Newsletter+October+9%2C+2013&utm_medium=email

>*Dropout prevention: challenges and opportunities in rural settings* –
   http://www.icfi.com/insights/white-papers/2013/dropout-prevention-challenges-opportunities-
   rural-settings

>*Community Collaborations and Youth Development* –
   http://www.americaspromise.org/~/media/Files/Resources/Center%20for%20Promise/CfP_
   Community%20Collaborations.ashx

>*A Community Resource for Reducing School-Based Arrests* –
   http://www.chdi.org/SchoolToolkit

>*National Association of Therapeutic Schools and Programs* – http://www.natsap.org/

>*High school to college transition rates* –
   http://nscresearchcenter.org/wp-content/uploads/HighSchoolBenchmarks2013.pdf

>*Year Up: training program for low-income young adults* – http://www.yearup.org/

>*Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders:
   Guide to Effective Employment Programs* –
   http://www.autism.sedl.org/index.php/resources/effective-program-profiles/124

>*National Trends in Psychotropic Medication Use in Young Children: 1994 2009 –* http://pediatrics.aappublications.org/content/early/*2013/09/24/peds.2013-1546.abstract*

>Healthcare Reform Issues: At a Glance – http://www.namicalifornia.org/uploads/eng/at%20a%20glance%20-%20issue%204%20-%20feb%2028,%202013.pdf

>*U. S. Department of Education strategic plan for 2014-2018 –* http://www2.ed.gov/about/reports/strat/plan2014-18/draft-strategic-plan.pdf

>*Youth Engagement Resources –* http://forumfyi.org/youth_engagement?utm_source=Copy+of+Ready+News+April+4+13&utm_campaign=Ready+News&utm_medium=email&utm_source=youthengagement&utm_campaign=YE&utm_medium=email

>*Core Principles for engagement yough people in community change –* http://www.readyby21.org/resources/core-principles-engaging-young-people-community-change?utm_source=youthengagement&utm_campaign=YE&utm_medium=email

>*Youth Voice Toolbox –* http://www.freechild.org/YouthVoice/index.htm?utm_source=youthengagement&utm_campaign=YE&utm_medium=email

>*Grief resources: Children and grief: what they know and how they feel and how to help –* http://www.aboutourkids.org/articles/children_grief_what_they_know_how_they_feel_how_help

>*Grief: National Child Traumatic Stress Network –* http://nctsn.org/trauma-types/traumatic-grief/what-childhood-traumatic-grief

>*Sesame Street workshop: children's grief –* http://www.sesameworkshop.org/grief

>*The National Alliance for Grieving Children is another helpful website and organization –* http://www.childrengrieve.org

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Can humans make as much progress in the way we treat
each other as we have made in technology?

Theodore Zeldin

@#@#@#

**Sorry,
I'd like to help,
but my human
is down today!**

RECENT PUBLICATIONS *(In print and on the web)*

School, Family & Community

>The role of schools in promoting inclusive communities in contexts of diversity. Andreouli E, Howarth C, Sonn C. *J. Health Psychol*. 2013; ePub
http://hpq.sagepub.com/content/early/2013/09/19/1359105313500257

>Classroom peer relationships and behavioral engagement in elementary school: The role of social network equity. Cappella E, Kim HY, Neal JW, Jackson DR. *Am. J. Community Psychol*. 2013; ePub http://link.springer.com/article/10.1007%2Fs10464-013-9603-5

> Interrelations of behavioral, emotional, and congnitive school engagement in high school students. Li,Y, Lerner, R. *J. Youth & Adolescence* 2013; 42, 20-32 http://link.springer.com

>Advances in understanding intergenerational transmission of parenting practices and the role of safe, stable, and nurturing relationships: Comments on a promising approach, practical application, and some cautions. Litrownik AJ. *J. Adolesc. Health* 2013; 53(4 Suppl): S42-3.
http://www.sciencedirect.com/science/article/pii/S1054139X13004229

>Seasonal variation in violent victimization: Opportunity and the annual rhythm of the school calendar. Carbone-López K, Lauritsen J. *J. Quant. Criminol*. 2013; 29(3): 399-422.
http://link.springer.com/article/10.1007%2Fs10940-012-9184-8

Policy, systems, law, ethics, finances & statistics

>Retained students and classmates' absences in urban schools. Gottfried, M. *AERA ePub*
http://aer.sagepub.com/content/early/2013/08/01/0002831213498810.abstract

>Parents' participation in a work based antipoverty program can enhance their children' future orientation: Understanding pathways of influence. Purtell, K, McLoyd, V. *Journal of Youth and Adolescence* 2013; 42(6) 777-791. http://link.springer.com

> Putting program evaluation to work: A framework for creating actionable knowledge for suicide prevention practice. Wilkins N, Thigpen S, Lockman J, Mackin J, Madden M, Perkins T, Schut J, Van Regenmorter C, Williams L, Donovan J. *Transl. Behav. Med.* 2013; 3(2): 149-161.
http://link.springer.com/article/10.1007%2Fs13142-012-0175-y

>Adapting evidence-based interventions using a common theory, practices, and principles. Rotheram-Borus MJ, Swendeman D, Becker KD. *J. Clin. Child Adolesc. Psychol*. 2013; ePub(ePub): ePub. http://www.tandfonline.com/doi/abs/10.1080/15374416.2013.836453

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

> Promoting healthy lifestyles in high school adolescents. Melnyk, B., et al. American *Journal of Preventive Medicine* 2013 45, 407-415.
http://www.ajpmonline.org/article/S0749-3797(13)00395-4/abstract

> The relationship between protective factors and outcomes for children exposed to violence. Schultz D, Jaycox LH, Hickman LJ, Setodji C, Kofner A, Harris R, Barnes D. *Violence Vict.* 2013; 28(4): 697-714. http://www.springerpub.com/journal.aspx?jid=0886-6708

>Youth initiated mentoring: Investigating a new approach to working with vulnerable adolescents. Schwartz, S, Rhodes, J, Spenser, R. Grossman, *J. American Journal of Community Psychology* 2013; 52(1-2): 155-169. http://link.springer.com

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Louise Erdrich, novelist, remarked about studies finding that people performed better on tests measuring empathy, social perception and emotional intelligence after reading literary fiction:

> "Thank God the research didn't find that novels increased tooth decay or blocked up your arteries."

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COMMENTS AND SHARING FROM THE FIELD

We were asked to share the following:

   (1) "The AHA! Institute – A 2-day workshop exploring social-emotional approaches to working with teens – How to Integrate Social-Emotional Learning into Classes or Teen Groups (Santa Barbara, California, November 15-16, 2013; March 7-8, 2014 http://www.TheAHAInstitute.org"

   (2) "The Pongo Teen Writing Program http://www.pongoteenwriting.org/index.php . My colleague Richard Gold will be releasing a new book about Pongo .... Pongo has had tremendous success addressing the needs of incarcerated and/or severely traumatized youth over many years now."

   (3) "I am proud to announce [my article on the Huffington Post]. It is entitled, 'The Real Reason Children Drop out of school.'" See http://www.huffingtonpost.com/franklin-schargel/the-real-reasons-children-drop-out-of-school_b_4093876.html

   (4) "My colleague Brian Gerrard and I [Marcel Soriano] have just finished *School-Based Family Counseling: Transforming Family-School Relationships*." http://www.amazon.com/School-Based-Family-Counseling-Family-School-Relationships/dp/1490934820

<h1 style="text-align:center; color:green;">Special Addendum</h1>

Sharing About Efforts to Develop New Directions for Student & Learning Supports

Arizona – Phoenix High Schools District

"First, let me say thank you for sending the news article on Learning Supports to superintendents. My superintendent read it and believes this is the right work to do. He is pleased to see that we are working with you to move PUHSD Student Support Services Teams into the UCLA Model of Learning Supports.

Prior to our last Professional Learning Community meeting, we emailed the same article to all of our Learning Support Staff. We asked them to read and discuss it at the meeting. One of our school psychologist did a case study with the group that focused three students who had different Barriers to Learning. We then asked each school team to identify the Barriers to Learning at their school. In the follow-up activity, we asked the teams to use poster board paper to create three T-Charts: academics, behavior, social/emotional. The teams worked together to categorize the Barriers to Learning from the previous activity into these three T-Charts. Once the Barriers to Learning were categorized, we asked them to identify the intervention on their campus that would address each Barrier to Learning they had identified. One team after another realized they had some programs in place to address some of the Barriers to Learning, but did not address others. They also began to realized the fragmentation that occurs not only at their schools, but across the district.

We introduced them to the Six Arenas through one of your documents. We gave them guiding questions to frame their thinking around the Six Arenas. The teams were asked to identify which of the Six Arenas were the strongest at their school and which one created some challenge for them. After this was processed, we provided each team with a poster size template of the Six Arenas. We asked the teams to identify and begin to categorize their school resources around the Six Arenas.

Next month, we will continue the Resource Mapping and share with them the action items on the Continuous Improvement Plan that identifies the action steps for moving the UCLA Model of Learning Supports into a framework for the entire district. We also plan to share with them the results of the survey they took at the first PLC meeting. We are learning this model and teaching it at the same time. A bit challenging, but extremely exciting. We think it is time to put together a document to explain Learning Supports. We noticed the Alabama Department of Education produced a document with much of your information. We want to create a similar document. Our Assistant Superintendent of Curriculum, Instruction, and Accountability has asked me to reserve the month of November to present Learning Supports to various groups: the Curriculum Division, the Executive Team (Asst. Superintendents), the Principals, Assistant Principals, and the Board."

Illinois

(1) *From a Learning Support Specialist at the Illinois Center for School Improvement*. "The Illinois Report Card is up and running: http://Illinoisreportcard.com . The learning support team will be particularly involved in the learning climate pieces of the report card."

(2) *From colleagues at the state dept of ed:* "We recognize that we have only begun to generate awareness of a Comprehensive System of Learning Supports in our districts/schools and so much more needs to be done. We continue to review your materials and resources as we move forward in our work and your continued support is appreciated.

As part of the Illinois State Board of Education's on-going efforts to support district/school improvement planning, four content teams have been established to provide resources and professional development for Common Core Standard implementation. The teams include data and assessment, math, English language arts (ELA) and learning supports. In FY2013, each team produced resources and facilitated professional development some of which can be viewed on the Professional Learning Series http://www.isbe.net/common_core/pls/default.htm

The regional Learning Supports Specialists (LSSs) specifically continue with development and presentation of professional development focused on building the capacity of classroom teachers, administrators and coaches to understand the classroom conditions necessary for learning. Knowledge, skills and attitudes related to planning and preparation were highlighted to support implementation of Common Core State Standards as an <u>integrated</u> curricular focus, within the broader effort to support continuous school improvement. Specifically, Learning Supports Specialists continue to work in close collaboration with the other ISBE content area specialists to develop professional development resources and presentations that integrate learning conditions considerations with Math and ELA content.

Learning Supports Specialists present professional development sessions at conferences held throughout the state. Sessions presented include 1) practical strategies to promote constructive collaboration and communication and 2) creation of learning environments conducive to promoting critical thinking, collaboration, creativity and other college and career readiness skills. The LSSs also developed webinars on student engagement and discourse centered classrooms to support the Common Core Standards.

To support the on-line Rising Star Conditions for Learning Indicators which districts and schools use for assessing their school improvement process, an ISBE Learning Supports Webpage: http://www.isbe.net/learningsupports provides contextual information to support the development and implementation of the necessary conditions for students to learn and teachers to teach. There are also A-Z topical pages linked to the Learning Supports main page. The pages provide best practice research covering multiple topics (i.e., bullying prevention, climate, engagement/re-engagement of students, etc.) along with ISBE internal and external links where all districts and schools can find additional information.

In order to communicate monthly with classroom teachers, the Learning Supports Specialists also participate in the development and dissemination of the Capture the Core Newsletter. The monthly newsletter submissions provide practical teacher strategies for operationalizing all Illinois Rising Star Conditions for Learning Indicators. These submissions are now being compiled into one comprehensive guide to promote optimal conditions for learning in the classroom.

Educators and students across Illinois had an opportunity to participate in the Illinois 5Essentials Survey: Organizing Schools for School Improvement. This survey was designed to provide a detailed portrait of the inner workings of a school from an organizational structure. LSSs collaborated closely with UofChicago Urban Education Institute professionals, ISBE Race to the Top representatives, and ISBE Data and Assessment Specialists, to increase district awareness and participation in regard to the Illinois 5Essentials Survey statewide. Following waves of professional development focused on introductory information and implementation recommendations, LSSs will now be sharing information with districts to promote the meaningful incorporation of 5Essentials Survey data into continuous school improvement efforts. This work takes several forms, including identifying key timeframes in the SSOS-supported continuous school improvement process to ensure timely receipt of data to inform indicator assessment and drawing connections between 5Essentials Measures and Rising Star indicators of best practice.

The primary outcome of building infrastructure to support the capacity of Learning Supports Specialists was achieved. The Learning Supports Specialists are now full and equal participants with the other content area specialists in any professional development activities coordinated through the Illinois Center for School Improvement at the American Institutes for Research."

Louisiana – Grant Parish

From the Learning Support Coordinator: "We wanted to give you an update on what we have been doing, where we are headed and concerns/questions we have at this point. We appreciate the information you send and have been using additional information from the website (Quickfind On-Line Clearinghouse) as well in gathering ideas and strategies to pass on to our Assistant Principals. All Assistant Principals meet one time a month at a school within our parish to collectively discuss

Learning Supports.   The first couple hours of each meeting is spent observing in classrooms then meeting back as a group to discuss what we've seen in the classrooms. All in an effort to refine our thinking and hopefully carry teaching strategies back to each school. Then from that point on we discuss different topics associated with Learning Supports. So far each AP has had the opportunity to dissect survey results (Caring Communities Youth Survey), look for trends in discipline referral numbers from last year, discuss what they see as their biggest need or concern for this year.

   We met with our Sheriff, DA, Judge, FINS Officer and Resource Officers (2) to explain Learning Supports and what we were trying to do as a school system and ways to communicate more effectively with their offices. The Sheriff's Office is helping us manage the Choose to Care website.that allows students, teachers, parents to report information confidentially and, if needed, anonymously. The FINS Officer (Families in Need of Assistance) works with our red-zone kids to line up counseling, check-ins, and family assistance.

   We really want to get our teachers more familiar with Learning Supports. We know they are a tremendous resource with their knowledge of student needs, community resources, and ideas. Last year was a process of getting the AP's familiar with CLS and this year really want the teachers to be more active in identifying the groups and brainstorming ideas. Seeing as we have very limited outside resources, we do have to be creative using the people in the community effectively.

   We also have developed a brochure for the district's *Comprehensive Learning Supports System*. (See http://smhp.psych.ucla.edu/pdfdocs/grantbrochure.pdf and an accompanying policy statement http://smhp.psych.ucla.edu/pdfdocs/grantpolicy.pdf .)

Michigan

From a state dept. of educ. colleague: "Work on learning supports or SEL or school mental health continues. I have been participating on a work group convened through 'order' of the Governor around MH in Education. There are conversations and attention being paid to the mental health needs of students along the continuum, prevention to treatment and providing resources to schools to address those needs. We are working with the state Medicaid office around ways to drawn down more money to help fund those services. There are numerous other initiatives happening around mental health/school climate, etc. here at the department of ed. that relate to learning supports 'indirectly' but directly in my opinion. Plus I'm presenting at 5 conferences statewide this month."

Ohio – Canton Schools

In a call with the Director of Student, Staff and Community Support, advances in learning supports were highlighted and it was noted that the district has created a Center for Student, Staff, and Community Support. Here is an excerpt from that website: "Welcome to the Center for Students, Staff and Community Support. The Center represents a basic change in the teaching and learning process. It is designed to create a positive and supportive school climate by aligning and coordinating our district's academic and non-academic resources and services to provide a comprehensive system of learning supports to our staff, students, families and our community. Through collaboration and partnership, we strive to:
>Engage and educate our families and community;
>Promote resiliency in our students; and
>Emphasize our students physical, social and emotional health so that all students are
 able to achieve their highest potential for life long success.
http://www.ccsdistrict.org/pages/CantonCitySD/CCS_District/Center_of_Best_Practices__Inno
   Creation of the center is a part of the district's strategic *Brighter Tomorrow Plan*.
http://www.ccsdistrict.org/pages/CantonCitySD/Brighter_Tomorrow_Plan/737189792778314290/FAQ_s

Wisconsin – LaCrosse School District

From a district colleague: "Our website, LaCrosse Partners in Learning, is now active. It is a work in progress, but we wanted to share the link with you. http://www.lacrossepartnersinlearning.org Comments and feedback are welcome and appreciated."

Here is an excerpt from the Mission/Vision section of the website: "A community-wide effort from the heart – The City of La Crosse, La Crosse County and School District of La Crosse have led a community-wide collaboration to develop an innovative initiative to help ensure all students have an equal opportunity to succeed at school with a strong start toward a positive future. As part of this collaborative effort this site is a tool designed to serve as a comprehensive community resource for you.

Mission: The mission of Rebuilding for Learning is to create a systemic approach where the City of La Crosse, La Crosse County, School District of La Crosse, and other youth and human service agencies can come together to identify barriers and work systematically to mitigate these barriers to best meet the needs of children and families.

Vision: We believe that by working together we can create a comprehensive learning supports system for prevention, early intervention and systems of care. We believe that by working collaboratively with more resources concentrated on prevention, the need for intensive systems of care will be reduced over time...."

Hawaii

From a colleague at the state department of ed: "I am pleased to continue to have your support as I move forward. Nothing moves fast in a large system, but I have taken your advice and with my new assignment I am working first with teams that want to integrate the work and not keep it in silos. The biggest need is to reorganize and re envision a continuum and then help them as a group get into prevention and promotion of healthy development initiatives with key people like VPs and School counselors."

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Updates from sites featured last month:

Georgia – Gainesville City Schools

(1) The district's work was featured in another news article:
http://thejournal.com/articles/2013/10/02/addressing-chronic-underachievement-a-systemic-technology-based-approach.aspx?admgarea=Features1

(2) Superintendent Dyer will make a presentation at the 25th Annual National Dropout Prevention Network Conference (Nov 3-6 in Atlanta). Topic: *Unified System to Address Barriers to Learning: the UCLA Center for Mental Health in Schools Framework*

Description: "Supporting students in their quest to complete high school requires schools and districts unify resources to address the barriers that students face. Often the most challenging barriers are those outside of the realm of instructional methods. This session will explore the implementation in Gainesville City Schools of the work of Dr. Linda Taylor and Dr. Howard Adelman of UCLA and the positive impact on graduation rates and student engagement in the schooling process."

Minnesota

(1) Stillwater Area Schools – *From the Learning Support Coordinator's action* plan:
- Guide and monitor development and implementation of district-wide Learning Supports programs and resources by identifying and overcoming barriers

- Deepen the understanding and implementation of Learning Supports and it's integration within the Bridge to Excellence strategic plan including designated action steps
- Facilitate communication and collaboration of Learning Supports between and amongst staff, buildings, and district to maximize student and system potential
- Build capacity of each school's integration of Learning Supports into committee structures and align processes and procedures to maximize impact for students
- Analyze Learning Supports resources at building and district level and determine priorities that personalize support
- Coordinate and integrate school and community resources within the six arenas of Learning Supports to expand opportunities for students

(2) Bloomington School District – *From the Learning Support Coordinators*: " We have developed a spreadsheet for our work (keeping track of the 19 school sites) and making sure we don't leave anyone behind. We are also creating one for the district level work. We are going to be adding what we did to prep ourselves (what we read).

We are finding that the most important group we are meeting with, in terms of building readiness is the team we are calling the Building Leadership Team. Because these teams are made up of the leads for Learning Support, Instruction, and Management, they are a group that asks a lot of questions from multiple perspectives. In answering those questions - we see a lot of light bulbs turn on in terms of the focus turning to systematic, prevention focused work."

Alabama – Department of Education – *From the Director of Learning Supports*: Regarding initial visits to the 10 districts implementing learning supports in the first phase. "Our agenda included the Alabama State Department of Education commitment and the alignment of learning supports to PLAN 2020, Learning Support Team responsibilities, learning supports framework and the Alabama Design Document for a Unified and Comprehensive System of Learning Support, and information on phasing in learning supports at the district/school levels. Resources provided to the teams were
- District Superintendents and the School Improvement Problem of Addressing Barriers to Learning
- Improving Student Outcomes, Enhancing School Climate: Teachers Can't do It Alone
- Common Core Standards for a Learning Supports Component
- An example of a learning supports policy.

Emphasis was constantly placed on the need for systemic changes to make sure that the system of learning supports would be embedded in district strategic plans. Reviewing strategic plans indicate a direct link to learning supports just like PLAN 2020. After we finish the initial visits we will start our second round of visits to the districts meeting with school level staff and community stakeholders."

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MORE TO COME IN THE NEAR FUTURE!

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THIS IS THE END OF THIS ISSUE OF ENEWS

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

For more information about the Center and its many resources, go to the website at http://smhp.psych.ucla.edu or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu