26 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

October, 2012 (Vol. 17 #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 journal/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 national Center offers, see http://smhp.psych.ucla.edu

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**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**
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WHAT'S HERE THIS MONTH

**Emerging Concern

>Revisiting Goals, Expectations, and Standards with a Focus on Race & Income

**News from around the country

**Recent publications relevant to

>Child, adolescent, and young adult's 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: Enhancing Student Engagement

**Other helpful Internet resources

**Initiative for New Directions for Student & Learning Supports

**UCLA Center Developed Resources Update

**Links to

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

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

Revisiting Goals, Expectations, and Standards with a Focus on Race & Income

Article headline in the Washington Post:
> *D.C. Schools set new achievement targets for students by race and income*

Recognizing how unrealistic politically formulated education achievement goals have been over the last decade (e.g., "all students will be proficient in math and reading by 2014"), the article reports that the District and many states are lowering goals for black, Hispanic and poor children as contrasted with white and Asian students. Specifically noted is that the goals for the next five years in D.C. tend to be higher at schools in affluent areas than in poor neighborhoods. "Under the new approach, low performers will be required to make larger gains each year than higher -achieving students so that the gap between student groups is cut in half by 2017."

As the Post notes: "Setting different aspirations for different groups of children represents a sea change in national education policy.... Some education experts see the new approach as a way to speed achievement for black, Latino and low-income students, but some parents can't help but feel that less is being expected of their children. ... City and federal education officials say they're not retreating from the conviction that all children can learn. Instead, they say, they're trying to bring about real change by setting attainable goals that reflect an unavoidable truth: Some schools, and some students, lag far behind others."

Not surprisingly, initial reactions from some sources see the approach as a form of prejudice.

And one longtime D.C. education activist is quoted as saying: "I just want to know...: What are you doing to make sure that my child is going to be receiving the same level of support or resources that the children at the higher-achieving school is going to get?" "What are the adults willing to do to put everybody on even footing?"

Our take on this is that any policy shift that focuses only on changes in goals is grossly insufficient. It is time for a policy shift that establishes as primary and essential to school improvement a component for addressing barriers to learning and teaching and re-engaging disconnected students. As another step related to this, see the Center's initiative for Common Core Standards for Learning Supports
http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf

What your take on all this? Send to Ltaylor@ucla.edu

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> Since we can't know what knowledge will be most needed in the future ... we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.
> John Holt

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NEWS FROM AROUND THE COUNTRY

Back to School: District Working to Pay More Attention to New Students. New students and their families are getting more attention from school and community leaders who say more effort should be devoted to easing their transition into a new school and neighborhood. The later students enter Madison WI schools, the less likely they are to graduate on time and score well on state tests, according to district data the mayor requested. About 1,500 new students, or 7 percent of the total students population, enter Madison's public school each year between first grade and their senior year of high school. 9/5/12. Wisconsin State Journal. Http://host.madison.com

Oregon Piloting a System to Screen Every Pupil's Readiness. Students who start kindergarten equipped with certain skills and knowledge are far more likely to be strong readers in 3rd grade and beyond. In response, Oregon is developing readiness assessments to gain a more reliable picture of how many 5-year-olds arrive primed to learn and how far behind the others are. The assessments will be piloted in 16 districts. (Oregonian, 09/23/12)
http://www.oregonlive.com/education/index.ssf/2012/09/tests_for_kindergartners_on_th.html

'Deferred Action' Program Puts Strain on School District. An estimated 200,000 current and former students are potentially eligible for the 'deferred action' program of the Obama administration. Thousands of students have contacted the Los Angeles School District to obtain the necessary documents to show they have lived in this country continuously since June 15, 2007. The Board of Education directed that all current requests be handled within 35 days and future ones within seven days. 9/19/12. Http://www.latimes.com

White House Report Says 300,000 Education Jobs Lost since 2009. State and local governments cut 300,000 education jobs, a development that could set back American students. The study finds that the national student-teacher ratio has risen 4.6 percent over 2008-2010. The report was prepared by the president's Council of Economic Advisors, Domestic Policy Council, and the National Economic Council. 8/18/12. Http://thehill.com

Teacher Grading Off to and Uneven Start. New York state's first system to grade teachers using students' standardized test schools required a complete overhaul of teacher evaluations. Of the state's roughly 700 school districts, 75 have plans in place. A review of the first approved plans shows a hodgepodge of methods for job performance reviews. Distinguishing good teachers from poor ones is no easy task. Research in the field is in its infancy. 9/9/12. Http://online.wsj.com

Teacher Evaluations Promote Student Activism. Denver teachers to earn a "distinguished" rating, must meet a set of "cultural competency indicators," including encouraging students to "challenge and question the dominant culture" and "take social action to change/improve society or work for social justice." Seventy-six percent of teachers disagree with the new rubric, according to a member survey conducted by the Professional Association of Colorado Educators. Denver Public Schools is currently reviewing the language after an outburst of controversy regarding the criteria. 9/19/12 http://news.heartland.org

District, Union OK System of Evaluating Principals. For the first time, Los Angeles public school principals will be evaluated under a new system that includes student achievement as one measure of administrators' effectiveness. The pact, which covered

1,500 principals and assistant principals, is aimed at meeting a court ordered deadline to begin using student achievement data to assess administrators and teachers. The court order was issued by the Los Angeles County Superior Court that ruled that a 41-year old state law, known as the Stull Act, requires evaluations to include evidence of how well educators help students learn state and district academic standards as determined in part by test scores. 9/11/12. Http://www.latimes.com

Among the sources used in gathering the above items are:
>The ECS e-clip at http://www.ecs.org
>The Public Education Network Newsblast at http://www.publiceducationorg
>The Update from the American Orthopsychiatric Association at http://www.aoatoday.com/news.php

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

If you see a story that should be included, let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

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Common sense and a sense of humor are the same thing, moving at different speeds. A sense of humor is just common sense, dancing.
William James

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RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, and Young Adult's Mental and Physical Health

>Intrinsic motivation to learn: The nexus between psychological health and academic success (2012) Froiland, J. et al. *Contemporary School Psychology, 16*, 91-102. http://www.casponline.org

>Addressing trauma and other barriers to learning and teaching: Developing a comprehensive system of intervention (2012) Adelman, H. S. & Taylor, L. In *Supporting and Educating Traumatized Students: A Guide for School-Based Professionals*. E. Rossen & R. Hull (Eds). New York: Oxford University Press.

>Educating youths to make safer choices: Results of a program evaluation study (2012) Wilson D.M., Chamberland C., & Hewitt J. *Global Journal of Health Science 4*(2): 77-86. http://ccsenet.org/journal/index.php/gjhs/

>Effectiveness of day treatment for disruptive behaviour disorders: what is the long-term clinical outcome for children? (2012) Clark S. & Jerrott S. Journal of the Canadian Academy of Child & Adolescent Psychiatry, 21, 204-212. http://www.cacap-acpea.org/

>Tipping points in adolescent adjustment: Predicting social functioning from adolescents' conflict with parents and friends (2012) Ehrlich K.B., Dykas M.J., & Cassidy J. *Journal of Family Psychology;* ePub. Http://www.apa.org/journals/fam/

>Early interventions for PTSD: A review. (2012) Kearns M.C., Ressler K.J., Zatzick D., & Rothbaum BO. *Depression and Anxiety*, ePub. Http://www.onlinelibrary.wiley.com

>Are adolescents with high mental toughness levels more resilient against stress? (2012) Gerber M, et al. *Stress and Health*, ePub. Http://www.onlinelibrary.wiley.com

School, Family & Community

>Bridges and Barriers: Adolescent Perceptions of Student – Teacher Relationships (2012) McHugh, R., et al *Urban Education* online first. http://uex.sagepub.com/

