



ENEWS



**28 Years &
Counting**

A Monthly Forum for Sharing and Interchange

September, 2014 (Vol. 18 #12)

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

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



We encourage you to forward this to others.

**If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu**



WHAT'S HERE THIS MONTH

****Continuing Issue**

>How early in the year should schools address school adjustment problems?

****News from around the country**

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

>September: Enabling school adjustment

****New Directions for Student & Learning Supports: A National Initiative**

****UCLA Center 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

****Other helpful Internet resources**

****Recent publications relevant to**

>School, family, & community

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

>Child, adolescent, and young adults' mental and physical health

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

CONTINUING CONCERN

How Early in the Year Should Schools Address School Adjustment Problems?

Schools vary in how soon they address students who are having trouble adjusting as the year begins. Over the first few weeks, teachers quickly become aware of who has and hasn't made a good adjustment to the classroom and to the school. Some assume the problem will pass for most students and that the remaining few can be helped later. As you will see in the monthly theme section of this ENEWS, an alternative view cautions – *Invest Now . . . or Pay Later!*

Newcomer immigrants, of course, often have trouble adjusting to school. The recent wave of youngsters streaming across from Central America raises many special school adjustment planning concerns.

And think about the situation in Ferguson, MO area. The delay in starting school due to the civic unrest presents special school adjustment challenges. (Several colleagues have offered suggestions related to these challenges – see what they say by linking to our Facebook page from our homepage at <http://smhp.psych.ucla.edu> .)

Given the long-standing concern about school adjustment,
we hope many readers will want to weigh in about the matter.

Send comments to ltaylor@ucla.edu

Resources related to successful school adjustment are highlighted in the the monthly theme section and in the section on *Other Helpful Internet Resources*.

NEWS FROM AROUND THE COUNTRY

How delayed school start in Ferguson is affecting kids. School was supposed to start for the kids of Ferguson, Missouri. But when rioting escalated Ferguson-Florissant School District officials made the decision to cancel classes due to safety concerns. Aside from students' most basic needs, the school district is concerned about addressing potential emotional and social problems that may arise from the events in Ferguson. All Ferguson-Florissant public schools have counselors on staff. But to ensure that all students will get necessary mental help following the riots in Ferguson, they've "reached out to outside groups that are providing therapists." 8/19/14

<http://www.pbs.org/newshour/rundown/schools-delayed-start-ferguson-affecting-kids/>

Outreach to the community from the Chancellor of the University of MO, St. Louis. "I want to applaud and thank you all for your continuing efforts to comfort those affected by these incidents in Ferguson and other areas of the greater St. Louis region. Clinical staffs of our Center for Trauma Recovery and Community Psychological Service have offered free trauma and counseling services to those affected by recent events in Ferguson. Community Psychological Service also will be

working with the Association of Black Psychologists to offer free psychological first-aid/crisis intervention to the Ferguson community. The Regional Business Council is a consortium of presidents and chief executive officers of mid- to large-sized companies in St. Louis. This week the RBC announced the creation of the Reinvest North County Fund, which will provide immediate relief to small businesses hurt by this tragedy and provide school districts with appropriate resources to show their children the importance of education. Learning from the current situation and devising strategies to avoid a repeat is perhaps the most important thing we can do as a university community. I am pleased to say that the Chancellor's Cultural Diversity Council is planning a forum to look at the diversity issues surrounding the Ferguson situation.” 8/15/14
<http://blogs.umsl.edu/news/2014/08/15/george-letter/>

Phil. schools open on time, but with deep budget cuts. Philadelphia schools will open as scheduled Sept. 8, but with deep cuts to student transportation, school police and building maintenance, Superintendent William R. Hite Jr. said Friday. Hite ordered \$32 million in budget cuts to ensure enough cash for classes to begin on time, and he said that without action in Harrisburg by Oct. 1, more than 1,000 layoffs and further reductions to school budgets will follow in October. Staring down an \$81 million deficit, banking on millions from a cigarette tax that has not yet passed, school leaders have spent the summer mulling whether to shorten the school year for the district's 130,000 students.. The district will save money by not filling vacant school police jobs; cleaning schools less frequently; offering fewer spots in a program for students at risk of dropping out or who have dropped. In the past several years, the district has shed 5,000 jobs, closed 31 schools and reduced administrative costs to less than 3 percent of its total \$2 billion budget. 8/16/14
http://www.philly.com/philly/education/20140816_Philadelphia_schools_to_open_on_schedule__but_with_deep_budget_cuts.html#VuofZcZuLSrJQy0e.99

VA. creates children's cabinet. Virginia Gov. Terry McAuliffe's administration is trying a multi-agency approach to tackle challenges involving children in the state. Through two executive orders, McAuliffe created the Children's Cabinet, focused on the education and general welfare of youth through 21 years of age, and the Commonwealth Council on Childhood Success, which will center on children from infancy to third grade. The Children's Cabinet will “develop and implement a policy agenda related to health, poverty, safety, education, nutrition and housing to advocate and to educate on behalf of all Virginia's children,” It's also an initiative meant to address students in high poverty, low-achieving schools. 8/11/14 http://www.roanoke.com/news/virginia/virginia-governor-creates-children-s-cabinet/article_31a842a0-ccd-564b-913b-1423f560e13c.html

FL. new policy for English language learners. Florida students learning English as a second language will have two years to master their skills before their test scores count in school accountability measures. The change reflects new state legislation that gives an additional year before these students' standardized test scores count toward school grades and teacher evaluations, instead of the one year that has been the Florida Department of Education's policy. However, all ELL students, regardless of how long they have been learning the language, will be counted in the state's learning gains measurements. 8/11/14
<http://tbo.com/pinellas-county/pinellas-county-to-discuss-policy-for-english-language-learners-20140811/>

News items about school enrollment of recently arrived Central American students

>*Newcomer Academy in Dalton, Ga.* 40 immigrant children have enrolled in the system's Newcomer Academy, a program officials launched this year when they noticed the wave of children flocking to the city. The academy, which is at Morris Innovative High School, is filled with students between the ages of 13 and 19. The students need common items such as school clothes and supplies, but their biggest unmet need is emotional support. Many of the teens are living with sponsors or foster parents. Several are with family members, but they're still strangers. In some cases, the children had never laid eyes on their relatives before. The family members care for the

children, including providing for health care and making sure they enroll in school. In Dalton, school officials created the Newcomer Academy after noticing a group of young boys trickling into the community. She said the boys could not speak English. And even if they could, their academic level was behind an average American student of their age. Most of the students come from Guatemala, Honduras and El Salvador. Some don't speak Spanish. They come from isolated villages in the mountains of Guatemala, where natives still speak Mayan dialects. 8/10/14

<http://www.timesfreepress.com/news/2014/aug/10/wave-of-migrant-kids-reaches-area-dozens-are/?news>

>*Chelsea, MA Collaborative*. Welcoming hundreds of migrant children with open arms . As unaccompanied children continue to pour across the US-Mexico border from El Salvador, Guatemala, and Honduras, they're creating a challenge for school districts across the country, where local officials are scrambling to put together the resources to educate and care for the new arrivals. Because the Department of Health and Human Services (HHS) often places these minors with family members, the children are disproportionately ending up in cities with large Central American populations – typically low- to middle-income locales already struggling to deal with their own social needs. As a result, city leaders have begun to dig into local budgets, while calling on the federal government to pitch in, and, in some cases, receiving aid from concerned citizens. Case in point is Chelsea, Mass. Thirty-four percent of the city's 38,000 residents identify as Salvadoran, Guatemalan, or Honduran. Of the 720 new enrollees in Chelsea's school system in 2013, 267 came directly from Central America's Northern Triangle, and dozens of other Hispanic students came from Texas or Arizona. In total, 315 spoke little or no English. Chelsea schools have redirected \$300,000 to boost counseling programs. The district has also hired another two specially trained English instructors, adding to the phalanx of English teachers added to in recent years. But the burden could be much greater, if it weren't for the many community members that have actively come together to support the children – offering every service from mental health care to legal advice. Among the centers of this aid is the Chelsea Collaborative, a multi-issue nonprofit advocacy and human services organization occupying an unassuming storefront attached to the town's post office, where hundreds from the Boston area have volunteered their services. 8/7/14 <http://www.csmonitor.com/USA/Education/2014/0807/How-one-city-is-welcoming-hundreds-of-migrant-children-with-open-arms>

@#@@#

From the above story on the Chelsea, MA Collaborative:

“There were doctors, lawyers, Catholic charities, counselors, the state senator, staff from North Suffolk Mental Health, the security guard from Chelsea High School, people from Mass General Hospital, law enforcement. We said as a community, let's put our heads together and try to figure this out.”

