**ENEWS**

**A Monthly Forum for Sharing and Interchange**

*28 Years & Counting*

Mental Health in Schools
UCLA Center
Program and Policy Analysis

**November, 2014 (Vol. 19 #2)**

*Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity?*
*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**

**\*\*Fundamental Concern**

   *>Equity of Opportunity & Transforming Student & Learning Supports*

**\*\*News from around the country**

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

   *> November: Enhancing Learning Supports*

**\*\*New Directions for Student & Learning Supports**

**\*\*UCLA Center Resources Update**

**\*\*Access links about:**

   **>Upcoming initiatives, conferences & workshops**

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

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

   **>Training and job opportunities**

**\*\*A few 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**

## FUNDAMENTAL CONCERN

## *Equity of Opportunity & Transforming Student & Learning Supports*

It is evident that equity of opportunity is fundamental to enabling civil rights; it should also be understood that transforming student and learning supports is fundamental to enabling equity of opportunity.

Yet, the U.S. Department of Education's civil rights guidelines continue the trend of marginalizing the importance of student and learning supports to directly and potently address barriers to learning and teaching and re-engage disconnected students.

This matter is especially critical as schools move forward to implement new curriculum standards (e.g., Common Core State Standards). Without a unified and comprehensive system of learning supports to enable equity of opportunity for success at school, it is predictable that the new standards will produce a host of additional learning, behavior, and emotional problems (and ultimately more dropouts).

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For more on this, see our discussion entitled:
> *Standards Debates Continue to Ignore Student and Learning Supports*
> http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall%2014.pdf

Also see:
> *School Dropout Prevention: A Civil Rights and Public Health Imperative*
> http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall08.pdf

And look at some of the pioneering efforts to develop a unified and comprehensive system of learning supports. See:

> *Transforming Student and Learning Supports: Trailblazing Initiatives!*
> http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf

*What's your experience related to all this?*
*Send your comments or questions to us at:*
Ltaylor@ucla.edu
adelman@psych.ucla.edu

**Washington State School Shooting.** Students, parents and school leaders met inside the gym at Marysville-Pilchuck High School on Sunday to remember, mourn and talk about ways to move forward. ... There may have been more victims but for the bold actions of a young teacher who was in a nearby office when she heard the shots. One student who witnessed it told CNN affiliate KIRO what he saw. "She just grabbed his arm. She's the one that intercepted him with the gun. He tried either reloading or tried aiming at her." 10/27/14
http://www.cnn.com/2014/10/27/us/washington-school-shooting/index.html

**District studies the roots of dropout crisis and promises to fix it.** For every course an eighth-grader in the Washington, D. C. School District fails, that student becomes six percentage points less likely to graduate from high school on time. And for every 10 times a student is absent the same year, that student is four percentage points less likely to make it to the finish line. A report released in September identifies such early risk factors that can derail the city's public school students from a path to graduation. Based on trends, a sobering 40 percent of today's ninth-graders will not graduate in four years. 9/26/14
http://www.washingtonpost.com/local/education/district-studies-roots-of-dropout-crisis-and-promises-it-will-work-to-fix-it/2014/09/25/33e70546-4438-11e4-9a15-137aa0153527_story.html

**As overtesting outcry grows, education leaders pull back on standardized tests.** A new study finds that U.S. students are tested on average once a month, with some students tested as often as twice a month. The White House announced it will support a movement by education officials to dial back the amount of testing. Obama was responding to a move by the Council of Chief State School Officers – which has promoted the Common Core State Standards and assessments – and the Council of the Great City Schools, made up of large urban districts. They released a set of principles to reduce redundant testing and promote a coherent use of high-quality tests that are valuable for students, parents, and teachers. 10/16/14
http://www.csmonitor.com/USA/Education/2014/1016/As-overtesting-outcry-grows-education-leaders-pull-back-on-standardized-tests

