

**26 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**September, 2012 (Vol. 16 #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 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>**



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.**

**Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



### **WHAT'S HERE THIS MONTH**

**\*\*Responding After a Disaster Hits**

**\*\*Emerging Concern**

**>Common Core State Standards for Learning Supports**

**\*\*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**

**>September: Getting the school year off to a good start**

**\*\*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**



## RESPONDING AFTER A DISASTER HITS

Whenever a disaster or crisis event hits, the nation's heart goes out to the victims, and there is a great desire to help in any way feasible. School districts and schools have special roles to play as they extend their efforts to support students, families, and their communities.

For those needing additional guidance on what schools can do, we provide quick online access through our homepage. Go to <http://smhp.psych.ucla.edu> and click on the "Crisis Response" icon. Ready links are there, including specific guidance related to events such as a hurricane.

And for even more resources, see the Center's *Crisis Response Quick Find* – [http://smhp.psych.ucla.edu/qf/p2107\\_01.htm](http://smhp.psych.ucla.edu/qf/p2107_01.htm) . It includes, for example, a link to the 2005 Louisiana State Department of Education resource: *Creating and Maintaining Healthful Psychological Environments in the Aftermath of Disasters* <http://www.louisianaschools.net/lde/uploads/8043.pdf>

Finally, if you need any specific assistance that we may be able to provide, please let us know. Email: [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

## EMERGING CONCERN

### Common Core State Standards for Learning Supports

It is evident that the term Common Core State Standards is used widely as synonymous with curriculum improvement (<http://www.corestandards.org/> ). Focusing on curriculum standards certainly is necessary. However, with respect to improving and transforming schools, it is clearly insufficient. That is why the common core standards movement also is discussing model standards for teaching.

However, now being raised as a fundamental concern is the question: Why so little attention is being paid to the need for *common core standards for learning supports*? We believe there is a pressing need for such a set of standards. (See the Center's Policy Notes entitled: *Common Core State Standards and Learning Supports* <http://smhp.psych.ucla.edu/pdfdocs/comcorp.pdf> )

To propel this concern into action, we have expanded our new directions initiative to encompass development of such standards.

**Is this a concern you share?** If so, see the information about the initiative and the prototype for Common Core Learning Supports Standards and related indicators at <http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf>

If you aren't already part of the group working on this and would like to join, send an email to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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### About Labor Day

A day when we briefly pause from demonizing unions to enjoy mattress sales in their honor.

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## NEWS FROM AROUND THE COUNTRY

**Teen creates viral campaign to stop cyberbullies.** A 17 year old high school football team captain is using Twitter to fight cyberbullies and compliment his classmates, and much to his surprise, now people across the world are returning the favor. He created the “nice” Twitter account to lift spirits of classmates who had been bullied on another Twitter page. Similar “nice” pages have been created now around the Twin Cities in MN and the country. He is quick to shy from the spotlight, focusing on a mission other students believe has already changed the school. 8/17/12. [Http://www.usatoday.com](http://www.usatoday.com)

**MI Students sue school district for violating their ‘right to read’.** In a first of its kind lawsuit, students whose reading skills are below grade level are suing the state of Michigan and their school district. The class action lawsuit appears to signal a new wave

of civil rights litigation to enforce laws intended to boost academic achievement. According to state law, students who do not score satisfactorily on state reading tests in fourth or seventh grade “shall be provided special assistance” to bring skills to grade level within 12 months. 7/13/12. [Http://www.csmonitor.com](http://www.csmonitor.com)

**NJ Districts can't have round the clock code of conduct on students, court rules.** A northern New Jersey school districts' code of conduct that extended to off campus behavior was struck down by an appeals court that said the policy exceeded the authority give to local districts by the state. The case sought to ban students from extracurricular activities if they were charged with illegal activities, regardless of whether the alleged behavior occurred on school grounds. The policy was created to combat “the consumption, possession, and distribution of illicit drugs and alcohol by students” occurring outside of school property. 7/24/12 <http://nj.com/ledgerupdates>

