



ENEWS



**29 Years &
Counting**

A Monthly Forum for Sharing and Interchange

November, 2015 (Vol. 20 #2)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on relevant policies and practices.



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact Ltaylor@ucla.edu



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

WHAT'S HERE THIS MONTH

****Emerging Issue**

>Are schools misusing student support staff?

****News from around the country**

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

>Enhancing Learning Supports -- Enhancing Equity of Opportunity

****2015 National Initiative for Transforming 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 resources accessible from the internet**

****Additional 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**

QUESTION:

Are Schools Misusing Student Support Staff?

Here are two comments from the many recent emails received from student support staff:

(1) *"I spoke with a friend who is a counselor in an inner city high school. Her day was spent proctoring the PSAT. I have heard of other situations where social workers and counselors are used as duty aides, tutors, errand runners, etc. So even when the district has learning support staff they may not always be used to their intent or potential."*

(2) *"At my school, it seems that people "like" operating in crisis mode. It creates a system where accountability can be put on hold, and people can be validated for handling a crisis. The idea that we could create a positive community of folks who care about kids with intention towards continuous improvement continuous improvement, is not an easy sell."*

In our discussions with state, district, and school education leaders, they clearly understand the long term benefits of reducing and, as feasible, preventing commonly occurring problems that interfere with learning and teaching. At the same time, their school improvement efforts tend to treat these matters in an ad hoc manner, and they often use student support staff in ways that do little to develop an effective system of student and learning supports. The ongoing *culture of crisis* and the emphasis on putting out fires continues to work against developing this essential component of school improvement.

There will never be enough student support staff in a district to address *on a one-to-one basis* the many students in need. However, there are enough personnel to develop a better system — one that can reduce and, as feasible, prevent commonly occurring problems that interfere with learning and teaching.

The 2015 National Initiative for Transforming Student and Learning Supports* presents frameworks and prototypes for enabling system development in a transformative way:
<http://smhp.psych.ucla.edu/newinitiative.html>

Before the 2015 ends, we are asking everyone who wants a better system to start a discussion about all this at state and local levels. (And share what is being done with us.) Raise the Question: *How should existing student and learning support staff be used to help build a more unified, comprehensive, and equitable system to address barriers to learning and teaching and re-engage disconnected students and families?* Please consider doing this.

Note: In the theme for November included in this ENEWS, we discuss a range of ways to enhance learning supports and use the talents and skills of learning support staff more effectively to provide more effective prevention and immediate responses as problems arise.

As always, we look forward to questions, comments, concerns about this critical matter. Send to Ltaylor@ucla.edu

*For a range of resources related to this concern, see
2015 National Initiative for Transforming Student and Learning Supports
<http://smhp.psych.ucla.edu/newinitiative.html>

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Trouble is only opportunity in work clothes.

Henry J. Kaiser

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NEWS FROM AROUND THE COUNTRY

Obama Administration Shifts Policy and Calls for Limits on Testing in Schools. In a video, President Obama acknowledged the administration's role in proliferating testing in public schools and called on schools to cut back on "unnecessary testing" that consumes "too much instructional time" and creates "undue stress for educators and students" –

<https://www.facebook.com/WhiteHouse/videos/10153858451374238> In a news release/fact sheet, the administration spells out its "Test Action Plan" in terms of (1) principles for fewer and smarter assessments, (2) the administration's planned actions to reduce over-testing, (3) examples of state and local leadership in reducing over-testing, (4) the administration's call on Congress to reduce over-testing in the ESEA reauthorization –

<http://www.ed.gov/news/press-releases/fact-sheet-testing-action-plan> (10/25/15)

District focuses on quality as schools resegregate. Twenty years after a judge let Denver Public Schools end 21 years of forced bussing, Denver schools are again segregated. When DPS was freed from court ordered bussing, the 40,000 white students who have fled the district did not return. Magnet schools, open enrollment, and charter schools were introduced to encourage voluntary integration, but 55% of schools have 90% minority populations. District leaders indicate schools reflect broader community issues that need to be addressed. 10/11/15

http://www.denverpost.com/news/ci_28951892/denver-district-focuses-quality-schools-resegregated

School Health Policies and Practices 2014. SHPPS is a national survey periodically conducted to assess school health policies and practices. SHPPS assesses health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; social and emotional climate; physical environment; employee wellness; family engagement; and community involvement. Reported trends indicate a reduction in the number of schools reporting a coordinator of mental health and social services (77% in 2000/ 67% in 2014) and schools with a council/team that offers guidance on health policy/coordination (65% in 2000/35% in 2014). There was an increase in schools reporting the provision of individual services: counseling for emotional or behavioral problems (44% in 2006/75% in 2014) and crisis intervention for personal problems (63% in 2000/84% in 2014). 10/13/15

<http://www.cdc.gov/healthyyouth/data/shpps/results.htm>

Battle to reduce homelessness of families with children. Reducing homelessness among families with children takes a comprehensive approach that addresses the different needs a family presents, according to the Connecticut Three Branch Institute's Housing Stability for Children and Families. The mission of the Three Branch Institute is "to ensure that the health, safety and well-being of every child in Connecticut is a shared priority for all branches of government," including the Department of Children and Families, the Department of Housing and the Office of Early Childhood were on hand to talk about the best approach to provide services to the most vulnerable of the homeless population – children. As important as housing, are community residential resource centers that provide not only housing but educational opportunities and training programs. The approach has made the state a leader in the nation in dealing with homelessness. 10/1/15

<http://www.nhregister.com/general-news/20151001/new-haven-panel-discusses-battle-to-reduce-homelessness-among-families-with-children>

School buddy bench. Childhood can be rough, especially for shy children reluctant to reach out. In an effort to ease playground anxiety, a West Hartford, CT, school unveiled a "buddy bench". The

bench, which is being used by a growing number of schools across the country, is a designated place where students who are feeling lonely can sit to signal they'd like someone to play with. Other students are encouraged to invite anyone on the buddy bench to play. School staff and parents on the health and wellness committee approached administrators with the idea of a buddy bench about a year ago. Rather than focus on punishing bad behavior and "anti-bullying," staff want to encourage empathy with initiatives like the buddy bench. 10/2/15

<http://www.courant.com/community/west-hartford/hc-west-hartford-morley-school-buddy-bench-1003-20151002-story.html>

College, Career Fair. Local organizations are inviting middle and high school students to “plan your future” at the 2015 Escondido College & Career Fair. More than 100 colleges and universities will have representatives at the fair. Fair sponsors include the Escondido Union High School District, the city of Escondido, Mission Federal Credit Union, Westfield North County, Cal State San Marcos Extended Studies, the Escondido Chamber of Commerce, the Palomar College GEAR UP Partnership Program, The San Diego Union-Tribune and the Valley Center-Pauma Unified School District. College representatives will provide information to children and parents about entrance requirements, application deadlines, financial aid and majors. Visitors also can explore other education options with representatives from community colleges, trade schools, certification programs and the military. High school counselors will be available to discuss graduation requirements and scholarships. 10/3/15

<http://www.sandiegouniontribune.com/news/2015/oct/03/college-career-fair-escondido/>

State expands search for teachers. Some Colorado rural school districts are on the brink of crisis when it comes to finding enough teachers to lead classrooms. So far this year, enrollments in the state's teacher prep schools are down 23 percent compared with five years ago. Math, science and special education teachers are especially coveted. Recruiters have started going out of state to recruit where there's a surplus of teachers like Michigan or Utah. One a district struggling academically, has had to bring teachers out of retirement to fill posts. Principals and other school officials say that Jefferson County has lost hundreds of teachers because of political turmoil over curriculum. 10/3/15

<http://gazette.com/colorado-schools-expand-search-for-teachers/article/1560542>

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.

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Quote from story above on search for teachers:

In our political landscape right now it is extremely difficult to be a teacher... In the last five to six years, we've had several mandates that were truly unfunded, went through a recession, put more on people's plates and didn't take anything off. And so that political landscape has caused people to ask, "Do I really want to be a teacher?"

Don Anderson, Director
East Central Board of Cooperative Educational Services

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

November: Enhancing Learning Supports – Enhancing Equity of Opportunity

This is a good time for school staff to consider the question:

How well is our school addressing barriers to learning and teaching and re-engaging disconnected students?

Every school devotes significant resources to students who are not doing well at school and to preventing problems that interfere with student safety and well-being. In some schools, this amounts to as much as 25% of their budget. Unfortunately, the trend has been to expend such resources in an ad hoc and fragmented manner and to focus much of the attention on a relatively few students who manifest significant behavior, learning, and emotional problems.

This becomes evident when a workgroup at the school is established to map and analyze what the school currently is doing to provide student and learning supports in the classroom and school-wide (e.g., in terms of both intervention activity and resource expenditures). As a guide for such mapping and analyses, the Center has developed a matrix tool based on a prototype intervention framework for a unified, comprehensive, and equitable system of learning supports. This widely used school improvement aid can be downloaded at

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

After mapping what is going on, the workgroup can analyze gaps, redundancies, activities that are not cost-effective, etc.. Recommendations can focus on priorities for filling critical gaps and developing fragmented activity into a unified system. To underwrite the recommendations, the emphasis is on redeploying resources that are not cost-effective, enhancing collaboration across a family of schools (such as feeder schools) to create economies of scale, and establishing school-community linkages that allow for weaving together resources being expended separately on overlapping concerns.

For more on this, see

*>Resource Mapping and Management to Address Barriers to Learning:
An Intervention for Systemic Change*

<http://smhp.psych.ucla.edu/pdfdocs/resourcemaping/resourcemapingandmanagement.pdf>

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, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

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I saw that helping the entire school made the classroom better for my children. I saw that because all of us in PTA focused on making the school a better place for kids, that we also made it better for staff and for the community.

Laura Bay, National PTA President

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2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS

Here's some of the activity we are hearing about from across the country:

Alabama Department of Education (October 2, 2015 press release)

<https://www.alsde.edu/sec/comm/News%20Releases/10-2-15%20Principals%20Path%20to%20Leadership%20Grant%20Press%20Release.pdf>

“As part of the ALSDE’s commitment to an integrated learning supports framework state rollout, 50 districts and approximately 300 principals are currently involved in the initiative,” said Dr. Linda Felton-Smith, director of the Office of Learning Supports. The ALSDE’s Unified and Comprehensive System of Learning Supports addresses risk-producing conditions that can be barriers to student learning and achievement.”

“American Express and the National Association of Secondary School Principals (NASSP) announced today that the ALSDE is one of five recipients of the Principals Path to Leadership grant [and] will receive \$750,000 over a three year period....”

“This funding will expand the work being done by adding in-depth leadership development, coaching and training for 72 principals and their leadership teams as they participate in implementing the department’s integrated leaning supports initiative,” Felton-Smith said.”

In Wisconsin, the School District of La Crosse’s Superintendent, Randy Nelson

reported the following on the district’s website:

(<http://www.lacrossepartnersinlearning.com/rebuilding-for-learning-summit-continues-to-grow/>)

“On August 12, 2015, the School District of La Crosse, in partnership with La Crosse County and the City of La Crosse held its fifth annual Rebuilding for Learning Summit.... This year’s summit grew in size again with more than 230 participants. It’s an opportunity for leaders of the School District ... to work side-by-side with the many community leaders and organizations who supplement the work of our educators by providing community supports for children and families. ... In 2016, the summit will be expanded to include all of our teaching staff as well, ... more than 800.”

In this context, he shared the following metaphor:

“Our overall goal is to provide more than just a ‘safety net’, a hackneyed phrase we use many times to describe the general work that we do in the community to support students and their families. I contend, however, that a ‘safety net’ is no long sufficient to meet the needs of our community’s children. When I think of a safety net, I visualize acrobatics of some sort....or the circus and that daring young man on the flying trapeze....swinging from one bar to the next some thirty feet from the hard surface of the floor. Just above the floor, is a safety net which will cushion the fall. Knowing the safety net is there, the acrobat may take additional risks knowing that there is safety below.

In reality, the safety net does nothing more than break the fall to the floor. Through our rebuilding for learning efforts, we try to make the safety net more like a trampoline — something so tightly woven that when one falls on to it, they have the capacity to spring back up in to action at the top of the arena. The collaboration that we do together can tighten that fabric.....and it stands as the primary purpose for this collaborative summit.”

“The extent to which we are able to tighten our fabric and make our supports more like a trampoline will directly impact the overall academic performance of our students and close gaps at the same time. ... The work is long and sometimes arduous, but it’s the right work — with our community and its families at the forefront.”

(cont.)

Georgia's Gainesville City Schools has updated the case study of its transformative work on addressing barriers to learning and teaching and re-engaging students. See <http://teacher.scholastic.com/products/face/pdf/my-books/gacastudy2013.pdf>

A consortium of 15 districts in Massachusetts indicates: "We have been using the Center frameworks to support a multi-district, multi-year project on the topic of mental and behavioral health supports in schools. We have particularly been interested in the survey/assessment tools that your project has created, because the bulk of our work has been studying ways to assess the implementation of the systems of support in schools - and your work is rich and deep in looking at the whole system and how the parts and whole need to work together, along with tending to equity issues and belief systems - in order for an integrated system to function and last. ...

We have invited ourselves to participate and contribute to a statewide Commission ... and we hope to influence the state to tackle inclusive student support more systematically. In the meantime, because we know state wide changes take time, our 15 districts are interested in learning more about what WE can do (even as the state figures itself out) to better improve our systems to be more inclusive and more effective for all of our learners - with a particular investment in students who most typically fall through the cracks due to lack of capacity for districts to meet their social, emotional and behavioral needs."

In Arizona, a colleague who directs facilities for families experiencing domestic abuse is expanding it's focus on support for the children who come to the facilities. She reports "we are using the Center's frameworks with modifications for application in domestic violence facilities." "We are making great progress on our vision and strategy. We completed the children's position paper and integrated the Center's input and recommendations. It is a foundational paper that allows us to develop our children focused programming. ... Thank you again for your support and guidance on our work with children."

For more information on all this, we refer folks to the webpages for the initiative <http://smhp.psych.ucla.edu/newinitiative.html> .

**LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM
STUDENT AND LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to ltaylor@ucla.edu .

How many student support staff does it take to change a light bulb?

Only one -- but the bulb has to want to change!



UCLA CENTER DEVELOPED RESOURCES – UPDATE

New

Hot Topics:

- > *Whole School, Whole Community, Whole Child: The Implementation Problem* – <http://smhp.psych.ucla.edu/hottopic.htm>
- > *About Integrating Student and Learning Supports: It's Not the Point* – [http://smhp.psych.ucla.edu/hottopic/hottopic\(integ\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(integ).htm)

Information Resource:

- > *Being an international student in the U.S.A.: In her own words* – <http://smhp.psych.ucla.edu/pdfdocs/internationalstud.pdf>

New Quick Find for the Online Clearinghouse:

- > *Undocumented Students and Learning Supports* – <http://smhp.psych.ucla.edu/qf/undoc.html>

Updated:

- > *Resource mapping and management to address barriers to learning: An intervention for systemic change* – <http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>
- > *Transitions: Turning risks into opportunities for student support* – <http://smhp.psych.ucla.edu/pdfdocs/transitions/transitions.pdf>
- > *Parent and Home Involvement in Schools* – <http://smhp.psych.ucla.edu/pdfdocs/parenthome/parent1.pdf>
- > *Least intervention needed: Toward appropriate inclusion of students with special needs* – <http://smhp.psych.ucla.edu/pdfdocs/leastint/leastint.pdf>
- > *Understanding and minimizing staff burnout* – <http://smhp.psych.ucla.edu/pdfdocs/burnout/burn1.pdf>
- > *Affect and Mood related to school aged youth* – <http://smhp.psych.ucla.edu/pdfdocs/affect/affect.pdf>

School Practitioner Community of Practice Interchange: Weekly Listserv

<http://smhp.psych.ucla.edu/practitioner.htm>

Topics explored in the last month:

- > Need evidence based programs to apply for a student support grant
- > Homework: an example of using evidence to change practice/Center related resources
- > Follow up on transition of fifth graders to second school setting
- > Templates to guide transformation of learning supports in a high need school
- > New research and Center resources on resilience and positive youth development
- > Doing research on schools/districts moving from reactive services to proactive prevention
- > Reframing job descriptions of student and learning supports staff to enhance their role in school improvement and prevention of problems
- > About student support staff working in classrooms
- > Learning supports in the classroom: Enabling learning

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

>On resilience and positive youth development

Now that the school year is underway, and before small problems become big ones, it is a great time for the learning supports leadership team at schools/districts to focus on increasing opportunities for enhancing resilience and positive youth development. Here are some resources to share as a way of initiating discussions:

