



## A Resource for Information, Sharing, and Interchange

May, 2017 (Vol. 21 #8) – 31 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, see**

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

### WHAT'S HERE THIS MONTH

#### **\*\*Emerging Issue**

*>Is strategic planning maximizing resources to support all students to succeed?*

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

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

*> End of year celebrations at all levels:  
Hope, congratulations, safe exuberance*

#### **\*\*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 ISSUE

### Is strategic planning maximizing resources to support all students to succeed?

With budget decisions and possible pending reductions in funding, it is crucial to end fragmented approaches to student and learning supports by building a unified, comprehensive, and equitable component. While many state and local education agencies are now using the term *Learning Supports* as an umbrella term for the variety of programs and services for student supports, for some it is only a name change. Strategic planning must ensure essential transformative system improvements that maximize resources for addressing barriers to learning and teaching and re-engaging disconnected students.

The pressing need and the current opportunity is not just a name change. The move to more local control is a time for moving forward with (1) reorganizing student and learning supports into a unified system and (2) reworking operational infrastructure to develop the system over several years into a comprehensive and equitable component at every school.

For more on transforming Learning Supports as a major component of school improvement, see (a) *Five Essential Elements of a Unified and Comprehensive System of Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/essentials.pdf> and (b) the national initiative at <http://smhp.psych.ucla.edu/newinitiative.html> .

*And, Let us hear your perspective about this  
so we can stimulate further discussion of this issue.  
Send your comments for sharing to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)*

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

## NEWS FROM AROUND THE COUNTRY

>**Absences, fitness, atmosphere; new accountability indices.** So far, nine states and the District of Columbia have submitted their accountability plans to the Education Department for review. Almost all of the first-round states have adopted chronic absenteeism, or how many students miss more than 10 percent of the school year, as a key metric. Connecticut and Delaware, among others, also will be tracking college readiness, or whether high school students are taking advanced classes and how successful they are on college admission tests like the SAT. Tennessee wants to give every public school in the state a grade from A to F. The grade will take into account such things as how well English language learners are doing and whether disabled students are being served. The schools will also be graded on chronic absenteeism rates, and if students are ready for college or the military and whether traditionally underserved students are performing well. Graduation rates also will count. Nevada outlined a system that focuses on student growth measures, including test scores, English language proficiency, and graduation rates. Massachusetts will be paying attention to

academic results in ninth grade. In New Mexico, the state will begin tracking the need for additional tutoring in college and linking those back to high schools where the students studied. The state also will look at how students do in science. Vermont and Connecticut want to make physical fitness another sign of school quality, while Connecticut also believes access to arts education should be another measure. Illinois wants to conduct "climate surveys" asking whether children feel they are in a safe and welcoming environment. 4/17/17 [http://www.richmond.com/news/national-world/government-politics/ap/absences-fitness-atmosphere-new-ways-to-track-schools/article\\_a8f7afcc-189d-5602-aa66-b5f4a3fc4c61.html](http://www.richmond.com/news/national-world/government-politics/ap/absences-fitness-atmosphere-new-ways-to-track-schools/article_a8f7afcc-189d-5602-aa66-b5f4a3fc4c61.html)

>**District plan to cut the budget.** After an emotional four-hour meeting Tuesday, the Albuquerque Public Schools Board of Education unanimously approved a budget reduction scenario that includes larger class sizes, reduced staff work days, a heavier high school schedule and possible layoffs. 4/5/17 <https://www.abqjournal.com/982687/aps-oks-plan-to-cut-budget.html>

>**Texas House tries to ban school voucher funding.** The Texas House dealt a serious, perhaps lethal blow to state-funded "private school choice" programs this session. By a better than 2-to-1 margin, House members voted to slap a provision on the two-year, \$218.2 billion state budget that would ban use of money for school vouchers "or any similar program." The funding ban on vouchers could have far-reaching repercussions, as the Trump administration is promoting "school choice" and newly energized, well-funded groups in Texas have made a concerted effort to finally get a bill through the House. Prospects for that dipped, even though Senate budget negotiators almost certainly will demand removal of the House's funding prohibition. It would specifically deny state funds to "education savings accounts" and "tax credit scholarships." 4/6/17 <https://www.dallasnews.com/news/texas-legislature/2017/04/06/texas-house-fight-funding-ban-vouchers-social-issues-marathon-budget-wrangle>

>**Arizona children now eligible to use public dollars for private education.** All students in Arizona will be eligible to use public dollars for private education under a bill that Gov. Doug Ducey (R) signed into law, creating one of the nation's most expansive school-choice programs. Now, all 1.1 million students across the state will be eligible for the money, though not all will be able to enroll. Under a deal negotiated to ensure the legislature's approval, 5,500 additional students will be able to enroll each year, up to a cap of 30,000 in 2022. 4/7/17 [https://www.washingtonpost.com/news/education/wp/2017/04/07/in-arizona-all-children-are-now-eligible-to-use-public-dollars-for-private-education/?utm\\_term=.12a8c6ca7227](https://www.washingtonpost.com/news/education/wp/2017/04/07/in-arizona-all-children-are-now-eligible-to-use-public-dollars-for-private-education/?utm_term=.12a8c6ca7227)

>**Substitute teacher shortage adds to strain on struggling schools.** Niagara Falls City School District Superintendent Mark Laurrie, who rose to his position after more than 30 years in the district, said the current shortage in substitute teachers is unprecedented. There once was a time when the district had long lists of qualified teachers willing to work as substitutes in hopes of being in the right place at the right time when a position became available. Now there are no lists at all in special education, science, and math. The Learning Policy Institute, a nonprofit, California-based education think tank, estimates US schools were about 64,000 teachers short during the 2015-16 school year, with shortages most common in special education, math, science, and bilingual education. Sometimes struggling schools resort to hiring less-qualified teachers, or turn to long-term substitutes to fill these gaps, further reducing the pool of teachers available to cover daily absences. In general, the institute found that districts with concentrated poverty and high proportions of students of color are more likely to have trouble filling open positions. Nationwide, slightly more than 1 in 4 teachers missed 10 days of school or more during the 2013-14 school year, according to an Education Week Research Center analysis of the most recent federal data. This leaves substitutes with a critical role in educating the nation's students. 4/13/17 <http://www.csmonitor.com/EqualEd/2017/0413/Substitute-teacher-shortage-adds-to-strain-on-struggling-schools>

**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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*Do something wonderful, people may imitate it.*

Albert Schweitzer

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

### **>May: End-of-the-Year Celebrations at All Levels: Hope, Congratulations, Safe Exuberance**

A special focus for this month is on fostering hope, promoting social emotional learning, supporting positive celebrations, and preventing related tragedies.

The end of the school year is a favorite time for everyone. For most students, it is a time to be congratulated and to celebrate. For some, it is a temporary reprieve from problems experienced at school. This is the time to help everyone find hope for the future and experience a sense that they have accomplished something worthwhile. And it is a time to help them celebrate in ways that minimize tragedy.

The key to focusing on hope and accomplishment is to identify whatever a student has done positively, clarify how the student can build on this in coming years, and convey all this personally to the student and family. Drawing on what we know about personal motivation, the focus needs to be on specifics that can enhance feelings of competence, self-determination, and connectedness to significant others; minimize messages that threaten such feelings.

With respect to end of the year celebrations, each is something to cherish, and the anticipation of each represents a natural opportunity to promote social and emotional learning (e.g., enhanced understanding of self and others, increased sense of responsibility for self and others, expanded social problem solving skills). See *Natural Opportunities to Promote Social-Emotional Learning and MH* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

Of special concern are teen parties and proms. The need is to provide guidance and support and to do much more to minimize negative side effects.

“More than one-third of youth under the age of 21 killed in alcohol related fatalities died during the months prior to graduation season, according to the National Highway Traffic Safety Administration. ..1,012 died during the months of April, May and June.”

From: *Dangerous Season for Teens: Prom and Graduation Time Increase Alcohol Fatalities*  
<http://alcoholism.about.com/cs/teens/a/blcc030514.htm>

### **For a range of ideas about safe end of year celebrations, see such websites as**

**>Student Against Destructive Decisions (SADD) at <http://www.sadd.org>**

If a workgroup has not developed a set of ideas for countering problems, it is time to do so. And it can help to ask some recent graduates to participate with planning work groups.

Here's what some recent grads told us about how their schools addressed this concern.

- 1) “... what my high school did toward the end of the year that was different than many other schools was the type of ‘grad night’ we had. Whereas many schools rent out [a local entertainment center] and have dances there and go on rides and many students get intoxicated before attending, at my school grad night was held on campus. The parents worked it and there were different activities like fake gambling, craps tables, dancing, a smoothie bar, food, and "crash room" to sleep since it went until 5am, rock climbing, a palm reader, inflatable jumper obstacle course, face painting, karaoke and much more.

When I tell friends from other high schools/friends I made at college, the majority give me positive feedback saying that it sounds like a lot more fun than what they did. I think this is because instead of having the whole [entertainment center] where groups can get separated and remain in cliques ..., it was in our gym and outside in what was called "senior park;" So it remained tight knit, so to speak, making it easier to spend time with a lot of different students and not get lost in a large area. Also, because parents worked the booths, students did not show up intoxicated. There was no re-entry allowed and because it was on campus, even if a few students did decide to drink before the event, it lessened the danger of driving on a freeway to get there because it is possible that they could simply walk over to the school. ... It was a night that I will never forget and one of my greatest memories and it was in a positive setting and a good way to have safe fun."

- 2) "In my own experience, I remember one of my teachers speaking in class about two weeks before prom and trying to give us some perspective on the event. She wanted us to have a good time, but also acknowledged the enormous stress that it caused for some people. My teacher encouraged us to view it as just another dance and to focus on graduating instead. She had chaperoned so many proms over the years and shared with us some of the very negative things she saw happen when students weren't using their best judgment. While trying to downplay the event may seem like being a killjoy to some, many of my friends and I found it reassuring to hear from an adult that life indeed does go on past these high school celebrations because most students were very much caught up in a prom and end-of-the-year craze. I think teachers and/or counselors should engage students in conversations like these months before prom to temper the frenzy that can accompany the event and possibly prevent the unwise decisions students make at prom and post-prom parties. It is of course perfectly acceptable to be happy and excited about prom, but I think there is much potential for danger when students blow it into epic proportions. Another thing that my high school did, which looking back I now view as a wise decision, was to not have a prom queen or king. The end of the year was just too filled with other anxiety-inducing events to have so much stress and energy expended on that. We simply had a homecoming king and queen in the fall, and I think that greatly reduced the tension around prom time."

### One Student's Thank You Speech at Graduation:

I want to thank Google, Wikipedia,  
and whoever invented copy, cut, and paste.

**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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***Experience is something you get just after you need it.***

Steven Wright

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

### **Update from Alabama Department of Education**

The first 80 districts to implement the state’s design for a Comprehensive Learning Supports System presented at a Regional Showcase. See their online powerpoints.

Go to <https://www.alsde.edu/ofc/ols/Pages/announcements-all.aspx> and click on regional showcases to access the powerpoints. Note that each district addressed 4 questions:

- How did your district/schools reorganize so that all those who work in the learning supports area meet regularly and work together to address your barriers/challenges?
- What are (were) the main barriers, challenges to learning and achievement in your district?
- What strategies did you decide to use by analyzing the six practice areas?
- What are the outcomes to addressing this barrier/challenge?”

As an example of responses, here are two for the first question:

#### **Chambers County**

- Developed a system team and timeline
- District team met with principals, introduced learning supports, and discussed barriers
- Principals met in grade bands and identified barriers
- Principals took information back to their faculty
- Faculty identified barriers at their school
- Principals presented “barrier” findings to district team
- District team and principals identified and discussed available resources
- Principals led “resource” discussion with faculty and identified school resources
- District team and principals began aligning resources in practice areas
- Principals are leading their faculties in aligning resources.”

**Macon County** “We chose to have assistant principals chair learning supports in our schools and lead the professional development because of the contact hours they spent with students in need. Why? We knew that suspension was most often the cause of student disengagement and drop out, and the people in charge of using suspension as a disposition were our assistant principals. If we could show them the number of tools and learning supports available to help children, we would surely have it right. We established a team at each school and the team was trained as a part of cohort 2. The team was responsible for professional learning for the rest of the school. Additionally, we wrapped learning supports training into an alignment model with RTI and PST, school improvement, and trained leadership teams from each school. All of the chairs attended aligned/combined training three times in 2016. We continue to participate in state opportunities and school teams meet at least bi-monthly.”

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**Excerpt from the American Psychological Association, Division 16 publication, *School Psychology: Science to Practice*.** Article entitled “School-Based Mental Health: Visions for the Future” by Abigail Mitchell  
<http://apadivision16.org/wp-content/uploads/2017/02/Winter-2015-Issue-FSPP.pdf>

“...Paradigm Shift: A Comprehensive, Integrated Systems Approach

Key thinkers in the field of SBMH have been calling for broad-based changes in the way SBMH is conceived and structured within education, necessitating significant changes in current research, policy, and reform efforts. A major obstacle, according to Adelman and Taylor, has been in the marginalization of SBMH on the educational



landscape: “The marginalized status and associated fragmentation of efforts to address student problems are long-standing and ongoing.” At the heart of their work at the UCLA-based Center for Mental Health in Schools is a vision for large scale systemic and organizational change aligned with school reform and improvement efforts. According to them, “The time has come to change all this. New directions for student and learning supports must become a fundamental agenda item for school improvements” (Adelman & Taylor, 2010, p. 31). What Adelman and Taylor propose is a new framework for addressing barriers to learning and teaching. The concept of learning supports, they assert, must be embodied in a unified, comprehensive system of interventions. This system can only emerge through fundamental changes in the organizational and operational infrastructure of educational entities (e.g., schools, districts, etc.) that support integration, sustainability, and replication. Adelman and Taylor propose a detailed model for school improvement that incorporates what they’ve termed an Enabling Component to reflect a comprehensive, multi-faceted system for enabling learning.. Meant to guide policy and practice, the Enabling Component organizes a set of approaches to address barriers to learning and re-engage students. ...”

\*Cited reference: Adelman, H.S. & Taylor, L. (2010). *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools*. Thousand Oaks, CA: Corwin Press

Note: For more information on 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) .

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*Security is mostly a superstition. ...*

*Life is either a daring adventure, or nothing.*

Helen Keller

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## UCLA CENTER DEVELOPED RESOURCES – UPDATE

### New

#### Policy Note:

>Some points about influencing policy – <http://smhp.psych.ucla.edu/pdfdocs/policynotes.pdf>

#### Information Resources:

>Peer Tutoring: Part of Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/peertutor.pdf>

>About School Adjustment – <http://smhp.psych.ucla.edu/pdfdocs/adjust2.pdf>

>About Student Voice and Participation – <http://smhp.psych.ucla.edu/pdfdocs/voice.pdf>

>Perspectives on Balancing Academics and Social Activity –  
<http://smhp.psych.ucla.edu/pdfdocs/balance.pdf>

### School Practitioner Community of Practice Interchange: Weekly Listserv

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

>What's a good instruction program for a "behavior" room?

>What's realistic when including student voice?

>What are good supports for immigrant/refugee students?

**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 on

#### Re-engaging students in learning

As schools move away from punishment toward more positive approaches for dealing with behavior problems, concerns have arisen about some programs. Concerns especially emerge when programs are mainly reactive, ignore the context and underlying motivation for misbehavior, and do not help a teacher re-engage students in classroom learning. The immediate objective of stopping misbehavior must be accomplished in ways that maximize the likelihood that students engage/re-engage in instruction and positive learning. Engaging/re-engaging students productively in instruction is key not only to reducing misbehavior, but to maintaining positive behavior and preventing future behavior problems.

Here is a set of four free and easily accessed Continuing Education modules prepared by the Center on this matter:

>*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 & 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 and Re-engagement into a Unified and Comprehensive System of Student and Learning Supports** –

<http://smhp.psych.ucla.edu/pdfdocs/engageiv.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)

I just finished reading your new resources.



So you're the one!



### OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >Reframing school discipline: A strategic communications playbook – [http://frameworksinstitute.org/assets/files/PDF/reframing\\_school\\_discipline\\_comms\\_playbook\\_2017.pdf](http://frameworksinstitute.org/assets/files/PDF/reframing_school_discipline_comms_playbook_2017.pdf)
- >Moving beyond correlations in assessing the consequences of poverty – <http://www.annualreviews.org/doi/10.1146/annurev-psych-010416-044224>
- >The power of career- and employer-focused training and education – [http://www.mdrc.org/sites/default/files/LookingForward\\_SectorStrategies.pdf](http://www.mdrc.org/sites/default/files/LookingForward_SectorStrategies.pdf)
- >Show me the way: making sense of youth development funding in Milwaukee – <http://www.publicpolicyforum.org/research/show-me-way-making-sense-youth-development-funding-milwaukee>
- >Racial equity tools – <https://www.racialequitytools.org/plan>
- >Children and families at the center – <http://ascend.aspeninstitute.org/resources/children-and-families-at-the-center>
- >Social emotional learning in elementary school – <http://www.rwjf.org/en/library/research/2017/04/social-emotional-learning-in-elementary-school.html>
- >Emergency management training – <http://www.rems.ed.gov/>
- >Unlocking the door to learning: Trauma-informed classrooms & transformational schools – <http://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>

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Indecision may or may not be my problem.

Jimmy Buffett

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## ADDITIONAL RECENT PUBLICATIONS

### School, Family & Community

- >Motivation towards extracurricular activities and motivation at school: A test of the generalization effect hypothesis (2017). A. Denault, F. Guay. *Journal of Adolescence* 54 94e103. <http://www.sciencedirect.com/science/journal/01401971/54>
- >The code of silence in schools: An assessment of a socio-ecological model of youth's willingness to report school misbehavior (2017). L. Slocum, F. Esbensen, & T. Taylor. *Youth & Society*, 49, 123-149. <http://journals.sagepub.com/doi/full/10.1177/0044118X14528958>
- >Effectiveness of a playground intervention for antisocial, prosocial, and physical activity behaviors (2017). C.A. Mayfield, S. Child, R.G. Weaver, et al. *Journal of School Health*, 87, 338-345. <http://onlinelibrary.wiley.com/doi/10.1111/josh.12506/abstract>

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

- >The influence of push and pull reasons for leaving school on students' school reengagement (2017). R. Boylan & L. Renzulli. *Youth & Society*, 49, 46-71. <http://journals.sagepub.com/doi/full/10.1177/0044118X14522078>
- >Longitudinal and contextual associations between teacher-student relationships and student engagement (2017). D. Quin. *Review of Educational Research*, 87, 345-387. <http://journals.sagepub.com/doi/full/10.3102/0034654316669434>
- >A research synthesis of the association between socioeconomic background, inequality, school climate, and academic achievement (2017). R. Berkowitz, H. Moore, R. Avi-Astor, & R. Benbenishity. *Review of Educational Research*, 87, 425-469. <http://journals.sagepub.com/doi/full/10.3102/0034654316669821>

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

- >Identifying common practice elements to improve social, emotional, and behavioral outcomes of young children in early childhood classrooms (2017). B. McLeod, K. Sutherland, R. Martinez, et al. *Prevention Science*, 18, 204-213. <http://download.springer.com/static/pdf/>
- >Doing for others: Youth's contributing behaviors and psychological engagement in youth-adult partnerships (2017). H. Ramey, H. Lawford, & L. Rose-Krasnor. *Journal of Adolescence* 55, 129e138. <http://www.sciencedirect.com/science/journal/01401971/55>
- >Relationships among student, staff, and administrative measures of school climate and student health and academic outcomes (2017). L.N. Gase, L.M. Gomez T. Kuo, et al. *Journal of School Health*, 87, 319-328. <http://onlinelibrary.wiley.com/doi/10.1111/josh.12501/abstract;jsessionid=72E8B881DAA8A35B9B119EC22E51A336.f04t02>

**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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*We may have all come on different ships, but we're in the same boat now.*

Martin Luther King, Jr.

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## COMMENTS AND SHARING FROM THE FIELD

### Example of Sharing Center Resources

“Transitions to and from Elementary, Middle and High School. Thank you for giving this important information to me. I have printed it for use with my Mission Possible trainees and interns as they prepare to transition clients into the next year.”

### We were asked to share the following:

“California State University, Dominguez Hills now offers the School Health and Wellness Education online course series. The series is comprised of five asynchronous online courses to help K-12 school administrators, teachers, staff, and stakeholders implement evidence-based interventions as guided by The Student Support and Academic Enrichment (SSAE) grants under the Every Student Succeeds Act (ESSA). Information at <http://www4.csudh.edu/ceie/School-Health-Wellness-Education> .

Each course is designed to support a well-rounded education, improve school conditions for student learning, and promote wellness as outlined in SSAE. The courses explore data-driven progress-monitoring strategies to support the ESSA requirement for a comprehensive needs assessment every three years. The courses prepare professionals, build capacity among parents, and train stakeholders to establish and maintain safe and healthy places for children to learn using a whole child, whole school, whole community approach as indicated in ESSA. The courses also meet the guidance for school wellness under the Healthy Hunger Free Kids Act. The courses were developed and will be taught by nationally recognized School Health Education Specialist Johanna Chase.

HEX 984 Comprehensive School Wellness  
HEX 985 Human Sexuality School Health Education  
HEX 986 School Drug & Violence Health Education  
HEX 987 School Health-fitness & Nutrition Education  
HEX 988 School-based Mental Health Education

To enroll, call **310-243-3741**. For questions: [learn@csudh.edu](mailto:learn@csudh.edu) or call 310-243-2075.

### 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)