**Detroit schools are the focus of a new intensive local, city, county state collaborative effort.** City, state, county and school leaders announced a comprehensive neighborhood revitalization initiative centered of making nine Detroit schools the hub of the community. The program will be piloted in a 10 block radius around one school in the Morningside neighborhood and will expand to cover neighborhoods surrounding eight other Detroit schools. Housing rehabilitation, blight removal, cleanup and beautification, placement of social workers in schools, demolition of dangerous buildings, lighting, recreation and maintaining safe routes to schools are among the components of the work to be undertaken by five state agencies, the city, the county, volunteers and nonprofit groups, neighborhood association, corporate and private partners, and the schools. 8/2/12. <Http://www.michigan.gov>

**New MA law gives expelled students more options.** Students who are suspended or expelled from Massachusetts schools will soon have more education options. Beginning in July 2012, school districts will have to provide expelled and suspended students with education opportunities, like alternative schools, tutoring or internet learning modules. According to the most recent data from the state's Department of Education, over 48,000 students received out of school suspensions in the 2010-2011 school year in Massachusetts. 8/10/12. <Http://www.boston.com>

**Homeless high school students in MI face new challenges.** Foreclosures, pay cuts and layoffs spurred by the economy have taken a huge toll. Students who either left home, got kicked out, were taken by Child Protective Services or orphaned are also plentiful. The state Attorney General designated \$25 million of \$790 million Michigan is expected to receive as part of a settlement with the nation's largest mortgage lenders for Children Made Homeless by Foreclosure. The funds will be used to help those children with needed services, including shelter, transportation, supplies and additional aid to help keep their education on track. The state still only receives \$2.4 million in federal aid for homeless students, despite going from 7,500 homeless students in 2007-08 to 31,000 last year. 8/11/12. <Http://www.sfgate.com>

**Population loss and the economy drive midwest school closings.** From 2006 through 2011, the midwest saw a net loss of 2,110 K-12 schools according to an analysis of U. S. Dept of Education data. The closings, which often see students moved to other buildings in a district, can affect home prices and businesses and often take an emotional toll on residents. School enrollment, and the pressure to open or close schools, follows larger demographic shifts. In the midwest, the number of people younger than 18 fell by 3 percent from 2000 to 2010 (U. S. Census). 8/2/12. [Http://www.usatoday.com](http://www.usatoday.com)

**School dress codes aren't just for students anymore.** The Wichita School District is just one of a growing number in the nation cracking down on teacher apparel. Jeans are banned in at least one elementary school in New York City. A school district in Phoenix is requiring teachers to cover up tattoos and excessive piercings. An several Arizona schools are strictly defining business casual. 7/17/12. [Http://www.usatoday.com](http://www.usatoday.com)

**IA Governor wants to virtually visit schools.** Iowa Governor said he and the Lt. Governor want to virtually visit as many Iowa classrooms as will have them this school year. The duo announced the "Skype Your School" campaign that encourages classrooms to sign up for a visit with the Governor and/or Lt. Governor. "...We believe it is important for students to be engaged with their elected leaders," the Governor said. 8/13/12. [Http://siouxcityjournal.com](http://siouxcityjournal.com)

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Quote from the story on: *Teen creates viral campaign to stop cyberbullies:*

"A nice word can go a long ways. We are a society looking for the positive. It's become Minnesota Nice, you know? I feel like that is what we are spreading."