Start by drawing on resources from the following online clearinghouse Center Quick Finds

- >Resilience/protective factors – <http://smhp.psych.ucla.edu/qf/resilience.html>
- >Youth Development – <http://smhp.psych.ucla.edu/qf/youthdev.htm>

Here are some direct links to a few Center developed resources:

- >Protective factors/resilience – <http://smhp.psych.ucla.edu/pdfdocs/sampler/resiliency/resilien.pdf>
- >Promoting Youth Development and Addressing Barriers – <http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall99>
- >About Promoting Youth Development in Schools – <http://smhp.psych.ucla.edu/pdfdocs/yd.pdf>

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

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >Supporting undocumented youth – <http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>
- >Special Education: More Flexible Spending Requirement Could Mitigate Unintended Consequences While Protecting Services – <http://www.gao.gov/assets/680/673184.pdf>
- >Libraries as learning hubs – <http://www.hfrp.org/hfrp-news/news-announcements/something-borrowed-something-new-libraries-as-learning-hubs>
- >Synthesis of research and resources to support at risk youth – <https://www.acf.hhs.gov/programs/opre/resource/synthesis-of-research-and-resources-to-support-at-risk-youth>

>Resources for promoting child development – <http://www.hfrp.org/hfrp-news/news-announcements/resources-for-promoting-child-development>

>Protective Factors Summary Research Findings – <http://www.acf.hhs.gov/programs/cb/news/new-protective-factors-literature-review>

>Teach teamwork – <http://www.apa.org/ed/schools/cpse/teach-teamwork.aspx>

From Knowledge Paths:

>Autism spectrum disorder – <http://ncemch.org/knowledge/autism.php>

>Bullying – <http://ncemch.org/guides/bullying.php>

>Children and adolescents exposed to violence – <http://ncemch.org/guides/exposedviolence.php>

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Knowledge is realizing that the street is designated as going one-way,
wisdom is looking in both directions anyway.

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ADDITIONAL RECENT PUBLICATIONS

(in print and on the web)

School, Family & Community

>The power of play: Leveraging recess to support students at school
Haddock, A.D., & Jimerson, S.R. (2015). *The School Psychologist*, 69, 8-11.

>Truancy reduction and prevention: The impact of provider contact in intervention efficacy.
Pelletier, A., & Russell, A. (2015). *J. Juv. Justice* 4(2): 123-133.

<http://www.journalofjuvjustice.org>

>Contact in the classroom: Developing a program model for youth mental health contact-based anti-stigma education. Chen, S.P., Koller, M., Krupa, T., & Stuart, H. (2015). *Community Ment. Health J.* ePub <http://link.springer.com/article/10.1007%2Fs10597-015-9944-7>

>Reunifying families after an out-of-home residential stay: Evaluation of a blended intervention.
Ringle, J.L., Thompson, R.W., & Way, M. (2015). *J. Child Fam. Stud.* 24, 2079-2087.

<http://link.springer.com/article/10.1007%2Fs10826-014-0009-2>

Policy, systems, law, ethics, finances & statistics

>Addressing mental health challenges facing the “next America: A call for culture change.
MCLeigh, J.D., & Melton, G.B. (2015). *AJO: The Community* (A special supplement of the *American Journal of Orthopsychiatry*, 85, S1-S3.

>Juvenile justice, mental health, and the transition to adulthood: A review of service system involvement and unmet needs in the US. Zajac, K., Sheidow, A.J., & Davis, M. (2015). *Child. Youth Serv. Rev.* 56, 139-148.

<http://www.sciencedirect.com/science/article/pii/S0190740915300220>

>The impact of community violence on school-based research. Velsor-Friedrich, B., Richards, M., Militello, L.K., Dean, K.C., Scott, D., Gross, I.M., & Romeo, E. (2015). *J. Sch. Nurs.* ePub <http://jsn.sagepub.com/content/early/2015/09/22/1059840515605362>

>Trends in Juvenile Justice State Legislation 2011-2015. Report prepared as a partnership project of the National Conference of State Legislatures’ Criminal Justice Program in Denver, Colo., and the John D. and Catherine T. MacArthur Foundation.

<http://modelsforchange.net/publications/783>

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

>*Mental Disorders and Disabilities Among Low-Income Children*. Boat, T.F., & Wu, J.T. (Eds). (2015). Committee to Evaluate the Supplemental Security Income Disability Program for Children with Mental Disorders; Board on the Health of Select Populations; Institute of Medicine; The National Academies of Sciences, Engineering, and Medicine.
http://www.nap.edu/login.php?record_id=21780&page=http%3A%2F%2Fwww.nap.edu%2Fdownload.php%3Frecord_id%3D21780

>Young people's search for agency: Making sense of their experiences and taking control. Munford, R., & Sanders, J. (2015). *Qualitative Social Work* 14, 616-633.
<http://qsw.sagepub.com/content/14/5/616>

>Promoting equity in the mental well-being of children and young people: A scoping review Welsh, J., Strazdins, L., Ford, L., Frie,l S., O'Rourke, K., Carbone, S., & Carlon, L. (2015). *Health Promot. Int.* 30(Suppl 2): ii36-ii76.
http://heapro.oxfordjournals.org/content/30/suppl_2/ii36

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

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 topics 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. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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Experience is the name so many people give to their mistakes.

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COMMENTS AND SHARING FROM THE FIELD

We were asked to share the following:

“I am the editor of *World Journal of Educational Research* ISSN 2375-9771 (Print) ISSN 2333-5998 (Online). *World Journal of Educational Research* publishes research papers covering education in different stages such as preschool, primary school, secondary school and high school education, educational technology, educational leadership, teaching and learning skills, etc. We are calling for submission of papers. Please find the journal's profile at: <http://www.scholink.org/ojs/index.php/wjer> and submit your manuscripts online. If you have any questions, please contact with the editor at: wjer01@scholink.org It is appreciated if you could share this information with your colleagues and associates. Thank you”

A colleague's concern about dwindling resources for student and learning supports:

“I am concerned about reductions in the coordination of health and wellness initiatives. Funding, increased demands on standardized tests, and teacher accountability are likely the cause. During past conversations and work with administrators, they are very hesitant to place resources where they are not held accountable, even though they believe the support will help the students. Our society tends to be focused on short term gains versus long term solutions.

A few years ago our state had funding to work with pilot districts to imbed strategies

focusing on non-academic barriers into the school improvement process. Unfortunately the funding didn't last long enough for us to get approvals within the department of education to permanently change their assessment, planning, implementation and evaluation processes. However, we did see improvements in academics, attendance, discipline, staff morale, etc. The districts that embraced the processes adopted policies and included non-academic barrier language within their overall strategic plan and wellness policies. I'm hoping that over time the awareness and research will reach the education world. Training needs to occur at administrator conferences and in teacher professional development. We can't expect change to occur unless we provide solutions and practical application. On a personal note, I had dinner with a friend who is a counselor in an inner city high school. Her day was spent proctoring the PSAT. I've heard of other situations where social workers and counselors are used as duty aides, tutors, errand runners, etc. So even when the district has the staff they may not always be used to their intent or potential."

We are here to help; here's some examples:

(1) "I am on the advisory board of the local Community School Network. We are setting up some new structures to support community school projects. One of them is a quarterly newsletter that includes some research based info and articles on best practices in family and school support services. You so often capture the very info that we are seeking. Is it possible to repeat some of your articles and resources by citing your newsletter? Is there an appropriate way to do so? There are no better fingers on the pulse than yours."

We don't copyright most of our resources and encourage everyone to use them to advance their work.

(2) "Let me start off by saying I'm a HUGE fan! I love the work your Center has done over the years. And because of your efforts my District's staff has made gains in better understanding the issues of supporting Student Mental Health in Schools. I was wondering if you could look over, with the hope of promoting it...."

(3) "Thank you for being so gracious with your time and providing us guidance on the redesigning of our student learning initiatives! We found the multiple resources you shared with us to be extremely helpful. It was also valuable to review your framework, visuals, and activities you have utilized, especially from the lens of your experience with schools. It provided us with ideas on how to transform the educational opportunities of our students. We look forward to the future work ... and are grateful for the technical assistance opportunity you provided us!"

(4) "I love this e-letter! Please keep me on your list! I use info from here all the time in my district."

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 Ltaylor@ucla.edu