

**27 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



August, 2013 (Vol. 17 #11)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? This newsletter focuses on relevant policies and practices.

For more on resources from our national Center, see <http://smhp.psych.ucla.edu>



We encourage you to forward this to others.

**If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu**



WHAT'S HERE THIS MONTH

****Continuing Concern**

**>Advocacy for Addressing Barriers to Learning and Teaching:
Appreciating Different Causes for Problems**

****News from around the country**

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

**>August: Welcoming students and families to a new school year
(a new grade, new teachers, new schools)**

****New Directions for Student & Learning Supports: The Initiative Moves Forward**

****UCLA Center Resources Update**

****Links to**

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, and online professional development

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****Other helpful Internet resources**

****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

Advocacy for Addressing Barriers to Learning and Teaching: Appreciating Different Causes for Problems

Advocates for children approach policy and practice from different perspectives. Some focus mainly on enhancing supports for individual students. Others stress that the number of students who need individual help would be significantly reduced by focusing first on improving the conditions (e.g., neighborhood, family, peer, school) that result in many youngsters manifesting learning, behavior, and emotional problems. Some focus on prevention; some focus fixing problems.

Many advocates are dissatisfied with the diagnostic labels assigned to students manifesting learning, behavior, and emotional problems. Particular concern has been raised over misdiagnoses (e.g., common learning problems misdiagnosed as LD and common behavior problems misdiagnosed as ADHD). And significant concerns have been raised about the categorizing systems used in determining diagnostic labels.

In our work in schools, we have seen the need to use a framework that allows for differentiating problems in terms of the reality that many are initially caused by external (environment) factors rather than the type of internal (person) factors suggested by diagnostic labels. From this perspective, we advocate for addressing environment and person factors with a full continuum of integrated interventions that begins with a strong emphasis on promoting healthy development, preventing problems, and responding as soon as feasible after a problem appears.

A major challenge to advocates for children and youth is to address the full range of barriers (especially environments that are not optimal for the learning and development of all children). By appreciating that for many students the environment has and often is continuing to be a primary instigator of problems, we can focus more on improving external conditions and will often find that improving the environment is sufficient to addressing many problems. This will go a long way toward reducing trends toward overpathologizing and misdiagnosing individuals (and blaming the victim).

For more on the above, see

>*Determinants of Students Problems*

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

>*Schools and the Challenge of LD and ADHD Misdiagnoses*

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

What are your views and experiences related to all this?

Let us hear from you. Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Each Day's News Brings More and More Evidence of the Need for Schools to Develop a Unified and Comprehensive System of Learning Supports.

Separating out students who fail. In DC, only about six in ten first time ninth graders are promoted to the tenth grade. The district is planning to separate out students who fail the first year of high school from incoming freshmen. School officials hope the move will insulate new ninth graders from the influence of older classmates who have begun to disengage from school. Nine high schools will open in the fall with ninth grade academies, small schools within a school dedicated to providing extra support for first time freshmen. Some repeaters could go to after school twilight academies dedicated to helping students catch up, while others could enroll in evening credit recovery programs while taking some classes during the day. Many may go to alternative schools. 6/30/13 <http://www.washingtonpost.com>

Law puts high priority on third grade test scores. Third graders in Washington state who fail a state reading test will soon have to meet with their parents and school officials to decide whether they should be held back a grade, go to summer school or receive another type of intervention. Along with requiring a parent approved learning plan for struggling third graders...schools also must give struggling students extra help with reading in the fourth grade. The legislation evolved from an earlier proposal that would have automatically held back students who didn't perform well on the first grade reading test. 7/3/13. <http://www.theolympian.com>

Superintendents worry grading scale will only measure poverty. The Virginia Board of Education is developing a formula for calculating letter grades for each of its public schools to be implemented in fall 2014. The A to F scale is intended to give parents an easy to understand summary of the varying quality of each of the state's schools. With help from university researchers, an initial analysis of the formula considered by lawmakers found that 85 percent of the schools that would score a C or below had poverty ratings over 50 percent. There is concern that a grading system that labels schools will punish schools that serve needy students and also exacerbate disparities in the school by encouraging some motivated families to flee the public schools. 6/26/13. <http://www.washingtonpost.com>

State school dropout age will increase to 18. Close to 5,000 KY students quit school in the 2011-12 academic year. The dropout age will rise statewide from 16 to 18 starting in the fall of 2017. Proponents warned that the state must find more long term funding for alternative programs that will help engage at risk students and prevent them from disrupting classrooms. In Jefferson County, a school board member warned that more staff will be needed to track down truants and alternative programs will need more resources. Critics said higher dropout ages in other states have not improved graduation rates. 7/13/13. <http://www.courier-journal.com>

Demographic change amplifying racial inequities. The overrepresentation of minority children among the poor is not new. What is new is that minority children will, in the not too distant future, form the core of the nation's workforce. The recent recession worsened conditions for many children, but minorities were hard hit and are having more difficulty recovering. That means more minority families end up in poor neighborhoods with underperforming school systems, leading to lower graduation rates and lower lifetime earnings. 7/15/13. <http://abcnews.go.com>

Alternative education for troubled students raises questions. Across America, alternative schools have become the proverbial safety net for troubled students when all else fails. Some education experts, however, say it's become too easy for educators to dump kids there who might benefit more from more nurturing and tutoring at home schools. California's Department of Education doesn't track students after they return to home schools, so it's hard to measure how they fare. Nor does the state require that county run schools report how many students are put on independent study programs. But the state does provide one rough estimate suggesting room for improvement. During the 2011-2012 school year, more than one third of the students at more than 75 county run schools statewide dropped out. These schools serve about 43,000 pupils a year. 7/21/13 <http://www.sacbee.com>

District lays off more than 2,000 including 1,000 teachers. Citing a \$1 billion budget deficit, Chicago Public Schools will lay off more than 2,000 employees. These layoffs are in addition to 855 employees who were laid off last month as a result of the decision to close 49 schools. The district has also proposed an additional \$52 million in reductions to central office costs. 7/19/13 <http://www.chicagotribune.com>

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“Once you’re a third time ninth grader, the odds of you being able to succeed...the odds are low. The same old, same old is not going to get these young people to where they need to be.”

Kaya Henderson, D. C. Schools Chancellor

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

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 or smhp@ucla.edu

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

>August: Welcoming students and families to a new school year (a new grade, new teachers, new schools)

Starting a new school year can be scary. And it is not uncommon for students and parents to feel unwelcome at school. The problem may begin with their first contacts. Efforts to enhance welcoming and facilitate involvement must counter factors that make the setting uninviting and develop ways to make it attractive. Those concerned with school improvement and school climate must ensure a school has an effective welcoming program and ways to provide ongoing social support.

Some families are not sure how to interact with the school. Three ways to help them feel welcome and a part of things are to:

- ensure the Office Staff are provided with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the school
- establish processes whereby teachers *invite a student and family to a Welcoming Conference* that helps clarify student and family interests and answers their questions
- provide workshops and follow-up assistance for teachers to help them establish welcoming procedures and materials.

And, because the emphasis is on *Welcoming*, any written material given out at this time specifically states WELCOME and is limited to simple orientation information. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.

When a family comes to register, it is essential that there be a designated staff/volunteer to welcome and provide information (in primary languages). This includes information about needed documents (e.g., residence, immunizations) and how to access missing documentation. In registering a new student and family, someone needs to welcome and begin an orientation and tour, with initial introductions to teacher(s), principal, support staff, and others. This includes providing information about matters such as: (a) how the school runs each day, (b) special activities for parents and students, (c) community services they may find helpful, (d) parents who are ready to help them join in, (e) students ready to meet with new students to help them join in, and (f) how the family can help the child learn and do well at school.

All this is meant as a chance to get to know teachers and school and for teachers to facilitate positive connections between family and school such as helping the student and parents connect with a school activity in which they seem interested.

Like any other interventions, efforts to welcome and involve new students and families require institutional commitment, organization, and ongoing involvement. That is, the process must be school-owned, and there must be a mechanism dedicated to effective program planning, implementation, and long-term evolution.

(cont.)

Support for Transitions – A Major Focus of Addressing Barriers to Learning & Teaching

Changing schools, changing grades — are among the many transition demands with which students regularly cope. Every transition can exacerbate problems or be used as a natural opportunity to promote positive learning and attitudes and reduce alienation.

Schools need to build their capacity to address transitions proactively and in the process to be guided by their goals for enhancing personal and social functioning. This requires school-wide and classroom-based intervention systems designed to enhance successful transitions and prevent transition problems. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Over time, effective articulation programs help reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work.

