



ENEWS

A Monthly Forum for Sharing and Interchange



September, 2010 (Vol. 14 #12)

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



WHAT'S HERE THIS MONTH

****Emerging Concern:**

>Misdiagnoses of Attention Deficit Hyperactivity Disorder (ADHD) and Learning Disabilities (LD)

****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**

>September – Welcoming strategies for students & their families

****Other helpful Internet resources**

****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

****UCLA Center Update**

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



EMERGING CONCERN:

>Misdiagnoses of Attention Deficit Hyperactivity Disorder (ADHD) and Learning Disabilities (LD)

No one wants to misdiagnose children's problems. Yet significant attention to the degree of ADHD and LD misdiagnosis is just emerging.

While many professionals in schools have long been concerned that common behavior and learning problems manifested by students appear to misdiagnosed as symptoms of ADHD and LD, research on the matter has been given short shrift. Thus, despite cause-effect limitations, the findings of a study being reported in the *Journal of Health Economics* may raise widespread concerns.

Researchers at Michigan State University found that the youngest students in kindergarten are 60% more likely to be diagnosed with ADHD. They suggest that nearly 1 million children may have been misdiagnosed with ADHD, mainly because they're the youngest in their kindergarten class. Todd Elder, author of the Michigan State study, also notes that, in fifth and eighth grade classrooms, the youngest students were more than twice as likely to be on Ritalin. (Estimates indicate that about 4.5 million children have been diagnosed with ADHD in the U.S.)

As always, if you have something for sharing about this, please send it to ltaylor@ucla.edu

#####

NEWS FROM AROUND THE COUNTRY

Youngest in class get ADHD label

Recent research findings suggest significant numbers of students are being misdiagnosed as ADHD because teachers, pediatricians, and others involved in referring and diagnosing children with ADHD symptoms evaluate kids based on their grade rather than their age within a grade. 8/17/10

http://www.usatoday.com/news/health/2010-08-17-1Aadhd17_ST_N.htm

Chicago public schools crackdown on cyberbullies

New Student Code of Conduct means "cyberbullies" caught using cell phones or social networking websites to pick on classmates face mandatory suspension, possible expulsion and a police investigation. Studies suggest as many as 4 in 10 kids are targeted by bullies online. 7/29/10.

<http://www.suntimes.com/>

Helping Schools Address Bullying

The Massachusetts Education Department released a model anti-bullying plan that will serve as a template for schools, which under a new state law, must create bullying prevention plans by year's end. The plan outlines the requirements of the law and advises schools on how to comply with the new regulations. It also suggests precise wording for local policies. (Boston Globe, 08/25/10)

http://www.boston.com/news/education/k_12/articles/2010/08/24/mass_officials_set_anti_bullying_guidelines/

Schools report surge in homeless students

Nearly 1 million homeless students attended public schools in 2008-09, a 41% increase over the previous two years and another sign of how broadly the economic recess has stuck America. Advocates are asking Congress to provide at least \$140 million for homeless students next year. 7/31/10

http://www.usatoday.com/news/education/2010-07-31-homeless-students_N.htm

Telling schools that its graduates aren't ready

New York, like other cities, has made a considerable effort to improve its high school graduation rate – now 50%, up from 47% in 2005 – and push more of its students to enroll in college. But many of those students are stumbling in basic math and writing. This year, for the first time, the NY City Department of Education has sent detailed reports to all of its high schools, telling them just how many of their students who arrived at the city's public colleges needed remedial courses, as well as how many stayed enrolled after their first semester. 8/10/10 <http://www.nytimes.com/2010/08/10/education/10remedial.html>

Moving Away from Struggling Schools is Rare in Connecticut

More than 120,000 children are eligible to transfer from their struggling Connecticut schools to better schools this fall, but there's no mass exodus in the making. Many parents are finding that even when they try to transfer their children under No Child Left Behind provisions, neighboring schools often aren't performing any better - and if they are, they often don't have space for newcomers. Last year, only about 2% of eligible Connecticut students' parents requested a transfer. In the end, less than half of 1% changed schools. (Boston Globe, 08/22/10)

http://www.boston.com/news/education/k_12/articles/2010/08/22/school_transfers_rare_in_conn_under_no_child_law/

Schools paying for tutors with mixed track record

School districts across Texas are paying tens of millions of taxpayer dollars for private tutoring that has a mixed track record of improving student test scores. Since No Child Left Behind went into effect in 2002, Texas has never removed a provider from its list despite complaints from school districts and the state's own evaluation that found seven of the eight tutoring companies studied had no significant impact on student achievement. 8/9/10

<http://www.chron.com/disp/story.mpl/metropolitan/7145207.html>

Inexperienced companies chase U. S. school funds

With the Obama administration pouring billions into its nationwide campaign to overhaul failing schools, dozens of companies with little or no experience are portraying themselves as school-turnaround experts as they compete for the money. "This is like the aftermath of the Civil War, with all the carpetbaggers and charlatans," said Rudy Crew, a former NY City schools chancellor who has formed his own consulting company which uses a performance guarantee. 8/10/10

<http://www.nytimes.com/2010/08/10/education/10schools.html>

Given money, schools wait on rehiring teachers

As schools handed out pink slips to teachers this spring, states made a beeline to Washington to plead for money for their ravaged education budgets. But now that the

federal government has come through with \$10 billion, some of the nation's biggest school districts are balking at using their share of the money to hire teachers right away. They argue that big deficits are looming for the next academic year and they need to preserve the funds to prevent future layoffs. Los Angeles USD laid off 682 teachers and counselors and about 2,000 support workers this spring and could be forced to cut 4,500 more people next year. 8/18/10. <http://www.nytimes.com/2010/08/18/business/economy/18teachers.html>

Note: 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>

Among the sources used in gathering the above items are: the ECS e-clip at <http://www.ecs.org/e-clips> -- The Public Education Network (PEN) Newsblast at http://www.publiceducation.org/newsblast_current.asp – The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

@#@#@#

“True terror is to wake up one morning and discover that your high school class is running the country.”

Kurt Vonnegut, Jr

@#@#@#

RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)

Child, Adolescent, Young Adult Mental and Physical Health

>Victim strategies to stop bullying (2010) S. Black, D. Weinles & E. Washington. *Youth Violence and Juvenile Justice*, 8(2) 138-147.
<http://yvj.sagepub.com/content/8/2/138.full.pdf+html>

>Social connections, trajectories of hopelessness, and serious violence in impoverished urban youth (2010) S. Stoddard, et al. *Journal of Youth and Adolescence*, ePub.
<http://www.springerlink.com/content/1506122w10uquj08/>

>Loneliness, depressive symptomatology, and suicide ideation in adolescence: Cross-sectional and longitudinal analyses (2010) M. Lasgaard, L. Goossens & A. Elklit. *Journal of Abnormal Child Psychology* ePub.
<http://www.springerlink.com/content/f69232832p682367/>

>Adolescents' willingness to access school-based support for nonsuicidal self-injury (2010) N. Heath, et al. *Canadian Journal of School Psychology* 25(3) 260-276.
<http://cjs.sagepub.com/content/25/3/260.full.pdf+html>

>Running away from home: A longitudinal study of adolescent risk factors and young adult outcomes (2010) J. Tucker, et al. *Journal of Youth and Adolescence*, ePub.
<http://www.springerlink.com/content/d72615820756325r/>

>Screening and predicting posttraumatic stress and depression in children following single-incident trauma. (2010) R. Nixon, et al., *Journal of Clinical Child and Adolescent Psychology*, 39(4) 588-96.

<http://www.informaworld.com/smpp/content~content=a923392440~db=all~jumptype=rss>

School, Family & Community

>A training model for school, family, and community collaboration. (2010) T. Stinchfield & B. Zyromski. *The Family Journal* 18(3) 263-268.

<http://tfj.sagepub.com/content/18/3/263.full.pdf+html>

>The influence of school-based natural mentoring relationships on school attachment and subsequent adolescent risk behaviors. (2010) D. Black et al. *Health Education Research* ePub. <http://her.oxfordjournals.org/cgi/content/abstract/cyq040>

>Rethinking Response to Intervention at Middle and High School. (2010). L. Fuchs, D. Fuchs, & D. Compton. *School Psychology Review*, 39, 22-28.

>Neighborhood context and the development of aggression in boys and girls (2010) B. Vanfossen, et al. *Journal of Community Psychology*, 38(3) 329-349.

<http://onlinelibrary.wiley.com/doi/10.1002/jcop.20367/pdf>

>Adolescent fighting: Racial/ethnic disparities and the importance of families and schools (2010) R. Shetgirl, et al. *Academic Pediatrics*, ePub.

http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B94TX-50NY97Y-2-1&_cdi=56478&_user=4423&_pii=S1876285910001245&_origin=search&_coverDate=08%2F02%2F2010&_sk=999999999&view=c&wchp=dGLzVtb-zSkzk&md5=632f32a16c8d909d65af94ace2ffd27a&ie=/sdarticle.pdf

>“That could be me squishing chips on someone’s car,” How friends can positively influence bullying behaviors. (2010) S. Burns, D. Cross & B. Maycock. *Journal of Primary Prevention* ePub. <http://www.springerlink.com/content/u540m616551w2208/fulltext.pdf>

Policy, Systems, Law, Ethics, Finances & Statistics

>Where have all the children gone? The effects of the Justice System on America’s children and youth (2010) J. McLeigh & N. Sianko. *American Journal of Orthopsychiatry*, 80(3) 334-341. <http://onlinelibrary.wiley.com/doi/10.1111/j.1939-0025.2010.01037.x/pdf>

>Prevalence of DSM-IV disorder in a representative, healthy birth cohort at school entry: Sociodemographic risks and social adaptation (2010) A. Carter, et al. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49(7) 686-698.

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B987N-5046CT6-3&_user=4423&_coverDate=07%2F31%2F2010&_rdoc=1&_fmt=high&_orig=search&_origin=search&_sort=d&_docanchor=&view=c&_acct=C000059605&_version=1&_urlVersion=0&_u serid=4423&md5=5c908c283f29222c8b6a3bd9b1b9494c&searchtype=a

>A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents (2010) J. Durlak, R. Weissberg, & M. Pachan. *American Journal of Community Psychology*, 45(3-4) 294-309. <http://www.casel.org/downloads/ASP-Full.pdf>

>Circumventing the law: Students' rights in schools with police (2010) N. Bracy. *Journal of Contemporary Criminal Justice*, 26(3) 294-315.

<http://ccj.sagepub.com/content/early/2010/05/21/1043986210368645.abstract>

>Effects of childhood conduct problems and family adversity on health, health behaviors, and service use in early adulthood: Tests of developmental pathways involving adolescent risk taking and depression (2010) T. Herrenkohl, et al. *Developmental Psychopathology*, 22(3) 655-65.

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=7820016>

>Emergency response and the psychological needs of school-age children (2010) C. Woolsey & K. Bracy. *Traumatology*, 16(2) 1-6.

<http://tmt.sagepub.com/content/early/2010/05/04/1534765610365916.full.pdf+html>

>Proposal of a holistic model to support local-level evidence-based practice. (2010) S. Shahtahmasebi, et al. *ScientificWorldJournal*, 10 ePub, 1520-9.

http://www.thescientificworld.com/TSW/toc/TSWJ_ArticleLanding.asp?ArticleId=3566

>Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown. (2010). L.C. Moll. *Educational Researcher*, 39, 451-460.

http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3906/451-460_09EDR10.pdf

FYI: SafetyLit is a useful resource for abstracts related to injury prevention policy and practice <http://www.safetylit.org>

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 and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Ltaylor@ucla.edu

@#@#@#

Memo for supposedly collaborative partners: “What happened? We hear you went ahead and made some major decisions without us. (Perhaps we should sign this, Yours truly, Chopped Liver and Potted Plant?????)”

@#@#@#@#

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

September – Welcoming Strategies for Students and their Families

Spring and summer orientation programs to introduce students and families to their new schools and new teachers are a distant memory. Now reality sets in. “Where is room 301(a)?” “My locker combination doesn’t work!” “I thought I was going to be in the class with all my friends.” “What do you mean you don’t encourage parents of middle school students to sit in on the first day, we always did that in elementary school.”

And the transition problems are compounded by lots of system changes. With economic hardships have come large class sizes and the disappearance of some optional enrichment opportunities in many schools.

How do we maintain positive hopes, expectations, and engagement of students, families and school staff as the new school year progresses? Key facets of this involve building a “Learning Community” and a positive school climate.

A Learning Community is more than a technique for increasing test scores. It involves creating a psychological sense of community. It starts with well designed welcoming and social supports for new students, families, and staff as they arrive AND it calls for ensuring welcoming and social support every day thereafter. As the year kicks off, take a look at how well your school ensures an ongoing welcoming and socially supportive environment.

Then, look at how quickly the staff identify and how well they provide social, emotional, and academic supports for those who have not made a good initial adjustment to the school.

Ideas relevant to these matters can be readily accessed in our resource aid *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*.

The set of surveys addresses multiple areas of learning support. Taken together, they can guide efforts to develop a comprehensive system of learning supports from which a welcoming and supportive school climate can emerge. Take a look and see what you might want to add to your school

Surveys for 6 program areas and related system needs that constitute a comprehensive, multifaceted, and integrated approach to address barriers and thus enable learning. The areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). Access them at <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>

Also, see the school climate improvement guidelines and standards developed by the National School Climate Center (e.g., see <http://www.schoolclimate.org/guidelines/>).

If you have programs to welcome and support students, families and staff, let us know so others can learn from your work. Ltaylor@ucla.edu

Note: Anticipating major concerns that arise with regularity over the course of the school year is imperative. 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 home page at <http://smhp.psych.ucla.edu>

@#@#@#@#

Sign at the school entrance: “Welcome to our school: no weapons, no drugs, no unauthorized visitors, no pets, no skateboards, no cell phones, no bullying, no....no...no....”

@#@#@##@

OTHER HELPFUL INTERNET RESOURCES

>Tips for dealing with the Gulf Oil Spill – Tips for parents and teachers; the general public; emergency response workers – <http://samhsa.gov/disaster/traumaticevents.aspx>

>American Academy of Pediatrics. Strategies in Children’s Mental Health: A Chapter Action Kit – <http://www.aap.org/mentalhealth/mh2ch.html>

>Support for Military Children and Adolescents – <http://www.aap.org/sections/uniformedservices/deployment/index.html>

>Project LAUNCH (Linking Actions for Unmet Needs in Children’s Health): Promoting Wellness in Early Childhood – [Http://projectlaunch.promoteprevent.org](http://projectlaunch.promoteprevent.org)

>Find Youth Info – Online course: Implementation: Making an evidence-based program work for you; Evidence-based program directory; Map my community; Youth topics: positive youth development; youth funding agencies -- <http://www.findyouthinfo.gov>

>Youth Violence: General information; What’s new? Scientific resources -- <http://www.cdc.gov/violenceprevention/youthviolence/>

>Reconnecting young adults not working, not in school – <http://transitions2adulthood.com/>

>Teacher attrition and mobility – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010353>

>Dual enrollment: A strategy for educational advancement of all students – <http://www.blackboardinstitute.com>

>Changing the Odds for Student Success: What matters most – http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/ChangingtheOdds.pdf

>National Network on Youth Transition for Behavioral Health – <http://nnyt.fmhi.usf.edu>

>Family Voices – <http://www.familyvoices.org>

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

@#@@#

“The President came to our town to elicit our support. He arrived at 4:30 p.m. (rush hour) on Monday and left at 8:30 a.m. (rush hour) on Tuesday. For many, what was normally a 20 minute drive to work took 2 hrs as streets closed for the motorcade. A psychologist we know suggested that one impact of the President’s visit is that many folks are suffering from ‘Obama Trauma’.”

@#@#@#

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

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 to these, send it to ltaylor@ucla.edu

#####

UCLA Center Update

>**Collaborative Product with the National Association of School Psychologists (NASP)**

Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving from a two- to a three-component approach – a brief four page informative you might find helpful in sharing these important matters with busy school leaders and decision makers. [Http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf](http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf)

>**Expanding the New Directions for Student Support Initiative -- Outreach to Principals**

Our listserv outreach will expand from the current 12,000 on our regular list and 5,000 on our superintendent list to include a major outreach to school Principals. We have generated a principals’ list of about 15,000 and will use it to focus on strengthening learning supports at the school building. As always, we are looking for additional ideas on how best to disseminate and help busy school leaders move in new directions. Send your thoughts to Ltaylor@ucla.edu

>New Publication

Ensuring School Improvement Enables Equity of Opportunity in Volume 15, Number 3 of the F. M. Duffy Reports – [Http://smhp.psych.ucla.edu/publications/duffyreport.pdf](http://smhp.psych.ucla.edu/publications/duffyreport.pdf) (soon also to be online at <http://www.thefmduffygroup.com/publications/reports.html>)

>New Resource in Youth Culture Series

About Raves as a Youth Culture Phenomenon – Highlights the subculture and identifies subgroups, discusses the impact of this subculture and prevalent policy and practice efforts to address concerns <http://smhp.psych.ucla.edu/pdfdocs/youth/raves.pdf>

See the entire series of Information Resources on *Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning & Improve Schools* at <http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#fact>

>New Hot/Emerging Issue

Reporting on Teacher Effectiveness: the Discussion Heats Up – <http://smhp.psych.ucla.edu/ongoinghotissues.htm>

>THIS MONTH'S FEATURED CENTER RESOURCE

Networking through the Center's Practitioner's Listserv

The *Practitioners listserv* is a weekly email communication designed to allow practitioners concerned with the matters addressed by our Center to share their ideas and experiences and enter into a network interchange with us and others.

To see a copy of this week's posting, go to <http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner.pdf>

To sign up to receive this weekly posting, send an email to smhp@ucla.edu with your name and email address.

And, please let others know about this resource.

>BECOME PART OF THE CENTER'S CONSULTATION CADRE

Colleagues Helping Colleagues – The Consultation Cadre provides a network of individuals with expertise who provide responses to requests for information from colleagues. The Cadre is composed of professionals who have relevant experience related to addressing barriers to student learning and mental health in schools.

The Cadre functions in two ways:

(1) Each week the Center sends out a Practitioners' Listserv that includes requests for information sent to the Center from colleagues across the country. This listserv is sent to all Consultation Cadre members with an invitation to reply if they want to. (Even if they don't, the responses provided often are relevant to their own work.)

COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

Excerpts from responses to “Reporting on Teacher Effectiveness: The Discussion Heats Up”

(1) “Measuring year-to-year performance on high-stakes tests is an interesting concept. Would hate to be the teacher who got canned because all of his/her students had flat-to-no improvement due to a school shooting, flood, fire, death of the entire volleyball team in a van accident, etc. Would also hate to be the teacher who gently and expertly cured a student's elective mutism and got no bonus for that (other than the sure knowledge that s/he was a great teacher.) Why can't people realize that schools are a socializing agency (in addition to an educational body) organized within an environment that is not completely under the control of the classroom teacher? And that many of the decisions forced upon the classroom teacher are made by people who never have been or are no longer in the classroom to know what things are really like? It's not like counting bacteria under a microscope in a sterile lab! I suspect people think that high-stakes tests are pretty good if they are going to put that much confidence in the precision. The last time I looked at the standard error of a nationally-normed achievement test, it was roughly equivalent to about a semester. So, if the end of the year score put the student at grade level 3.5, then one could be about 68% sure that the true score was between grade level 3.0 and 4.0. Also, high stakes tests that have converted to a more difficult statistic to understand - something Rasch scaled for example - can present the numbers openly but hide what they really mean. Not said well.... Try again.... In our state, students receive a number based on their test performance. The number reflects the level of difficulty of material in terms of the probability of a student providing a correct answer to the question. The state reports scores for performance at a level where the student has a 50% chance of answering correctly(!) As an educator, I wouldn't call that "mastery". From my point of view, I'd like to see the standard for "having learned the material" set to about +1 standard error from the 50% level. But then, way too many of the students' scores would be viewed as "below standard". Politically, that wouldn't fly. So the state settled on the 50% level. Now, parents think the score reported reflects strong academic performance, not emerging skill level, because that is the score printed on the test results report. And explaining it all would just be too difficult, plus it would lead to dissatisfaction. In other words, getting a good "return on investment" from one score to another may miss the point that the overall level of performance is still substandard.”

(2) “Why be concerned about teacher effectiveness being "exposed?" Principals and Superintendents have been held accountable to the public for some time using student performance scores. No one defended the administrators who lost their jobs over low scores and now, it is not right for teachers to be held accountable? Right or wrong, if it is good for one level then it is good for all. I do not think the public is getting an accurate picture of education and certainly not accurate enough to impose severe sanctions against people or schools. In our state, the tests are not even monitored by anyone except the schools testing their own students. Does that seem like a valid system on which to base decisions that have catastrophic consequences? Broader and more reliable and valid data is needed if we are going to impose accountability of the NCLB order. The quick and least complicated fix is to do away with tenure laws and let the schools eliminate the poorer teachers. Quality teachers do not need tenure. It has certainly worked for administrators who do not have tenure.”

(3) “I read your email on the above topic and would like to offer my comment on the study. My wife taught for many years. During that time I continually observed the gross inadequacies of many of her peers. I observed many teachers not willing to go the extra mile for the benefit of their students. The information gathered in this study definitely

supports what I observed during my wife's teaching career but I must make the statement, or rather, ask the question " how much of this is learned behavior?" During my wife's career I also observed teachers that struggled with their frustration toward the school districts that did not allow for "out of the box" thinking. Sure they preached and promoted the notion but when it came down to it teachers were expected to adhere to the District curriculum policies which gave no room for "thinking outside the box" and when a teacher did they were quickly reeled back in to district policy. I recall several occasions where my wife was required to attend trainings with motivational speakers encouraging them to think out side the box and try new things but were discouraged by principles and district administration that teachers were to strictly adhere to written policy/standards. I feel that the school districts need to ease up on the focus of revenue generated through test scores and get back to allowing teachers to teach and not simply develop memorization skills in our children. I feel if teachers were given the freedom and support to truly be creative America wouldn't be one of the dumbest countries in the world. In closing, I think this is a study that was long over due and rather than criticize our teachers, who completely underpaid for the importance of what they do, we need to address the real problem and that is the direction our education system taken. The education system is so consumed by test scores that all the support is given to purchasing software and memorizing activities that it has lost sight of the importance of the teacher and what it means to be allowed to teach. Yes I do believe teachers should be held accountable as well but an unsupported employee has no loyalty, desire, or willingness to want to do better.”

If you have comments on this or other topics, please send them to us. Ltaylor@ucla.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>

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

