



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

**March, 2017 (Vol. 21 #6) – 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**

- \*\*Continuing Concern about a Fundamental Imperative**
  - >Revitalizing efforts to enhance equity of opportunity for success at school and beyond**
- \*\*News from around the country**
- \*\*This month's focus for schools to address barriers to learning**
  - >March: Spring can be a high risk time for students**
- \*\*National Initiative for Transforming Student & Learning Supports in 2017**
- \*\*UCLA Center Resources Update**
- \*\*Access links about:**
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- \*\*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**

**CONTINUING CONCERN ABOUT A FUNDAMENTAL IMPERATIVE**  
**Revitalizing Efforts to Enhance Equity of Opportunity for Success  
at School and Beyond**

We recently highlighted our long-term concern about the need to revitalize efforts to enhance equity of opportunity in an article entitled: *ESSA, Equity of Opportunity, and Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/essaanal.pdf> .

Given that the *Every Student Succeeds Act* returns leadership for improving schools to states and districts, we find it timely that the *Council of Chief State School Officers* and the Aspen Institute have formulated recommendations for advancing efforts to address disparities and enhance equity. In a document entitled: *Leading for Equity* (released in February), they list the following as a set of commitments for chief state school officers to adopt:

1. Prioritize equity: Set and communicate equity vision and targets
2. Start from within: Focus on the State Education Agency
3. Measure what matters: Create accountability for equity
4. Go local: Engage Local Education Agencies and provide tailored and differentiated support
5. Follow the money: Allocate resources to achieve fiscal equity
6. Start early: Invest in the youngest learners
7. Engage more deeply: Monitor equitable implementation of standards and assessments
8. Value people: Focus on teachers and leaders
9. Improve conditions for learning: Focus on school culture, climate, and social-emotional development
10. Empower student options: Ensure families have access to high quality educational options that align to community needs

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjoiq\\_zzJDSAhVO\\_WMKHcAhBhgQFggiMAE&url=http%3A%2F%2Fwww.ccsso.org%2Fequity&usg=AFQjCNFxfhIwpsNOB3HwMervQqzivQGUYsA](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjoiq_zzJDSAhVO_WMKHcAhBhgQFggiMAE&url=http%3A%2F%2Fwww.ccsso.org%2Fequity&usg=AFQjCNFxfhIwpsNOB3HwMervQqzivQGUYsA)

See the special Appendix for the above; it contains research, tools, and resources related to each of the commitments –

[http://www.ccsso.org/News\\_and\\_Events/Press\\_Releases/CCSSO\\_and\\_the\\_Aspen\\_Institute\\_Release\\_Commitments\\_for\\_Advancing\\_Educational\\_Equity\\_in\\_States.html](http://www.ccsso.org/News_and_Events/Press_Releases/CCSSO_and_the_Aspen_Institute_Release_Commitments_for_Advancing_Educational_Equity_in_States.html)

**What do you think the likelihood is of these actions being adopted in your state?**

**What do you think is needed to advance the agenda for enhancing equity of opportunity in your state/district/school to enhance equity?\***

**Let us hear from you. Send your comments for sharing to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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*\*From our perspective, we are once again disappointed by the failure to stress the importance of transforming how schools address barriers to learning and teaching and re-engage disconnected students.\*\**

\*\*For a range of resources related to this matter, see the  
**National Initiative for Transforming Student and Learning Supports**  
<http://smhp.psych.ucla.edu/newinitiative.html>