For tools and strategies, see the Center's Online Clearinghouse Quick Find on *Transitions/welcome* – http://smhp.psych.ucla.edu/qf/p2101_01.htm

If you want more ideas about how best to increase the capacity of your district or school with respect to developing a unified and comprehensive system of learning supports, feel free to contact us. Send an email to ltaylor@ucla.edu

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>

Back to School



Gosh, it seems like we just started summer vacation.

Parents' Perspective:

Finally, this has been the longest summer in memory.

School Staff:

Ready or not, here they come!

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Moving Forward:

- >*Stillwater Area Schools, MN* is seeking a district learning supports coordinator.
- >*Bloomington Public Schools, MN* has created a new positions of learning supports coordinator and will conduct an August learning supports leadership institute for Principals.
- >*School District of La Crosse, WI* has a nine minute video online that shares how they are using new directions frameworks to rebuild their system in ways that fully include the community. See http://youtu.be/-QmhekE7__k
- >*Alabama SEA*: The design document for the department's Unified and Comprehensive System of Learning Supports is now available. Alabama will be implementing the work in stages starting this fall with 9 districts. There will be an introductory meeting for the 9 district superintendents. Merrienne Dyer, superintendent of Gainesville City Schools, GA will participate in the meeting. She will share the successes and strategies in implementing learning supports in her district. This will be followed by a full day leadership institute for the nine districts.
- >*California SEA*: The superintendent established a Student Mental Health Policy Workgroup to focus on a policy recommendations. The majority of the members of this group are educators, and there is an understanding with the participating mental health professionals that the focus is on prevention as well as problems. Their first recommendation dealt with credential training for teachers and administrators because they felt current credential programs do not adequately prepare educators in learning supports, and they told us there is currently a window of opportunity to add credential standards to the educator preparation curriculum. They are now focusing on policy that can promote development of a leadership and operational team structure at schools. Based on our work, they are seeking to make a policy recommendation that ensures there is an administrative leader at the school for a learning supports component who carries out the work with a resource-oriented team. Two weeks ago they contacted us stating: "Now we are trying to create a well-written policy to promote the development of resource-oriented teams in California public schools," and asked us to help. Last week we sent them a draft to work with; the emphasis is on how to embed the mental health concerns into a unified and comprehensive system of learning supports. If you would like to see what we sent, let us know, and we will send you a copy.
- >*Illinois SEA*: In FY13, the department, as part of its focus on development of a Comprehensive Systems of Learning Supports, developed and launched its Learning Supports Webpage – <http://www.isbe.net/learningsupports/default.htm> . (They heard back from a legislator that the webpage was used by them all the time to see what the department "is doing to help kids."
The department has hired 6 Regional Learning Supports Specialists to support continuous school improvement. These specialists are completing an extensive Higher Education Guidance Document on social emotional learning. It includes "conceptual guidance for teacher preparation programs as they equip future educators to promote their students' social and emotional learning, including several comprehensive appendices of exemplar methods and curricular connections." The specialists also have reviewed a crosswalk between Title 1 requirements and the Conditions for Learning indicators to illustrate alignment and assist districts in their school improvement efforts.
- >*Florida SEA*: In mid September, Rhonda Waltman will make a presentation to the department's ESEA and Student Services staff about a unified and comprehensive system of student/learning support.

>Superintendent Merrienne Dyer (Gainesville City Schools, GA) indicates that she shared with colleagues meeting about community schools in D.C about how adoption of the “learning supports framework” resulted in the district schools working with community partners in and out of school in a strategic and focused manner. See <http://www1.gcassk12.net/images/shared/other/rebuildingforlearning.pdf>

>In July, Rhonda Waltman made presentations at the
>>Kentucky Family Resource Coordinators’ Conference
>>Southern Region Education Board (SREB) Summer Staff Development Conference (Excerpt from the conference program: "This session will focus on developing a system of learning supports that raises achievement by helping students meet high expectations and standards. Participants will use the UCLA learning supports framework and review their schools’ interventions across the continuum.")

What We Hear from Colleagues about New Directions:

(1) "I am a teacher in Minnesota. I have been studying your Learning Supports Framework and I have presented this to our district as an option that we need to pursue. I was wondering if we decide to pursue this in our district what supports would you be able to offer us in the implementation process. I have spoken with Stillwater School District coordinator and we are excited about the possibilities. We are meeting again in July with the Superintendent and the district cabinet to talk about this further."

(2) A colleague drew our attention to a review on Amazon of the *Rebuilding for Learning* book we wrote for our collaboration with Scholastic. We share it here mainly as an indication that the work is receiving more and more attention.

"Terrific book. This has to be one of the most comprehensive, but brief, books on what society, including schools, need to do to ensure the success of all youth. It describes a system of "supports" from the bountiful resources in every community and how specifically they can coordinate efforts to benefit youth and their families--in effect, making 1 plus 1 add to 3, that is producing better results than the fragmented approach so common to most communities. A section on the curriculum and teaching is one of the wisest I've seen about how schools can change to increase success. Adelman and Taylor's Center for Mental Health in Schools (at the University of California, Los Angeles's highly regarded Department of Psychology) and the *Rebuilding for Learning* initiative have assembled an assortment of fabulous free resources that if applied will revolutionize school and society. The authors provide some of the wisest advice for moving education and the well-being of students to new levels of effectiveness. Most highly recommended for educators, professionals in helping organizations and the public...."

For a link to the book and an online leadership institute (no cost), see <http://rebuildingforlearning.scholastic.com/>

(3) Another colleague wrote: "[The book] *Rebuilding for Learning* came at the right time. We have a new principal who is concerned about the teachers better addressing behavior issues ... 75% of our students will not graduate high school. The misbehavior of the students is a way to identify who needs help. Our job has to be to provide the proper educational supports for success and self confidence...."

For more on the *National Initiative and Networks for New Directions for Learning Supports*, see <http://smhp.psych.ucla.edu/summit2002/ninhome.htm>

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD AS A UNIFIED AND NONMARGINALIZED SYSTEM

UCLA CENTER DEVELOPED RESOURCES UPDATE

New

Guidance Note:

Analyzing What is Being Spent in Addressing Barriers to Learning and Teaching
<http://smhp.psych.ucla.edu/pdfdocs/budgetmapping.pdf>

Policy and Practice Brief:

International Students: Addressing Barriers to Successful Transition
<http://smhp.psych.ucla.edu/pdfdocs/internat.pdf>

As an increasing number of international students are coming to the U.S., greater attention is needed to addressing barriers to successful transitions. While many of these students are able to capitalize on available transition programs and on their personal coping abilities, too many experience predictable and preventable problems. This report highlights international student trends, common transition problems, and the nature and scope of transition supports that policy makers need to ensure are in place for all who come to the U.S. in pursuit of an education.

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in July included requests from colleagues about:

7/8/13: *Responding to misbehavior: Social Control? Helping? or Both?*

7/15/13: *Showing the benefits of mental health in school*

7/22/13: *Classroom curriculum for teaching about mental health*

7/29/13: *Mapping resources for student/learning supports*

Note: The latest interchange is 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>

Center Featured Resource:

Addressing barriers to learning and teaching and re-engaging disconnected students is fundamental to school improvement and doing this effectively requires developing and strengthening a unified and comprehensive system of student and learning supports. Identifying and braiding funds is essential to strengthen the system.

In our work with Louisiana, they began a process of integrating their federal silo funding. See

>*Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports*

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

In addition to the above, below are some other resources on the topics of redeploying and braiding funding to enhance a unified and comprehensive system of learning supports.

>*What will it cost? — No New Dollars!*

<http://smhp.psych.ucla.edu/pdfdocs/what will it cost.pdf>

>Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools
<http://smhp.psych.ucla.edu/pdfdocs/financebudget.pdf>

>Cut-backs make it essential to unify and rework student and learning supports at schools and among families of schools
<http://smhp.psych.ucla.edu/pdfdocs/cutbacks.pdf>

For more, see our Online Clearinghouse *Quick Finds* on:

>Funding for learning supports
http://smhp.psych.ucla.edu/qf/p1404_02.htm

>Mapping Resources
http://smhp.psych.ucla.edu/qf/p2312_06.htm

Need help finding our resources? Contact ltaylor@ucla.edu

LINKS TO:

>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](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

Reflecting on high school exit exams . . .

What are you going to be when you get out of school?



Old!



OTHER HELPFUL INTERNET RESOURCES

- >*Supporting the Academic Success of Pregnant and Parenting Students*
<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>
- >*Indicators of School Crime and Safety, 2012*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013036>
- >*Moving Beyond Tracking*
<http://nepc.colorado.edu/files/pb-options-10-tracking.pdf>
- >*Planning for Terrific Transitions: A Guide for Transitions to School Teams*
<http://www.serve.org/FileLibraryDetails.aspx?id=152>
- >*Mental Health and High School Curriculum Guide* (from Canada)
<http://www.cimh.org/LinkClick.aspx?fileticket=om3OEyqlwnM%3D&tabid=798>
- >*Mind Matters* (from Australia)
<http://www.mindmatters.edu.au/default.asp>
- >*America's Children: Key National Indicators of Well-Being, 2013*
<http://www.childstats.gov/americaschildren/index.asp>
- >*The Money You Don't Know You Have for School Turnaround:
Maximizing the Title I Schoolwide Model*
http://www.massinsight.org/publications/stg-resources/240/file/1/pubs/2013/07/12/FedEd_SDN_supplemental_funds_toolkit_FINAL_7_11_13.pdf
- >*Revenues and Expenditures for Public Elementary and Secondary Education:
School Year 2010–11*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013342>
- >*National Assessment of Educational Progress*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013456>

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*Well, sure they'd like me to come up with bold and innovative ideas...
but I've got a career to protect.*

Pepper...and Salt, Wall Street Journal

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RECENT PUBLICATIONS (In print and on the web)

School, Family & Community

- >Cohesive, trusting communities buoy at-risk youth throughout adolescence. East, P.L. *J. Adolesc. Health* 2013; 53, 1-2.
<http://www.sciencedirect.com/science/article/pii/S1054139X13002681>
- >Bullying and suicide: A public health approach. Hertz, M.F., Donato, I., Wright, J. *J. Adolesc. Health* 2013; 53(1 Suppl): S1-3. Centers for Disease Control and Prevention. <http://www.sciencedirect.com/science/article/pii/S1054139X1300270X>
- >School and community-based approaches for preventing bullying. Holt, M.K., Raczynski, K., Frey, K.S., Hymel, S. Limber, S.P. *J. School Violence* 2013; 12, 238-252
<http://www.tandfonline.com/doi/abs/10.1080/15388220.2013.792271>
- >Effect of retention in elementary grades on transition to middle school. Im, M.H., Hughes, J.N., Kwok, O.M., Puckett, S., Cerda, C.A. *J. School Psychol.* 2013; 51, 349-365. <http://www.sciencedirect.com/science/article/pii/S0022440513000083>
- >Grade retention: Historical perspectives and new research. Reschly, A.L., Christenson, S.L. *J. School Psychol.* 2013; 51, 319-322.
<http://www.sciencedirect.com/science/article/pii/S002244051300040X>
- >School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. Want, M., Eccles, J. *Learning and Instruction*, 2013 ePub
<http://www.sciencedirect.com/science/article/pii/S0959475213000327>

Policy, systems, law, ethics, finances & statistics

- >Prevalence and correlates of truancy in the US: Results from a national sample. Vaughn, M.G., Maynard, B.R., Salas-Wright, C.P., Perron, B.E., Abdon, A. *J. Adolesc.* 2013; ePub <http://www.sciencedirect.com/science/article/pii/S0140197113000523>
- >Deployment of military mothers: supportive and nonsupportive military programs, processes, and policies. Goodman, P., Turner, A., Agazio, J., Throop, M., Padden, D., Greiner, S., Hillier, S.L. *Mil. Med.* 2013; 178(7): 729-734.
<http://www.amsus.org/journal/>
- >Exploring best practice teaming strategies among school-based teams: Implications for school mental health practice and research. Iachini, A.L, Anderson-Butcher, D., Mellin, E.A. *Adv. Sch. Ment. Health Promot.* 2013; 6(2): 139-154
<http://www.tandfonline.com/doi/abs/10.1080/1754730X.2013.784618>
- >Systematic review of mentoring to prevent or reduce alcohol and drug use by adolescents. Thomas, R.E., Lorenzetti, D.L., Spragins, W. *Acad. Pediatr.* 2013; 13(4): 292-299. <http://www.sciencedirect.com/science/article/pii/S1876285913000624>
- >Cost-effectiveness of a helpline for suicide prevention. Pil, L., Pauwels, K., Muijzers, E., Portzky, G., Annemans, L. *J. Telemed. Telecare* 2013; ePub
<http://jtt.sagepub.com/content/early/2013/07/09/1357633X13495487>

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

- >Aggressive behavior and its associations with posttraumatic stress and academic achievement following a natural disaster. Scott, B.G., Laprée, G.E., Marsee, M.A., Weems, C.F. *J. Clin. Child Adolesc. Psychol.* 2013; ePub <http://www.tandfonline.com/doi/abs/10.1080/15374416.2013.807733>
- >Engaging young people in treatment after self-harm. Cottrell, D. *Arch. Dis. Child.* 2013; ePub <http://adc.bmj.com/content/early/2013/06/27/archdischild-2013-304448>
- >Fostering resilience among urban youth exposed to violence: A promising area for interdisciplinary research and practice. Jain, S., Cohen, A.K. *Health Educ. Behav.* 2013; ePub <http://heb.sagepub.com/content/early/2013/06/28/1090198113492761>
- >Resilience to bullying victimization: The role of individual, family and peer characteristics. Sapouna, M., Wolke, D. *Child Abuse Negl.* 2013; ePub <http://www.sciencedirect.com/science/article/pii/S0145213413001646>
- >Assessing youth motivations for joining a peer group as risk factors for delinquent and gang behavior. Lachman, P., Roman, C.G., Cahill, M. *Youth Violence Juv. Justice* 2013; 11(3): 212-229. <http://yvj.sagepub.com/content/11/3/212>
- >Youth gang affiliation, violence, and criminal activities: A review of motivational, risk, and protective factors. O'Brien, K., Daffern, M., Chu, C.M., Thomas, S.D.M. *Aggress. Violent Behav.* 2013; 18(4): 417-425. <http://www.sciencedirect.com/science/article/pii/S1359178913000281>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or smhp@ucla.edu

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 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. Smhp@ucla.edu

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As two caterpillars were crawling along, they saw a butterfly flying overhead. One caterpillar turned to the other and said:
You'll never get me up in one of those things!

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COMMENTS AND SHARING FROM THE FIELD

Feedback from colleagues:

Responding to the Center Resource:

> *Matching students and instructions: The Dilemma of grouping students*

(1) "We have GREAT PRESSURE TO GROUP students. Tests are driving this PUSH...even at Kindergarten level. It is appalling what is being done to students to achieve test scores AND all teachers are under such pressure to produce the results. I have taught since 1966...and have witnessed the 'swings' in Education. What will be the results on this generation of students' lives?"

(2) "Re your last post (Matching students and instruction), I thought you might find this useful. *Moving Beyond Tracking*. This is one in a series of Research Based Options for Education Policymaking from the National Education Policy Center."

<http://nepc.colorado.edu/files/pb-options-10-tracking.pdf>

We were asked to share this information:

(1) More mapping resources. "I encourage you to consider adding the following link.

GIS links in Tutor/Mentor Connection library - <http://tinyurl.com/TMI-mapping>

In order to mobilize more people to support school reform movements, communities need to learn to use blogs, social media and other tools to get their message out frequently. For example: see

> mapping for justice blog - <http://mappingforjustice.blogspot.com> (This is mine and focuses only on mapping.)

> <http://tutormentor.blogspot.com/search/label/violence> (this is my primary blog and I use concept maps in addition to GIS maps)

(2) "In light of concerns mentioned in a few recent newsletters pertaining to available trainers re: student mental health, I'd like to make known my expertise and availability. Here's a brief blurb:

As a national trainer, speaker and consultant exclusively on child and adolescent mental health conditions and accompanying issues, with a specific focus on student mental health, I have presented hundreds of professional development seminars around the country. Program descriptions are available on my website:

<http://www.garryearles.com> Various informative videos, produced via public access television (Greenfield, MA Community Television) are available for viewing here: <http://www.gctv.org>

(3) Your newsletter has been a useful source of information and clarity. About a year ago, if memory serves, you wrote about the need for a comprehensive approach to school mental health, as distinct from the individualized and separate approaches to bullying, stress, substance abuse, etc. I believe that the work we have been doing for almost two decades may fit that category; about 170,000 people have gone through the various forms it has taken. The school mental health version is described in this 8 minute video. <http://www.youtube.com/watch?v=4NM0FDGNF4Q>

The program is grounded in seven fields or disciplines: Reality Therapy or Choice Theory, Social Cognitive Theory, Cognitive Therapy, Social and Emotional Learning, Locus of Control, Emotional Intelligence, Positive Psychology
TRP Enterprises, Inc. <http://www.TRPnet.com>

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 or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu