ENEWS

**A Monthly Forum for Sharing and Interchange**

October, 2007 (Vol. 12 #1)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see http://smhp.psych.ucla.edu
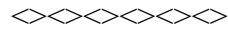
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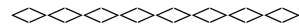
WHAT'S HERE THIS MONTH

**Emerging Issue

>Mental Health in Schools: More than Services for a Few?

**News from around the country

**Recent Publications Relevant to

>Children's mental and physical health
>Family, school & community
>Policy, systems, law, ethics, finances & statistics

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

>October – Enhancing School Adjustment

**Other helpful internet resources

**Links to
>**Upcoming initiatives, conferences & workshops**
>**Calls for grant proposals, presentations & papers**
>**Training and job opportunities**

**UCLA Center brief update

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

>>Mental Health in Schools: More than Services for a Few?

It's wonderful to be able to provide individual and small group counseling/therapy for those children and adolescents who need it. It's tragic that not enough of these clinical services are equitably available. It's fortunate that schools have been able to provide such services at least for a few students via school personnel and/or co-located and linked community service providers.

It is clear, however, that the number of students experiencing behavior, learning, and emotional problems far outstrips the possibility of providing more than a small percentage with clinical services – even if this were the best way to address the wide range of concerns.

In the abstract, most stakeholders support all efforts to advance the mental health field. When it comes to policy, however, competition arises related to priorities. Advocates for those with serious and chronic personal problems know there are not enough available and accessible services, especially for low income families. So, they mainly support expansion of specialized clinical services and tend to view other mental health agenda items (e.g., prevention) as competition for sparse resources.

One poignant irony in all this is that advocacy for specialized clinical services has contributed not only to identifying more students who have diagnosable problems, but also to formally assigning diagnostic labels to many commonplace behavior, learning, and emotional problems. In the last decade the number of youngsters diagnosed as ADHD, LD, and clinically depressed has escalated exponentially. As a result, students whose problems can and should be addressed through other means are consuming resources needed for those with severe and chronic problems. And, the demand for clinical services continues to outstrip supply in alarming ways.

Given all this, the issue arises about how tenable it is for leaders concerned with advancing mental health in school to focus just on increasing clinical services. The alternative that has been advocated is a fundamental, systemic transformation in the ways schools, families, and communities address learning, behavior, and emotional concerns.

For our view on this issue, see the lead article in the Center's fall 2007 journal/newsletter online at http://smhp.psych.ucla.edu.

Let us know you views so that we can promote a major discussion of this critical policy and practice issue. Send your comments to Ltaylor@ucla.edu
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****NEWS FROM AROUND THE COUNTRY**

BIPOLAR ILLNESS SOARS AS A DIAGNOSIS FOR THE YOUNG
The number of American children and adolescents treated for bipolar disorder increased 40-fold from 1994-2003, researchers report. The magnitude of the increase surprises many psychiatrists. They say it is likely to intensify the debate over the validity of the diagnosis.
New York Times, 9/4/07. http://www.nytimes.com
See the report at http://www.nih.gov/news/pr/sep2007/nimh-03.htm

EXPERTS QUESTION STUDY ON YOUTH SUICIDE RATES
Leading psychiatric researchers linked a 2004 increase in the suicide rate for children and adolescents to a warning by the Food and Drug Administration about the use of antidepressants

in minors. But the data in the study do not support that explanation, outside experts say. While suicide rates for Americans ages 19 and under rose 14 percent in 2004, the number of prescriptions for antidepressants in that group was basically unchanged.
New York Times, 9/14/07.
http://www.nytimes.com/2007/09/14/us/14suicide.html?ex=1347422400&en=74641353eafdffd6&ei=5088&partner=rssnyt&emc=rss