Kevin Curwick

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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](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

## RECENT PUBLICATIONS (in print and on the web)

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

>Enhancing attributional style as a protective factor in suicide. Kleiman EM, Miller AB, Riskind JH. *J. Affect. Disord.*, 2012; ePub

<http://www.elsevier.com/locate/issn/01650327>

>Young children are intrinsically motivated to see others helped. Hepach R, Vaish A, Tomasello M. *Psychol. Sci.*, 2012; ePub <http://www.interscience.wiley.com/jpages/0956-7976>

>Self-determination: A buffer against suicide ideation. J.Bureau, et al. *Suicide and Life Threatening Behavior*, 2012; ePub. <Http://onlinelibrary.wiley.com>

>Explicit and implicit stigma towards peers with mental health problems in childhood and adolescence. Driscoll CO, et al. *J. Child Psychol. Psychiatry*, 2012; ePub <http://www.interscience.wiley.com/jpages/0021-9630>

>Hopelessness, defeat, and entrapment in posttraumatic stress disorder: Their association with suicidal behavior and severity of depression. Panagioti M, Gooding PA, Tarrrier N. *J. Nerv. Ment. Dis.* 200, 676-683. 2012; <http://www.jonmd.com/>

>The effects of cumulative risk and protection on problem behaviors for youth in an urban school-based system of care. Whitson ML, Bernard S, Kaufman JS. *Community Ment. Health J.* 2012; ePub. <http://www.springerlink.com/content/1573-2789/>

### School, Family & Community

>Relationships between bullying school climate and student risk behaviors. Klein J, Cornell D, Konold T. *School Psychol. Q.* 2012; ePub. <http://www.apa.org/journals/spq/>

>Promoting Academic Success through Student Engagement. M. Alvarez & A. Frey *Children Schools* 34, 1-2, 2012; <http://cs.oxfordjournals.org/content/34/1.toc>

>The Effects of Cumulative Risk and Protection on Problem Behaviors for Youth in an Urban School-Based System of Care. M. Whitson, et al. *Community Mental Health Journal.* online; 2012; <http://www.springerlink.com/content/034x753202516962/fulltext.html>

>Dynamics of Teacher-Student Relationships: Stability and Change Across Elementary School and the Influence on Children's Academic Success. J. Spilt, et al. *Child Development*, 83, 1180-1195, 2012; <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2012.01761.x/abstract>

>Crisis intervention team (CIT) programs in rural communities: A focus group study. Skubby D, et al. *Community Ment. Health J.* 2012; ePub <http://www.springerlink.com/content/1573-2789/>

>Goal setting and self-efficacy among delinquent, at-risk and not at-risk adolescents  
Carroll A, Gordon K, Haynes M, Houghton S. *J. Youth Adolesc.* 2012; ePub  
<http://www.springerlink.com/content/1573-6601/>

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

>Child abuse awareness and reporting in schools. L. Hines & R. Brown. *NASN School Nurse*, 27(3) 122-124.2012; [Http://nas.sagepub.com](http://nas.sagepub.com)

>High school dropouts: Interactions between social context, self-perceptions, school engagement, and student dropout. A. Fall & G. Roberts. *Journal of Adolescence*, 35, 787-798. 2011; <http://dx.doi.org/10.1016/j.adolescence.2011.11.004>

>The mechanisms that associate community social capital with post-disaster mental health: A multilevel model. Wind TR, Komproe IH. *Soc. Sci. Med.* 2012; ePub.  
<http://sciencedirect.com/science/journal/02779536>

>The role of individual correlates and class norms in defending and passive bystanding behavior in bullying: A multilevel analysis. Pozzoli T, Gini G, Vieno A. *Child Dev.* 2012; ePub. [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8624](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8624)

>Help-seeking for suicidal thoughts and self-harm in young people: A systematic review  
Michelmore L, Hindley P. *Suicide Life Threat. Behav.* 2012; ePub  
<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291943-278X>

>Toward the way forward: The national children's disaster mental health concept of operations M. Schreiber, et al. *Disaster Medicine Public Health Preparation*, 6(2) 174-181. 2012; [Http://www.dmphp.org](http://www.dmphp.org)

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](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto: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](mailto:Smhp@ucla.edu)

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If a train station is where the train stops, and a bus station is where the bus stops,  
what is a work station?

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

### **September – Getting the School Year Off to a Good Start**

#### **INVEST NOW . . . OR PAY LATER!**

Some students experience difficulties adjusting to new classes (content and standards), new schools, new teachers, new classmates, etc. It is particularly poignant to see a student who is trying hard, but is disorganized and can't keep up.

Over the first few weeks, teachers realize quickly who has and hasn't made a good adjustment to their classroom and to 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 learning difficulties. What appears as a school problem may be the result of problems at home.

The first month is the time to be proactive. 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.

For more, see the following Center resources:

- >*Is the School Year Off to a Good Start?*  
<http://smhp.psych.ucla.edu/pdfdocs/goodstart.pdf>
  
- >*Addressing School Adjustment Problems*  
<http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>
  
- >Back-to-School Anxiety  
<http://smhp.psych.ucla.edu/pdfdocs/backtoschanx.pdf>
  
- > *Personalizing Learning and Addressing Barriers to Learning*  
<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

If you have identified problems getting the school year off to a good start, let us know so we can guide you to helpful resources. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

*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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*Choose a job you love, and you will never have to work a day in your life.*

Confucius

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## OTHER HELPFUL INTERNET RESOURCES

- >Is Retaining Students in the Early Grades Self-Defeating? –  
[http://www.brookings.edu/research/papers/2012/08/16-student-retention-west?cid=em\\_alert](http://www.brookings.edu/research/papers/2012/08/16-student-retention-west?cid=em_alert)
  - >IL state Board of Education, *Comprehensive Learning Supports* –  
<http://www.isbe.net/learningsupports/default.htm>
  - >Treatment of Children with Mental Illness –  
<http://www.nimh.nih.gov/health/publications/treatment-of-children-with-mental-illness-fact-sheet/index.shtml>
  - >Expanding Time for Learning: Inside and Outside the Classroom –  
<http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Documents/Expanding-Time%20for-Learning-Both-Inside-and-Outside-the-Classroom.pdf>
  - >Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School. GAO-12-594, July 12. –  
<http://www.gao.gov/products/GAO-12-594>
  - >America’s Children in Brief: Key National Indicators of Well-Being –  
[http://www.childstats.gov/pdf/ac2012/ac\\_12.pdf](http://www.childstats.gov/pdf/ac2012/ac_12.pdf)
  - >Resources for Parents and Families, U.S. Department of Education –  
<http://www.ed.gov/parent-and-family-engagement>
  - >School Turnaround Learning Community –  
<http://www.schoolturnaroundsupport.org/>
  - >Compulsory School Attendance: What Research Says and What It Means for State Policy --  
<http://www.brookings.edu/research/papers/2012/08/01-education-graduation-age-whitehurst-whitfield>
- 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](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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*I’m a great believer in luck, and I find the harder I work, the more I have of it.*

Thomas Jefferson

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## INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORT

The new directions initiative has been expanded to encompass development of *Common Core State Standards for Learning Supports*. See the announcement at <http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf> .

In response to the announcement, we were contacted immediately about doing a Blog for *Education Week --Teacher* and they put it right up – see [http://blogs.edweek.org/teachers/living-in-dialogue/2012/08/learning\\_supports\\_the\\_missing\\_.html](http://blogs.edweek.org/teachers/living-in-dialogue/2012/08/learning_supports_the_missing_.html)

Then there was a flood of comments expressing support and interest. We have heard from superintendents, school board members, principals, teachers, support staff, community agency staff, university professors, and more. Abstracted below are three typical responses:

>“I greatly appreciate your analysis and development of the need for a comprehensive big picture approach to addressing student learning! For my entire career we continue to miss the boat by addressing separate, critical issues in isolation, never putting them together in a cohesive master plan. I now work with school counselors in the Office of College and Career Readiness at the State Department of Elementary and Secondary Education. From your mental health perspective, you have captured the essence of our education challenge. Congratulations! I am sharing this review with my entire office.”

>“Your email was timely as I just finished working with our Administrative team to plan the role out of the Common Core State Standards for our Unified School District. I am very interested in being part of your collaborative work group.”

>“I am working with two high performing districts, so it is interesting they have nothing published for learning supports standards let alone common core. They are in the process of writing standards for social and emotional learning to be integrated with their common core standards. Attached are the published AISD SEL standards, in case you are interested to see them, even though they are not standards for learning supports.”

**Anyone interested in participating is welcome to provide input.** The next steps are:

- (1) Send any school, district, and state department examples of learning supports core standards to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

(With respect to standards delineated for specific professional groups or organizations, please indicate which facets are common to all who are concerned with learning supports as contrasted with those standards that are unique to the particular profession/organization.)

- (2) Send feedback and specific modifications (deletions, rewordings, additions, etc.) and any supporting references using the prototype of learning supports standards as a starting point. The prototype standards and a set of related indicators, are online at – <http://smhp.psych.ucla.edu/pdfdocs/comcorannounce.pdf>

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*It's a recession when your neighbor loses his job;  
it's a depression when you lose your own.*

Harry S. Truman

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## **UCLA CENTER DEVELOPED RESOURCES UPDATE**

### ***New Practice Notes Series for Teachers:***

One of the district learning support directors in the AASA/Scholastic/UCLA collaborative raised the following:

“In working with our teachers to strengthen learning supports in the classroom, they asked if we would prepare some brief learning supports practice ideas for responding immediately to common problems. Can you provide some examples to get us started?”

The request underscored for us that a good way to enhance teacher understanding of learning supports is to address a specific concern needing an immediate response *in the classroom*. Given this, we have begun to draft a new series of practice notes focused on daily classroom dilemmas teachers experience and some initial ways to deal with such concerns. The emphasis is on engaging and re-engaging students in classroom learning. This series can help augment professional development by providing a stimulus for discussion by teachers and other staff and orient a school to the value of developing a unified and comprehensive system of learning supports.

Here are the first ones drafted in this **Learning Supports Practice Series for Teachers:**

#### ***Classroom Problems: What Can I Do Right Away?***

- >Bullying – <http://smhp.psych.ucla.edu/pdfdocs/bullypn.pdf>
- >Disengaged Students – <http://smhp.psych.ucla.edu/pdfdocs/disengpn.pdf>
- >Fidgety Students – <http://smhp.psych.ucla.edu/pdfdocs/fidgetypn.pdf>
- >Homework Avoidance – <http://smhp.psych.ucla.edu/pdfdocs/homeworkpn.pdf>
- >Students in Distress – <http://smhp.psych.ucla.edu/pdfdocs/distresspn.pdf>
- >Minimizing Referrals out of the Classroom –  
<http://smhp.psych.ucla.edu/pdfdocs/referralspn.pdf>
- >Addressing Neighborhood Problems that Affect the School –  
<http://smhp.psych.ucla.edu/pdfdocs/neighborpn.pdf>

### ***New Information Resource***

We are often asked how we are working to prepare the next generation of leaders in order to sustain a focus on new directions for learning supports. One way is through the courses

we teach, and the work we do across the country. Another facet is our work with university students assisting in our Center. Recently, one of our students, guided by her interest in the topics, took the lead in producing a brief guide that augments the Center’s resources for parents and teachers.

*Questions Parents Ask and Some Concerns About Attention Deficit Hyperactivity Disorder (ADHD)* – <http://smhp.psych.ucla.edu/pdfdocs/adhdpar.pdf>

This resource discusses questions and concerns to enhance parents understanding. The questions addressed are: (1) What do I do if my child is having problems at school? (2) How do I know if it is ADHD? (3) What is the best intervention for ADHD? (4) What kind of help is available at school?

With reference to these questions, the brief document stresses that parents need to be aware of major concerns related to diagnosis, medication, and behavior control strategies.

***Featured Center Resource***

**>Sharing information and resources**

In launching the National Initiative for New Directions for Student Support, we were joined by over 30 organizations. This network of national and state organizations has been productive in sharing information and resources. Here is the most recent example of what we are asked to share:

**From the National Association of School Psychologists:**

“I wanted to let you know that NASP has recently released a new bullying prevention document, *A Framework for School-Wide Bullying Prevention and Safety* -- [http://www.nasponline.org/resources/bullying/Bullying\\_Brief\\_12.pdf](http://www.nasponline.org/resources/bullying/Bullying_Brief_12.pdf)

The purpose of the document is to provide school leaders, policymakers, and practitioners guidance on implementing bullying prevention within a broader school safety and positive conditions for learning framework. This resource builds on NASP’s position statement on bullying and includes background information, guiding principles, and steps to prevent bullying within a comprehensive, integrated system of school safety and learning supports. The three-component model is specifically referenced. The goal is to help schools get beyond general policy language to research-based implementation of sustainable practices that do not rely solely on narrowly focused programs.”

**Anyone with free resources to share can send the info to us for sharing with the field.**  
Email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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## 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](mailto:ltaylor@ucla.edu)

## COMMENTS & SHARING FROM THE FIELD

This month we were asked to share the following:

(1) “I wanted to send over a new publication from our colleagues at Ready by 21, an issue brief on the Common Core Standards and what they mean for out-of-school time. Considering your work with the Common Core Standards I think this would be of great interest to you and we hope you will share it with your networks. Here is a link and blurb you are welcome to use:

*The Common Core Standards: What do they Mean for Out-Of-School Time?*  
<http://forumfyi.org/content/out-school-time-pol-11>

The Common Core State Standards are front and center on the national stage as states, districts, schools and teachers prepare for their rollout over the coming two to three years. Many out-of-school time programs are trying to figure out what exactly the standards cover, and whether and how they can support schools and districts in implementing them. The Common Core is emerging just as calls for expanded learning opportunities and collective action across schools and community partners are growing. The OST field has a window to assert itself as a necessary part of children’s development and education. In doing so, the goal need not be to replicate the core work of schools but rather to complement, support and expand it. This new brief from the Forum for Youth Investment describes the Common Core, shares examples of OST programs and systems responding, and recommends how the OST field might think about alignment opportunities.”

(2) “Thought you might be interested in the new ASCD School Improvement Tool. Free, fast, and online, the tool is designed as a needs assessment and perception inventory across indicators of the five tenets of the ASCD Whole Child Initiative and components of school improvement. The tool provides individual, school wide, and even district wide data for each tenet (healthy, safe, engaged, supported, and challenged), the components of school climate and culture, curriculum and instruction, leadership, assessment, family and community engagement, and professional development and staff capacity, plus the sustainability of these efforts. A video gives you a quick overview of how it works and why a school or district might want to use it.

Please know that your work and leadership (along with others) influenced the development of this resource and we are thrilled to share it with you. Take a look, use it yourself, share it with others, and please let me know what you think!”

<http://sitool.ascd.org/Default.aspx>

(3) “I just wanted to share this upcoming conference. This group has been active for about 25 years in Texas, but their growth has been very slow. They are a dedicated group – *Nurturing Connections for Young Children: First annual early childhood mental health and wellness conference*. October 11-12 in San Antonio, TX. [Http://taimh.org](http://taimh.org)

(4) “Our team at the Sun Life Financial Chair in Adolescent Mental Health, located in Halifax Nova Scotia, have developed some materials that may be of some interest to you. Chaired by Dr. Stan Kutcher, we've created the ‘Mental Health & High School Curriculum Guide’ which provides a complete set of educational tools to increase the understanding of mental health and mental disorders among both teachers and students. This Curriculum is being implemented in school boards across Canada, with this comes a teacher training program - which is also being developed in to provincial school boards. For more information of our other materials, visit <http://teenmentalhealth.org/>

(5) “Please forward this link to wonderful videos of teachers managing common behavior problems in class. <http://www.teachingminute.com/>”

### **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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [smhp@ucla.edu](mailto:smhp@ucla.edu)