**Schools move refugee students to a separate program.** 54 Central American refugee students, some of whom cannot read or write, have been moved from their schools in Hall County GA into a separate program. The Hall County students, who crossed the border in precarious conditions to escape violence in their home countries, do not speak English. Their Spanish dialects are unfamiliar to the district's Spanish teachers, and some have had little schooling. One student, a 14-year-old, has never been to school. Some others are able to read and write in their native language, but the dialect barrier has made it difficult to assess each student's needs.
http://www.gainesvilletimes.com/section/6/article/104952/

**Governor signs bill aiding immigrant students.** California Gov. Jerry Brown on Saturday signed legislation to provide $3 million in legal aid for the thousands of unaccompanied minors from Central America who have flooded into the U.S. illegally this year. The $3 million to help the immigrant children will provide due process in the United States that will rescue some of them from the "virtual death sentence" they would face if deported to unsafe home countries. The bill, SB 873, written by a budget committee, allocates money to nonprofit groups that will provide help to the children being held in California, who so far number about 4,000. More than 60,000 unaccompanied children from poverty-stricken and violence-torn areas of El Salvador, Guatemala and Honduras have been detained so far this year by U.S. Border Patrol agents. 9/27/14
http://www.latimes.com/local/politics/la-me-pol-brown-bills-20140928-story.html#page=1

**Federal grants to create 'cradle to career' services in school district.** Los Angeles Youth Policy Institute will oversee largest share of federal grants to make local schools community centers. Feds

add $36 million for "cradle to career" program in several L.A. neighborhoods. Local officials announced the funding for an ambitious program to provide a full range of social and education services to students and their families in several neighborhoods. The effort is called Promise Zone. A related initiative is underway in another neighborhood where families receive services such as access to food, nutrition counseling, prenatal care, mental health services and job training, as well as extended education before and after school and during the summer. 10/8/14
http://www.latimes.com/local/lanow/la-me-ln-new-promise-zone-grants-20141008-story.html

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Quote from the Los Angeles article:

*We're being aggressive about pursuing increasingly scarce federal dollars and our work is delivering results in ways that can transform these young people's lives and our neighborhoods.*

Eric Garcetti, L.A. Mayor

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*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

**You say playing truant from school is like a credit card**?

**Ya, it's like have fun now, pay later!**

## *November: Enhancing Learning Supports*

> *School systems are not responsible for meeting every need of their students.*
> *But when the need directly affects learning, the school must meet the challenge.*
> – Carnegie Task Force on Education

This month is the time to take stock of the difficulty local schools are having addressing barriers to learning and teaching and re-engaging disconnected students. Look at absences, disruptive behavior, and the impact on teachers.

If the situation is bleak, it's time to move in new directions to improve student and learning supports (e.g., toward developing a unified and comprehensive system of learning supports as part of the school improvement agenda).

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.

The challenge is to unify and then comprehensively develop an approach that gives all students an equal opportunity for success at school and beyond. Such a system of learning supports is essential to reducing dropout rates, narrowing the achievement gap, and strengthening school improvement.

In pursuing a continuum of interventions, pioneering work at schools across the country need an organized approach that
- enhances regular classroom strategies to enable learning (e.g., improving instruction for students who with mild-moderate learning and behavior problems and those have become disengaged from learning at school; includes a focus on prevention, early intervening, and use of strategies such as response to intervention)
- supports transitions (e.g., assisting students and families as they negotiate school and grade changes and the many daily transitions)
- increases home and school connections and engagement
- enhances community involvement and collaborative engagement (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers and establishment of a school-community collaborative)
- responds to, and where feasible, prevents crises
- facilitates student and family access to effective services and special assistance as needed

To take stock, work with the staff at a school to answer: *What student and learning supports are offered school-wide and in the classroom and who provides these supports?*

The following resource provides a structured help in beginning to explore this question:

>*An Aid for Initial Listing of Current Resources Used at a School for Addressing Barriers to Learning and Teaching*
http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf

Schools also have been using the Center's intervention mapping matrix to (a) chart current efforts, (b) do a gap analysis, and (c) set school improvement priorities. See:
http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

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For details about (a) the nature and scope of a unified and comprehensive system for addressing barriers to learning and teaching and (b) how to develop such a system, see the Center's *System Change Toolkit: Transforming Student Supports* online at
http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

For details about states/districts trailblazing new directions for student and learning supports, see the news article at http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer14.pdf

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*Thinking about increasing the capacity of your district or school with respect to developing a unified, comprehensive. and equitable system of student supports?*
We can help. Feel free to contact us by sending an email to ltaylor@ucla.edu

**\*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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**COMING IN JANUARY**

**Transforming Student and Learning Supports:
Developing a Unified, Comprehensive, and Equitable System**

This new book is being prepared by Howard Adelman and Linda Taylor, co-directors of a national Center at UCLA. To facilitate efforts to transform student and learning supports, the resource will be placed on the Center's website for free and easy access.

The work outlines what is involved in designing and implementing a unified, comprehensive, and equitable learning supports component to replace the existing fragmented and disorganized set of student and learning supports. With respect to cost, the emphasis is mainly on redeploying existing resources and garnering economies of scale.

**Watch for it!**

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MATH SCHOOLWORK:  2 + 2 = 4.

MATH HOMEWORK:  2 + 4 + 2 = 8.

TEST ITEM: Matthew has 4 apples, his train is 7 minutes early, calculate the sun's mass.

*@#@#@#*

### *NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS*

Here are a few indications of the growing impact of the New Directions initiative.

(1) See*:*
>>> *Implementing The Florida Standards:*
>>> *Role of Student Services Personnel Action Brief*
>>> http://sss.usf.edu/resources/format/pdf/FL_Standards_StudentServices.pdf

(2) In Alabama, 40 school districts are now involved in implementing a unified and comprehensive system of learning supports. Here's an excerpt from a news item on the work in one of the districts:

> "Shelby County Schools' administrators and Central Office leaders recently met for two days of back to school leadership training to prepare for the opening of the 2014-2015 school year.  Superintendent Randy Fuller said a focus on leadership training is one of the things that sets Shelby County apart as a 'model of excellence' in education....
>
> Supporting students and families is the focus of a Learning Supports model the district implemented last year in the Montevallo and Vincent school communities.  Melissa Youngblood, Student Services Supervisor, shared with administrators how successful the model was in those two communities.  Shelby County was one of 11 school districts who participated in implementing the model, which focuses on removing barriers to learning by providing resources, strategies, and best practices that support student learning and enable all students to have an equal opportunity for success.  The Learning Supports model, a collaborative effort of the Alabama State Department of Education, the University of California Los Angeles (UCLA), and Scholastic, will be expanded district-wide this upcoming school year.
>
> The model not only provided resources to help improve student achievement, such as report card conferences for 9th graders at Montevallo High students, but it also helped reduce the number of absences and discipline referrals in both communities...."
>
> http://podcasts.shelbyed.k12.al.us/scs-news/2014/07/25/shelby-county-school-leaders-preparing-for-2014-2015-school-year/

(3) Go online and see how Gainesville City Schools in Georgia integrated it's System of Learning Supports into the district's 2014-15 strategic plan.

> http://www1.gcssk12.net/images/shared/other/strategicplan/7.11.14_2014-2015_GCSS_Strategic_Improvement_Plan_for_Board_Approval.pdf

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

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

# UCLA CENTER UPDATE ON DEVELOPED RESOURCES

## New

### Policy Alerts:

>*Standards Debates Continue to Ignore Student and Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/standards.pdf

>*Improving Schools? Not Another Special Initiative!*
http://smhp.psych.ucla.edu/pdfdocs/notanotherinit.pdf

### Information Resource:

>*Prevention & Schools*
http://smhp.psych.ucla.edu/pdfdocs/prevention.pdf

## School Practitioner Community of Practice Interchange: Weekly Listserv*

Topics explored in the last month included requests about:

>*What to do when a student at my child's school makes threatening comments?*

>*About understanding and addressing the reluctance of some school support staff to adopt evidence based interventions*

>*What does school mental health cost*

>*Too many in special education*

*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

>*Toward improving school-community collaboration*

Recent years have seen an escalating expansion in school-community linkages. Initiatives are sprouting in a rather dramatic and ad hoc manner. These efforts could improve schools, strengthen neighborhoods, and lead to a marked reduction in young people's problems. Or, such "collaborations" can end up being another reform effort that promised a lot, did little good, and even did some harm.
     Critical to the success of schools and communities working together is establishing an effective school-community collaborative. And this requires paying particular attention to developing a sound operational infrastructure to steer, lead, and do the work. No one needs yet another meeting that feels like so many where folks just talked and then went away.

### Accessing Online Resources for Improving School-Community Collaboration

Those who want to establish productive collaborations will find a range of helpful resources listed on the center's Quick Find on School and Community Collaboration –
http://smhp.psych.ucla.edu/qf/p1201_01.htm

Center developed documents that can be freely accessed from this Quick Find include:
>School-Community Partnerships: A Guide
>Fostering School, Family, and Community Involvement.
>Sustaining School-Community Partnerships to Enhance Outcomes for Children
    and Youth: A Guidebook and Tool Kit
> Moving Beyond the Concept of Integrated Student Supports
>Understanding Community Schools as Collaboratives for System Building to
    Address Barriers and Promote Well-Being

>Community Schools: Working Toward Institutional Transformation
>School-Community Collaboration: A Self-study Survey
>Schools, Families, and Community Working Together: Building an Effective Collaborative
>Community Outreach for Involvement and Support: A Self-study Survey
>Integrated Student Supports and Equity: What's Not Being Discussed?
>School-Community Partnerships from the School's Perspective.
>Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and
    Practice

**Coaching & Technical Assistance for Improving School-Community Collaboration**

Our Center works with states agencies, districts, and communities across the country to mentor and coach strategic efforts to plan, implement, and sustain the prototype frameworks developed by the Center. This mentoring and coaching includes regular exchanges and technical assistance over several years. The Center also continuously updates online resource aids to support ongoing work. No fees are attached to the work since most of it can be done via email and phone conferencing.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Note: Center resources can readily be revised to fit a specific situation for local schools/communities. Please feel free to adapt them.

And please share these resources with interested colleagues, and let us hear your perspective on how all this fits with the current local, state, and federal agenda for mental health in schools. Send your comments to Ltaylor@ucla.edu

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

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**ACCESS LINKS ABOUT:**

> **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

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**EQUITY OF OPPORTUNITY?**
*Rich high school dropouts remain in the top [income quintile] about as much as
poor college grads stay stuck in the bottom - 14 versus 16 percent, respectively.*

[From "Poor kids who do everything right don't do much better than rich kids who do everything wrong" (O'Brien, Washington Post). Based on research by Reeves and Sawhill.]

## *OTHER HELPFUL INTERNET RESOURCES*

>*Bring out the best in your children*
http://www.aap.org/en-us/Documents/ttb_bring_out_best.pdf

>*Alternative Education* (New Jersey)
http://ntuaft.com/TISE/IRS%20manual/innovative/alternative_education.htm

>*Understood: Parent Toolkit*
http://www.understood.org/en

>*Community Partnerships* (Washington State Dept. of Public Instruction)
http://www.k12.wa.us/LAP/pubdocs/CommunityPartnerships.PDF

>*Preventing Youth Substance Use: A Review of Thirteen Programs*
http://www.wsipp.wa.gov/Reports/540