NATIONAL SURVEY REVEALS DRUG USE DOWN AMONG ADOLESCENTS BUT OFFICIALS EXPRESS CONCERN OVER RISING PRESCRIPTION DRUG ABUSE
The rate of adolescents ages 13 to 17 acknowledging drug use in the past month dropped from 11.6 percent in 2002 to 9.8 percent in 2006. One area of concern highlighted by the survey was the growing role of misuse of prescription drugs which increased from 5.4 percent in 2002 to 6.4 percent in 2006. *SAMHSA News Release,* 9/6/07.
Http://www.samhsa.gov/newsroom/advisories/0709043102.aspx

GULF COAST SCHOOLS SHORTCHANGED
Thousands of Gulf Coast students are still displaced two years after Hurricane Katrina devastated the region, and millions of dollars worth of school reconstruction projects remain unfunded. The report found that as many as 15,000 K-12 public school students in Louisiana and Mississippi missed school last year due to lingering problems associated with Katrina.
USA Today, 8/29/07.
http://www.usatoday.com/news/nation/2007-08-29-katrina-education-report_N.htm

NEW ORLEANS TO THROW BOOK AT STUDENTS WHO SKIP SCHOOL
New Orleans police will sweep neighborhoods, pick up children skipping school, and ferry them to a new truancy center. Children who skill school could face Saturday detention and be required to attend an extended day program. Guardians could be hauled before a municipal court judge. Today, more than 33,000 students – the majority in independent charters – attend 80 public schools, compared to about 56,000 students who attended 128 schools before the storm.
The Times-Picayune, 9/8/07.
http://www.nola.com/news/t-p/metro/index.ssf?/base/news-23/1189234848248700.xml&coll=1

GRADE 8.5 OFFERS HALF A CHANCE
A plan for helping either-graders who are not quite ready for high school stay on track for graduation. More intense than eights grade, it won't be quite a daunting as ninth grade. Course work will be delivered in bite-sized pieces with lots of support from teacher, social workers and behavior specialists. If they do well, students will move up to 10th grade at the end of the year. If they fail to make progress, they'll be ninth-graders next year.
St. Petersburg Times, 8/22/07.
http://www.sptimes.com/2007/08/22/Northpinellas/Grade_85_offers_half_.shtml

STATE TO STEP IN AT 19 SCHOOL DISTRICTS
For the first time, Arizona school districts, not just schools, face state intervention because they failed to meet federal academic standards four years in a row.
The Arizona Republic, 9/5/07, 9/5/07.
http://www.azcentral.com/arizonarepublic/news/articles/0905ayp0905.html

FEW SEEK TO BE SCHOOL DISTRICT SUPERINTENDENTS
Arizona school districts are finding it harder to recruit and retain superintendents as the job becomes more complex, time-consuming and political. On average, public schools replace about 15% of superintendents per year. The average superintendent serves 3.8 years.
The Arizona Republic, 9/17/07.

http://www.azcentral.com/news/articles/0917edsuperintendent0917.html

WITH TURNOVER HIGH, SCHOOLS FIGHT FOR TEACHERS
The retirement of thousands of baby boomer teachers coupled with the departure of younger teachers frustrated by the stress of working in low-performing schools is fueling a crisis in teacher turnover that is costing school districts substantial amounts of money as they scramble to fill their ranks for the fall term. *New York Times*, 8/27/07.
http://www.nytimes.com/2007/08/27/education/27teacher.html?ex=1190260800&en=5997eb57ba74f113&ei=5070

PARENTS CALL FOR FEWER EDUCATIONAL ACRONYMS
Sometimes it's hard to talk about education without a little alphabet soup – you know, the endless acronyms used to abbreviate complicated education concepts. To some, these acronyms may seem excessive or even ridiculous. They can also make what's going on in public education that much harder to understand. *The Tennessean,* 9/3/07.
http://www.tennessean.com/apps/pbcs.dll/article?AID=/20070903/NEWS04/709030354/1018/RSS0104

   @#@@@#
      "Welcome parents: FYI, NCLB (the ESEA) and IDEA (H. R. 1350) mandate
      AYP, FAPE, and IEPs. If you want a 504 please contact the SAP."
                   @#@@#