>Multiple jeopardy: Poor, economically disconnected, and child welfare involved (2012) Marcenko, M.O., Hook J.L., Romich, J.L., & Lee. J.S. *Child Maltreat*ment, ePub http://www.sagepub.com

>School factors as moderators of the relationship between physical child abuse and pathways of antisocial behavior (2012) Klika, J.B., Herrenkohl, T.I., & Lee, J.O. *Journal of Interpersonal Violence,* ePub. Http://www.jiv.sagepub.com

>The experiences of parents who report youth bullying victimization to school officials (2012) Brown, J.R., Aalsma, M.C., & Ott, M.A. *Journal of Interperssonal Violence*, ePub http://www.jiv.sagepub.com

>How can peer group influence the behavior of adolescents: Explanatory model. Toméé, G, et al. (2012) *Global Journal of Health Science 4*, 26-35 http://ccsenet.org/journal/index.php/gjhs/

>Sibling relationships and empathy across the transition to adolescence (2012) Lam, C. et al. *Journal of Youth and Adolescence*. onlinefirst. Http://www.springerlink.com

Policy, systems, law, ethics, finances & statistics

Mental Health in Schools: Moving in New Directions (2012) Adelman, H.S. & Taylor, L. *Contempory School Psychology, 16*, 9-18. http://smhp.psych.ucla.edu/pdfdocs/contschpsych.pdf

>Sustainability of the communities that care prevention system by coalitions participating in the community youth development study (2012) Gloppen, K.M., Arthur, M.W., Hawkins, J.D., & Shapiro, V.B. *Journal of Adolescent Health 51,* 259-264. Http://www.jahonline.org

>Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective (2012) Green, J. et al. *Journal of Adolescence, 35*, 1111-1122. http://ac.els-cdn.com/

>*State and District Receipt of Recovery Act Funds: A Report from Charting the Progress of Education Reform: An Evaluation of the Recovery Act's Role*. (2012) Garrison-Mogren, R. & Gutmann, B. National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education
http://ies.ed.gov/ncee/pubs/20124057/pdf/20124057.pdf

>Building business-community partnerships to support youth development (2012) Klein, D. *New Directions for Youth Development, 134*, 77-44
http://onlinelibrary.wiley.com/doi/10.1002/yd.20017/abstract

>Future orientation, school contexts, and problem behaviors: A multilevel study (2012) Chen, P. & Vazsonyi, A. *Journal of Youth and Adolescence*. Published online first. Http://www.springerlink.com

>A longitudinal study of school connectedness and academic outcomes across sixth grade (2012) Niehaus, K. et al. *Journal of School Psychology, 50*, 443-460. Http://www.sciencedirect.com

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

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

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 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. Smhp@ucla.edu

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Even as kids reach adolescence, they need more than ever for
us to watch over them. Adolescence is not about letting go.
It's about hanging on during a very bumpy ride.

                                                        Ron Taffel
                                                      @#@#@#

**If you didn't make so many rules,
 there wouldn't be so many for
 me to break!**

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

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October – Enhancing Student Engagement

Ask the teachers in the schools you work with this question:
> *Most days, how many of your students come to class motivationally ready
> and able to learn what you have planned to teach them?*

The response too often is both surprising and disturbing. In urban and rural schools serving economically disadvantaged families, teachers tell us they are lucky if 15% of their students fall into this group. In suburbia, teachers usually say 75% fit that profile.

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What's the situation in the schools you work with?

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If there are many students who are not motivationally ready and able, it is time for teachers and support staff to
    (1) increase staff understanding of the motivational bases for enhancing school engagement
    (2) implement new ways to enhance school engagement and minimize problems arising from low or negative motivation.

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For specifics, see the October theme of the month
http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf#page=14

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Here's a brief excerpt:

Some Points About Enhancing Student Engagement

> \>Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.
> \>Even for those who have made a reasonably good adjustment to a new school and a new classroom, a month or two into a school year may see positive motivation subside. Many behavior, learning, and emotional problems arise at this time.
> \>The key to minimizing such problems is to aggressively focus on enhancing and maintaining student engagement. This calls for maximizing classroom and schoolwide experiences that (1) promote *feelings of competence, self-determination, and connectedness to significant others* and (2) minimize threats to such feelings.   . . .

Engagement and Response to Intervention

The increasing focus on *response to intervention* provides a great opportunity to stress enhancing student engagement. Many instructional approaches are effective when a student is motivated to learn what is being taught. . . .   (cont.)

(cont.)

In transforming classrooms, the following points about motivation warrant particular attention:

- ***Motivational Readiness.*** ... Readiness is understood in terms of offering stimulating and supportive environments where learning can be perceived as vivid, valued, and attainable. It is a prerequisite to student attention, involvement, and performance....
- ***Motivation as both a process and an outcome concern.*** ... Processes must elicit, enhance, and maintain motivation so that students stay mobilized. ...
- ***Countering negative motivation***. Negative motivation and avoidance reactions and any conditions likely to generate them must be circumvented or at least minimized. Of particular concern are activities students perceive as unchallenging,uninteresting, overdemanding, or overwhelming. ...

Note: Addressing these matters provides another opportunity for student support staff and other specialists to work with teachers in classrooms.

A Few Staff Development Resources Related to Enhancing Student Engagement

For a quick introduction to discussions related to these matters, see:

>*Intrinsic Motivation: Engaging and Re-engaging Students, Families, & Staff* (powerpoint) – http://smhp.psych.ucla.edu/rebuild/rfl/sessiv.ppt

>*About Motivation* – http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf

>*Engaging and Re-engaging Students in Learning at School* – http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf

>*School Engagement, Disengagement, Learning Supports, & School Climate* – http://smhp.psych.ucla.edu/pdfdocs/schooleng.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 organized by each month, see our home page "Ideas for Enhancing Learning Supports at your school this month" on the homepage at http://smhp.psych.ucla.edu

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My computer beat me at checkers, but I sure beat it at kickboxing.
Emo Philips

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OTHER HELPFUL INTERNET RESOURCES

>National Day Without Stigma – October 9, 2012
http://www.activeminds.org/our-programming/awareness-campaigns/national-day-without-stigma

>One in Seven: Ranking Youth Disconnection in the 25 Largest Metro Areas
http://www.measureofamerica.org/one-in-seven

>Social and Emotional Development in Kids and Teens: Resources for Families at
http://www.mchlibrary.info/families/frb_Mental_Healthy.html

>2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary School Edition) http://www.casel.org

>Children and disasters
http://www.samhsa.gov/dtac/bulletin/SAMHSA_DTAC_Supplemental_Research_Bulletin.htm

>Families Unlocking Futures: Solutions to the Crisis in Juvenile Justice
http://njjn.org/uploads/digital-library/Fam_Unlock_Future_EXEC_SUMNOEMBARGO.pdf

>Military Dependent Students: Better Oversight Needed to Improve Services for Children with Special Needs. GAO-12-680, September 10.
Http://www.gao.gov/products/GAO-12-680
Highlights at http://www.gao.gov/assets/650/647846.pdf

>What Works for Children and Adolescents
http://www.childtrends.org/Files//Child_Trends-2012_08_20_WW_FemaleChildrenAdol.pdf
http://www.childtrends.org/Files//Child_Trends-2012_08_20_WW_MaleChildrenAdol.pdf

>2012 National Strategy for Suicide Prevention
http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full-report.pdf

>Bullying Prevention Training Module Materials
http://www.stopbullying.gov/prevention/in-the-community/community-action-planning/index.html

>Safe Youth, Safe Schools http://www.cdc.gov/features/SafeSchools/

> *Note:* For a wider range of relevant websites see our Gateway to a World of Resources – http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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> Get well cards have become so humorous that if you don't get sick you're missing half the fun.
>
> Flip Wilson

@#@#@#

INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORT

Draft Proposal -- to elicit a wider range of input

Common Core Standards for a Learning Supports Component

The pressing need for common core standards for learning supports calls for immediate action. Therefore, we have expanded our new directions initiative to encompass development of Common Core State Standards for Learning Supports* and are working with others across the country to develop *Common Core Standards for a Learning Supports Component.*

In August we sent out a request for input on prototypes for standards and related indicators and have heard from a critical mass of respondents. The group includes superintendents, principals, teachers, support staff, community agency staff, professors, and more.

The initial input and available research and pioneering efforts in several states and districts have been synthesized into the prototypes.

A refined document has been prepared and is now offered as a rationale and proposed set of *Common Core Standards for a Learning Supports Component*, with related quality indicators appended. Click on the following link to access the document.

http://smhp.psych.ucla.edu/pdfdocs/commcore.pdf

The work is intended to ensure that the nature and scope of a unified and comprehensive system of learning supports is understood and to guide adoption of such a system. As the proposed standards and indicators underscore, a learning supports component coalesces and systematizes what is common in all student and learning supports and provides a base upon which the needs of specific student subgroup, the contributions of various professional specialties and specific programs, and the unique considerations of localities can be built.

Now, we are reaching out for input upon which to make final adjustments.

After reviewing the work:

    (1) **Do you have further refinements to suggest?** Please send to Ltaylor@ucla.edu ; we will continue synthesizing input to improve the online proposal.

    (2) **Endorsing the proposal.** If you have no further refinements to suggest or if your suggested refinements are minor ones, please send an indication of **whether or not** we can cite you as an endorser of the proposed standards and quality indicators.

We look forward to hearing from you. Please email us at Ltaylor@ucla.edu

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*See discussion in:
    >*Common Core State Standards: What about Student and Learning Supports?*
        http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer12.pdf

    >*Common Core State Standards and Learning Supports*
        http://smhp.psych.ucla.edu/pdfdocs/comcorpol.pdf

UCLA CENTER DEVELOPED RESOURCES UPDATE

New Resources

>**Mental Health in Schools: Moving in New Directions**. In *Contempory
School Psychology, 16*, 9-18. http://smhp.psych.ucla.edu/pdfdocs/contschpsych.pdf

>**Addressing trauma and other barriers to learning and teaching: Developing a
comprehensive system of intervention**. In *Supporting and Educating
Traumatized Students: A Guide for School-Based Professionals*. E. Rossen & R.
Hull (Eds), New York: Oxford University Press.

>*Attention Deficit Hyperactivity Disorder (ADHD) and Schools:
Outline Focused on Key Questions and Concerns* (Info Resource)
http://smhp.psych.ucla.edu/pdfdocs/adhd-outline.pdf
> This outline is designed as a starting point for individuals and groups
> wanting to begin an investigation into or just beginning to think about
> a presentation on Attention Deficit Hyperactivity Disorder (ADHD)
> as related to schools. It is organized to highlight key questions and
> concerns surrounding the topic.

>**Common Core Standards for Learning Supports: Looking for Feedback
from All Concerned about Equity of Opportunity** (blog). *The Intersection.*
Hunt Institute.
> http://www.huntintersection.com/2012/09/26/common-core-standards-for-learning-
> supports-looking-for-feedback-from-all-concerned-about-equity-of-opportunity/

>*Moving School Improvement Policy and Practice Forward: Context for
Common Core Standards for a Unified, Comprehensive, & Systemic Learning
Supports Component* (Power Point)
http://smhp.psych.ucla.edu/powerpoint/lscomcore.ppt

Featured Center Resources

>*Using New Directions to counter cuts to learning supports staff and programs*

As a major facet of the Center's work, we clarify that one of the strongest ways
to counter cuts to learning supports staff is to proactively propose and develop
new directions for student and learning supports. As learning support staff learn
about and propose new directions, they can take steps to join the leadership
team at their school/district and move from pleading to keep specialty jobs to
showing how indispensable all learning supports personnel are to the success
of every school and student. See the initiative and networks at:

>*National Initiatives for New Directions for Student and Learning
Supports* – http://smhp.psych.ucla.edu/summit2002/ninhome.htm

Our Center opts for development of a unified and comprehensive system that addresses barriers to learning and teaching, including re-engaging disconnected students. We suggest that the best job security for all student support personnel is to work together to establish learning supports as a primary and essential component of school improvement and to show their role in and commitment to developing a unified and comprehensive system of learning supports. This approach enables redefinition of the roles and functions of student and learning support staff in ways that allow policy makers to appreciate

>   (1) the important contribution student and learning support staff can make to school improvement/transformation and current high priority initiatives and

>   (2) how such personnel can provide critical learning supports for all students as well as providing special supports as necessary and more effectively.

See *Where's It Happening?* – http://smhp.psych.ucla.edu/summit2002/nind7.htm

As noted, new directions involves *Framing New Directions for School Counselors, Psychologists, & Social Workers* – See http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf

New directions need to contribute to school improvement/transformation. This means connecting with current high priority initiatives. See:

>*Connecting Learning Supports to Common Core State Standards for Curriculum* – http://smhp.psych.ucla.edu/pdfdocs/comcorinf.pdf
>*Race to the Top applications for school districts* – http://smhp.psych.ucla.edu/pdfdocs/rttd.pdf
>*RTI and Classroom & Schoolwide Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf
>*Personalizing Learning and Addressing Barriers to Learning* – http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf
>*Engaging and Re-engaging Students and Families* – http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf
>*About Policy and Practice Trends for Reducing Truancy* – http://smhp.psych.ucla.edu/pdfdocs/truancy.pdf
>*School Attendance: Focusing on Engagement and Re-engagement* – http://smhp.psych.ucla.edu/pdfdocs/schoolattend.pdf
>*Dropout Prevention: Do Districts Pursue Best Practice Recommendations?* – http://smhp.psych.ucla.edu/pdfdocs/drop.pdf
>*Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports* – http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf

LINKS TO:

>**Upcoming initiatives, conferences & workshops** –
http://smhp.psych.ucla.edu/upconf.htm

>**Calls for grant proposals, presentations, and papers** –
http://smhp.psych.ucla.edu/upcall.htm

>**Training and job opportunities** – Http://smhp.psych.ucla.edu/job.htm

>**Upcoming and archived webcasts and other professional development
opportunities** – http://smhp.psych.ucla.edu/webcast.htm

Note: These links are on our homepage for easy access. Each is updated regularly. Just
click on the indicated URL or go to our homepage at http://smhp.psych.ucla.edu

If you would like to add information to these, send it to ltaylor@ucla.edu

COMMENTS & SHARING FROM THE FIELD

A sample of the comments received related to the September ENEWS Emerging Concern:
Common Core Standards for Learning Support

(1) "I am very excited to learn of the initiative to align Common Core State Standards to
comprehensive learning supports standards. I am working with our director of counseling
services and our local mental health providers to increase comprehensive supports to
students. One of my goals is to increase capacity of staff to provide services in the least
restrictive environment..."

(2) "Thank you for this work. Please cite me as an endorser for Common Core Learning
Supports. During by recent experience with 36 neighborhood schools, we included this
agenda to bring success to 100% of our students by integrating strategies using Universal
Design for Learning. Your work takes it much further."

(3) From the California School Health Centers Association, a call for presenters: "We are
committed to having robust mental health content at this year's conference [March 15 in
Long Beach, CA] and we would very much appreciate it if you could forward the
announcement to any practitioners whom you think might be interested in presenting."
Note: You can link to information about this and other conferences by going to

>**Upcoming initiatives, conferences & workshops** –
Http://smhp.psych.ucla.edu/upconf.htm