



# ENEWS

A Monthly Forum for Sharing and Interchange



October, 2009 (Vol. 14 #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>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know. Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



## WHAT'S HERE THIS MONTH

### \*\*Emerging Issue

>>Preparing Everyone for College: What are the Implications?

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

### \*\*Recent publications relevant to

- >Child and adolescent mental and physical health
- >School, family, & community
- >Policy, systems, law, ethics, finances & statistics

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

>October – Ensuring all students have made a good adjustment to school

### \*\*Other helpful Internet resources

### \*\*Links to

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

### \*\*UCLA Center's Latest Reports

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



## >EMERGING ISSUE

### >Preparing Everyone for College: What are the Implications?

There is an increasing focus on preparing all students to include higher education in their pathway to a productive career. The Virginia State Board of Education voted to require public middle schools to assist each student in devising an academic plan that will lead to high school graduation and help with attending college and pursuing a future career.

There is some concern, however, that making college the only option will lead some students to opt out of school. The Public Health Agenda and the Urban Institute hosted a meeting that looked at this issued. Here is an excerpt from their webcast announcement:

*"Fifty-five percent of Americans say that college is necessary in today's economy... only 33 percent of public school teachers say that "virtually all students" are better off going to college; 65 percent believe that many students should take a different career path.....*

- *Is higher education for everyone, and, if not, who should go to college? Are there really enough good jobs for four-year college graduates, or are too many consigned to poor-paying, insecure, semi-professional jobs that don't make use of graduates' knowledge and skills?*
- *Should some students be encouraged to pursue two-year or certification programs instead?*
- *What are the prospects for public universities and community colleges, given battered budgets and overflowing applicant pools?*
- *What is the fallout of the "college for success" mindset for K-12 education, parents, and policymakers?*
- *Are there enough high-quality alternatives to college for young people who don't want to go or fail to finish?*
- *Do too many Americans not complete degrees, and should we focus on increasing enrollment, as the Obama administration and others insist?"*

From our perspective, we suggest that increasing the number of students succeeding in college requires enhancing learning supports (pre K through higher education) to increase equity of opportunity for succeeding at school.

Let us know what you think. Send comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## \*NEWS FROM AROUND THE COUNTRY

### >Surge in Homeless Pupils Strains Schools

The national surge of homeless school children, driven by relentless unemployment and foreclosures, has risen to more than one million students without stable housing. The instability can be ruinous to school, adding multiple moves and lost class time to the inherent distress of homelessness. Federal law protects the rights of homeless students and has made a difference, minimizing destructive gaps in schooling and linking schools with social welfare agencies. 9/6/09 <http://www.nytimes.com>

### >Teen trippin' on ADHD drugs can be a real downer

Calls to poison control centers about teens abusing attention-deficit drugs soared 76% over eight years. Overall, 42 % of teens involved had moderate to severe side-effects and most ended up getting emergency-room treatment. The surge outpaced calls for teen substance abuse generally. It also paralleled an 86% rise in ADHD medicine prescriptions for kids aged 10 to 19, from about 4 million to nearly 8 million. 8/24/09 <http://www.washingtonpost.com>

### >Pennsylvania's Anti-bullying Efforts Said To Be Working

Two bullying prevention programs are paying off for Pennsylvania children who were repeatedly teased and harassed at school, according to a study to be released in November. Reports of bullying are decreasing at the 700 schools participating in the PA CARES and Healthy High 5 HALT! programs, according to the report. Raw data isn't yet available, said the study's author. But he was able to say that at any given school about one in four students report they've been a victim of bullying, but those numbers decrease significantly after children participate in prevention programs. (Pittsburgh Post Gazette, 09/16/09)

### >Bullying Laws Give Scant Protection

Laws meant to protect youngsters from playground bullies are largely ineffective, according to an Associated Press review, and several students' recent suicides have parents and advocates calling for tougher measures. Forty-four states expressly ban bullying, yet few if any of those measures have identified children who excessively pick on their peers. And few offer any method for ensuring the policies are enforced. Most states require districts to adopt open-ended policies to prohibit bullying and harassment. (Associated Press, 09/14/09)

### >Alternatives Sought for Maine Students with Special Needs

As state officials attempt to bridge a budget gap, the push for more public programs that serve Maine students with special needs is intensifying. Districts and the state government spend millions of dollars each year — \$60.8 million in 2007-08 — to send students with severe special needs to private schools that offer intensive educational and emotional support services. Districts' costs range from \$100 to more than \$500 per student per day, plus the cost of specialized transportation. At a year-round program, annual costs can exceed \$100,000. (Kennebec Journal, 09/20/09)

### >A New Approach to Desegregation

Philadelphia has set in motion a host of reforms, similar to what Secretary of Education Arne Duncan would like to see across the country. These policies include eliminating seniority from hiring decisions, revising the teacher evaluation system, and offering financial incentives to teachers in low-performing schools. But they are distinctive for a particular reason, writes the Center for American Progress. Philadelphia must implement them as part of a consent agreement to end a 39-year-old desegregation lawsuit filed by the Pennsylvania Human Rights Commission. The suit contended that Philadelphia's schools were unlawfully segregated by race, denying minority students educational opportunities equal to those for white students. The resulting agreement emphasizes a change in teacher policies at racially isolated, low-performing schools and "signifies a new approach to remedying the problems that desegregation lawsuits first attempted to solve." To ensure that students in poverty have access to effective teachers, the human capital system -- from recruitment strategies to tenure policies -- must be dramatically restructured, in the view of the center. Such changes are a radical and often unpopular departure from the customary hiring and placement practices of most districts, but are critical to attracting, developing, and retaining successful teachers, the article says. [http://www.americanprogress.org/issues/2009/09/philly\\_schools.html](http://www.americanprogress.org/issues/2009/09/philly_schools.html)

### >Massachusetts' Test Scores Fall Shy of Target

For the first time since testing began, more than half of Massachusetts schools are out of compliance with federal achievement standards, a finding that raises warning flags for local educators, but also sparks questions about whether the national benchmarks are too high. Charter schools did not fare much better than their traditional school counterparts. 9/17/09 <http://www.boston.com>

### >For Schools, Use of Stimulus Money Falls Short of Big Hopes

In a survey of school-district leaders, 53% say they have not been able to use the money to save teaching positions in core subject areas or special education. And 67% say the opportunity to direct the money to reforms has been limited. The majority of survey respondents did prioritize saving various personnel positions, along with investing in professional development. Other top uses of the money included buying technology, equipment, and supplies for classrooms and paying for school repairs. 8/25/09.

[Http://csmonitor.com](http://csmonitor.com)

### >Students Must State Academic, Career Goals

Starting next school year, Virginia's seventh graders will have to spell out what they plan to study in school and how their academic goals will help them achieve what they intend to do after graduation, whether it's go to college or get a job. Students, parents and guardians, and school officials must sign off on the plans. 9/17/09

<http://www.dailypress.com>

### >Cutting Classes Has Two Meanings

New York City principals are facing budgets that are 5% slimmer. Citywide, principals made most of the reductions by eliminating teaching positions (36% of the cuts) or reducing spending on equipment, supplies and books (28%). Teachers whose positions are eliminated are not laid off but instead are placed in a reserve pool and serve as substitutes. 9/15/09. [Http://www.nytimes.com](http://www.nytimes.com)

### >Budget Cuts Bring Perilous Overcrowding

Some L.A. classrooms now have 50 or more students.

<http://www.latimes.com/news/local/la-me-ed-cuts20-2009sep20,0,2312077.story>

**Note:** Among the sources used in gathering the above items are ECS e-Clips

<http://www.ecs.org/e-clips> and the Public Education Network (PEN) NewsBlast

[http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

Each week the Center highlights newsworthy stories online at

<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through

links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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"I know that innovation doesn't come easily. If it did, I wouldn't be here today asking you to help create a culture of breakthrough innovation in our schools. Successful innovations are often disruptive. We not only understand that, we welcome it."

Arne Duncan, Secretary of Education

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### \*RECENT PUBLICATIONS (in print and on the Web)

#### **Child, Adolescent, Young Adult Mental and Physical Health**

>Adolescent prescription ADHD medication abuse is rising along with prescriptions for these medications (2009) J. Setlik, et al., *Pediatrics*, 10 1542/peds 2008-0931. [Http://pediatrics.org](http://pediatrics.org)

>Evaluating interventions in child mental health: The importance of care provider and contextual influences (2009) E. Kennedy. *Clinical Child Psychology and Psychiatry*, 14(2) 163-165.

[Http://ccp.sagepub.com](http://ccp.sagepub.com)

>Emotional reactions to stress among adolescent boys and girls (2009) I. Sigfusdottir & E. Silver. *Youth & Society*, 40, 571-590. [Http://yas.sagepub.com](http://yas.sagepub.com)

>Risky behavior of adolescent college students (2009) N. Ahern. *Journal of Psychosocial Nursing and Mental Health Services*, 47(4) 21-25. <http://www.psychurse.org>

>A comparison of systematic screening tools for emotional and behavioral disorders (2009) K. Lane, et al. *Journal of Emotional and Behavioral Disorders*, 17(2) 93-105. <http://ebx.sagepub.com>

### **School, Family & Community**

>A school-based mental health intervention for refugee children (2009) M. Fazel. *Clinical Child Psychology and Psychiatry*, 14(2) 297-309. <http://ccp.sagepub.com/cgi/content/abstract/14/2/297>

>Implementation of supportive school programs for immigrant students in the United States (2009) C. Szu-Yin. *Preventing School Failure*, 53 (2) 67-72

>Family and school connections and the transitions of low-income youths and English language learners from middle school to high school (2009) R. Crosnoe. *Developmental Psychology*, 45(4) 1061-1076.

>Moderators of negative peer influence on early adolescent externalizing behaviors: Individual, Parenting, and School Connectedness (2009) S. Mrug. *Journal of Early Adolescence*, 29(4) 518-540. <http://jea.sagepub.com/cgi/content/abstract/29/4/518>

>Strengthening student voice initiatives in high schools (2009) D. Mitra. *Youth & Society*, 40, 311-335. <http://yas.sagepub.com>

>Preventing racism and promoting social justice: Person-centered and environment-centered interventions (2009) L. Buhin & E. Vera. *Journal of Primary Prevention* 30, 43-59.

>The effects of exposure to community violence on aspects of adolescent identity development (2009) D. Schiavone. *Journal of Child and Adolescent Psychiatric Nursing*, 22(2) 99-105. <http://www3.interscience.wiley.com/journal/122394567/abstract>

>Effects of early family/parent training programs on antisocial behavior and delinquency (2009) A. Piquero, et al., *Journal of Experimental Criminology*, 5(2) 83-120. <http://www.springerlink.com/content/111865/>

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

>*The American Recovery and Reinvestment Act of 2009: Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform and Improve Results for Students.* (2009) U. S. Department of Education. <http://www.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>

>Social capital and childhood psychiatric disorders (2009) L. Pearson. *Clinical Child Psychology and Psychiatry*, 14 (2) 183-194. <http://ccp.sagepub.com/cgi/content/abstract/14/2/183>

>A system gone berserk: How are zero-tolerance policies really affecting schools? (2009) S. Martinez. *Preventing School Failure* 53(3) 153-158.

>Does obesity prevention cause eating disorders? (2009) M. Schwartz & K. Henderson. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48(8) 784-786.  
[Http://www.aacap.org](http://www.aacap.org)

>Suicide prevention with adolescents. (2009). B. Klimes-Dougan, C. Yuan, S. Lee, & A. Hourii. *Crisis* 30 (3), 128-35. <http://www.safetylit.org/week/journalpage.php?jid=3333>

>Should screening for depression among children and adolescents be demedicalized? (2009) A. Horwitz & J. Wakefield. *Child & Adolescent Psychiatry* 48(7) 683-687.

>Are New York City's Public Schools Preparing Students for Success in College? (2009). J. Garvey in association with Annenberg Institute research staff.  
[http://www.annenberginstitute.org/pdf/Garvey\\_Summary.pdf](http://www.annenberginstitute.org/pdf/Garvey_Summary.pdf)

**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 130 alphabetized topic pages with direct links to Center materials to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Ltyalor@ucla.edu](mailto:Ltyalor@ucla.edu)

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The best part of going back to school is seeing all your friends.  
The worst part is that your teachers won't let you talk to them.

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## **\*THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

### **October - Ensuring all students have made a good adjustment to school**

As stressed in the Center's current Quarterly Newsletter/Journal (online at <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall09.pdf>), students who have not made a good adjustment to school by this time of the year are in need of immediate attention.

It is only a matter of weeks (sometimes days) after students enter a new school or begin a new year that it is clear to most teachers which students are experiencing difficulties adjusting (e.g., to new content and standards, new schools, new teachers, new classmates, etc.). It is particularly poignant to see students who are trying hard, but for various reasons aren't keeping up.

When school adjustment problems are not well-addressed, student motivation for school dwindles, and behavior and learning problems increase. And, a flood of requests for special services and special education assessment is certain to follow.

The growing emphasis on **Response to Intervention** (RtI) is expected to be a positive step in stemming the tide of referrals. However, RtI is still a "waiting for problems" approach.

*Prevention is the first concern.* Every school and classroom needs a well developed approach for *welcoming and providing social support* at the beginning of the year (as well as for all newcomers who subsequently enroll). While the focus of welcoming programs is on all students and their families, special attention must be given to those who appear to have difficulty negotiating enrollment and/or joining in the routines and culture of the school. These students and/or family members need to be connected with potent social support mechanisms (e.g., student peer buddies, family peer buddies, mentors).

Special attention must be directed at providing front office staff with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the school. Teachers must be prepared and given assistance with establishing classroom welcoming and social support procedures and materials.

Specific examples of welcoming and social support practices are available from the Center's Online Clearinghouse — see the Quick Find search topic *Transition Programs/Grade Articulation/Welcome* at [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

*Rapid Response to School Adjustment Problems.* School adjustment problems manifest as a range of behavior, emotional, and learning problems (e.g., including students who are easily distracted, need extra direction and guidance, and/or are having difficulty finishing tasks; those who are very anxious, extremely shy, or frequently misbehave). It is essential to be proactive and to address any problems in the earliest stages.

The push for **Response to Intervention** represents the long-standing practice of trying new strategies in the classroom — based on growing understanding of what is causing the problem and information about best practices for addressing the problem. Special attention is paid to enhancing student engagement through (a) an emphasis on learning and enrichment options that the student indicates interest in pursuing and (b) a temporary de-emphasis on areas that are not of high interest. This is a critical, and too often ignored, first step.

A brief set of guidelines and strategies for addressing school adjustment problems are highlighted in a set of Center Guidance Notes — see <http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>

*Accomplishing the Work.* In the short run, the school can enhance use of all staff, aides, peers, family and community members and other volunteers to enhance welcoming and social support networks and address adjustment problems. It can also encourage structured staff discussions and staff development about what teachers can do and what other staff (student support staff, resource teachers, etc.) can do to team with teachers in their classrooms to enable school adjustment before problems become severe and pervasive and require referrals for out-of-class interventions. This type of work requires a resource-oriented (rather than a case-oriented) focus. This can be accomplished by establishing a *Learning Supports Resource Team* — see:

><http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>

>[http://smhp.psych.ucla.edu/pdfdocs/Report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf)

The following free resources will be helpful for structured staff discussions:

> *Enabling Learning in the Classroom* — <http://smhp.psych.ucla.edu/enabling.htm>

> Re-engaging Student in Learning –

<http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/reengagingstudents.pdf>

> *Support for Transitions to Address Barriers to Learning* (Training Tutorial) -

[http://smhp.psych.ucla.edu/qf/transition\\_tt/transindex.htm](http://smhp.psych.ucla.edu/qf/transition_tt/transindex.htm)

> *Enhancing Classroom Approaches for Addressing Barriers to Learning* —

<http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>

> Online Clearinghouse Quick Finds — <http://smhp.psych.ucla.edu/websrch.htm> — start with

>> *Classroom Focused Enabling* — <http://smhp.psych.ucla.edu/qf/classenable.htm>

>> *Motivation* — <http://smhp.psych.ucla.edu/qf/motiv.htm>

In the long-run, system development and capacity building are critical to the sustainability of effective rapid response and the reduction of unnecessary referrals for special assistance. As aids in developing proposals and plans that emphasize development of a comprehensive system for addressing barriers to learning and teaching and re-engaging disconnected students, see the following brief discussions:

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

> *School Improvement?... fully addressing barriers to learning and teaching is the next step!*  
<http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf>

**Note:** It is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see ideas for *Enhancing Support at Your School this Month* on the homepage at <http://smhp.psych.ucla.edu>

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“If you get up one more time than you fall you will make it through.”

Chinese proverb

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### \*OTHER HELPFUL INTERNET RESOURCES

>Protecting children in families affected by substance use disorders  
<http://www.childwelfare.gov/pubs/usermanuals/substanceuse>

>Making high school students into “college material”  
[http://www.mdrc.org/area\\_issue\\_37.html](http://www.mdrc.org/area_issue_37.html)

>Measuring the positives: Review of positive indicators and guidelines for their use  
<http://nahic.ucsf.edu>

>Working together to help youth thrive in schools and communities  
<http://www.samhsa.gov/children/docs/shortreport.pdf>

>Evidence based practice for child and adolescent psychosocial treatment  
<http://www.effectivechildtherapy.com>

>Vulnerable youth and the transition to adulthood  
<http://aspe.hhs.gov/hsp/09/vulnerableyouth/>

>Youth with depression/anxiety  
<http://aspe.hhs.gov/hsp/09/vulnerableyouth/5/index.shtml>

>Youth from distressed neighborhoods  
<http://aspe.hhs.gov/hsp/09/vulnerableyouth/4/index.shtml>

>Youth from low-income families  
<http://aspe.hhs.gov/hsp/09/vulnerableyouth/3/index.shtml>

>Multiple pathways connecting to school and work  
<http://aspe.hhs.gov/hsp/09/vulnerableyouth/1/rb.shtml>

>Helping traumatized children learn  
<http://www.massadvocates.org>

>Moving ahead together: what works for youth  
<http://pubs.ext.vt.edu/author/marek-lydiai-res.html>

>The state data system to assess learning barriers, supports  
[http://www.edsource.org/assets/files/convening/WestEd\\_brief.pdf](http://www.edsource.org/assets/files/convening/WestEd_brief.pdf)

>Barriers to learning and positive development  
<http://wested.org/cs/we/view/rstudy/9>

**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](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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“The specific needs of students, schools, and families are best understood and addressed when the local context is treated as a potential resource for development rather than solely as a neutral or negative condition.”

Warren Simmons

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## \*LINKS TO

>Upcoming Initiatives, Conferences & 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>

>Upcoming/Archived Webcasts – <http://smhp.psych.ucla.edu/webcast.htm>

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*\*We highlight the following funding opportunity here because of its nature and scope:*

### **CDC Funding Opportunity**

#### **"American Recovery and Reinvestment Act of 2009: Communities Putting Prevention to Work".**

Here's information on another opportunity for leveraging funding to create a sustainable comprehensive system for learning supports to ensure all students have an equal opportunity to succeed at school and to strengthen outcomes for all.

"CDC's Procurement and Grants Office has published a funding opportunity announcement entitled, "American Recovery and Reinvestment Act of 2009: Communities Putting Prevention to Work". Approximately \$373 million will be available in fiscal year 2009 to fund thirty to forty awards. The purpose of this FOA is to create healthier communities through sustainable, proven, population-based approaches such as broad-based policy, systems, organizational and environmental changes in communities and schools

#### **Additional Information on Eligibility:**

- **Large cities:** The official local health department (or its bona fide agent), or its equivalent, as designated by the mayor, county executive, or other equivalent governmental official, will serve as the lead/fiduciary agent for a Large City application. For this announcement, the term "large city" is defined as a local health department that serves a jurisdiction with a population of more than 1 million people.
- **Urban areas:** The official local health department (or its bona fide agent), or its equivalent, as designated by the mayor, county executive, or other equivalent governmental official, will serve as the lead/fiduciary agent for an urban area application. For this announcement, the term "urban area" is defined as a local health department that serves a jurisdiction with a population more than 500,000 and up to 1 million people
- **Tribal communities:** Federally recognized Tribal Governments, Regional Area Indian Health Boards, Urban Indian organizations, and Inter-Tribal Councils as designated by the Principal Tribal elected official or chief executive officer will serve as the lead/fiduciary agency for tribal applications.
- **State-coordinated small cities and rural areas:** The official state health department (or its bona fide agent), or its equivalent, as designated by the Governor, is to serve as the lead/fiduciary agency for Small City and Rural Community applications....

The term "small city" is defined as a local health department that serves a jurisdiction with a population between 50,000 — 500,000 people.

The term "rural area" is defined as a local health department that serves a jurisdiction with a population of 50,000 people and below.

Closing date: **December 1, 2009** - <http://www.grants.gov>

**Note:** Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>. If you would like to add information on these, please send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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*We don't need another study. We must stop simply admiring the problem. We need action.*  
Arne Duncan

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## \*UCLA CENTER UPDATE

### New Resources

#### >Fall Quarterly Newsletter/Journal

*Strengthening Learning Supports at Schools This Year: Best Practices and Innovation.*  
<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall09.pdf>

#### >New Information Resources

*Strengthening Health Care for Adolescents* – highlights two important recent reports:  
> “Adolescent Health Services: Missing Opportunities” (Institute of Medicine)  
> “Health Care Reform and Adolescents – An Agenda for the Lifespan” (Society for Adolescent Medicine)

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

*Barriers, Buffers and Youth Development* – Outlines factors cited in the research on environmental factors (neighborhood, family, and school) and personal factors that put students at risk.

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

#### >Prototype Design and Planning Guides

As we continue to work with state departments of education to develop comprehensive systems of learning supports, we are drafting working guides for general use and adding them to the toolkit of aids at <http://smhp.psych.ucla.edu/toolkit.htm>. The latest is: *Guide for Strategic Planning Team for a Comprehensive Learning Supports System* – This working draft stresses that strategic planning is key to effective implementation, sustainability, and replication to scale of education innovations. In pursuing such planning, however, it is essential to approach it from the perspective of *systemic change* with special attention to:

- *Creating Readiness and Commitment:* enhancing the climate/culture/conditions for innovative systemic change;
- *Start-up and phase in – initial implementation:* adapting and phasing-in a prototype with well-designed infrastructure and capacity building;
- *Sustaining, evolving, and enhancing outcomes:* ensuring institutionalization, maintenance, momentum, and progress;
- *Ongoing evolution:* replication to scale and creative renewal.

<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/strategicplanguide.pdf>

#### >Upcoming Opportunities

Our collaboration with Scholastic, Inc. has established an initiative with the American Association of School Administrators (AASA) that will provide a range of opportunities focused on developing a comprehensive approach to addressing barriers to learning and teaching and re-engaging disconnected students. These include a Request for Application that will establish 3-4 Lead Districts in moving forward to develop a comprehensive system of learning supports, a webinar on October 29, presentations at the AASA conference in

Phoenix in February, and more. Watch for announcements and related information in October and over the year.

**Note:** We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, others centers focusing on the topic, and relevant publications. Go to <http://smhp.psych.ucla.edu> and click on Quick Find. If you would like to add a resource, let us know. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu). 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 for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-5895. Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

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Check out our sister center, The Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: [csmh@psych.umaryland.edu](mailto:csmh@psych.umaryland.edu)

The CSMH will hold the 14th Annual Conference on Advancing School Mental Health - November 2 - 4, 2009 - Hilton Minneapolis, Minneapolis, Minnesota. The theme for the conference is "School Mental Health: Promoting Success for All Students." See [http://csmh.umaryland.edu/conf\\_meet/AnnualConference/index.html](http://csmh.umaryland.edu/conf_meet/AnnualConference/index.html)

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#### **\*COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD**

(1) "I always enjoy receiving the ENEWS and tracking the resources you provide. I was really delighted to read about the comments from the Young Adult Advisory Group. It was gratifying to learn that they confirm what we have found, namely, that peers play an important role in assisting with successful transitions.

For years we have been emphasizing peer involvement with school-based transition points. Not just the commonly-known ones such as entering school, but also returning after extended absence, transferring from another school, coming back after illness, trauma, or tragedy, and even exiting school (graduation, suspension, or expulsion).

Every school ought to have a transition team with peers in the forefront with not only the training to provide support to a diverse student body, but also with referral skills to be able to make the best use of community-school resources.

I've developed a series of developmental growth modules that we used to train peer helpers as part of their training. The unusual aspect of this curriculum is that it focuses on adolescent development, not often a topic examined by teens, partly because adults might think it "too dry" and partly because it could create controversy. However, we've added the most essential element for teens to become actively involved in learning: an experiential component to help them directly examine the relevance and value for them. Feel free to distribute to anyone you believe might benefit from this." [Http://www.peer.ca/peer.html](http://www.peer.ca/peer.html)

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(2) "I wondered if you can assist me to identify candidates for a part-time Counselor Coach. I know this is casting a wide net, as the position is in the NY area, but I thought you may know of a possible candidate for this position. This position is through the Institute for Student Achievement ([www.studentachievement.org](http://www.studentachievement.org)). ISA helps schools implement a small high school reform model focusing on preparing all students for success in college. A core principle in their model is called distributed counseling. Distributed counseling is when all adults at the school take responsibility for students' progress so that every student has an advocate. The counselor

coach works with counselors as a network to help their school's staff create mechanisms and develop strategies to address students' social and emotional needs so that the student can be successful academically.

The counselor coach facilitates the network of counselors, helping counselors to provide their teachers with the skills necessary to take on the role of advocate and monitor students' progress such as through a case management protocol. Part of distributed counseling is also developing a college going culture and counselors work to plan a 4-year timeline of events that leads to college admission." In order to apply, please send a cover letter and resume to Patrice Nichols via email, fax, or regular mail: NCREST, Box 110 / 525 West 120th Street / Teachers College, Columbia University / New York, NY 10027 (212) 678 - 4196 ph / (212) 678 - 4170 fax / nichols@tc.edu



**THIS IS THE END OF THIS ISSUE OF E-NEWS**

*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>

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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](mailto:smhp@ucla.edu)