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

Also access other news stories relevant to mental health in schools through links at
http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

**RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

*Children's Mental and Physical Health

>Relations between daily activities and adolescent mood: The role of autonomy. (2007) S. Weinstein & R. Mermelstein, Journal of Clinical Child and Adolescent Psychology, 36(2) 182-194.
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ772261&ERICExtSearch_SearchType_0=eric_accno&accno=EJ772261

>Psychosocial factors contributing to adolescent suicidal ideation (2007) R. Sun & E. Hui. Journal of Youth and Adolescence, 36(6) 775-786.
http://www.ncjrs.gov/App/Publications/Abstract.aspx?id=241105

>Self-injurious behavior: Differential diagnosis and functional differentiation. (2007) C. Vandereycken, Comprehensive Psychiatry, 48(2) 137-44.
http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WCV-4MR1K82-6&_user=4423&_coverDate=04%2F30%2F2007&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=8c0a176ae46d6ab36c790532d71b7b94

>Immigrant youth at risk for disorders of mood: recognizing complex dynamics. (2007) E. Yearwood, et al., Archives of Psychiatric Nursing, 21(3) 162-71.
http://www.sciencedirect.com/science/journal/08839417

>Factors that influence mental health stigma among 8th grade adolescents (2007) A. Chandra & C. Minkovitz, Journal of Youth and Adolescence, 36(6) 763-774.
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ766732&ERICExtSearch_SearchType_0=eric_accno&accno=EJ766732

>Aggression, hostility, and irritability in children at risk for bipolar disorder (2007) T. Farchione, et al., Bipolar Disorders, 9(5) 496-503.
http://www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed&uid=17680920&cmd=showdetailview&indexed=google

*Family, School & Community

>Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes (2007) L. Bond, et al., Journal of Adolescent Health, 40(4) 357.e9-18.
http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6T80-4N08X2F-5&_user=4423&_coverDate=04%2F30%2F2007&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=72eca2135e7a5c8b13fb69ecd19a4f0b

>School absenteeism and school refusal behavior in youth: A contemporary review. (2007) C. Kearney, Clinical Psychology Review, ePub.
http://www.elsevier.com/wps/find/journaldescription.cws_home/652/description#description#description

>School Programs to Reduce Violence (Special Issue) American Journal of Preventive Medicine, (2007) 33(2) S010-143. Includes:
(http://www.sciencedirect.com/science/journal/07493797)
>>The importance of universal school-based programs in preventing violence and aggressive behavior (S. Bilchick)
>>Some thoughts about research on youth violence prevention (D. Gottfredson)
>>School-based violence prevention programs: offering hope for school districts (W. Modzeleski)
>>A major step forward in violence prevention (D. Prothrow-Stith)
>>A recommendation to reduce rates of violence among school-aged children and youth by means of universal school-based violence prevention programs. (Task Force on Community Preventive Services)
>>Effectiveness of universal school-based programs to prevent violent and aggressive behavior: a systematic review (Task Force on Community Preventive Services)
>>School-Based Intervention for Aggressive and Disruptive behavior: update of a meta-analysis (S. Wilson & M. Lipsey)

>Summertime: Confronting risks, exploring solutions (2007) R. Fairchild & G. Noam (Eds) New Directions for Youth Development, No. 114.
http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470182377.html

*Policy, Systems, Law, Ethics, Finances & Statistics

>Cultural competence and evidence-based practice in mental health services (2007). A. Whaley and K. Davis, American Psychologist, 62(6) 563-575.

>Perceptions and expectations of youth with disabilities: A special topic report of findings from the National Longitudinal Transition Study-2. (2007)
http://ies.ed.gov/ncser/pubs/index.asp#NLTS2perceptions

>The President's New Freedom Initiative: The 2007 Progress Report
http://www.whitehouse.gov/infocus/newfreedom/newfreedom-report-2007.html

>Suicide trends among youths and young adults aged 10-24 years – United States, 1990-2004.
http://www.cdc.gov/mmwr.preview/mmwrhtml/mm5635a2.htm

>Historic reversals, accelerating resegregation, and the need for new integration strategies (2007) G. Orfield & C. Lee.
http://www.civilrightsproject.ucla/research/deseg/reversals_reseg_need.pdf

>Child and youth emergency mental health care: a national problem (2007) J. Cooper & R. Masi.
Http://www.nccp.org/publications/pub_750.html

Note: The 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 100 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. ltaylor@ucla.edu

> @#@#@##
"...the rub with data driven decision making. Data are no more instructive than tea leaves. Schools must dig below the surface to get to the real issues and address them head on rather than serving up a 'cocktail' of symptom treating medications."
Goodwin & Dean (Changing Schools, McREL)
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**MONTHLY FOCUS FOR SCHOOLS
TO ADDRESS BARRIERS TO LEARNING

>>October – Enhancing School Adjustment

This is the season for ensuring that students have made a good adjustment to school. And, if they haven't, it is time to address any problems in the earliest stages. In many schools and districts this is an informal "catch as catch can" process. The current focus on reducing the number of inappropriate referrals to special education through *Response to Intervention* (RTI) provides new structure and support for this work.

We are particularly interested in the opportunities the focus on *Response to Intervention* provides for reducing the number of unnecessary referrals and diagnoses related to learning, behavior, and emotional problems. We are also interested in how this can advance efforts for new directions in the work of student support staff (e.g., providing prevention and early intervention in regular classrooms, working with regular classroom teachers to increase the capacity and range of accommodations to every day problems).

Given that the basis for the current focus draws on an extensive research base related to authentic/dynamic/intervention assessment, least intervention needed, policies and practices, pre-referral intervention, early intervening, etc., we have taken some first steps in creating a Quick Find to facilitate ready access to information, research, resources aids — see the Center''s Quick Find on Response to Intervention online at
http://smhp.psych.ucla.edu/qf/responsetointervention.htm

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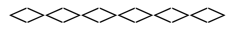
Note: You can anticipate major concerns that arise over the course of the school year that provide natural opportunities to strengthen support for learning. To see the "calendar" of monthly concerns and themes, see "Ideas for Enhancing Support at Your School this Month" on the Center's home page at http://smhp.psych.ucla.edu

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> "Virtually all kindergartners are eager to learn. But by fourth grade, many students need to be bribed. What makes our schools so dystopian that they produce this powerful transformation, almost overnight?"
>
> Barry Schwartz
> @#@#@#@#

**OTHER HELPFUL INTERNET RESOURCES

>Building family-school partnerships that work – http://www.ncpie.org

>Parental involvement in schools –
http://www.childtrendsdatabank.org/indicators/39ParentalInvolvementinSchools.cfm

>Demographic and school characteristics of students receiving special education in the elementary grades – http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005

>The changing racial and ethnic composition of U. S. Public Schools –
http://pewhispanic.org/files/reports/79.pdf

>Legal Center for Foster Care and Education – http://www.abanet.org/child/education/

>The science of healthy behavior. (For middle school, introduces students to the scientific study of behavior and helps them explore how behavioral and social factors influence health) –
http://science.education.nih.gov/supplements

>A friend makes a difference: Anti-stigma campaign encourages support –
http://whatadifference.org/docs/NASC.pdf

>Status and trends in the education of racial and ethnic minorities –
http://nces.ed.gov/pubs2007/minoritytrends/

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at
http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

> @#@#@#
> "The truth will set you free. But first it will piss you off."
>
> Gloria Steinem
> @#@#@#

**LINKS TO

Information on each of the following is updated on an ongoing basis on our website. Just click on the indicated URL.

>Upcoming Initiatives, Conferences And Workshops

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

>Calls For Grant Proposals, Presentations & Papers

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

>Training And Job Opportunities.

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

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**UCLA CENTER BRIEF UPDATE

For the latest information on Center resources and activities, go to http://smhp.psych.ucla.edu and click on What's New. Highlighted below are a few items.

>>National Initiative: New Directions for Student Support

Five years ago this month the initiative was launched at a National Summit. As of now, there have been three regional summits as well as state summits and/or leadership institutes in 13 states. Follow up continues with district and regional education associations in many states. If you think there is readiness in your state to move in new directions, please let us know. ltaylor@ucla.edu

>Survey: Current Stages in Developing a Comprehensive Systemic Approach for Addressing Barriers to Learning and Teaching.

To date, we have received 300 responses from leaders in school administration, support services, special education, and from other key leaders. If you haven't responded and would like to, we have appended the Survey to the end of this ENEWS. Shortly we will be doing an analysis and report.

>Quarterly Journal/Newsletter

In case you missed it, the Center's quarterly journal/newsletter *Addressing Barriers to Learning* was emailed last week. Features include
>Mental Health in Schools: Much more than services for the few
>Not Waiting for Failure
>Many Schools, Many Students: Equity in Addressing Barriers
>Do you know about:
　　The National Initiative to Improve Adolescent Health
　　The What Works Clearinghouse
You can access this and all previous issues at http://smhp.psych.ucla.edu/news.htm

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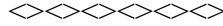
For more information on the UCLA Center for Mental Health in Schools, go to the
website at http://smhp.psych.ucla.edu or contact Howard Adelman and Linda Taylor,
Co-directors at the
> School Mental Health Project/Center for Mental Health in Schools
> UCLA Department of Psychology
> Los Angeles, CA 90095-1563
> Phone: (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895
> Email: smhp@ucla.edu

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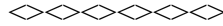
AND check out our sister center – Center for School Mental Health (CSMH) at
http://csmh.umaryland.edu or contact Mark Weist, Director, CSMHA, University of Maryland at
Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202. Toll
free phone: 888-706-0980. Email csmh@psych.umaryland.edu

CSMH recently announced the availability of three new issue briefs. And, remember that the
12th Annual Conference on Advancing School Mental Health is from October 25-27, 2007 in
Orlando, Florida.

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> "We will know we are making progress when we have as many lawyers
> fighting to get prevention in schools for all students as we do lawyers
> advocating for special services for a few students"

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**COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD

\>\>Related to last month's Emerging Issue:

What's Needed to Ensure Students have an Equal Opportunity to Succeed at Schools?

(1) "My view on this topic is that schools, especially elementary schools and middle schools,
should exert strenuous efforts to de-track."

(2) "I think that we need a three-tiered strategy a) build support for existing non-school learning
programs, including tutoring/mentoring, to increase the number of we'll organized programs in
place, and the number of volunteers involved b) build learning systems, using the internet, and
face to face conferences, so these people connect and learn from each other, and from
researchers who are creating more knowledge on what works and what needs to work better.
Until more people from outside the traditional school are reading this research and becoming
personally involved in helping kids succeed in school, we never can have enough good programs
in enough places. c) use the increased number of people involved in this issue to create new
strategies, and policies, that help more kids succeed in school and move successfully to jobs and
21st century careers. In your newsletter you focused only on systems that align school teaching
with non-school learning. To me that's putting the cart before the horse because it's only
preaching to a small choir of people who are currently involved, and most of these only see
learning from the lens of a school administrator. Until more people are involved, and the focus is
learning, not schools, we won't get out-of-the box thinking, better solutions, and most
importantly, large enough commitment to implement any solution. Right now people all over the
country should be helping mobilize volunteers and donors to support non-school and school
based extended learning activities. On my blog [http://tutormentor.blogspot.com] I have some
ads that people could put in their newsletters. Unfortunately, too few people are seeing this
mobilization, and intermediary role, as one that they should be taking. I'm hosting a November

conference in the Chicago region. Please look at the www.tutormentorconferenc.org web page. I'd love to have someone from the 'learning supports' community take an active role."

(3) "Safety is the primary issue that needs to be addressed. If children do not feel safe, how can we expect them to learn? If the schools do not make stopping gang violence a top issue, gangs will continue to grow and take our children."

>>**We were asked to share the following information and resources:**

(1) A new book on teen depression "Relentless Hope: Surviving the Storm of Teen Depression" published by Cascade Books.

(2) "Helping Students Overcome Substance Abuse Effective Practices for Prevention and Intervention" Guilford Press. (Authors: J. J. Burrow-Sanchez & L.S. Hawken)

(3) "The Inclusion Series" [www.inclusionseries.com]a 10 part series for workshops, university classrooms, parent-teacher meetings, in-service training programs.

(4) The "Resolving Conflict Creatively" series – includes VHS, DVD, Teacher's Manual & Handouts -- with focus on school community, multicultural community, victims and youth offenders, and anti-bullying [http://www.tiume.ca/pages/prod/hc.html]

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THIS IS THE END OF THIS ISSUE OF ENEWS
See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

A description and evaluation of the Center's work and impact is available at

http://smhp.psych.ucla.edu

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
UCLA School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu

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For those who haven't responded to the following survey and would like to:

SURVEY

Re: Identifying and sharing information about comprehensive systems of learning supports

As you may know, we have been gathering information from a wide range of education leaders to identify places where comprehensive systems of learning support are being developed.

If you have already responded, thanks.

If you haven't been asked yet or haven't yet taken the opportunity to respond, please take a minute to answer the three brief questions on the next page and email your responses back to us so we can add and share the information as an aid to the field. To clarify what we mean by a *comprehensive system of learning support,* see the brief document entitled: *School Improvement? . . . fully addressing barriers to learning and teaching is the next step!* online at – http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf

[Also, as aids for those endeavoring to move forward in building a *comprehensive system of learning support,* please note that the Center has a range of relevant resources that can be accessed at no cost. See, for example, our recently revamped toolkit on "Rebuilding a Comprehensive System of Learning Supports" – http://smhp.psych.ucla.edu/toolkit.htm]

Please feel free to forward this to anyone.

As schools work to improve achievement, close the achievement gap, and reduce dropouts, there is increasing concern about the supports needed to ensure all students have an equal opportunity to succeed at school. Too little attention has been paid to building the type of comprehensive system of learning supports that is essential to closing the achievement gap and reducing dropout rates. The UCLA Center is attempting to identify places where comprehensive systems of learning supports are being developed and to determine what support is needed to move things along. To these ends, we are seeking responses to just the following three brief questions:

Indicate the level(s) you are reporting about:

School _____ District _____ State _____ Federal _____

(1) Are you aware of any school improvement planning designed to develop a comprehensive systemic approach for addressing barriers to learning and teaching? (See mapping tool for clarification of what constitutes a comprehensive approach — http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf — also attached for your convenience.)

___Yes ___No

If you answered yes: Please indicate how we can access information about the plan:

Whether you answered yes or no, check here if you would like us to send you the information we amass on places that are developing comprehensive approaches. _____

If you did indicate awareness of a comprehensive approach, please answer the last two items.

(2) At this stage of its development, how well does the learning support system focus on developing classroom and schoolwide interventions to both (a) enhance how students cope with barriers to learning and (b) re-engage them effectively in classroom instruction?

___Extremely Well ___Well ___Fair ___Not Very Well

(3) Is someone designated as the administrative leader to ensure development and effective implementation of a comprehensive systemic approach for addressing barriers to learning and teaching? ___ Yes _____ No

If you answered yes: Please indicate how we can access that person's job description:

Want us to send you a copy of an administrative leader job description? Check here _____.

Your Name _____ Title _____
Organization _____
Address _____
City _____ State _____ Zip _____
Phone (____)_____ Fax (____)_____ E-Mail_____

Thanks for completing and returning this form. Return via Email to: smhp@ucla.edu