>*Updated Inventory of Evidence-Based, Research-Based, and Promising Practices for Prevention and Intervention Services for Children and Juveniles in Child Welfare, Juvenile Justice, and Mental Health Systems*
http://www.wsipp.wa.gov/Reports/541

>*Research Synthesis on Screening and Assessing Social-Emotional Competence*
http://csefel.vanderbilt.edu/documents/rs_screening_assessment.pdf

>*Focusing on attendance* (Department of Defense)
http://dodea.edu/attendance/upload/school-attendance-research.pdf

>*Funding Strategies to Build Sustainable School Mental Health Programs* -- series
http://www.tapartnership.org/docs/SMHSeries_1.pdf
http://www.tapartnership.org/docs/SMHSeries_2.pdf
http://www.tapartnership.org/docs/SMHSeries_3.pdf
http://www.tapartnership.org/docs/SMHSeries_4.pdf

>*A case study evaluation of resource mapping*
http://search.proquest.com/docview/230732152/fulltextPDF?accountid=14512

>*Implementing The Florida Standards: Role of Student Services Personnel Action Brief*
http://sss.usf.edu/resources/format/pdf/FL_Standards_StudentServices.pdf

>*Strategic Primer on College Students Mental Health*
http://www.apa.org/pubs/newsletters/access/2014/10-14/college-mental-health.pdf

>*Delivery of pupil services* (Wisconsin)
http://sspw.dpi.wi.gov/files/sspw/pdf/pslikertscale.pdf

>*Unlocking opportunities: Services that help poor children succeed in the classroom*
http://www.dcfpi.org/unlocking-opportunities-services-that-help-poor-children-succeed-in-the-classroom-3

>*Mental Health in K12 Schools*
http://www.ncsl.org/documents/health/mhk120612.pdf

>*Strategies for Scaling Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health*
http://www.iom.edu/Reports/2014/Strategies-for-Scaling-Effective-Family-Focused-Preventive-Interventions.aspx?utm_medium=etmail&utm_source=Institute%20of%20Medicine&utm_campaign=09.14+IOM+News&utm_content=&utm_term=

>*Building Capacity to Reduce Bullying*
http://www.iom.edu/Reports/2014/Building-Capacity-to-Reduce-Bullying.aspx?utm_medium=etmail&utm_source=Institute%20of%20Medicine&utm_campaign=09.14+IOM+News&utm_content=&utm_term=

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At the end of the semester, a 10th-grade chemistry teacher asked her students what was the most important thing that they learned in lab.

A student promptly raised his hand and said: "Never lick the spoon."

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

## School, Family & Community

>Adolescent socio-economic and school-based social status, health and well-being. Sweeting, H.
& Hunt, K. *Soc. Sci. Med*. 2014; 121C: 39-47.
http://www.sciencedirect.com/science/article/pii/S0277953614006042

>"Neighborhood matters": Assessment of neighborhood social processes. Henry, D.
Gorman-Smith, D. Schoeny, M. & Tolan, P. *Am. J. Community Psychol*. 2014; ePub
http://link.springer.com/article/10.1007%2Fs10464-014-9681-z

>Does disaster education of teenagers translate into better survival knowledge, knowledge of skills, and adaptive behavioral change?  A systematic literature review. Codreanu TA, Celenza A, Jacobs I. *Prehosp. Disaster Med.* 2014; ePub
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9388802&fileId=S1049023X14001083

## Policy, systems, law, ethics, finances & statistics

>Challenges in and strategies for the surveillance of school health policies and practices: A commentary.  Brener, N.D., Wechsler, H., & Kann, L. *J. Sch. Health* 2014; 84: 687-689.
http://onlinelibrary.wiley.com/doi/10.1111/josh.12204/pdf

>The scarring effects of primary-grade retention? A study of cumulative advantage in the educational career. Andrew, M. *Social Forces*,  2014. ePub.
http://sf.oxfordjournals.org/content/early/2014/09/03/sf.sou074.full

>Help-seeking behaviour and adolescent self-harm: A systematic review. Rowe, S.L., French, R.S., Henderson, C., Ougrin, D., Slade, M., & Moran, P. *Aust. N. Zeal. J. Psychiatry* 2014; ePub http://anp.sagepub.com/content/early/2014/10/21/0004867414555718

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

>An emotion-focused early intervention for children with emerging conduct problems. Havighurst, S.S., Duncombe, M., Frankling, E., Holland, K., Kehoe, C., Stargatt, R.
 *J. Abnorm. Child Psychol.* 2014; ePub
http://link.springer.com/article/10.1007%2Fs10802-014-9944-z

>Overdiagnosis: How Our Compulsion for Diagnosis May Be Harming Children. Coon, E., et al. *Pediatrics,* 2014, ePub
http://pediatrics.aappublications.org/content/early/2014/09/30/peds.2014-1778.abstract

>Developmental differences in early adolescent aggression: A gene $\times$ environment $\times$ intervention
analysis.  Schlomer, G.L., Cleveland, H.H., Vandenbergh, D.J., Feinberg, M.E., Neiderhiser, J.M., Greenberg, M.T., Spoth, R., & Redmond, C. *J. Youth Adolesc*. 2014; ePub
http://www.springerlink.com/content/1573-6601

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   *Teacher:* What is the formula for water?
      *Student:* H, I, J, K, L, M, N, O

   *Teacher:* That's not what I taught you.
      *Student:* But you said the formula for water was...H to O.

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## COMMENTS AND SHARING FROM THE FIELD

(1) "When folks use the three tiers model and show academic supports on one side and student supports on the other side, it make them appear to be equally important and equally funded.  In fact, resources for student support are miniscule compared to academic supports. We need to draw this point out and make a stronger case for learning supports."

(2) Feedback on the Center's response to the U. S. Dept of Ed Civil Rights letter:

(a) "Appreciate the update regarding dear colleague letter and your focus on equity and inclusion. This a major body of work our district is focusing on this school year as we have included it as a strategy with our district goal. In order to transform education asking the hard questions and digging in is the only resolve. We are doing well in the district and we are making an impact in the lives of our families and students."

(b) "I received your email "Civil Rights Letter from the Feds" and started reading and an hour had gone by before I knew it. I am a Principal,  my school is an alternative program for our district.  Every time I meet  with students  I ask two questions:
   *>At your previous school, did you attend school and just didn't complete your work or did you cut school most of the time?*
   *>Did you have a favorite teacher or class that you did not want to miss?*
   For the majority, attendance was not the problem; they did not complete their work and/or pass tests. On the second question, 80-90% will answer, they did not have a favorite teachers and when asked "you just were not connected to school?" most agree that they didn't feel connected to school and completing work was not of any importance.
   This is why reading your materials hits home with me.

When students enroll here after a two day orientation, they meet with their teachers one-on-one. This is when the connection begins. My staff is unbelievable taking ownership of every child, and truly believe every one of them can learn, (different speeds yes) but can learn. It is my belief that when a student is ready to learn a teacher will appear, we in education must understand the importance of connecting to our students every day all  year long.

   ... I [will] share your articles with my teachers to validate what they are doing and use as dialog at our weekly PLC – 'Connections" being the focus of our PLC dialog."

(3) Feedback on the Center's quarterly ejournal. "Thank you, this issue was very helpful (as usual).  I copied page 13, because the Venn diagram of the interrelationship among the levels of service shows how all of the kinds of helps and helpers connect to create a successful experience for everyone. I truly appreciate all of the good work you do."

(4) We were asked to share the following: "My interview telecast yesterday, regarding Bullying Prevention Month which appeared on Eye on New Mexico can be found at:
 http://www.kob.com/article/stories/S3595446.shtml?cat=10106#.VEV22ef3Ng0

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### THIS IS THE END OF THIS ISSUE OF ENEWS

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