



## School Practitioner Listserv

A Weekly Community of Practice Network  
for Sharing and Interchange

Mental Health in Schools  
UCLA  
Center  
Program and Policy Analysis+

*27 years  
& counting*

January 20, 2014

### Request

>**Impact on children when their parents are deported?**

### Follow-up

>**Relating new discipline guidelines to learning supports**

>**MH school coordinators**

### Featured Center Resource

>**Transforming Celebrations (e.g., Martin Luther King, Jr. Day) into More than a Holiday**

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Please forward this to a few colleagues you think might be interested.  
The more who join, the more we are likely to receive to share.

For those who have been forwarded this and want to be part of  
the weekly exchange, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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**Request:** "I am a counselor working with immigrant families who are in court proceedings. I am looking for information on demonstrated hardships kids would have if they stay in the country and are separated from their parents. I am especially concerned about young children ages 2-7."

**Center Response:** This is a tragic situation occurring in many communities across the country. Several advocacy organizations are working to clarify the impact on children. Here are two:

(1) *Race Forward*

>See *Shattered families* – <http://www.raceforward.org/research/reports/shattered-families>

>Contact staff at <http://www.raceforward.org/about/staff>

(2) *Alliance for Children's Rights* – <http://kids-alliance.org/galleries/plan-aims-to-better-protect-the-children-of-detained-or-deported-immigrants/>

Here are a few recent reports and articles:

>*How today's immigration enforcement policies impact children, families, and communities* – <http://www.americanprogress.org/issues/immigration/report/2012/08/20/27082/how-todays-immigration-enforcement-policies-impact-children-families-and-communities/>  
(Note: Contains a list of contacts for follow up)

>*Mental Health study of kids affected by surge in deportations* –  
<http://www.publicintegrity.org/2013/03/14/12311/mental-health-study-us-kids-affected-surge-deportations>

>*Unauthorized Immigrant Parents and Their Children's Development: A Summary of the Evidence*. Washington, DC: Migration Policy Institute.  
<http://www.migrationpolicy.org/pubs/COI-Yoshikawa.pdf>

>*Prosecutorial discretion on the rise in immigration courts*  
(excerpt) "Immigrants facing deportation are increasingly likely to have their cases dismissed because of mitigating factors such as having U. S. citizen children, according to an analysis related by researchers at Syracuse University.... The use of prosecutorial discretion was formalized in a 2011 memo that directed immigration officials to consider factors like how long a person has lived in the U. S., whether he or she came to the U. S. as a young child, and whether families members have served in the military. Community ties, such as spouses, parents or children who are U. S. citizens, should also be considered. ... Deportations in fiscal year 2012 were down 10 percent from a record high of 409,849 the previous year." (Los Angeles Times 1/16/14)

<http://www.latimes.com/local/lanow/la-me-ln-prosecutorial-discretion-immigration-20140115,0,5779733.story#axzz2qimQMhog>

**Listserv Participants:** Anything you can share? Suggestions, resources, advise?  
Please send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## **Follow up:**

### **>Relating new discipline guidelines to learning supports**

In response to the item about the U. S. Dept of Ed/U. S. Dept of Justice discipline guidelines, a colleague emailed: "Have you seen the following video?  
<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html> What a great connection to Learning Supports work.... Also, how many states are currently adopting the framework? I want to share this information with others and I remember reading it somewhere but can't find it when I need it."

**Center Response:** We agree that the new guidance on prevention/alternatives to suspensions is a great stimulus for Learning Supports. Here are some specific resources making the case:

>*Rethinking how schools address misbehavior and disengagement* –  
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring08.pdf>

>Engaging and Re-engaging students in learning at school –  
<http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>

With respect to information about the work of states and districts moving toward a unified and comprehensive system of learning supports, we amass what we learn and put it on the Center Website. (And we hear more and more every week). To follow how the work evolves and is updated, see *Where's it happening* section – "Trailblazers and Pioneers"  
<http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>

**Listserv Participants:** What are your local schools doing to shift from suspensions to promoting engagement in learning? Do they need resources to get them thinking about this? Share and ask for resources by contacting the Center – [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## **Follow Up:**

### **>MH school coordinators: Not another service provider**

From a colleague at a state department of public health – "I am responding to the person who oversees 6 community agencies in that have received grant funding from the State to develop and implement school based mental health services in 12 schools located throughout the state who expressed some concerns about the utilization of their mental health clinician to provide services for which the school is responsible. The state Department of Public Health operates 82 school based health centers and 12 expanded mental health services sites statewide. Because School Based Health Centers staff have experienced the same issue in the past, we term in our SBHC contracts that states: *Health and mental health services provided under this Contract shall not supplant existing school health services. The Contractor shall provide the Department a letter of assurance from the school system/district, updated yearly, indicating that existing school health and psychosocial services will not be diminished during the Contract period.* This may/may not be helpful."

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## **Center Featured Resource:**

### **>Transforming Celebrations (e.g., Martin Luther King, Jr. Day) into More than a Holiday**

We constantly encourage and support efforts at schools to use natural opportunities to foster social-emotional learning. Days designated for celebrating important people and events are such natural opportunities.

For example, the King Center stresses that Martin Luther King, Jr. Day is a time to “Remember! Celebrate! Act! King's Legacy of Peace for Our World.” They are making this a nonviolence initiative, *not just for a day but for all of 2014*. The campaign is focused on schools and underscores the urgency of Dr. King’s challenge to people of every nation to “choose nonviolence as a way of life, as well as a method for peaceful social change.” Here’s an excerpt from their announcement about the campaign:

“The King Center today announced plans for the 2014 observance of the birthday of Dr. Martin Luther King Jr., with a special emphasis on inspiring and educating youth to ‘Choose Nonviolence.’ ... More than 1,500 students from greater Atlanta elementary, middle and high schools will converge on the King Center’s campus for an interactive and engaging dialogue.... Students will explore practical ways to prevent violence, resolve conflicts and make a difference for the better.

The King Center will engage another 300+ college students and the general public from throughout metro Atlanta on the implications of nonviolence on their campuses and in their communities ... Following the discussion, students will be encouraged to commit to developing campus work groups to address one form of violence on their campus and to address it through nonviolence.”

<http://www.thekingcenter.org/news/2014-01-king-center-announces-choose-nonviolence-campaign-and-2014-kho-plans>

For a few resources from our Center that can be used to support natural opportunities at schools for promoting nonviolence and peace and social emotional development, see:

>*Natural Opportunities to Promote Social-Emotional Learning and MH –*

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

>*Youth Participation: Making It Real –*

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

>*School and Community Collaboration to Promote a Safe Learning Environment –*

<http://smhp.psych.ucla.edu/publications/school&communitycollaboration.pdf>

>*Fostering School, Family, and Community Involvement* (Guidebook in series, *Safe and Secure: Guides to Creating Safer Schools*)

<http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf>

>Also see the Center’s Online Clearinghouse Quick Find on *Safe Schools and Violence Prevention* – [http://smhp.psych.ucla.edu/qf/p2108\\_03.htm](http://smhp.psych.ucla.edu/qf/p2108_03.htm)

**Please share! Send in relevant resources ideas, requests, comments and experiences to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)**

**Note: Responses come only to the Center for Mental Health in Schools at UCLA for possible inclusion in the next week's message.**

**We also post a broad range of issues and responses to the *Net Exchange* on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm> and to the *Facebook* site (which can be accessed from the Center's website homepage <http://smhp.psych.ucla.edu/>)**