

**Happy New Year!**



## **A Resource for Information, Sharing, and Interchange**

**January 2017 (Vol. 21 #4) – 30 Years & Counting**

*Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on these and other related matters.*



**We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**



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

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

#### **\*\*Emerging Imperative**

**>2017 -- The Year to Begin Transforming Student and Learning Supports**

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

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

**> January: Re-engaging Students**

#### **\*\*National Initiative for Transforming Student & Learning Supports in 2017**

#### **\*\*UCLA Center Resources Update**

#### **\*\*Access links about:**

**>Upcoming initiatives, conferences & workshops**

**>Upcoming and archived webcasts, video, and online professional development**

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

#### **\*\*A few other helpful resources accessible from the internet**

#### **\*\*Additional 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**

## ***EMERGING IMPERATIVE***

### **2017 – The Year to Begin Transforming Student and Learning Supports**

With school choice a continuing emphasis, every local public school needs to be a truly competitive choice. Key to this is transforming current systems to better address barriers to learning and teaching and re-engage disconnected students and families. While such systemic change is challenging, the Every Student Succeeds Act provides the opportunity for states, districts, and their schools to strengthen this essential facet of school improvement in ways that enhance equity of opportunity based on local needs.

The school choice competitive climate calls for greater attention not only to improving student and learning supports, but to social marketing the changes in major ways. And social marketing includes ensuring that stakeholders in the community experience the changes and those at the school feel welcomed and supported.

For some thoughts about these matters, see

>*Every Student Succeeds Act: Planning is an Immediate Task, But . . . Addressing Barriers to Learning is the Pressing Imperative*

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter17.pdf>

>*Social Marketing as a Spiraling Facet of Program and Systemic Change*

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

>*Welcoming Strategies for Newly Arrived Students and Their Families*

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

For more on this imperative, see the information in this ENEWS about the national summit our Center is convening.

*To share your comments about all this, send them to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)*

\*\*\*\*\*

## ***NEWS FROM ACROSS THE COUNTRY***

**Funding for school programs not based on need.** Many of the programs intended to help students in Idaho's public schools are not funded based on need or actual costs, state evaluators found in a new report released Monday. The state's nonpartisan Office of Performance Evaluations also found that the state lacks information on the total amount of money spent on these 22 programs at the school district and charter level. The programs, which include literary proficiency, gifted and talented, academic advisers and others, totaled \$165 million in state funding for fiscal year 2017. Idaho's special education program was particularly singled out in the report because of its multiple funding issues. Evaluators identified \$294 million in federal and state funding related to special education students between 2014 and 2015, yet nearly 30 percent of the funding was not documented in statewide financial reports in that same timeframe. 12/12/16

[http://www.richmond.com/news/ap/article\\_0fb1b111-5d29-5138-906d-7bdae9fe35bf.html](http://www.richmond.com/news/ap/article_0fb1b111-5d29-5138-906d-7bdae9fe35bf.html)

**Report highlights challenges at some schools.** A Chicago Board of Education report shows some well-off families have scammed to get their kids into selective-enrollment schools and that some school administrators have concealed dropouts to boost attendance and graduation rates. The Inspector General's annual report comes after Chicago Public Schools has increased consequences for anyone cheating to get into selective-enrollment programs and has tightened criteria for counting transfers. Administrators at one Chicago high school have falsely recorded hundreds of students who were absent, missing or had dropped out as transfers to home-school programs for years. 12/14/16

[http://www.richmond.com/news/ap/article\\_6963ded4-8c33-5ab5-837a-56ca1b62d893.html](http://www.richmond.com/news/ap/article_6963ded4-8c33-5ab5-837a-56ca1b62d893.html)

**Spending more on education really does make a difference.** According to a new study by the National Bureau of Economic Research, states that revised their education financing systems to increase investments in poor districts saw more academic improvement than states that maintained their funding status quo. This finding counters previous analyses that have argued more money doesn't affect student outcomes. The new study comes at a time when options to redirect federal and state dollars away from struggling schools through vouchers and school choice may soon be considered. <http://www.nber.org/papers/w22011>

**In some states, a tug of war over ESSA plans.** Now that states are moving to take on new authority over K-12 policy under the Every Student Succeeds Act, skirmishes are breaking out in several states over who's in charge. (12/13/16)  
<http://www.edweek.org/ew/articles/2016/12/14/in-some-states-a-tug-of-war.html>