Executive Director Gladys Vega

@#@@#

We draw from a variety of news clip sheets in gathering the above items, especially:

>The ECS e-clip at <http://www.ecs.org>

Each week we 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

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

September: Enabling School Adjustment – Invest Now . . . or Pay Later!

Over the first few weeks, teachers realize quickly who has and hasn't made a good adjustment to their classroom and the school. This is the time to address any problems before they get worse. If adjustment problems are not addressed, student motivation for school dwindles, and behavior problems increase. Misbehavior often arises in reaction to difficulty learning and/or problems at home.

The first month is the time to be proactive, especially in planning for newcomers and those who have recently experienced upsetting events. This is the time for staff development to focus on the type of strategies described below. This is the time for student support staff to work with teachers in their classrooms to intervene before problems become severe and pervasive and require referrals for out-of-class interventions.

Connect and Work with the Student and Family – Through enhanced personal contacts, build a positive working relationship with the youngster and family and learn what they think is needed to enhance school adjustment.

- Ask first about assets (e.g. positive attributes, outside interests, hobbies, what the youngster seems attracted to at school and in class).
- Identify what the youngster doesn't like at school.
- Explore the reasons for "dislikes" (e.g., Are assignments seen as too hard? uninteresting? Is the youngster embarrassed because others will think s/he does not have the ability to do assignments? No friends? Is the youngster picked on? rejected? alienated?)
- Explore other possible causal factors.
- Explore what the youngster and those in the home think can be done to make things better (including extra support from a volunteer, a peer, friend, etc.).

Strengthen the Environment to Support the Student's Successful Adjustment – Based on the best information about what's causing the problem, try new strategies in the classroom. Focus first on enhancing student social and academic *engagement*. Emphasize instruction and enrichment options that are of current greatest interest and which the student indicates (s)he wants to and can pursue; deemphasize aspects the student finds un motivating. Buddy systems can be helpful.

Student Easily Distracted? If it's not just about motivation:

- Identify any specific environmental factors that distract the student and make appropriate environmental changes
- Have the student work in a group with others who are task-focused
- Designate a volunteer to help the student whenever s/he becomes distracted and/or starts to misbehave, and if necessary, to help the student make transitions
- Allow for frequent "breaks"
- Interact with the student in ways that will minimize confusion and distractions (e.g., keep conversations relatively short; talk quietly and slowly; use concrete terms; express warmth and nurturance)

Student Needs Greater Guidance & Support? If it's not just about motivation:

- Develop and provide sets of specific prompts, multisensory cues, steps, etc. using oral, written, and other guides as organizational aids related to specific learning activities, materials, and daily schedules
- Ensure someone checks with the student frequently throughout an activity to provide additional support and guidance in concrete ways (e.g., model, demonstrate, coach)
- Support student's efforts related to self-monitoring and self-evaluation and provide nurturing feedback keyed to the student's progress and next steps

Student Has Difficulty Finishing Tasks? If it's not just about motivation:

- Modify the length and time demands of assignments and tests
- Modify the nature of the process and products (e.g., allow use of technological tools and allow for oral, audio-visual, arts and crafts, graphic, and computer generated products)

If the Above Strategies Don't Work:

- Talk to colleagues to learn about approaches they find helpful (e.g., reach out for support/mentoring/coaching, participate with others in clusters and teams, observe how others teach in ways that effectively address differences in motivation and capability, request additional staff development on working with such youngsters). *This is especially essential if you have not worked with immigrant newcomers and/or youngsters who recently have experienced upsetting events.*
- If necessary, add some mentoring/tutoring to provide specific support and guidance to address remaining factors interfering with classroom and school adjustment.

To facilitate the focus on school adjustment: Encourage structured staff discussions and staff development about what teachers can do and what other staff (e.g., student support staff, resource teachers, etc.) can do to team with teachers in their classrooms to enhance school adjustment. Use aides, volunteers, peer tutors/coaches, mentors, those in the home, etc. to help with additional strategies designed to enhance social, emotional, and cognitive engagement.

Only after all this is done and has not worked is it time to use the school's referral processes to seek additional services for specific problems. As such services are added, it, of course, becomes essential to coordinate them with what is going on in the classroom, school-wide, and at home.

Some Center Aids for Use in Personnel Development Re. School Adjustment Concerns

- *Easing the Impact of Student Mobility: Welcoming and Social Support* – <http://smhp.psych.ucla.edu/easimp.htm>
- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families* – <http://smhp.psych.ucla.edu/WELMEET/welmeetcomplete.pdf>
- *Welcoming and Involving New Students and Families* – <http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>
- *Support for Transitions to Address Barriers to Learning* – http://smhp.psych.ucla.edu/qf/transition_tt/transitionsfull.pdf
- *Enabling Learning in the Classroom* – <http://smhp.psych.ucla.edu/enabling.htm>
- *Engaging and Re-engaging Students* – <http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>

For more, use the Online Clearinghouse Quick Finds. For example, see:

- >*Transition Programs/Grade Articulation/Welcoming* – http://smhp.psych.ucla.edu/qf/p2101_01.htm
- >*Classroom Focused Enabling* – <http://smhp.psych.ucla.edu/qf/classenable.htm>
- >*Motivation* – <http://smhp.psych.ucla.edu/qf/motiv.htm>
- >*Response to Intervention* – <http://smhp.psych.ucla.edu/qf/responsetointervention.htm>

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

##@##@##@#

Patience often gets the credit that belongs to fatigue.

Franklin Jones

@##@##@##@##@#

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS: A National Initiative*

Some Initial Findings from Alabama's Work on Enhancing Learning Supports

Excerpt from report prepared for the Business Education Alliance by the Public Affairs Research Council of Alabama entitled: *Obstacles Into Opportunities: A 90% High School Graduation Rate in Alabama by 2020 Provides the Educated Workforce That is Key to Expanding Our Economy*
<http://www.scribd.com/doc/235702358/Obstacles-Into-Opportunities>

With respect to breaking down barriers to learning, the report states:

“We need schools, in partnership with communities, to keep kids enrolled, engaged, and academically on track. That means identifying problems and addressing them before they lead to failure. This will require a particular focus on children from low-income families, who are at a higher risk for falling behind. . . .

Schools are developing learning supports teams that may include local nonprofit agencies, to identify and address problems before they lead to failure. In pursuit of Plan 2020, the State Department of Education is working to develop systematic cooperation among administrative, instructional, and support staffs in the schools to watch for and address these sorts of problems. School- and system-based learning supports teams that are part of this effort include teachers, administrators, counselors, nurses and social workers. They also may include representatives of local nonprofits, as well as social service and law enforcement agencies.

Academic problems can be precipitated by problems outside of school. Absences and discipline problems can be rooted in poor health and nutrition, transportation difficulty, or economic distress in families.

In 2013, an initial ten school systems piloted this new approach, which grew out of research from the National Center for Mental Health in Schools, located at UCLA. Implementation work in Alabama is being supported by Scholastic, the educational publishing company.

The initial focus in the pilot schools was on bolstering attendance. Across Alabama, schools recorded 11 million days of absence over the course of the 2010-11 school year. When students aren't in school, they aren't making academic progress. Close to 200,000 students, more than a quarter of total statewide enrollment, had five or more or more unexcused absences, a danger sign for school failure. The learning supports teams in the pilot schools and systems addressed attendance at three levels: (1) strategies to increase attendance generally, among all students; (2) strategies to address students with higher than normal absence rates; and (3) strategies for students with chronic attendance problems. . . .

Schools engaged in the learning supports work moved from a punitive to a proactive model, acting at an early stage to address the individual student needs that were leading to school days missed. They partnered with mental health providers to offer services to troubled students.

School officials contacted parents and offered help in addressing their particular situation. The results were impressive. . . . Schools participating in the pilot saw a 25 percent decrease in absences over the previous year. That decrease represents a total of 110,000 avoided absences, meaning students in those schools received that many more days of instruction.

(cont.)

A second group with thirty school systems is adopting the learning supports model this fall. The State Superintendent has set a goal of having all systems trained in the approach in five years. A description of the philosophy behind the learning supports system and how it is implemented in schools can be found online at <http://web.alsde.edu/general/ALDOEDesignDocument.pdf>

Conclusions

- Ensure the diffusion of the learning supports approach to all schools and systems. The State Department of Education should continue to pursue the pilot learning supports work and facilitate the diffusion of this approach to all schools and school systems in the state.
- Organize community resources to work in concert with schools. The State Department should facilitate the establishment of partnerships between schools and community organizations as part of the learning supports approach, encouraging both school officials and community groups to come together around a common agenda to establish learning supports for at-risk students and their families. Toward this end, the Department has requested in recent years, but never received, an appropriation of \$3.5 million for grants to community organizations to engage them in work with the schools on learning supports issues.
- Provide state funding support for at-risk student programs. ... In its FY 2015 budget request, the Department requested an additional \$12 million for the at-risk student allocation, which has received \$20 million in recent years. This would have brought the appropriation to \$32 million in total, restoring the grants back to the statutory standard of \$100 for each at-risk student in a school. The budget was approved at the existing level of \$20 million. This funding needs to be provided as a key ingredient for achieving a 90-percent graduation rate.”

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

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

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

@##@##

There are no shortcuts to any place worth going.

~Beverly Sills

@##@##

UCLA CENTER DEVELOPED RESOURCES UPDATE

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

New

Guidance Note:

- > *Creating Readiness and Commitment for Developing a Unified and Comprehensive Learning Supports System*
<http://smhp.psych.ucla.edu/summit2002/readiness.pdf>

Hot Topic:

- > *About the Value of Student and Learning Supports*
See <http://smhp.psych.ucla.edu/hottopic.htm>
or go to our home page and click on Hot Topics.
Please send your comments about hot topics and hot issues to ltaylor@ucla.edu .

Revised Website Feature:

- > *Practitioner Resources and Community of Practice Exchange*
We are upgrading our website resources for practitioners including the Net Exchange which provides and captures interchanges on specific topics. See:
 - >> the array of resources at <http://smhp.psych.ucla.edu/netexch.htm>
 - >> posted exchanges at <http://smhp.psych.ucla.edu/newnetexchange.htm>

If you have ideas for how these can be improved or want to be added to weekly practitioner exchange let us know. Contact: Ltaylor@ucla.edu

Intro to Online Leadership Institute Webinar for Learning Supports

How do we ensure that all students have an equal opportunity to succeed at school? As an aid in addressing this core question, we collaborated with Scholastic to develop an online institute to enhance school leaders understanding of a unified and comprehensive system of learning supports that addresses barriers to learning and teaching and re-engages disconnected students. See intro at <http://smhp.psych.ucla.edu/institute/session1.htm>

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:

- > *Needed: measures to evaluate mental health in schools*
- > *Teaching students about mental health*
- > *Needed: Info about coaching/mentoring new staff*

The latest interchange is on our website at:

<http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)

Previous postings also can be accessed at: <http://smhp.psych.ucla.edu/practitioner.htm>

Follow up exchanges are posted on the Center website's Net Exchange:

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

Center Featured Resource – *Gateway to a World of Resources*

The homepage on the Center's website provides a direct link to a feature called *Gateway to a World of Resources for Enhancing MH in Schools*. This is a links "map" enabling quick access to resources from relevant centers, associations, and organizations that offer supports for students, families, and schools. The map represents the next generation (beyond lists of links) for guiding users quickly to sites that are most likely to meet their needs and can aid in analyzing strengths, weaknesses, and gaps/inequities in available resources. It is also meant as a guide to facilitate various forms of networking.

The Gateway is organized into five groupings: I. Comprehensive Focus on MH in Schools; II. Concerns Related to Children's Severe Mental Health Disorders; III. Concerns Related to Children's Psychosocial Problems; IV. Positive Social/Emotional Development & Prevention of Psychosocial/MH Problems; V. Others Focused on Addressing Barriers to Learning

Within each of grouping, the following are categorized:

- Major Centers/Networks/Initiatives/Projects/Consumer Info Resources (Major resources for information, services, and/or public education)
- Associations (National organizations whose mission focuses on issues related to MH in schools. State and local associations can often be located through the national association website)
- Government Agencies (Major federal government resources for information, services, and/or public education)
- Listservs (Email discussion groups whose main focus is on matters relevant to MH in schools)
- E-Journals & Newsletters (Electronic Journals (or E-Journals) are versions of print journals that are available online or periodicals distributed through the internet)

As with all our resources, we want to continuously improve the Gateway. If you have ideas about changes, additions, deletions, etc., please send your suggestions to ltaylor@ucla.edu

And please share all Center resources with interested colleagues.

Need help finding resources? Contact ltaylor@ucla.edu

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](http://smhp.psych.ucla.edu/job.htm)
- > **Upcoming and archived webcasts and other professional development opportunities** – <http://smhp.psych.ucla.edu/webcast.htm>

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

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

OTHER HELPFUL INTERNET RESOURCES

- > *Back to School* – <http://www.mentalhealthamerica.net/back-school>
- > *The power of positive connections toolkit* –
<http://www.attendanceworks.org/tools/assessments/power-positive-connections-toolkit/>
- > U. S. Dept of Ed *School Climate resources* –
<http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>
- > *Making sense of mental health* –
<http://www.nlm.nih.gov/theliteratureofprescription/education/c2HighSchoolHealth.html>

Resources Related to Welcoming and Supporting Immigrant Students and Others Experiencing Out-of- School Stressors

In addition to the Center resources highlighted in the monthly theme section, here are links to a variety of others for supporting school adjustment of newcomers.

- > *Welcome to Our Schools Kit* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2810>
- > *Welcoming and Orienting Newcomer Students to U.S. Schools* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2460>
- > *Unaccompanied Youth Toolkit for High School Counselors and McKinney-Vento Liaisons* –
<http://www.naehcy.org/toolkit-high-school-counselors>
- > *Immigration & Schools: Supporting Success for Undocumented and Unaccompanied Homeless Youth* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=5528>
- > *Promoting a Culture of Welcome for Refugees in Schools: Approaches & Opportunities* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=5355>
- > *Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=5530>
- > *School based mental health: Immigrant children and unaccompanied minors* –
<http://www.healthinschools.org/en/School-Based-Mental-Health/Immigrant%20Children%20and%20Unaccompanied%20Minors.aspx>
- > *Education of Homeless Students: Improved Program Oversight Needed* –
<http://www.gao.gov/products/GAO-14-465>
Podcast - <http://www.gao.gov/multimedia/podcasts/665378>
- > *Students' Rights to Attend Public Schools* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=5356>
- > *Supporting and Educating Traumatized Students: A Guide for School-Based Professionals* –
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4994>

#@#@#

I couldn't wait for success, so I went ahead without it.

Jonathan Winters

@#@#@

RECENT PUBLICATIONS

(In print and on the web)

School, Family & Community

- > Navigating middle grades: Role of social contexts in middle grade school climate. H. Kim, K. Schwartz, E. Cappella, E. Seidman (2014). *Am J Community Psychol*, 54, 28-45. http://download.springer.com/static/pdf/540/art%253A10.1007%252Fs10464-014-9659-x.pdf?auth66=1407346918_9eb8cd713d71093b1fe206fab30a0fb0&ext=.pdf
- > Resilience-building with disabled children and young people: A review and critique of the academic evidence base. A. Hart, B. Heaver, E. Brunnberg, A. Sandberg, H. MacPherson, S. Coombe, E. Kourkoutas (2014). *International Journal of Child, Youth and Family Studies* 5, 394-422. <http://journals.uvic.ca/index.php/ijcyfs/article/view/13105>
- > Students' perceptions of teachers: Implications for classroom practices for supporting students' success. P. Guess & S. Bowling (2014). *Preventing School Failure: Alternative Education for Children and Youth*, 58, 201-206. http://www.tandfonline.com/toc/vpsf20/58/4#.U9_PH03n_QN
- > Creating connectedness through being known: Fulfilling the need to belong in U.S. high schools. V. Chuon & T. Wallace (2014). *Youth & Society*, 46, 379-401. <http://yas.sagepub.com/content/46/3/379.full.pdf+html>

Policy, systems, law, ethics, finances & statistics

- > Connecting with families to improve students' school attendance: A review of the literature. B. McConnell & R. Kubina (2014). *Preventing School Failure: Alternative Education for Children and Youth*, 58, 249-256. http://www.tandfonline.com/doi/full/10.1080/1045988X.2013.821649#.U9_PYE3n_QM
- > A systematic review of online youth mental health promotion and prevention interventions. A.M. Clarke, T. Kuosmanen, M.M. Barry (2014). *J. Youth Adolesc.* ePub <http://link.springer.com/article/10.1007%2Fs10964-014-0165-0>
- > Measuring school climate in high schools: A focus on safety, engagement, and the environment. C.P. Bradshaw, T.E. Waasdorp, K.J. Debnam, & S.L. Johnson (2014). *J. Sch. Health*, 84, 593-604. <http://onlinelibrary.wiley.com/doi/10.1111/josh.12186/abstract;jsessionid=FECDA367E1C61A7BDF00E110C77024E5.f04t03>
- > An institutional framework for the study of the transition to adulthood. J. Lee (2014). *Youth & Society*, 46, 706-730. <http://yas.sagepub.com/content/46/5/706.full.pdf+html>

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

- > It gets better: Future orientation buffers the development of hopelessness and depressive symptoms following emotional victimization during early adolescence. J.L. Hamilton, S.L. Connolly, R.T. Liu, J.P. Stange, L.Y. Abramson, & L.B. Alloy (2014). *J. Abnorm. Child Psychol.* ePub <http://link.springer.com/article/10.1007%2Fs10802-014-9913-6>

- >A school-based post-Katrina therapeutic intervention. E.E. Goldman, D. Bauer, D.L. Newman, E. Kalka, J.E. Lochman, W.K. Silverman, P.S. Jensen, J. Curry, K. Stark, K.C. Wells, & W.M. Bannon (2014). *Adm. Policy Ment. Health* ePub
<http://link.springer.com/article/10.1007%2Fs10488-014-0576-y>
- >Effects of perceived support from mothers, fathers, and teachers on depressive symptoms during the transition to middle school. S.Y. Rueger, P. Chen, L.N. Jenkins, & H.J. Choe (2014). *J. Youth Adolesc.* 43, 655-670.
<http://link.springer.com/article/10.1007%2Fs10964-013-0039-x>
- >Mental health service use among high school students exposed to interpersonal violence. J.G. Green, R.M. Johnson, E.C. Dunn, M. Lindsey, Z. Xuan, & A.M. Zaslavsky (2014). *J. Sch. Health* 84, 141-149. <http://onlinelibrary.wiley.com/doi/10.1111/josh.12125/abstract>

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

@#@#@#

To do is to be. Plato

To be is to do. Socrates

Do be do be do. Sinatra

@#@#@##

COMMENTS AND SHARING FROM THE FIELD

- (1) "Thought you might be interested in the following" –
>Interview on Preventing Youth Violence and Risk Behavior with Franklin Schargel*
http://www.educationworld.com/a_curr/school-violence-prevention-schargel.shtml
http://www.educationworld.com/a_issues/chat/chat062.shtml

*Author of *Creating Safe Schools: A Guide for School Leaders, Teachers, Counselors and Parents* –
<http://www.amazon.com/Creating-Safe-Schools-Teachers-Counselors/dp/0415734797>

(2) "A new service has opened two locations in our area! This organization appears focused on (predominantly) outpatient treatment options and early interventions for all ages, but children and adolescents especially. Their goal is to try to integrate into the local school districts so services can be provided seamlessly. They offer intensive outpatient support, support through partial hospitalizations, medication management and therapy. I have copied their VP of Clinical Expansion so you will have her contact information, and she yours. My hope is that you might

be one more resource for this new organization to network with as they begin to grow. My goal is to help them make connections within our local school districts."

(3) "I wanted to introduce TeenMentalHealth.Org. I am uncertain if you are aware of our School Mental Health Program that is both evidence based and has supportive research for the school districts it has been implemented at, but I would love to share the same with you. Considering the work you are currently involved in, I do believe there could be a potential for a synergy with your work and our resources. In addition, we have also just last fall launched Transitions, a seminal resource for graduating students in Grade 12 to attend post-secondary education that is currently making its way across the country as well as for requests internationally with versions specifically geared towards those markets. I invite you to have a look at our website at <http://teenmentalhealth.org> and look forward to chatting with you further in regards to the same."

(4) "I would like to share a useful website about depression that you may find useful among your links and resources: <http://www.depressionhealth.net> . Short description – Depression Health Network - Online network for depression treatment, prevention, information, blogs, and resources."

(5) "Would you include my new book in your publications list? [*Identifying and Addressing Developmental-Behavioral Problems: A Practical Guide for Medical and Non-medical Professionals, Trainees, Researchers and Advocates.*] There are chapters on helping health care professionals and educators identify a range of problems in school-age children, including mental health problems, on and international initiatives, etc. Here's a link with a description <http://www.pedstest.com/thebook> . The book comes with a website in which links to programs and parenting information are live."

Note: Let us know about organizations and other resources we should link with; we will add relevant organizations to our listserv and our Gateway and add relevant resources to our Quick Finds. Send information to ltaylor@ucla.edu

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu