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**School Practitioner  
Listserv**

**A Weekly Community of Practice Network  
for Sharing and Interchange**



**November 17, 2014**

**Request from a Colleague**

**>Preparing for students returning from residential  
treatment programs**

**For Your Information**

**>Long term impact of student support: Benefits? Costs?**

**Featured Center Resource**

**>Adapting Center resources: Some examples**

**Coming Soon**

**>2015 National Initiative for Transforming Student  
and Learning Supports**

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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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## **R**equest from a Colleague

"We are looking into starting a day school for students coming back from intensive stays in hospitals and/or out patient treatment. This school would have a education component as well mental health services. I am wondering if you could help me with memorandums of understanding for public schools and any other information you can share with me as we look into this concept."

## **C**enter Response

Our Center has recently added a special section on "Transition from hospital/residential/day care to school" to our online clearinghouse Quick Find on *Transitions Programs*. See [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

There are links from a range of organizations and authors including:

- >Effecting Successful Community Re-Entry: Systems of Care Community Based Mental Health Services
- >Elements of School Re-entry after hospitalization
- >Hospital to school transitions for children
- >Issue Brief: School aged children and behavioral health: re-entry planning for students returning to school following hospitalization for a behavioral health crisis
- >Strategies to ensure your child's successful transition back to school after hospitalization
- >The departure status of youth from residential group care: Implications for aftercare
- >Tough Transitions: Mental Health Care Professionals' Perception of the Psychiatric Hospital to School Transition
- >Transitioning Children from Psychiatric Hospitals to Schools: The Role of the Special Education

Also, take an online look at *UCLA ABC partial hospitalization program* – [http://www.uclahealth.org/site\\_neuro.cfm?id=613](http://www.uclahealth.org/site_neuro.cfm?id=613)

We suggest contacting the authors of the above resources to get more specific information, including examples of memoranda with public schools.

**L**istserv Participants: What support do local schools provide students returning from more intensive interventions, such as hospitalization, residential treatment, day treatment programs? Do you have MOU examples? Send info to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .

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## **F**or your information:

**Long term impact of student support: Benefits? Costs?**

Blow is an excerpt from a recent news article summary of an 8 year follow-up of a 10 year intervention program.

- >What do you think about the costs and benefits?
- >Do you know of any data showing better outcomes for student and learning supports?

Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) for sharing with others.

From: *"Violence prone children who went through a decade long intervention program grew up to have fewer psychiatric, drug-related and legal problems, according to a new study."*

<http://www.latimes.com/science/sciencenow/la-sci-sn-childhood-intervention-violence-20140916-story.html>

Excerpt:

In 1990, ... Congress wanted the National Institute of Mental Health to do something about youth violence. Child psychologist Kenneth Dodge at Duke University persuaded the institute to fund a 10-year study that would compare how children would fare under prolonged therapy and tutoring aimed at improving social and cognitive skills, and whether their adult fates would differ from similar children who did not participate. No study of its breadth and kind had been done before. Dodge's team, which included researchers from Penn State University, the University of Alabama, Simon Fraser University and Tufts University, screened nearly 10,000 children to identify 891 kindergartners who displayed aggressive behavioral problems in school and at home. They came from elementary schools in poor and crime-ridden communities near the universities. In the years since the study's 1991 launch, researchers have published several progress reports. But this time, they wanted to see how subjects had fared eight years after the program ended, based on interviews with the participants and those who knew them well, and a review of court records and other public documents.

Results, published in the American Journal of Psychiatry, show modest improvement in psychological markers that predict long-term antisocial behavior and criminality. Program graduates also had fewer legal problems, substance abuse issues and risky sexual behaviors. The data suggest that intervention can work, and effects can persist over many years. Overall, the likelihood of psychological, criminal, sexual and behavioral problems dropped by about 9 percentage points from those of nonparticipants, the study found.

'It's not miracles; it's not huge impacts,' said Dodge, who directs Duke's Center for Child and Family Policy. 'We weren't successful with every child, but on average we have been able to prevent some of those [negative] outcomes.'

The cost, \$58,000 per child over 10 years, could prove problematic, particularly because participants were no more likely to have graduated high school or gained full employment 18 years later. And incarceration rates differed by only 1.3 percentage points between participants and the control group. 'It's a hefty sum, making it daunting to finance a program like this nationwide, or even school district-wide,' Dodge said. 'On the other hand, we know that the kids otherwise are going to grow up to cost society an awful lot.' A career criminal with a variety of other behavioral problems ... can cost society upward of \$2.6 million over a lifetime.

The study did not compare the proprietary curriculum, developed by Dodge and other authors, with other interventions, and could not discount effects from other factors, such as enrollment in special education and receiving medical treatment for such diagnoses as attention deficit disorder. But by late high school years, participants were using fewer social service programs than their peers, an earlier report on the study found.

The latest look at the data showed grown-up participants who had families of their own also were not spanking their children as much. Research has shown that parental use of corporal punishment correlates with future aggressive or antisocial behavior by those children. 'Maybe by working with children as they grow up we can interrupt violence in the next generation,' Dodge said. 'Their parenting of their offspring seems to be improved.' Parenting efficacy increased marginally, but intervention appeared to have no effect on coercive parenting or parental satisfaction, the study found.

And substance abuse data were mixed, showing a drop in alcohol abuse, but only marginally less binge drinking. Serious drug abuse was less likely among program graduates, but there appeared to be no effect on heavy use of marijuana, the study found.

Risky sexual behavior also dropped significantly, with a more modest drop in violence against partners, the study found."

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## Center Featured Resource

### Adapting Center Resources: Some Examples

We are always pleased to hear about the various ways folks find to use the many free and readily accessed resources we have online. We encourage adapting the resources to fit specific needs (and we often are surprised by the products).

To encourage use and adaptations, we thought it worth sharing some recent examples that have come our way. Take a look at the following:

- > *Implementing The Florida Standards: Role of Student Services Personnel Action Brief*  
[http://sss.usf.edu/resources/format/pdf/FL\\_Standards\\_StudentServices.pdf](http://sss.usf.edu/resources/format/pdf/FL_Standards_StudentServices.pdf)
- > *A case study evaluation of resource mapping*  
<http://search.proquest.com/docview/230732152/fulltextPDF?accountid=14512>
- > *Wisconsin: Delivery of pupil services*  
<http://sspw.dpi.wi.gov/files/sspw/pdf/pslikertscale.pdf>
- > *Department of Defense: School Attendance: focusing on engagement and re-engagement*  
<http://dodea.edu/attendance/upload/school-attendance-research.pdf>
- > *Michigan Association of School Administrators: Embedding bullying interventions into a comprehensive system of student and learning support*  
<http://gomasa.org/news/embedding-bullying-interventions-comprehensive-system-student-and-learning-supports>
- > *Washington Department of Public Instruction: Community Partnerships*  
<http://www.k12.wa.us/LAP/pubdocs/CommunityPartnerships.PDF>
- > *Steps and Tools To Address Barriers to Learning* (adapted by a company providing CE credits -- accredited by the Texas Education Agency)  
<http://www.teachmeceus.com/ceu-courses/steps-and-tools-to-address-barriers-to-learning-.php>
- > *Integrating Mental Health Services into Schools*  
<http://www.teachmeceus.com/ceu-courses/integrating-mental-health-services-into-schools.php>
- > *Addressing Common Core Standards*  
<http://www.teachmeceus.com/ceu-courses/addressing-common-core-standards.php>
- > *Strengthening School Engagement and Learning Support*  
<http://www.teachmeceus.com/ceu-courses/strengthening-school-engagement-and-learning-support.php>
- > *BallotPedia: Comprehensive system of learning supports*  
[http://ballotpedia.org/Comprehensive\\_system\\_of\\_learning\\_supports](http://ballotpedia.org/Comprehensive_system_of_learning_supports)

If you have examples of how Center resources have been used, let us know. Send links to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## Coming Soon

### ***Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System***

This new book is being prepared by Howard Adelman and Linda Taylor, co-directors of a national Center at UCLA. In January, to facilitate efforts to transform student and learning supports, the resource will be placed on the Center's website for free access.

The work outlines what is involved in designing and implementing a unified, comprehensive, equitable, and systemic learning supports component to replace existing fragmented and disorganized student and learning supports. With respect to cost, the emphasis is mainly on redeploying existing resources and garnering economies of scale.

## **2015 National Initiative for Transforming Student and Learning Supports**

Much of our work in recent years was accomplished as part of the national initiative for New Directions for Student and Learning Supports. As of now, this initiative is being morphed into the *2015 National Initiative for Transforming Student and Learning Supports*.

The book cited above will be the keystone for this initiative. To further help districts and schools make the transformation, the Center will be developing additional online, free resources – including professional development activities, powerpoints, implementation resources, and a revised System Change Toolkit. We also will continue providing online technical assistance and coaching.

**Watch for it!**

***Please share relevant resources ideas, requests, comments, and experiences! Send 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 *Facebook* (access from the Center's home page**

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

**For Recent Previous Postings, see <http://smhp.psych.ucla.edu/practitioner.htm>**