**Documenting the strength of their community.** Low-income communities are often depicted as relentlessly bleak or defined almost exclusively by their weaknesses. Oak Grove-Bellemeade (VA) has more than its share of challenges. But eight middle and high school students who attended Oak Grove-Bellemeade Elementary School undertook a video project that focused on that South Richmond community's strengths. During the past year, in partnership with the sociology department and ALT Lab at Virginia Commonwealth University and Groundwork RVA, this "Green Team" learned film making from the ground up. Their primary interview subjects were four successful individuals who had grown up in their community and moved on to high achievement. With the video done, the Green Team is working on inventing board games that tackle such issues as food deserts, stereotyping and environmental issues. Their ambitions include a recycling program, a community garden or an urban farm program, all reflections of the influence of Groundwork RVA, which cultivates budding young conservationists to create greener, cleaner urban communities. 12/15/16  
[http://www.richmond.com/news/local/michael-paul-williams/article\\_11ba6ab8-8fa5-503b-9abd-63474f3f35c1.html](http://www.richmond.com/news/local/michael-paul-williams/article_11ba6ab8-8fa5-503b-9abd-63474f3f35c1.html)

**School district provides scholarships to attract teachers.** A Bethel (AK) school district struggling to retain teachers is offering to help fund college educations as a recruitment tool to get more teachers in its classrooms, particularly those from the area who are familiar with the local culture. The district is offering scholarships to high school graduates or residents of the district seeking a college degree in education. For every year the student receives a \$2,000 to \$4,000 scholarship, they owe a year of teaching at a district school. The district will pay a student's full tuition if they attend the University of Alaska Fairbanks. The district has about a 15 percent turnover rate for teachers, which means it needs to fill about 60 to 70 positions each year. To reduce last year's shortage, LKSD representatives attended more than 90 job fairs across the U.S. 12/16/16 <http://kyuk.org/>

**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).

@##@##

Youth is when you're allowed to stay up late on New Year's Eve.  
Middle age is when you're forced to.

Bill Vaughn

@##@##

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

### January: Re-engaging Students

By this point in the school year, school staff and students know that for some students "it isn't working." Common among the laments heard:

- *They could do it if they only wanted to!!!*
- *These are smart kids, but they just won't do the work!*
- *If he survives childhood and adolescence, he'll probably be a very successful adult!*

Some of these students are passively disengaged and seemed bored or burned out; others are actively disconnected – often to the point of acting out at school or not attending. Disengaged students reflect low and negative intrinsic motivation and tend to have a negative effect on staff intrinsic motivation. That is, staff feel discouraged when experiencing a lack of success with students. The failure threatens feelings of competence and self determination and too often disconnects staff from kids who need help.

Now is a time for mid-course corrections to turn this all around. A time to think how to do some things differently to get results. As Winnie the Pooh says (while Christopher Robin is dragging him by his heel downstairs and his head is bumping on each stair), "I think there is a better way to do this if only I could stop bumping long enough to think of it."

This is the time to stop bumping and try to re-engage students who have become disengaged from classroom learning (and often are finding disruptive and inappropriate ways to spend their time.) While the initial focus may be on a particular student, think of that student as one of a type who experiences learning or relationship problems and how changes in strategy would benefit similar others.

A first step is for student support staff and teachers to establish the kind of working relationship with these students that is built on understanding the causes for students' lack of engagement and difficult behavior. Ask WHY? Why are some students not engaged in classroom learning? Why are they misbehaving? Real pathology as the cause is relatively rare. Factors away from school can be barriers, but some of the common school-related reasons are:

- not experiencing sufficient success in learning, so they give up;
- not having a good relationship with the teacher, so they react/resist;
- not having connected with a supportive group of friends, so they feel isolated/alienated.

Worse yet, a few students may be experiencing a lack of success related to all three matters. Any of the above can set a negative cycle into motion. And, once students have a negative image and reputation, we are all in trouble.

#### ***Some Things to do***

*1. Individual Conferences:* Schools need to assist teachers at this time of year by facilitating time for them to conference individually with each student who has been having problems. In some cases, the student's parents need to be included. The focus is on how to use the time before and through the winter break as a period for renewing positive relationships and re-engaging the student in classroom learning. Student support staff can play a role in arranging such conferences and then covering the teacher's class while the teacher holds the conferences. The discussions should cover (a) why there has been a problem (without getting into a "blame-game"), (b) exploring some new ways that the student thinks could make things better for all concerned, and (c) arriving at some mutual agreements (not one-way "contracts").

*2. Immediate Opportunities for Change of Image:* For students who have acquired a negative reputation, it is critical to develop some immediate opportunities for them to take on some attractive,

positive roles (e.g., team captain, special monitor, photographer for the school newspaper, part of the design group for the school's website).

3. *Add Some Extra Caring Support:* Use volunteers, aids, and/or other students to provide additional support to these specific students. Make certain the tone is one of caring not censure and that the support provides real opportunities to discover the value of learning and not another monitoring device.

4. *Do more to account for individual differences:* Focus on differences in both motivation as well as capability in designing learning opportunities and then implementing them in ways than enhance intrinsic motivation for ongoing learning at school. Accommodations may be needed with respect to the physical arrangement of the classroom, presentation of material, workload and nature of feedback, and more

5. *Positive Activities When Not in School:* Focus on connecting the student with intrinsically motivating activities and projects. These should be ways to build on the new classroom activities that have been designed to re-engage the student. Such activities can consolidate something that has been learned recently or lay a foundation for future learning (e.g., school reading and writing projects). Examples include involving students in (a) carrying out special roles related to holiday events, (b) taking pictures while on trips to special places and later bringing them to school to include in learning activities (e.g., writing stories), (c) choosing videotapes that teach as well as entertain, and so forth.

5. *Keep Making Them Feel Cared About and Positively Special:* Teachers and support staff need to keep taking special steps to bond with these students and help them re-engage in positive activities and learning. Again, use volunteers, aids, and/or other students to provide extra support.

#### 6. *KEEP IT UP UNTIL IT PAYS OFF*

*Some points about students who haven't made a good relationship with teachers and are reacting/resisting.* Making a positive, caring connection with such students is essential. So what creates these protective bonds?

- There must be opportunities for young people to be involved in their families, school and communities in meaningful, developmentally appropriate ways – to make a real contribution and feel valued for their efforts and accomplishments.
- For young people to take advantage of those opportunities, they need the social, cognitive, emotional and behavioral skills to be successful. Finally, young people need recognition for their involvement . . . ."

Building a strong, positive relationship with difficult students is a challenge. Looking for the strengths, building on the competence, and re-establishing relationships of mutual respect is best achieved when support staff and teachers work as a team. Support staff often have the opportunity to get to know these students and can take the lead in helping others see what is "special" in a student who hasn't yet made good connections with teachers and school staff.

*Some points about students who haven't found a supportive group of friends and feel isolated/alienated.* For many students there is nothing as important in school as the social dynamics:

*Who's in and who's out? Who is my friend? Who likes me and who do I like?*

While schools focus on cognitive skills, they too seldom address the development of social and emotional skills. There are programs and curriculum designed for this important area of development, but every day there are natural opportunities for schools to enhance students' positive relations with each other. In class, during breaks, before and after school, during lunch, at student activities, in the community.

(cont.)

This is the time of year to consider how the school is promoting social and emotional development and to plan ways to enhance the focus on such matters as:

- cooperative learning and team play
- students as leaders at school
- groups of students engaged in project learning
- students involved in service learning in the community
- same-age and cross-age peer contact

Some students need just a bit more help in connecting with other students in a positive way. Teachers working with student and learning supports staff can create a range of opportunities both inside the classroom, school-wide, and in the neighborhood to address these problems.

For resources related to re-engaging students, see the center’s online clearinghouse Quick Finds on:

>Engagement/Re-engagement (Motivation) – <http://smhp.psych.ucla.edu/qf/motiv.htm>

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

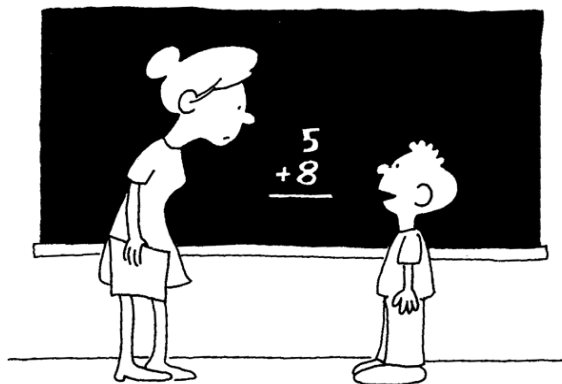
>Response to Intervention – <http://smhp.psych.ucla.edu/qf/responsetointervention.htm>

**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>

@##@##

I was going to quit all my bad habits for the new year,  
but then I remembered that nobody likes a quitter.

