



ENEWS

A Monthly Forum for Sharing and Interchange



August, 2009 (Vol. 13 #11)

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported national Center offers, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.
Contact smhp@ucla.edu**



WHAT'S HERE THIS MONTH

**Emerging Issue

>>Beyond Implementation Science: *Multilevel Dynamic System Intervention Science*

**News from around the country

**Recent publications relevant to

- >Child and adolescent mental and physical health
- >School, family, & community
- >Policy, systems, law, ethics, finances & statistics

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

>August - Pick yourself up, dust yourself off, and start all over again

**Other helpful Internet resources

**Links to

- >Upcoming initiatives, conferences & workshops
- >Upcoming and archived webcasts and online professional development
- >Calls for grant proposals, presentations & papers
- >Training and job opportunities

**UCLA Center's Latest Reports

**Comments, requests, information, questions from the field



>EMERGING ISSUE

>Beyond Implementation Science: *Multilevel Dynamic System Intervention Science*

Improving and transforming schools requires facilitating systemic change and replication to scale. This involves much more complexity than implementing a specific practice with fidelity. The concern is with diffusion of multiple innovations into organized settings that have well-established institutional cultures and systems. And, for a district the need is not usually just changes at one school but replication of innovations at many.

The June 2009 issue of the *American Journal of Community Psychology* focuses on what is now being called Multilevel Dynamic System Intervention Science (MDSIS). It encompasses concerns about systemic change and diffusion of innovations that suggest that prevailing "implementation science" with its emphasis on narrow-based, individual level interventions and randomized controlled treatment (RCT) research designs are too limited in conceptualization and methodology to guide essential systemic changes in schools.

In the AJCP series, the series editors Jean J. Schensul and Edison J. Trickett state that

"... multilevel interventions are structural and contextual interventions, focused on systemic (policy and institutional) and social (peer, community organization, family) change" and are independent of, but intertwined with, individual level change.

They stress that:

"multilevel interventions are based on the assumption that sociocultural systems are dynamic, and that in order to bring about structural, norms, and individual level change, it is important to intervene at multiple levels concurrently."

"... if change occurs at the individual level, it will quickly revert if there are not social and structural supports available at other levels to support or reinforce individual level changes."

And they emphasize that institutions must be prepared to intervene "either quietly or with much noise and battle" to ensure the commitment to change at individual levels is achieved "through policy and social structural change."

The articles dealing with this topic and links to each are online at <http://www.metapress.com/content/w21311t65148/?p=df876227c3404f0fb381ed2c591afd42&pi=0>

[For more on Enabling Systemic Change, see the Center's Series of Information Resources entitled: *Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools* access at <http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#fact>]

What are your views about this critical matter for practice, research, policy, and professional preparation? Send your comments to ltaylor@ucla.edu

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*NEWS FROM AROUND THE COUNTRY

>FIRST 'ONE-STOP SHOP' AGENCY OPENS IN LOUISIANA

The first 'one stop shop' will give residents a central location for assistance offered by several separate state agencies. Legislation passed last year mandates that the department so Social Services, Education, Health and Hospitals, the Louisiana Workforce Commission and the Office of Juvenile Justice work

together with communities to serve families from single locations, called Neighborhood Places, that will be established across the state. State agency officials have said that by tending to a family's health, economic and social needs, the state also is addressing a student's academic needs. 7/2/09
<http://www.2theadvocate.com/news/49472162.html>

>SCHOOL SUSPENSIONS LIMITED IN MARYLAND

Maryland public school officials can no longer suspend or expel students solely for being chronically late or absent under a new state law. The legislation follows a long trend of rising suspensions which resulted from zero-tolerance policies, 7/1/09
<http://www.baltimoresun.com/news/education/bal-md.truancy01jul01.0.6494050.story>

>BUDGET CUTS ERODING PROGRESS IN JUVENILE JUSTICE

Across the country, depleted coffers have prompted state and local officials to pare programs intended as alternatives to the mere incarceration of juvenile lawbreakers. In South Carolina, under the settlement of a class-action lawsuit, the system has stopped treating youthful offenders as hardened convicts, instead attacking the underlying causes of juvenile crime, like dysfunctional homes, drug abuse, and difficulties in school. The department has set up a network of intensive supervision officers who get to know the youngsters and their families before they are released, and then visit frequently to stay on top of problems. A department review found that only 12% of youths monitored by these officers wound up back in the system a year after their release, compared with 21% among those lacking intensive guidance. But the cuts of that last year "have already begun to unravel the progress." 7/11/09
<http://www.nytimes.com/2009/07/11/us/11juvenile.htm>

>SUMMER PROGRAMS FOR STUDENTS CUT

This year, budget cuts have forced the Los Angeles Unified School District to drop summer classes for elementary and middle school students. Families across the country are facing similar dilemmas as state and local budget cuts are hitting school districts hard, forcing many of them to make cuts in summer programs that many educators consider critical to students' academic success. 6/25/09
<http://online.wsj.com/article/SB10001424052970204621904574247772928095730.html>

>RACIAL GAP IN TESTING SEES SHIFT BY REGION

Black students have made important gains in several Southern states over two decades, while in some Northern states, black achievement has improved more slowly than white achievement, or has even declined, according to a Department of Education study. As a result, the nation's widest black-white gaps are in Northern and Midwestern states like Connecticut, Illinois, Nebraska and Wisconsin, according to National Assessment of Educational Progress results. 7/14/09
<http://www.nytimes.com/2009/07/15/education/15educ.html>

>OBAMA TO UNVEIL \$12 BILLION COMMUNITY COLLEGE PLAN

President Barack Obama will unveil a \$12 billion initiative today to boost community colleges and propel the United States toward his goal of having the highest proportion of college graduates in the world by 2020. The 10-year program includes a goal of graduating an additional 5 million students from community colleges, double the current number of expected graduates. The funds would be used to help students complete degrees and develop online courses to improve student learning. Coincidentally, ECS and two other partners recently unveiled an agreement to establish the Community College Policy Center. 7/14/09 <http://www.reuters.com/article/bondsNews/idUSN1419615420090714>

>STUDY SHOWS EARLY ED SETS KIDS UP FOR SUCCESS

The billions of dollars invested in New Jersey's early childhood education program are paying dividends, Governor Jon Corzine said, touting the results of a new study. The report found that children in the so-called "Abbott" district preschools performed at a higher level in the 1st and 2nd grades than students in the district that did not attend preschool. According to the study, the number of students

forced to repeat a grade was cut in half. 7/14/09

<http://www.nj.com/news/jjournal/unioncity/index.ssf?/base/news-0/124755274922070.xml&coll=3>

>**MICHIGAN REPRESENTATIVES URGE QUICK ACTION ON FAILING SCHOOLS**

The plan, which passed the Michigan House late last week, creates new standards and restructuring options for schools to ensure students are prepared for the 21st century global economy. The legislation allows for the appointment of a reform officer to design and implement a turnaround plan for failing schools. The officer would have the power to implement new building policies, assume direct operation of the school or contract with a high-performing charter school.” 6/30/09

<http://detnews.com/article/20090630/SCHOOLS/906300393/1026/local/State-reps-urge-quick-action-on-failing-schools>

>**CHICAGO PUBLIC SCHOOLS LOSE HALF OF THEIR TEACHERS IN 5 YEARS**

The typical Chicago public school loses more than half of all its teachers within five years – and about two-thirds of its new ones. Teacher churning is especially severe in high-poverty schools where half of all teachers disappear after only three years. Smaller schools suffered higher teacher turnover than bigger ones, perhaps because “small schools put enormous demands on teachers and can potentially ‘burn out’ even the most enthusiastic new teacher,” the study warned.. 6/29/09

<http://www.suntimes.com/news/education/1643190,CST-FIN-teacher29.article>

>**SITE-GOVERNED DISTRICT SCHOOLS IN MINNESOTA**

Recent legislation authorizes the establishment of site-governed district schools in Minnesota. These schools incorporate a number of the autonomy, accountability, flexibility and sustainability features of chartered public schools, but they must be approved by district school boards.

<http://www.ecs.org/00CN4388>

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“It doesn’t make sense to suspend a child who is already out of school. We should be trying to help our children as opposed to pushing them out the door and pushing them toward criminal behavior.”