**NEWS FROM AROUND THE COUNTRY**  
(of relevance to the Center's focus)

**Graduation coaches help reduce dropout rate.** In Council Bluffs, IA, a graduation coach's primary goal is to promote and improve school attendance to ultimately reduce the dropout rate and increase the graduation rate in schools. Coaches spend a great deal of time getting to know each student to better understand their stories and by doing so are able to work on a case by case basis with each student to gain a better understanding on why a student isn't showing up to school. Once a student starts missing multiple, full school days, a graduation coach steps in to help the student and find out the best way to re-engage that student in school. While high school and middle school coaches work more on the intervention side of things, one coach works on the prevention end, floating between three district elementary schools every week. This is the first year the elementary schools have staffed a graduation coach. At the elementary level, a graduation coach spends a lot of time getting to know the family, as opposed to high school where coaches work more with the students. The coaches are only one, complex moving part of a bigger idea on how to keep kids in school in the Council Bluffs school district. 2/6/17 [http://www.nonpareilonline.com/graduation-coaches-help-reduce-dropout-rate-in-council-bluff/article\\_15cfc27b-6bd7-53bd-95bd-2c2b583afa39.html](http://www.nonpareilonline.com/graduation-coaches-help-reduce-dropout-rate-in-council-bluff/article_15cfc27b-6bd7-53bd-95bd-2c2b583afa39.html)

**County to pay rent so children don't have to change schools.** To keep 26 children from being yanked out of their Northeast Portland (OR) elementary school mid-school-year, Multnomah County will spend \$48,000 to cover the steep rent increases that threatened to displace them and their families. Rigler Elementary School is in the county's SUN Community Schools program, which provides after-school activities and social services to disadvantaged students. The county-connection made reallocation of funds possible. County officials decided that, through the SUN program, they'd made an investment in Rigler children's success and wanted to support that community. [http://www.oregonlive.com/education/index.ssf/2017/02/county\\_to\\_pay\\_rent\\_for\\_26\\_port.html#incart\\_river\\_index](http://www.oregonlive.com/education/index.ssf/2017/02/county_to_pay_rent_for_26_port.html#incart_river_index)

**Students share thoughts with state department of education.** Student Advisory Council, established by the Oklahoma Department of Education State Superintendent of Public Instruction was established to get student ideas about education. The council is made of 99 high school students from across Oklahoma. This year's first meeting featured discussions about having a meaningful senior year, having a well-rounded education and preventing bullying. 2/1/17 [http://www.woodwardnews.net/oklahoma/news/area-students-share-thoughts-on-education/article\\_069bfc72-ed34-5226-8b87-b4f69d182e81.html](http://www.woodwardnews.net/oklahoma/news/area-students-share-thoughts-on-education/article_069bfc72-ed34-5226-8b87-b4f69d182e81.html)

**District leaders see school through student eyes.** Brunswick, OH, school staff members immersed themselves in the student experience, donning backpacks and blue jeans. The goal of the student shadowing exercise is to get input, either directly or by the most up-close-and-personal observation possible. The day was spent dealing student level with facilities related issues like crowded hallways and the challenges of room configurations, to the class schedules themselves. 2/1/17 [http://www.cleveland.com/brunswick/index.ssf/2017/01/brunswick\\_district\\_leaders\\_see.html](http://www.cleveland.com/brunswick/index.ssf/2017/01/brunswick_district_leaders_see.html)

*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).

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quote from student shadowing story

*Education has transformed so much and we are 10 or 15 adults who set schedules. It is interesting stepping back and looking at it from a kid's perspective and seeing what is best for them.* Tracy Wheeler, Principal

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

### March: Spring Can Be a High Risk Time for Students

Excerpt from "Spring Slump" – by Amanda Gray – <http://www.ndsmcobserver.com>

"I noticed a trend lately – a sleepy, tired and sad trend. We're growing, slowly but surely, more impatient and grumpy as the year progresses. I'm calling this phenomenon the 'Spring Semester Slump.' It's common sense, really. We start out the school year relatively excited to be back on campus, with friends, possibly even excited to be in class. Fall break comes, and ... we can come back to school without much coaxing. School has yet to get truly difficult.... This goes out the proverbial window, however, after Fall Break.... Winter Break cannot come fast enough.... After that brief respite, spring semester begins."

Excerpt from *"You Teach for Me; I've Had it!" A First-year Teacher's Cry for Help* by Dixie Massey, Action in Teacher Education, 28, 73-86.

[http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ762012&ERICExtSearch\\_SearchType\\_0=no&accno=EJ762012](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ762012&ERICExtSearch_SearchType_0=no&accno=EJ762012)

... It was March, and school wide test preparation had begun in every third through fifth grade classroom. The teacher was a first year teacher participating in a study of the impact of high stakes testing on instruction. As I walked through her door, I could tell her attitude was different from that of my previous observation...The stress of being required to use practice tests as the bulk of her reading instruction for seven full weeks before the actual test was given was proving to be frustrating for her...

While springtime may have a small effect on motivated and successful students, there is a sense of mounting frustration related to students who aren't doing well (socially, emotionally, academically) that can lead to problems in attendance and effort. Spring slump is an acute problem for those who aren't doing well and are unlikely to catch up. For those in their last year at a school, "senioritis" often hits, and they hope to coast through and survive the last few months.

Clearly, there is much to do to counter the spring slump. At this time, think about:

- (1) Helping students stay motivated through the second semester slump
- (2) Minimizing stress related to high stake achievement testing
- (3) Addressing emotional problems

**For resources to address these matters, see the Center's**

>**Quick Finds** at <http://smhp.psych.ucla.edu/> – for example, see:

>>Motivation – <http://smhp.psych.ucla.edu/qf/motiv.htm>

>>Anxiety and Stress – <http://smhp.psych.ucla.edu/qf/anxiety.htm>

>**Mental Health in Schools Toolbox** – <http://smhp.psych.ucla.edu/summit2002/toolbox.htm>

>**Quick Training Aids**

>>Assessment & Screening – [http://smhp.psych.ucla.edu/qf/assess&screen\\_qt/index.htm](http://smhp.psych.ucla.edu/qf/assess&screen_qt/index.htm)

>>Case Management in the School Context – [http://smhp.psych.ucla.edu/qf/case\\_mgmt\\_qt/](http://smhp.psych.ucla.edu/qf/case_mgmt_qt/)

>>School Interventions to Prevent and Respond to Affect and Mood Problems – [http://smhp.psych.ucla.edu/qf/mood\\_qt/](http://smhp.psych.ucla.edu/qf/mood_qt/)

>>Suicide Prevention – [http://smhp.psych.ucla.edu/qf/suicide\\_qt/](http://smhp.psych.ucla.edu/qf/suicide_qt/)

Here's some thoughts from a colleague in the field:

... Fundamentally, something has to change to keep the spark of wanting to learn be meaningful and rewarding to students. A meaningful diploma needs to be in place for those whose 'success' is currently measured by being able to pass all regents. There is something to be said for keeping a student engaged learning, knowing and believing there

is benefit to learning despite what grade they are able to obtain on an exam.

Keeping parents involved at every grade level is important and sometimes that means creative ways of keeping them involved other than once a year parent conferences. In addition, more earnest efforts in Child Find and RTI need to occur. ... Catching these students earlier in their educational careers can help prevent issues commonly seen with older students second semester lack of motivation. As well, identifying struggling students and providing supports early in the year in order to be able to provide more intensive services if needed, versus waiting until half the year is over will give a greater opportunity for success.

Keeping kids connected, a hook, so to speak, be it a adult mentor at school, sports, club, etc can help struggling students stay motivated. Kids have to have something to feel positive about going to school, staying the entire day in an environment where you consistently struggle or meet with failure isn't conducive to motivation or a desire to learn. ...

### **Finally, a note about keeping emotional problems in proper perspective . . .**

It is essential not to overpathologize. In any school, there are young people who are not very happy. This is quite understandable among those living in economically impoverished neighborhoods where daily living and school conditions frequently are horrendous. But even youngsters with economic advantages too often report feeling alienated and lacking a sense of purpose.

Youngsters who are unhappy usually act on such feelings. Some "internalize;" some "act out;" and some respond in both ways at different times. The variations can make matters a bit confusing. Is the youngster just sad? Is s/he depressed? Is this a case of ADHD? Individuals may display the same behavior and yet the causes may be different and vice versa. And, matters are further muddled by the reality that the causes vary.

The causes of negative feelings, thoughts, and behaviors range from environmental/system deficits to relatively minor group and individual vulnerabilities on to major biological disabilities (that affect only a relatively few individuals). It is the full range of causes that account for the large number of children and adolescents reported as having psychosocial, MH, or developmental problems.

Finally, recent highly publicized events and related policy initiatives have focused renewed attention on youth suicide, depression, and violence. Unfortunately, such events and the initiatives that follow often inappropriately narrow discussion of causes and how best to deal with problems.

The first emphasis in helping is to provide appropriate general supports and guidance for students. This involves personalizing instruction and then providing special assistance when necessary. See

>*Personalizing Learning and Addressing Barriers to Learning* –  
<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

*Note:* Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at

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

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*A pessimist sees the difficulty in every opportunity;  
an optimist sees the opportunity in every difficulty.*  
Winston Churchill

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

It's a month since the National Summit focusing on "ESSA and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity." (Summit report is online at - <http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf> )

From the follow-ups so far, it is clear that the event already has energized and mobilized several efforts to explore new directions for student/learning supports.

This is a very quick probe (takes only a few minutes) to hear from you about what folks in state departments of education, districts, and schools are thinking and doing as they plan to improve the ways schools address barriers to learning and teaching and re-engage disconnected students.

*With specific respect to moving in improving student/learning supports:*

(1) How aware are folks of the framework for a unified, comprehensive and equitable system of learning supports? (e.g., see <http://smhp.psych.ucla.edu/pdfdocs/newsletter/Winter17.pdf> )

very aware     somewhat aware     only slightly aware     not at all aware

(2) How much interest does there appear to be in making a major systemic change?

great interest     some interest     tenuous interest     no interest

(3) How might we help move things to the next step?

**Please reply** (e.g., cut and paste the above questions into an email). Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .  
**We look forward to hearing from you and helping in any we can.**

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From Cedar Rapids, IA school district website

<http://www.cr.k12.ia.us/departments-services/learning-supports/>

LEARNING SUPPORTS – The Cedar Rapids Community School District is committed to a vision of Excellence for All. In order to ensure that all students have an equal opportunity to succeed at school a Comprehensive System of Learning Supports has been designed and implemented. This system includes an intervention framework that is comprehensive and cohesive in nature. It encompasses systems to promote healthy development, is preventative in nature, provides assistance in a timely fashion, and addresses the broad range of learning, behavioral, physical and emotional needs found in schools.

Barriers to learning encompass both internal and external factors that may get in the way of the student being able to reach maximum potential. These difficulties can increase as students internalize the frustrations of confronting these barriers and the negative effects of performing poorly at school. It is vital that these barriers to learning be identified and supports put in place to help every student have an equal opportunity to succeed at school.

An integrated system of learning supports includes a strong foundation of quality learning opportunities and support services that are available to all students. It is this foundation that assures successful outcomes for a majority of students and reduces the need for intervention services....

\*For more information on the initiative and what states and districts are doing, see <http://smhp.psych.ucla.edu/newinitiative.html> .

***LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT/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) .



## UCLA CENTER DEVELOPED RESOURCES – UPDATE

### New

- >**Book** – *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* (2017). Published by Cognella.
- >**Hot Topic** – *Every Student Succeeds Act and Learning Supports* – <http://smhp.psych.ucla.edu>
- >**Report** – from the January *National Summit on ESSA and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity*  
<http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf>

### School Practitioner Community of Practice Interchange During February

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

- >Employing student support staff over the summer
- >Involving students in strengthening student/learning supports at their schools?
- >About helping teachers improve classroom climate

**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

#### A few Center-developed resources to aid school/district professional development:

- >*Engaging and Re-engaging Students and Families*
  - I: *Motivation: Time to Move Beyond Behavior Modification* – <http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf>
  - II: *Strategic Approaches to Enhancing Student Engagement and Re-engagement* – <http://smhp.psych.ucla.edu/pdfdocs/engageii.pdf>
  - III: *Enhancing Family Engagement and Re-engagement* – <http://smhp.psych.ucla.edu/pdfdocs/engageiii.pdf>
  - IV: *Embedding Engagement & Re-engagement into a Unified and Comprehensive System of Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/engageiv.pdf>
- >*Personalizing Learning and Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>
  - I: *Personalizing Learning* II: *More is Needed to Address Barriers to Learning*
- >*Response to Intervention Classroom & Schoolwide Learning Supports*
  - I: *Response to Intervention: Improving Conditions for Learning in the Classroom* – <http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf>
  - II: *Implementing Response to Intervention Sequentially & Effectively* – <http://smhp.psych.ucla.edu/pdfdocs/rtiii.pdf>
  - III: *Response to Intervention: Beyond Personalization* – <http://smhp.psych.ucla.edu/pdfdocs/rtiiii.pdf>
  - IV: *Pursuing Response to Intervention as One Strategy in a Comprehensive System of Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/rtiiv.pdf>
- >*Developing Resource-Oriented Mechanisms to Enhance Learning Supports* – [http://smhp.psych.ucla.edu/pdfdocs/contedu/developing\\_resource\\_oriented-mechanisms.pdf](http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf)

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*It has become appallingly obvious that our technology has exceeded our humanity.*

Albert Einstein

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### 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

- >Teacher stress and health – [http://www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2016/rwjf430428](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf430428)
- >Are Time Outs Bad for Kids? – [https://childmind.org/article/are-time-outs-harmful-kids/?utm\\_medium=email&utm\\_source=childmind&utm\\_content=4+-+Are+Time+Outs+Bad+for+Kids+&utm\\_campaign=weekly+022117&source=weekly+022117](https://childmind.org/article/are-time-outs-harmful-kids/?utm_medium=email&utm_source=childmind&utm_content=4+-+Are+Time+Outs+Bad+for+Kids+&utm_campaign=weekly+022117&source=weekly+022117)
- >Multi-Agency Plan Needed to Continue Progress Addressing High and Disproportionate Discipline Rates – <http://www.gao.gov/products/GAO-17-165>
- >Impact of a Mental Health Curriculum on Knowledge and Stigma Among High School Students – <http://www.sciencedirect.com/science/article/pii/S0890856716300442>
- >Effectiveness of Universal School-Based Mental Health Awareness Programs Among Youth in the United States: A Systematic Review – <http://onlinelibrary.wiley.com/doi/10.1111/josh.12461/full>
- >Four Domains for Rapid School Improvement: A Systems Framework – <http://centeronschoolturnaround.org/four-domains/>

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*My printer consists of three main parts:  
the case, the jammed paper tray, and the blinking red light*

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### ADDITIONAL RECENT PUBLICATIONS

#### School, Family & Community

- >Pathways of risk and resilience between neighborhood socioeconomic conditions and parenting (2017). Shuey, E.A. & Leventhal, T., *Children and Youth Services Review*, 72, 52-59. <http://www.sciencedirect.com/science/article/pii/S0190740916303115>
- >How schools can promote healthy development for newly arrived immigrant and refugee adolescents: Research priorities (2017). McNeely, C.A., Morland, L., Doty, S.B., Meschke, L.L., Awad, S., Husain, A., & Nashwan, A. *Journal of School Health*, 87, 121-132. <http://onlinelibrary.wiley.com/doi/10.1111/josh.12477/abstract>
- >Assessing and responding to threats of targeted violence by adolescents: A guide for counselors (2016). Winer, J.P. & Halgin, R.P. *Journal of Mental Health Counseling*, 38, 248-262. <http://amhcjournal.org/doi/10.17744/mehc.38.3.05?code=amhc-site>
- >Secondary teachers' perceptions of their role in suicide prevention and intervention (2017). Hatton, V., Heath, M.A., Gibb, G.S. et al. *School Mental Health*, 9, 97.



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

- > *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* (2017). Adelman, H. & Taylor, L. San Diego: Cognella.
- > A multilevel, statewide investigation of school district anti-bullying policy quality and student bullying involvement (2017). Gower, A.L., Cousin, M., & Borowsky, I.W. *Journal of School Health*, 87, 174-181.  
<http://onlinelibrary.wiley.com/doi/10.1111/josh.12480/abstract;jsessionid=8630B0DB2B6781607E69A5D6ABE85688.f03t02>
- > The pathways between socioeconomic status and adolescent outcomes: A systematic review (2017). Devenish, B., Hooley, M., & Mellor, D. *American Journal of Community Psychology*, ePub <http://onlinelibrary.wiley.com/doi/10.1002/ajcp.12115/abstract>
- > State P-20 Councils and Collaboration Between K-12 and Higher Education (2017). Rippner, J. *Educational Policy*, 31, 3-38. <http://journals.sagepub.com/doi/pdf/10.1177/0895904814558008>

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

- > Doing for others: Youth's contributing behaviors and psychological engagement in youth-adult partnerships (2017). Ramey, H.L., Lawford, H.L., & Rose-Krasnor, L. *Journal of Adolescence*, 55, 129-138. <http://www.sciencedirect.com/science/article/pii/S0140197117300015>
- > A review of effective youth engagement strategies for mental health and substance use interventions (2017). Dunne, T., Bishop, L., Avery, S., & Darcy, S. *Journal of Adolescent Health*, ePub. <http://www.sciencedirect.com/science/article/pii/S1054139X16308722>
- > Addressing the treatment gap: A key challenge for extending evidence-based psychosocial interventions. (2017). Kazdin, A. *Behaviour Research and Therapy* 88, 7-18  
<http://www.sciencedirect.com/science/article/pii/S0005796716300997>

**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)

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*The problem with quotes on the internet is you can never be certain they're authentic.*  
"Abraham Lincoln"

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## COMMENTS AND SHARING FROM THE FIELD

We really value feedback. Here's a sample of what we received this month.

>Response from a Principal to the Hot Topic *Why is there so little attention in ESSA planning with respect to transforming student and learning supports* – <http://smhp.psych.ucla.edu/hottopic.htm>

I don't normally respond to emails centered around issues of policy, as I am typically too busy with running the elementary school I lead to do so. I decided to opt-in today, though. I work at a school that is full of students who have been disadvantaged in life by so many circumstances. Our school is 98% free and reduced lunch status, making us a Title I school. With just over 300 students, the poverty is extremely concentrated in my inner city-rural school. Our corner of the county we are located in is concentrated in crime, joblessness, mental health issues, and high mortality rates in comparison to the rest of the county. My children have the highest rates of homelessness, poverty, single-parent homes, and crime rates out of all the children in the school district here. We decided as a team, that until the crises and trauma that our students were experiencing were addressed, true academic reform could not take place in this building.

Some of our initiatives have included placing an onsite therapist at the school to meet the mental health needs of our students. We are also in the process of developing a collaboration with the local community college so that our school can be the site of high school diploma classes and job-readiness skills classes for some of our parents. Our hope is to become a hub for services that most of our parents cannot get to due to transportation issues; to truly become a community school. If our school is to move to the next level by insuring educational equality, it will take all major stakeholders from health, human services, the local college and community college, county and city government, as well as the parents and community members at large partnering with the school to build a new framework that is inclusive and holistic in meeting such a diverse range of needs. Poor is not just poor. There is a complexity and diversity to poverty that we must recognize and address in partnership with those who live the reality if real, sustainable change is achieved.

Thank you for asking for my input today. While I have several items on my checklist that still needs my attention, I needed to add my voice to this dialogue. I needed to remind myself that while there is much still to be done, we have at least begun the work here. I appreciate your willingness to be a part of the solution.

>Re: weekly practitioner community of practice/last month's ENEWS/the quarterly ejournal:

- (1) First of all, as a practicing principal, I must tell you that I have greatly benefited from the Community of Practice resources you share in your regular emails. I can't recall how I originally learned about your Network, but I'm so glad that I did.
- (2) I want you to know that your newsletter and resources are very helpful! Thank you so much for providing this service!

> Finally a few of the comments about the Summit <http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf>

- (1) This was much more than another meeting.
- (2) Great resources today. Thought provoking and very informative. I can use these resources immediately.
- (3) I'm so thankful for being able to participate in the summit. I only wish I could have taken the entire state department of education and superintendent from MS. But, that is my job is to bring it back and light the fire!

- (4) I came home re-energized! I'm looking forward to sharing with my colleagues and gathering a group to use the book [*Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*] for some great conversation.
- (5) It was a very informative session including much more information on the ESSA than I've heard. Thank you for the great materials and access to exceptional panel presentations.

**I think you're finally making progress!**



**Yeah! Things are getting worse at a slower rate.**

### **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)