@##@##



GOSH, MRS. THOMPSON, I WAS READY TO LEARN MATH YESTERDAY. TODAY I'M READY TO LEARN TO READ.

## **NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS\***

### **2017 – Every Student Succeeds Act: Planning is an Immediate Task, But . . . Addressing Barriers to Learning is the Pressing Imperative**

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter17.pdf>

**(1) National Summit.** To kick off the initiative for 2017, later in January we are convening a group of about 75 education leaders from across the country who want to explore using the transition to ESSA in innovative ways to improve student and learning supports. Among those attending will be leaders from the U. S. Department of Education, from state departments of education, from county and regional offices of education, from districts (large/small, urban/rural), from schools, and other institutions. In February, we will share a report from the summit with recommendations and actions steps and facilitate implementation efforts.

**(2) Analyzing Plans related to the Every Student Succeeds Act (ESSA).** We continue to explore ESSA related planning by states with respect to how they address barriers to learning and teaching and ways to re-engage disconnected students. We are especially interested in whether they focus on moving schools forward to unify and then develop a comprehensive and equitable system of student and learning supports. See our initial brief reports:

- >ESSA, Equity of Opportunity, and Addressing Barriers to Learning — <http://smhp.psych.ucla.edu/pdfdocs/feb23announce.pdf>
- >Using ESSA to Transform Student and Learning Supports — <http://smhp.psych.ucla.edu/pdfdocs/may2016essa.pdf>
- >ESSA State Consolidated Plans: Rethinking MTSS to Better Address Barriers to Learning – <http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>
- >Bullying As Another Symptom of the Need for ESSA Planning to Focus on Transforming Student and Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/bullyessa.pdf>
- >Starting to Plan for ESSA? Have You had a Critical Dialogue About Advancing Equity of Opportunity? – <http://smhp.psych.ucla.edu/pdfdocs/discussequity.pdf>
- >ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports? — <http://smhp.psych.ucla.edu/pdfdocs/accountrep.pdf>
- >Piecemeal Policy Advocacy for Improving Schools Amounts to Tinkering and Works Against Fundamental System Transformation – <http://smhp.psych.ucla.edu/pdfdocs/tinkering.pdf>
- >Preparing for ESSA? Start by Reviewing the Analyses of What's been Wrong with School Improvement Efforts – <http://smhp.psych.ucla.edu/pdfdocs/markrev.pdf>

\*For more information on all this, we refer folks to the webpages for the initiative <http://smhp.psych.ucla.edu/newinitiative.html> .

### **LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT AND LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .



@#@#@#

Change is the law of life. And those who look only to the past or present are certain to miss the future.

John F. Kennedy

@#@#@#

## **UCLA CENTER DEVELOPED RESOURCES – UPDATE**

### **New**

>Addressing Student Athlete Anxiety – <http://smhp.psych.ucla.edu/pdfdocs/athlete.pdf>

>About Student Sleep Deprivation – <http://smhp.psych.ucla.edu/pdfdocs/sleep.pdf>

**School Practitioner Community of Practice Interchange: Weekly Listserv**  
<http://smhp.psych.ucla.edu/practitioner.htm>

>Opportunities for students to outreach to others all year long

**Note:** The latest School Practitioner and archived previous ones are on our website at <http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)  
Follow-up exchanges are posted on the Center website's Net Exchange – <http://smhp.psych.ucla.edu/newnetexchange.htm>

### **Recently Featured Center Resources**

> **Resources on Youth Development** – See our online clearinghouse Quick Find on youth development – <http://smhp.psych.ucla.edu/ql/youthdev.htm>

There you will find resources from our Center and from many others.

Here are a few on this topic from our Center

>About Promoting Youth Development in Schools – <http://smhp.psych.ucla.edu/pdfdocs/yd.pdf>

>Service Learning in Schools – <http://smhp.psych.ucla.edu/pdfdocs/service.pdf>

>Promoting Youth Development and Addressing Barriers –

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall99.pdf>

### **ACCESS LINKS ABOUT:**

>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)



## OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- > *Let's Talk about Racism in Schools* – <http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Let's-Talk-about-Racism-in-Schools.aspx>
- > *Mentoring's Promise and Limits* – [https://www.theatlantic.com/education/archive/2016/12/why-some-mentors-fail/510467/?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.theatlantic.com/education/archive/2016/12/why-some-mentors-fail/510467/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
- > *A Quiet Education Revolution Worldwide Is Giving Kids the Skills to Be 21st-century Citizens* – [http://qz.com/845834/a-stealthy-education-revolution-worldwide-is-giving-kids-the-skills-to-be-21st-century-citizens/?mkt\\_tok=eyJpLjoiT0ROa04yRTJNa1JoTW1OayIsInQiOiJZdW1wMVF1bzU2eVNVdXZQTk1GUlXJdCw1kb2pIaWk2UWljSzZac3VsNVFjb0R0QcWFca0Q5U2t2UTVNNNGerbXJ4OXpJWk1pbHpXbk93VmJ1dTJzdFphcGJpQzVcLzJWVGdtYU16REN4T2pla2lrN0pGY1IwN3NTczhCRGphTFFmSUMifQ%3D%3D](http://qz.com/845834/a-stealthy-education-revolution-worldwide-is-giving-kids-the-skills-to-be-21st-century-citizens/?mkt_tok=eyJpLjoiT0ROa04yRTJNa1JoTW1OayIsInQiOiJZdW1wMVF1bzU2eVNVdXZQTk1GUlXJdCw1kb2pIaWk2UWljSzZac3VsNVFjb0R0QcWFca0Q5U2t2UTVNNNGerbXJ4OXpJWk1pbHpXbk93VmJ1dTJzdFphcGJpQzVcLzJWVGdtYU16REN4T2pla2lrN0pGY1IwN3NTczhCRGphTFFmSUMifQ%3D%3D)
- > *Regulations to Promote a High-Quality, Well-Rounded Education and Support All Students* – [http://www2.ed.gov/policy/elsec/leg/essa/essaaccountstplans1129.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](http://www2.ed.gov/policy/elsec/leg/essa/essaaccountstplans1129.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
- > Additional state draft plans for Every Student Succeeds consolidated planning
  - >> California – <http://www.cde.ca.gov/re/es/toolkit2.asp>
  - >> Colorado – [https://www.cde.state.co.us/fedprograms/draft\\_standardssectionessastateplan](https://www.cde.state.co.us/fedprograms/draft_standardssectionessastateplan)
  - >> Delaware – <http://www.doe.k12.de.us/Page/3019#DraftComponents>
  - >> Idaho – <http://sde.idaho.gov/topics/consolidated-plan/files/11-16-16-Idaho-Consolidated-State-Plan.pdf>
  - >> Montana – <http://opi.mt.gov/pdf/ESSA/16NovESSADraftStatePlan.pdf>
  - >> Oklahoma – <http://sde.ok.gov/sde/sites/ok.gov.sde/files/ESSAStatePlanDraft1-update112116.pdf>
  - >> Washington State – <http://www.k12.wa.us/ESEA/ESSA/pubdocs/ESSARecommendationsApprovedStateSuptDorn.pdf>
- > *School Finance Reform and the Distribution of Student Achievement* – <http://www.nber.org/papers/w22011>
- > Upcoming Webinars: Title IV, Part A of ESSA – The Office of Safe and Healthy Students at the U. S. Department of Education invites you to participate in a series of webinars on the U.S. Department of Education's recently issued "Non-Regulatory Guidance on the Student Support and Academic Enrichment (SSAE) Grants" (the Guidance). The SSAE program is authorized under Title IV, Part A of ESSA.
  - >> Thursday, January 12, 2017 at 2 pm Eastern: *Overview of the Student Support and Academic Enrichment Program* – Registration: <https://safesupportivelearning.ed.gov/node/8656/0/register>
  - >> Thursday, January 26, 2017 at 2 pm Eastern: *Role of State Educational Agencies; Local Application Requirements; and Implementing Effective SSAE Program Activities* – Registration: <https://safesupportivelearning.ed.gov/node/8739/0/register>
  - >> Thursday, February 9, 2017 at 2 pm Eastern: *Allowable Activities to Support Well-Rounded Educational Opportunities; Safe and Healthy Students; and the Effective Use of Technology* – Registration: <https://safesupportivelearning.ed.gov/node/8740/0/register>
  - >> If you have questions about the SSAE Grants Program Non-Regulatory Guidance, submit them to: [OESE.OSHS.TITLE IV-A@ed.gov](mailto:OESE.OSHS.TITLE IV-A@ed.gov)

@##@##

I am only one. I cannot do everything but still I can do something and because I cannot do everything, I will not refuse to do the something that I can do."  
Helen Keller

@##@##

## ADDITIONAL RECENT PUBLICATIONS

### School, Family & Community

- >School-based positive youth development: A systematic review of the literature. Curran, T., & Wexler, L. (2017). *Journal of School Health* 87, 71-80.  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1746-1561](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1746-1561)
- >Applying a family resilience framework in training, practice, and research: Mastering the art of the possible. Walsh, F. (2016). *Family Process*, 55, 616-632.  
<http://www.interscience.wiley.com/jpages/0014-7370>
- >Friend influence on early adolescent disruptive behavior in the classroom: Teacher emotional support matters. Shin, H., Ryan, A.M. (2016). *Developmental Psychology*, ePub  
<http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2016-55602-001>
- >*The Psychology of School Climate*. McGiboney, G. (2016). Cambridge Scholars Publishing  
<http://www.cambridgescholars.com/the-psychology-of-school-climate>.

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

- >Toward dynamic adaptation of psychological interventions for child and adolescent development and mental health. Malti, T., Noam, G.G., Beelmann, A., & Sommer, S. (2016). *Journal of Clinical and Child Adolescent Psychology*, ePub(ePub): 1-10.  
<http://www.tandfonline.com/doi/full/10.1080/15374416.2016.1239539>
- >Adolescent psychosocial development: A review of longitudinal models and research. Meeus, W. (2016). *Developmental Psychology*, 52, 1969-1993.  
<http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2016-56613-001>

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

- >Early detection and prevention of mental health problems: developmental epidemiology and systems of support. Costello, E.J. (2016). *Journal of Clinical and Child Adolescent Psychology*, ePub <http://www.tandfonline.com/doi/full/10.1080/15374416.2016.1236728>
- >Resilience in Adolescence, Health, and Psychosocial Outcomes. Brody, G.H., Yu, T., Miller, G.E., et al. (2016). *Pediatrics*. 138, e20161042  
<http://pediatrics.aappublications.org/content/pediatrics/early/2016/11/24/peds.2016-1042.full.pdf>

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

**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 topics 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. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

@##@##

I put a dollar in a change machine. Nothing changed.

George Carlin

@##@##

## COMMENTS AND SHARING FROM THE FIELD

“... I have been meaning to reach out to you for quite some time as we both have a passion for helping educators support youth growth and development. My company, Your Self Series, provides free health, mental health, social emotional learning (SEL) and other support services online. We also sell a three book curriculum and complementary lesson plans and SEL products. Our passion is to help students to be the best that they can be. To that end, we also speak across the country at various conferences and professional development retreats to spread the word. However, we are merely two working mothers ....

I am reaching out to you to simply introduce myself and share with you (via the links below) what we have accomplished. We would love to have more people know about Your Self Series and all the free materials we offer as well as the curriculum. If you ever find it appropriate to share our resource, or collaborate in any shape or form, please keep us in mind.

We are in the middle of a robust research project that thus far has shown wonderful results: statistically significant increase in self-esteem/identity, civic responsibility and self-efficacy as well as favorable movement in nine other social/emotional skills-related categories (and this just in the first of a three year research study). I'd be happy to share those results as well as other features of our wonderful curriculum. But most important, I just wanted to make a connection and let you know that we are here - as I am well aware of your existence and very much appreciate the work that you do. ...

Paula Prentis, LMSW , Author, Speaker, Co-founder  
YOUR SELF SERIES - A teen self development program  
914-244-1032 cell: 914-329-6385 / PaulaPrentis@mac.com  
[www.YourSelfSeries.com](http://www.YourSelfSeries.com) / [www.YourChatMat.com](http://www.YourChatMat.com)  
Short clip on YSS: <http://vimeo.com/98813878>

**James, don't forget that  
4 o'clock is homework time.**

**O.K., mom, but if I don't remember,  
go ahead without me.**



### 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 [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)