Catherine Pugh, Maryland State Senator

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Note: Among the sources used in gathering the above items are ECS e-Clips. <http://www.ecs.org/e-clips> and the Public Education Network (PEN) NewsBlast http://www.publiceducation.org/newsblast_current.asp

Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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***RECENT PUBLICATIONS (in print and on the Web)**

Child, Adolescents, Young Adult Mental and Physical Health

>Associations between emotional competence and adolescent risky behavior. (2009) D. Hessler & L. Katz. *Journal of Adolescence*, ePub. <http://www.sciencedirect.com/science/journal/01401971>

>Stigma and self-concept among adolescents receiving mental health treatment (2009) T. Moses. *American Journal of Orthopsychiatry*, 79(2) 261-274.

- >Children's beliefs about the causes of childhood depression and ADHD: A study of stigmatization. (2009) D. Coleman, J.S. Walker, J. Lee, P.N. Squire, & B.J. Friesen. *Psychiatric Services* 60, 950-957.
- >Improving Mental Health Services in Primary Care: Reducing Administrative and Financial Barriers to Access and Collaboration (2009). Committee on Health Care Access and Economics TASK FORCE ON MENTAL HEALTH AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY. *Pediatrics*;123,1248-1251 <http://www.pediatrics.org/cgi/content/full/123/4/1248>
- >The Future of Pediatrics: Mental Health Competencies for Pediatric Primary Care (2009). Policy Statement. *Pediatrics*, 124, 410-421.
<http://pediatrics.aappublications.org/cgi/content/abstract/124/1/410>
- >*Mental health needs of low-income children with special health care needs* (2009) K. VanLandeghem & C. Brach. Agency for Healthcare Research and Quality, Pub No. 09-0033.
<http://www.ahrq.gov/chiri/chiribrf9/chiribrf9.pdf>
- >Overcoming barriers to using empirically supported therapies to treat childhood anxiety disorders in social work practice. (2009) A. Salloum, et al., *Child and Adolescent Social Work Journal*, 26(3) 259-273.
<http://www.springerlink.com/content/av76582810428304/fulltext.pdf>
- >The impact of acculturative stress and daily hassles on pre-adolescent psychological adjustment (2009) L. Suarez-Morales & B. Lopez. *Journal of Primary Prevention*.
<http://www.springerlink.com/content/32g3v05088627642/fulltext.pdf>
- >Children's psychosocial rehabilitation: Clinical outcomes for youth with serious emotional disturbance living in foster care (2009) N. Williams & M. Sherr. *Child and Adolescent Social Work Journal*, 26(3) 225-234. <http://www.springerlink.com/content/u070m20422078645/fulltext.pdf>

School, Family & Community

- >Community violence and youth: Affect, behavior, substance use, and academics (2009) M. Cooley-Strickland, et al., *Clinical Child and Family Psychological Review*, ePub.
<http://www.springerlink.com/content/d140h46347232x80/>
- >Afterschool programs for adolescents: A review of evaluation research (2009) *Adolescence*, 44, 1-19.
- >The role of purposeful work goals in promoting meaning in life and in schoolwork during adolescence (2009) D. Yeaver & M. Bundick. *Journal of Adolescent Research* 24(4) 423-452.
<http://jar.sagepub.com/cgi/content/abstract/24/4/423>
- >Resilience among children exposed to domestic violence: The role of risk and protective factors (2009) C. Martinez-Torteya, et al., *Child Development*, 80(2) 562-77.
<http://www3.interscience.wiley.com/cgi-bin/fulltext/122370045/PDFSTART>
- >The ecological effects of universal and selective violence prevention programs for middle school students (2009) R. Simon, et al., *Journal of Consulting and Clinical Psychology*, 77(3) 526-42.
<http://www.apa.org/journals/ccp.html>
- >Prevalence, characteristics, and associated health and health care of family homelessness among fifth grade students (2009) T. Coker, et al., *American Journal of Public Health*, ePub.
<http://www.ajph.org/cgi/reprint/99/8/1446.pdf>
- >Parental school involvement in relation to children's grades and adaptation to school (2009) E. Tan & W. Goldberg, *Journal of Applied Developmental Psychology*, 30(4) 442-453.
<http://www.sciencedirect.com>

Policy, Systems, Law, Ethics, Finances & Statistics

>Social Determinants of Health in the United States: Are we Losing Ground? (2009) L. Berkman. *Annual Review of Public Health*, 30, 27-41.

<http://arjournals.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.031308.100310>

>Youth action research for prevention: A multi-level intervention designed to increase efficacy and empowerment among urban youth (2009) M Berg, et al., *American Journal of Community Psychology*, 43(3-4) 345-359. <http://www.metapress.com>

>Local school wellness policies (2009) Robert Wood Johnson Foundation.

<http://www.rwjf.org/pr/product.jsp?id=44708>

>Achievement Gaps: How black and white students in public school perform on the National Assessment of Educational Progress (2009) National Center for Education Statistics.

<http://nces.ed.gov/nationsreportcard/studies/gaps>

>The next frontier: Prevention as an instrument of social justice (2009) M. Kenny & S. Hage. *Journal of Primary Prevention*, 30, 1-10.

>Statistics on Youth Depression (2009). National Survey on Drug Use and Health Report.

<http://oas.samhsa.gov/2k9/youthDepression/MDEandTXTforADOL.pdf>

>Predictable failure of federal sanctions-driven accountability for school improvement -- and why we may retain it anyway (2009). H. Mintrop & G. Sunderman. *Educational Researcher*, 38, 353-364.

Note: The 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 topic pages 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.

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“Paying real attention to the younger generation is labor intensive. It consists of connections and discipline, expectations and second changes. It’s harder to talk with troubled teen than to profile them. But in raising kids, as a parent or country, zero tolerance adds up to absolutely nothing.”

Ellen Goodman

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*THIS MONTH’S FOCUS FOR SCHOOL TO ADDRESS BARRIERS TO LEARNING

>August is a time to pick yourself up, dust yourself off, and start all over again

Note: It is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see ideas for Enhancing Support at Your Schools this Month on the homepage at <http://smhp.psych.ucla.edu>

For August, the theme we propose for schools is:

Now is the Time to Develop Ways to Avoid Burnout.

For too many schools, last year was even harder than previous ones and next year is being anticipated with bated breath. With the stress of the economic downturn coupled with high expectations for educational outcomes, school staff are challenged as never before.

One of the most important research findings related to good outcomes for children and youth is that enhancing protective factors or buffers helps reduce risks, overcome barriers, and enhance resilience. As a new school year approaches, we all must remember that these findings undoubtedly apply to adults as well.

In describing the characteristics of someone who is resilient, the literature underscores that the individual has

- a sense of self-esteem and self-efficacy, successfully coping with challenges
- an active stance toward an obstacle or difficulty. The ability to see a difficulty as a problem that can be worked on, overcome, change, endured, or resolved in some way
- reasonable persistence, with an ability to know when "enough is enough"
- a capacity to develop a range of strategies and skills to bear on the problem, which can be used in a flexible way.

All this has relevance for countering burnout.

So, in pursuing the theme for this month, it is essential to remember that a critical facet of countering burnout is to become *proactive* in reshaping how schools address factors that interfere with students learning and with teachers teaching.

In keeping with this, it is wise to pay close attention to the direction being laid out by the new leadership in the U.S. Department of Education.

Here is their agenda as stated online (<http://www.ed.gov>).

“In the past month, Secretary Duncan has delivered four speeches detailing ED policy related to four areas of reform. The goals are to improve standards and tests, the effectiveness of teachers, data to inform educators’ decisions, and low-performing schools. States had to address these issues and inform the department of their progress to receive funding from the \$48.6 billion available under the American Recovery and Reinvestment Act’s State Fiscal Stabilization Fund. In the months ahead, as states compete for \$4.35 billion available under the Race to the Top Fund, their applications will be evaluated based on their assurances on those four reforms.”

Administrators at every level are tuning in to these goals, and so should every other stakeholder in what schools are doing. As schools plan ways to fit into this agenda, new opportunities are arising for strengthening student and learning supports through integrating programs and resources at school, district, and state levels.

Now, more than ever, it is crucial to get to planning and decision making tables and bring a voice that clarifies the importance of a comprehensive and cohesive system for addressing barriers to learning and teaching and re-engaging disconnected students. This focus, of course, embeds efforts to address a wide range of mental health and psychosocial concerns.

If you need any resources to strengthen your voice in addressing the policies and priorities of your school, your district, or your state, let us know. Ltaylor@ucla.edu

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For example, here are some online resources from the Center that can help with respect to each of the U.S. Department of Education’s four goals:

- >Regarding standards for learning supports, see
 - >>*Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning*
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidc.pdf>

- >Regarding support for teacher effectiveness, see
 - >>*Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*
<http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>
- >Regarding data to inform educators decisions, see
 - >>*Evaluation and Accountability: Getting Credit For All You Do!*
<http://smhp.psych.ucla.edu/pdfdocs/Evaluation/evaluation.pdf>
- >Regarding turning around low performing schools, see
 - >>*School Improvement? . . . fully addressing barriers to learning and teaching is the next step!*
<http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf>
 - >>*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*
<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

All of this is covered in more detail in the two books by the Center Co-directors that Corwin Press has published:

- >>*The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning*
- >>*The Implementation Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning*

And, of course, this is the central focus of resources prepared for the *National Initiative: New Directions for Student Support* and the Center's collaboration with Scholastic Inc. on the Rebuilding for Learning Initiative. ([http://smhp.psych.ucla.edu/summit2002/briefreport\(07-13-09\).pdf](http://smhp.psych.ucla.edu/summit2002/briefreport(07-13-09).pdf))

For example,

- >>*What is a Comprehensive Approach to Student Supports?*
<http://smhp.psych.ucla.edu/pdfdocs/whatiscomp.pdf>
- >>*Frameworks for Transforming How Schools Offer Student and Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforssystemictransformation.pdf>

Also, see the resources for new directions that have been gathered together as a "toolkit." All are free and easy to access online at <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

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"Sometimes glass glitters more than diamonds because it has more to prove."

Terry Pratchett

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***OTHER HELPFUL INTERNET RESOURCES**

>Youth participation in public policy –
<http://www.ssw.umich.edu/public/currentprojects/youthandcommunity/publicpolicy.html>

>What Works? Targeted truancy and dropout programs in middle and high school –
<http://www.wsipp.wa.gov/rptfiles/09-06-2201.pdf>

>Evidence Based Policy Help Desk – <http://evidencebasedpolicy.org/wordpress/>

>Help for transition-age youth with mental health conditions – <http://thomas.loc.gov/cgi-bin/query/z?c111:H.R.2691>:

>Bullying in Schools, U. S. Department of Justice’s Office of Community Oriented Policing Services – <http://www.cops.usdoj.gov/ric/resourcedetail.aspx?rid=18>

>Racial equity tools – <http://www.racialequitytools.org>

>Early Head Start and Teen Parent Families: Partnership for Success – http://www.clasp.org/publications/ehs_teens.pdf

>Recent from Data Trends – Differences in Treatment Dropout Rates; Unclaimed Children Revisited: Findings on Family- and Youth-Responsive Services; The Importance of School Support in Determining Maternal Involvement in the Education of Children With Autism Spectrum Disorders; Peer Stigmatization of Childhood Depression and ADHD; Out-of-Home Placement Within Systems of Care <http://www.rtc.pdx.edu/pgDataTrends.shtml>

>Transition: The passage from youth to adulthood: a guidebook http://floridaschildrenfirst.org/pdf/Foster_Final_Proof.pdf

>Caring for kids: What parents need to know about sexual abuse – http://www.nctsn.org/nctsn/nav.do?pid=typ_sa_prom

>Teen Parents and Foster Care – <http://www.chapinhall.org/research/inside/most-illinois-children-foster-care-were-born-former-teen-mothers>

>Cost Benefit Analysis of Extending Foster Care Beyond Age 18 – http://www.chapinhall.org/sites/default/files/publications/Issue_Brief%2006_23_09.pdf

>America’s children: Key national indicators of well-being, 2009 – <http://childstats.gov>

>A guide to resources for creating, locating and using child and youth indicator data – http://www.childtrends.org/files/child_trends-2009_01_05_fr_childindicatorguide.pdf

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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“Reality is nothing but a collective hunch.”

Lily Tomlin

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*LINKS TO

>Upcoming Initiative, Conferences & Workshops -- <http://smhp.psych.ucla.edu/upconf.htm>

>Calls for Grant Proposals, Presentations & Papers -- <http://smhp.psych.ucla.edu/upcall.htm>

>Training and Job Opportunities — <http://smhp.psych.ucla.edu/job.htm>

>Upcoming/Archived Webcasts — <http://smhp.psych.ucla.edu/webcast.htm>

Note: Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at <http://smhp.psych.ucla.edu>. If you would like to add information on these, please send it to ltaylor@ucla.edu

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UCLA CENTER UPDATE

New Resources

>*Data About Youth in the United States* (Information Resource) –
<http://smhp.psych.ucla.edu/pdfdocs/youthdata.pdf>

This resource highlights major sources of data on and from youth and stresses the following: Given the growing amount of data on and from youth, the problem confronting policy makers is not really that of hearing from a few more young people or arranging to have a youth representative or two at the table. Addressing the matter in that way risks continuing the type of tokenism and use of youth as decoration that has been commonplace and also risks short-circuiting analyses of the larger body of available data. Meaningful youth participation always should be promoted. But promoting participation must not be confused with the parallel need for a comprehensive body of data on and from youth.

>*Youth Participation: Making It Real* (Guidance Notes) –
<http://smhp.psych.ucla.edu/pdfdocs/youthpartic.pdf>

Thanks to advocacy for and by youth leaders, it is now commonplace at meetings across the country for several folks to stress “If we are going to plan for young people, we need their voices at this table.” However, reasons for bringing young people to the table vary. Advocates range from those who appreciate the importance of understanding the perspective of youth, on through those who also are dedicated to promoting youth development and empowerment, and on to those who stress that youth participation benefits families, adults, organizations, planners, policy makers, communities, and society in general.

>*Intro to Multi-Level Community Based Culturally Situated Interventions*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/multilevel.pdf>

Because of the importance of the June 2009 special issue of the *American Journal of Community Psychology* (edited by Jean J. Schensul and Edison J. Trickett) which focuses on what is now being called “Multilevel Dynamic System Intervention Science” (MDSIS), we have prepared an Information Resource and have added it to our Center’s series on Enabling Systemic Change. [As you may know, that series is entitled: *Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools* access at <http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#fact>]

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, others centers focusing on the topic, and relevant publications. Go to <http://smhp.psych.ucla.edu> and click on Quick Find. If you would like to add a resource, let us know. ltaylor@ucla.edu. For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-8716. Email: smhp@ucla.edu

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Check out our sister center, The Center for School Mental Health at <http://csmh.umaryland.edu> or contact Mark Weist, Director, CSMH, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980. Email: csmh@psych.umaryland.edu

The CSMH will hold the 14th Annual Conference on Advancing School Mental Health - November 2 - 4, 2009 - Hilton Minneapolis, Minneapolis, Minnesota. The theme for the conference is "School Mental Health: Promoting Success for All Students." See http://csmh.umaryland.edu/conf_meet/AnnualConference/index.html

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***COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD**

Comment on the June Emerging Issue

>Does closing the achievement gap require first closing the gaps in life conditions?

“This study is yet another that supports the position that schools alone will never be successful in closing the achievement gap for students of color. There is overwhelming evidence that what happens to students outside of school, as well as in the years before school, is a significant determinant of student achievement. A much greater effort is needed to connect schools and their purpose to the communities in which they exist. This can be done without dealing with the much more complex problems associated with poverty and its associated social consequences, as much as they need attention in our society.”

From rtcUpdates for June and July, 2009 -- <http://www.rtc.pdx.edu/>

“As a part of the 2009 Portland National Youth Summit, young adult leaders from across the United States drafted a Mental Health Youth Bill of Rights. Their vision is that this Mental Health Youth Bill of Rights will be adopted by organizations such as Youth MOVE and SAMHSA and clearly displayed in every doctor's office, counseling center, and organization that services youth, ages 14-25, with mental health needs.

In an effort to strengthen this document, Youth Summit participants are asking for additional feedback and support from anyone involved in the mental health network. We look forward to hearing your thoughts and receiving your support! Join this month's discussion and share your thoughts:

<http://www.rtc.pdx.edu/FeaturedDiscussions/pgFD00main.php>

In addition, you can express your opinions about the Youth Summit Bill of Rights by taking our survey: http://www.surveymonkey.com/s.aspx?sm=O2xyvZu1W15WXalCiCUYpw_3d_3d“



THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at <http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu