

**27 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**February, 2014 (Vol. 18 #5)**

*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](mailto:smhp@ucla.edu)**



## **WHAT'S HERE THIS MONTH**

### **\*\*Growing Concern**

**>Implementing systemic change in schools & Facilitating transformation**

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

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

**>February: Increasing Graduation Rates by Working at All Levels**

### **\*\*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**

## **GROWING CONCERN**

### ***Implementing Systemic Change in Schools & Facilitating Transformation***

As so many leaders across the country stress, strengthening young people, schools, families, communities, and the nation requires a well conceived and implemented system of public education. Given this, improving schools is not just a concern for educators. It has major implications for mental and public health, civil rights, and the well-being of society.

Traditional efforts to improve schools tend to tinker with current practices and introduce narrow-band initiatives and practices. In contrast to such piecemeal and often ad hoc approaches are the calls for a complete transformation of public education.

Of growing concern is the problem of transforming student and learning supports to better *address barriers interfering with learning and teaching*. This transformation requires understanding the complexities involved in weaving together the many fragmented, discrete student and learning supports used by schools into a unified and comprehensive system. This includes all the narrow-band empirically supported practices that schools have adopted/adapted.

And given that education transformation requires major systemic changes, the need for a focus on facilitating comprehensive institutional change becomes essential. In particular, bringing innovative prototypes into regular practice, sustaining them, and going to scale calls for fundamental systemic changes not only at specific school sites, but at district, regional, and state levels.

This raises the matter of ensuring that the policy, research, and personnel development agenda for improving schools incorporates an emphasis on facilitating transformation.

For more on this, see our 2014 Center Report:

*Bringing new prototypes into practice:*

*Dissemination, implementation, and facilitating transformation*

<http://smhp.psych.ucla.edu/pdfdocs/implrep3.pdf>

***What are your thoughts about this?*** Send comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## **NEWS FROM AROUND THE COUNTRY**

**Minority students make up new majority in IL public schools.** New enrollment numbers show that Illinois' public school system for the first time does not have a white majority, with Latino, black, Asian and other racial groups combined eclipsing white students across the state's classrooms. If those numbers hold, Illinois would be one of a dozen states - and the first in the Midwest - to have a school system in which minority students are in the majority. The rise in minority students in schools can potentially affect everything from how states fund education to graduation rates, test scores and the teaching staff. The state has been working to close gaps in achievement between white and minority students and has pushed for more minority teachers and bilingual teachers, among other measures, in response to the changing racial makeup of schools. 1/6/14 <http://www.chicagotribune.com/news/education/ct-majority-minority-schools-20140106,0,7219515.story>

**Program gets mental health services to kids.** Indiana children are receiving intensive mental health services under a new state program designed to close the funding gap that caused some parents to admit to neglect in order to secure help for their children. The Children's Mental Health Initiative, which has rolled out in 50 Indiana counties, was created last year to help children who aren't eligible for Medicaid and whose private insurance doesn't cover the services they need. Intensive mental health services can be extremely expensive, which put parents dedicated to providing care into a bind. Lacking services, some children ended up in the court system, as juvenile delinquents, or the Department of Child Services, as children in need of services. The Indiana Department of Child Services, Family and Social Services Administration's Division of Mental Health and Addiction and other agencies designed the mental health initiative to connect children with appropriate services without court intervention. It's meant for the most severe situations - children who are dangers to themselves or others, sometimes involving violence or running away. School officials, probation officers, prosecutors, public defenders and community advocates refer children in need of mental health services to a community mental health center. The site evaluates the severity of each child's case and recommends treatment options. 1/2/14  
[http://www.thestarpress.com/article/20140102/NEWS01/301030001/children-mental-health?nclick\\_check=1](http://www.thestarpress.com/article/20140102/NEWS01/301030001/children-mental-health?nclick_check=1)

**Tele-Health clinics coming to local schools.** Opening in January, students aged 12 to 21 will have access to health care without having to go to the doctor's office. The Community Health Center of Branch County (CHC) received a State of Michigan Department of Community Health transformational grant in 2013. The clinics will provide primary healthcare services via tele-health equipment through the CHC Adolescent and Pediatric Center on the CHC campus. The clinics work with, and are not meant to replace, the student's family physician. The clinics will provide primary care services for acute illnesses and minor injuries such as strep throat, ear infections, rash, and influenza; and preventative care such as immunizations. Parental consent must be provided before any student is seen. No student will be denied services. Insurance will be billed for services provided in the clinic. For those students that are uninsured or underinsured, insurance enrollment assistance will be provided. A registered nurse will be located at each site who will examine the student using the tele-health equipment. The equipment will transmit the information and video to the physician or physician assistant (PA) at the Peds Clinic. The physician or PA will then make a diagnosis and can write and send in a prescription to the pharmacy if needed. 1/2/14  
<http://www.thedailyreporter.com/article/20140102/NEWS/140109911>

**U.S. permanently relaxes rules aimed at healthier school meals.** U.S. regulators said they were permanently relaxing school meal rules that were designed to combat childhood obesity by reining in calories and portion sizes but aroused complaints the policies caused students to go hungry. The rules had initially been adopted in 2012 as part of a law designed to improve school breakfasts and lunches. The modifications were aimed at limiting fat and salt, reducing portion sizes and increasing fruit and vegetable servings. Some 31 million children in the United States receive free or low-cost school lunches and more than 10 million get free or discounted breakfasts. Schools are an important focus because they provide meals to many low-income students, considered to be often the most at risk for being overweight or obese. 1/2/14 <http://www.reuters.com/article/2014/01/03/us-usa-health-schoolmeals-idUSBREA0201920140103>

**Controversy plagues school mental health screening.** As stories about increasing school violence dominate headlines, experts say many teens are struggling with untreated mental illness. However, even though federal health officials recommended universal mental health screenings for students nearly a decade ago, they still aren't required. An Associated Press review of policies around the nation shows screenings vary widely not only from state to state, but within each school district. There's no consistency on whether the schools screen, what age they screen and what they screen for. The U.S. Surgeon General reports that 10 percent of children and adolescents suffer from serious emotional and mental disorders that significantly affect their daily lives. However, offering mental health screening in schools can raise other complex issues. Some warn that mass screenings will over-diagnose students and stigmatize them with a life-long label. 1/13/14 <http://www.sacbee.com/2014/01/13/6067168/controversy-plagues-school-mental.html>

**Big changes in CA. school funding approved.** The new system allots more money to schools with disadvantaged students and empowers local educators to decide how to use the funds, as long as needy students are among those who benefit. State education officials pushed forward sweeping changes to public school funding Thursday, approving rules to give more money to needy students and more power to local educators to decide how to use the dollars. The new system represents the most dramatic change in four decades in how California schools are funded. It gives all schools an average base grant of \$7,643 per pupil, with an extra 20% boost for each disadvantaged student and an additional grant for those who attend schools where at least 55% of students are low-income, learning English or in foster care. Among other things, the new rules lay out how districts must calculate their spending increases on needy students and report efforts to boost their academic performance, parent outreach and other state priorities. 1/16/14 <http://www.latimes.com/>

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Quote from the above article on mental health screening

"People have to be very cautious when they are talking cavalierly about screening these kids. How do people feel if they are over-identify or under-identify? ... The consequences to that are big."

Linda Juszczak, president of the School-Based Health Alliance

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Among the sources used in gathering the above news 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](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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

### **>February: Increasing Graduation Rates by Working at All Levels**

**A special focus for this month is on what the school can do to minimize student dropouts and maximize graduation rates. Time is running out for catching up; decisions are being made about who passes and who fails.**

“Most late high school dropouts (83%) listed a school-related (versus a family or employment related) reason for leaving. These reasons included missing too many school days, thinking it would be easier to get a GED, getting poor grades, and not liking school.”

National Center for Education Statistics, Late High Schools Dropouts (2009)  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009307>

As the true dropout figures emerge across the nation, the crisis nature of the problem is apparent. Recent reports indicate that more than half a million young people dropout of high school each year, and the rate at which they drop out has remained about the same for the last 30 years. As with so many problems in our society, increasing high school and postsecondary graduate rates could be tremendously aided by reducing generational poverty. As a societal institution, schools play an indirect role in this. Their direct role is to ensure they do the best they can to promote positive development and address barriers to learning and teaching – especially school-related experiences that push students out.

### **Reducing Dropouts/Increasing Graduation Rates: What should schools do?**

School factors can account for approximately two-thirds of the differences in mean school dropout rates. Available research suggests that being held back is the single strongest predictor of dropping out for both early and late dropouts. Data indicate that being held back one grade increases the risk of dropping out later by 40 to 50 percent, two grades by 90 percent. There is general agreement that schools must become more proactive in preventing problems. The trend has been to wait and then react.

February is an important time for school staff to:

>***Rethink classroom and schoolwide approaches to (a) enhance engaged, personalized learning and (b) provide students the learning supports they need to succeed.*** For prevention to be effective, schools must *engage* all students in learning. Doing this involves practices based on understanding *intrinsic* motivation and that use classroom assessments that inform personalized intervention (e.g., response to intervention). Children at-risk need to be identified at a young age (as early as preschool). At every age interventions are needed to ensure students feel competent to succeed at school. Some need one on one support for awhile. Special attention must be given to re-engaging those who have disengaged from classroom learning.

>***Enhance the professional development of teachers and support staff.*** Ensure teachers have the knowledge and skills to ensure a wider range of students meet standards. Ensure that support staff know how to team with teachers in the classroom to rethink engagement, personalized intervention, and special assistance.

>***Provide out-of-school opportunities.*** Efforts using out-of-school opportunities to support middle and high school students include tutoring, mentoring, service learning, career advising, and more. When older students (including potential dropouts) work with younger ones, both can improve their literacy skills. Service learning, for example, integrates community service into the academic curriculum. Investigators have found that when rigorous study in academic disciplines is linked to serious work on real needs, students' motivation to learn increases. When teachers are rigorous about partnering with young people to design and carry out service-learning projects that are tied to curricular objectives and standards, there are academic, intellectual, civic, ethical, social, and personal benefits.

>***Offer multiple pathways.*** Students need alternative career and vocational pathways that reflect high standards. The concept of multiple pathways focuses on ensuring choice among a variety of high school programs that prepare all students for both college and careers. The emphasis is on providing both academic and career foundations for advanced learning, training, and effective and responsible participation in society. Available choices reflect student interests and community strengths and opportunities. They include programs that provide real world training in areas where graduates can apply for living-wage jobs.

>***Introduce non-traditional approaches.*** Educational alternative programs provide a nontraditional approach to curriculum by utilizing alternative teaching strategies. Programs focus upon the needs and interests of students by offering positive school experiences, which are geared for achievement, enhancement of positive self-concept, motivation, reduction of truancy and reduction of disruptive behavior.

### ***For Resources Related to Increasing Graduation Rates***

*See:* U.S. Department of Education practice guide on *Dropout Prevention*. This is one of a set of practice guides designed to provide practical recommendations to help address the everyday challenges faced in classrooms and schools. Developed by a panel of nationally recognized experts, practice guides consist of actionable recommendations,

strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation. The Department states that each practice guide is subjected to rigorous external peer review. The *Dropout Prevention* guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment. Online at [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp\\_pg\\_090308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf)

## Need More?

For links to key references, empirically supported programs, and centers specializing in the topic and related topics, go to the Center's Online Clearinghouse Quick Find on *Dropout Prevention*. <http://smhp.psych.ucla.edu/qf/dropout.html>

Other Center Quick Finds that may be helpful include:

- >*Barriers to Learning* – <http://smhp.psych.ucla.edu/qf/barriers.htm>
- >*Accommodations* – <http://smhp.psych.ucla.edu/qf/idea.htm>
- >Motivations, engagement, re-engagement – <http://smhp.psych.ucla.edu/qf/motiv.htm>

**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>

And, 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 student supports, feel free to contact us. Send an email to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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"We have been treating the symptoms, such as test scores and grade-point averages, but not the causes — such as feeling hopeless about the future, not feeling engaged or not having a strong support system in place to help them reach their goals. You really have to know your students to know the obstacles they are facing. It takes more time, but it's worth it."

Dr. Kathy Burkhardt, Superintendent

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## ***NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS***

Thanks to all of you who completed the Survey on *New Directions for Learning Supports*. If you haven't yet sent us your responses, go to the Facebook page on our website to see the four questions. You can cut and paste them into an email and send them to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

One surprising survey response was from Fort McMurray, Alberta, Canada. They indicated that their efforts are based on the Center's research and illustrative examples. They shared the framework being implementing this year. We have added it to "Where's It happening" – see <http://smhp.psych.ucla.edu/pdfdocs/albtahandbok.pdf>. The folks in Alberta indicate that any comments or feedback would be greatly appreciated to ensure effective implementation.

We will share more about the survey responses as we compile them.

*Here's a bit about other related info we received this month:*

>From a colleague at a national organization: "I came across your Call to Action (<http://smhp.psych.ucla.edu/whatsnew/call.htm>) the other day and wanted to let you know of a related initiative that we are in the process of disseminating which may aid or benefit your campaign. Back in August ASCD held a Global School Health Symposium in Thailand (<http://www.ascd.org/publications/newsletters/education-update/jan14/vol56/num01/Message-from-the-Executive-Director.aspx>) which ultimately called for the integration (not alignment nor cooperation) of the Health and Education sectors in the school setting. In the months that followed we developed along with the International School Health Network (ISHN) a Global School Health Statement (<http://www.wholechildeducation.org/about/globalschoolhealthstatement>) and we will be hosting a series of Global Symposia in various regions of the world through 2014-15. It appears to match your call for action regarding learning supports and I'd like to see how we can boost/promote each other's campaign."

>From a colleague in CA: "Here is the final copy of the document that the Pupil Services Coalition approved and submitted to the State Board of Education. Thank you for all your material, help, and encouragement in developing the paper. The Chair of PSC, plans to attend and speak on behalf of Learning Supports at the SBE's Public Input Session." [See the document on our website as one example of unifying pupil services – <http://smhp.psych.ucla.edu/pdfdocs/ppcoal.pdf> ]

>From an international organization on peer support: "Thanks for allowing us to use your article on peer coaching for learning supports in our magazine (see page 4). Including your thoughts has added significant value for our readers and subscribers. Please ... pass on the link to others in your network who might enjoy our content. The full-colour PDF version (not a flip-page version) is available at this link: <http://goo.gl/EDpTA8>"

>From a high school colleague: "Our district has made some exciting progress in the last two years. One of our three new bi-yearly district goals includes creating a district wide system of learning supports. As we move forward with this goal, we would like to provide some professional development opportunities to the counselors and administrators who are creating our new systemic intervention framework. I am familiar with many of the amazing resources on your website [do you also] offer on-ground opportunities for professional development...?" [Note: Re this request, see the Center Featured Resource in the next section.]

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

> *Bringing new prototypes into practice: Dissemination, implementation, and facilitating transformation* – <http://smhp.psych.ucla.edu/pdfdocs/implprep3.pdf>

> *Frequently Asked Questions from the Media about Mental Health in Schools*  
<http://smhp.psych.ucla.edu/pdfdocs/mediaquest.pdf>

*A University Student's Perspective on the Model Minority Myth*  
<http://smhp.psych.ucla.edu/pdfdocs/minmyth.pdf>

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

Topics explored last month included requests from colleagues about:

- > *Mental Health and School Coordinators: Not another service provider*
- > *Impact on children when their parents are deported*
- > *Helping districts facilitate moving to a unified, comprehensive system of support*

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:

*Beyond general conferences: Targeted dissemination and facilitating implementation*

A colleague who has been following our work for many years and is just starting to see some pieces of this take hold throughout the state, asked: "Have you ever considered hosting an annual conference?"

We, of course, were pleased to hear the work was taking hold, and we e-mailed back that we would love to feature the work and examples as part of our continuing efforts to share "Where's it happening?" (See *Trailblazing and Pioneering Initiatives* – <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>).

The question about hosting a conference is one we are frequently asked. Early in our work we did national and regional summits and institutes for state departments of education and districts across the country. These taught us the value of targeting our limited resources to those specifically interested in integrating a unified and comprehensive system of student and learning supports into school improvement. It also led us to developing ways to disseminate the ongoing work through our various delivery systems such as the "Where's It happening?" website feature.

In addition, we have helped establish networks such as the *District and State Collaborative Network for Developing Comprehensive Systems for Learning Supports* which includes leaders eager to share and learn from each other about moving student and learning supports in new directions. Our Center facilitates the work of the collaborative and sends a monthly update of what's happening and where. See <http://smhp.psych.ucla.edu/network/network.html>. All who are interested in participating in the network are welcome to join.

As to *facilitating implementation* of a unified and comprehensive system for addressing barriers to learning and teaching, we offer online resources (e.g., see our *System Change Toolkit* – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>) and provide online

and face-to-face mentoring and coaching. Related to all this are our efforts to develop online resources for professional development (e.g., an online leadership institute, webinars, power point presentation, etc.)

If you think any of these resources might be helpful to you, let us know, and we will guide you to them. And, note that all of this is free (except for reimbursement of costs when we are asked to travel somewhere).

*Need help finding our resources? Contact [ltaylor@ucla.edu](mailto: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](mailto:ltaylor@ucla.edu)

#### **OTHER HELPFUL INTERNET RESOURCES**

- > *Better Solutions for Youth with Mental Health Needs in the Juvenile Justice System* – <http://cfc.ncmhjj.com/wp-content/uploads/2014/01/Whitepaper-Mental-Health-FINAL.pdf>
- > *Getting to work on Summer Learning: Recommended Practices for Success* – <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/extended-learning-time/Pages/Getting-to-Work-on-Summer-Learning-Recommended-Practices-for-Success-.aspx>
- > *Early Childhood Education for Low-Income Students: A Review of the Evidence and Benefit-Cost Analysis* – <http://www.wsipp.wa.gov/reports/531>
- > *Full-Day Kindergarten: A Review of the Evidence and Benefit-Cost Analysis* – <http://www.wsipp.wa.gov/reports/532>
- > *Updated Inventory of Evidence-based, Research-based, and Promising Practices for Prevention and Intervention Services for Children and Juveniles in the Child Welfare, Juvenile Justice, and Mental Health Systems* – <http://www.wsipp.wa.gov/reports/535>
- > *From Soft Skills to Hard Data: Measuring Youth Program Outcomes* – [http://www.readyby21.org/resources/soft-skills-hard-data-measuring-youth-program-outcomes?utm\\_source=Ready+News+Jan3+14&utm\\_campaign=Constant+Contact&utm\\_medium=email](http://www.readyby21.org/resources/soft-skills-hard-data-measuring-youth-program-outcomes?utm_source=Ready+News+Jan3+14&utm_campaign=Constant+Contact&utm_medium=email)
- > *Digest of Education Statistics 2012* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014015>

- > *Youth Engaged 4 Change* – <http://engage.findyouthinfo.gov/>
- > *America's Tenth Graders Ten Years Later* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014363>
- > U.S. Department of Education/U.S. Department of Justice *School Discipline Guidance* – <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>
- > *The State Role in School Turnaround: Emerging Best Practices* – <http://centeronschoolturnaround.org/staterole/>

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“I believe we should all pay our taxes with a smile. I tried - but they wanted cash.”

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### **RECENT PUBLICATIONS** (In print and on the web)

#### **School, Family & Community**

- > Assigning student leaders: Decreasing interruptions during teacher led small group instruction. Coles, J., et al. *Journal of Applied School Psychology* 2013; 29(3) 231-245. <http://www.tandfonline.com/doi/full/10.1080/15377903.2013.806884>
- > Pathways of influence in school based mentoring: The mediating role of parent and teacher relationships. Chan, C., et al., *Journal of School Psychology* 2013; 51(1) 129-142. <http://www.sciencedirect.com/science/article/pii/S0022440512000830>
- > Parent involvement in education as a moderator of family and neighborhood socioeconomic context on school readiness among young children. Kingston, S., et al. *Journal of Community Psychology* 2013; 41(3) 265-276. <http://onlinelibrary.wiley.com/doi/10.1002/jcop.21528/abstract>
- > How does support from peers compare with support from adults as students transition to secondary school? Waters, S, Lester, L, Cross, D. *Journal of Adolescent Health* 2013; ePub <http://www.sciencedirect.com/science/article/pii/S1054139X13005478>
- > How to form alliances with families and communities: The provision of informal supports to families keeps kids safe. McLeigh JD. *Child Abuse and Neglect*, 2013; 37 Suppl(ePub): 17-28 <http://www.sciencedirect.com/science/article/pii/S0145213413003335>

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

- > A systematic review of school-based interventions aimed at preventing, treating, and responding to suicide-related behavior in young people. Robinson J, Cox G, Malone A, Williamson M, Baldwin G, Fletcher K, O'Brien M. *Crisis* 2013; 34(3): 164-182. <http://psycontent.metapress.com/content/2652hxp3743x06u1/?genre=article&id=doi%3a10.1027%2f0227-5910%2fa000168>
- > Are risky youth less protectable as they age? The dynamics of protection during adolescence and young adulthood. Bushway SD, Krohn MD, Lizotte AJ, Phillips MD, Schmidt NM. *Justice Q.* 2013; 30(1): ePub. <http://www.tandfonline.com/doi/abs/10.1080/07418825.2011.592507>
- > A scoping review of unintended harm associated with public health interventions: Towards a typology and an understanding of underlying factors. Allen-Scott LK, Hatfield JM, McIntyre L. *Int. J. Public Health* 2014; ePub. <http://link.springer.com/article/10.1007%2Fs00038-013-0526-6>

>Measuring psychological resilience to disasters: Are evidence-based indicators an achievable goal? Rodriguez-Llanes JM, Vos F, Guha-Sapir D. *Environ. Health* 2013; 12(1): 115.  
<http://www.ehjournal.net/content/12/1/115>

>Transforming schools through minority males' participation: Overcoming cultural stereotypes and preventing violence. Gómez A, Munte A, Sorde T. J. *Interpers. Violence* 2014; ePub  
<http://jiv.sagepub.com/content/early/2013/12/25/0886260513515949>

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

>Person-environment interactions and the shaping of resilience. Herrenkohl TI. *Trauma Violence Abuse* 2013; 14(3): 191-194. <http://tva.sagepub.com/content/14/3/191>

>School-related and social-emotional outcomes of providing mental health services in schools Ballard KL, Sander MA, Klimes-Dougan B. *Community Ment. Health J.* 2013; ePub.  
<http://link.springer.com/article/10.1007%2Fs10597-013-9670-y>

>A comparison of empirically based and structured professional judgment estimation of risk using the structured assessment of violence risk in youth. Childs K, Frick PJ, Ryals JS, Lingonblad A, Villio MJ. *Youth Violence Juv. Justice* 2014; 12(1): 40-57.  
<http://yvj.sagepub.com/content/12/1/40>

>Antisocial behavior: Exploring behavioral, cognitive, and environmental influences on expulsion. Alloway TP, Lawrence A, Rodger S. *Appl. Cogn. Psychol.* 2013; 27(4): 520-526.  
<http://onlinelibrary.wiley.com/doi/10.1002/acp.2931/abstract;jsessionid=41DAD4A243DB241CD430FA7EE17135E4.f02t01>

>Reducing bullying and victimization: Student- and classroom-level mechanisms of change Saarento S, Boulton AJ, Salmivalli C. *J. Abnorm. Child Psychol.* 2014; ePub  
<http://link.springer.com/article/10.1007%2Fs10802-013-9841-x>

**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](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto: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](mailto:Smhp@ucla.edu)

@##@##

"You know your driving is really terrible when your GPS says  
'After 300 feet, stop and let me out!'"

@##@##

## COMMENTS AND SHARING FROM THE FIELD

### Feedback/comments

>“Dr. Mary Fristad at Ohio State University sent me information on the Center for Mental Health in Schools at UCLA as something I might find interesting. I was delighted to see in your materials that you are advocating many of the very concepts and principles regarding mental health in schools that Red Flags has also embraced at over the past 17 years. Red Flags promotes a multifaceted approach to mental health in schools. It is rooted in the fundamental principle that mental health is not an add-on for schools, nor a reaction to social problems; but an essential element of school infrastructure and culture. [See <http://www.redflags.org/Default.aspx> ]

In 1995, with financial help from Mental Health America of Summit County, my daughter and I produced an educational video on childhood depression called Claire's Story. MHA used the video in its suicide prevention classes. It did not take us long to realize that unless we engaged the entire school community, we were not going to help kids. With the encouragement of the Ohio Department of Mental Health, I undertook the development of a school-based mental health program that offered materials for teachers and parents, and strongly advocated schools to develop and publicize a customized protocol for assisting youngsters with mental health concerns. That program, named Red Flags, has been utilized by schools across the state since 1998 and regularly revised based on teacher feedback.

This past summer, in the light of recent school tragedies related to mental health, the decision was reached to make Red Flags an independent non-profit organization and make its underlying philosophy and practical materials available nationwide.

As Red Flags is very much in line with your Center's viewpoints on school based mental health, I am thinking you might be interested in viewing the Red Flags Framework and Toolkit. Although Red Flags as an Ohio program has been honed by 17 years of teacher input, as a non-profit we are still very much of a startup. Nevertheless we envision exciting possibilities for Red Flags and the contribution it can make to mental health in schools.

I have attached a description and some fundamental principles upon which Red Flags is built. Should you be interested in seeing the actual materials, I would be happy to send you a Red Flags binder. I would be even happier to have you review these materials and comment on them. Thank you for the work you do on behalf of schools and children with mental health needs.”

>“I downloaded the *Guide for Practice: Engaging and Re-engaging Students....* I plan to share it with my Mission Possible interns when they return from holiday break. Keep up your excellent advocacy.”

>”Thank you so much for the recommendations on further reading. These will be extremely helpful as I consider my research plan, particularly in constructing my interview questions for current practitioners. On a personal note, I feel the Net Exchange represents a unique resource for practitioners and appreciate that you house those discussions on your website beyond the list serv discussion. I ... look forward to exploring more of the resources available from your center!”

>Re. Winter e-journal/newsletter

>>“Great point – the turf battles and narrow initiatives are just as likely to kill us as lack of broader support. Just posted your great newsletter to Bolder Broader Approach Facebook and Twitter.”

>>“I write to commend and endorse your paper that recommends that reformers move to unify learning support efforts. I find the research literature in education policy strongly points to the predominant importance of non school influences on student outcomes, factors including early childhood experiences, parenting, health and poverty. As you note, piecemeal approaches, especially if they compete with each other, do not seem likely to succeed in my view. I have seen in research and my teaching experience that the obstacles to learning are many.”

**We were asked to share the following:**

(1) "We just completed and put on our district website a new Comprehensive Suicide Prevention Toolkit for Schools. Please go to <http://www.PAUSD.org> and click on ED Support, then click on health. Under mental health resources you will see the link for the Toolkit. If you have problems or questions let us know." <http://pausd.org/parents/services/health/documents/ComprehensiveSuicidePreventionToolkitforSchools11-21-13.pdf>

(2) "I am writing to ask your assistance in promoting the announcement of an opportunity for states to improve diversion efforts for youth with behavioral health disorders. The Substance Abuse and Mental Health Services Administration (SAMHSA) and the John D. and Catherine T. MacArthur Foundation (Foundation) are collaborating on an effort targeting the behavioral health needs of youth in contact with the juvenile justice system. This initiative is being coordinated by the National Center for Mental Health and Juvenile Justice at Policy Research Associates, Inc., and the Technical Assistance Collaborative, Inc.

Up to five states from around the country will be competitively selected to participate in *Improving Diversion Policies and Programs for Justice-Involved Youth with Behavioral Health Disorders: An Integrated Policy Academy-Action Network Initiative*. States will convene core teams of senior-level officials at the state and local levels to serve as agents of change. The objective is for each state to implement a school-based or probation-intake diversion program for youth with behavioral health disorders. This work will emphasize:

- § Decreasing the unnecessary involvement of youth with behavioral health problems in the justice system
- § Using research-based screening and assessment practices
- § Recognizing the important role of evidence-based and trauma-informed practice and treatment
- § Increasing collaboration among stakeholders to facilitate access to community treatment and services
- § Reducing the overrepresentation of youth of color in the juvenile justice system

The full announcement and application are available for download at [www.ncmhjj.com](http://www.ncmhjj.com) . Applications will be accepted through Friday, February 28, 2014. If you would like more information or would prefer to speak on the phone first about how you can help, please contact Karli Keator by email ([kkeator@prainc.com](mailto:kkeator@prainc.com) ) or by phone (1-866-962-6455).

**THIS IS THE END OF THIS ISSUE OF ENEWS**

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [smhp@ucla.edu](mailto:smhp@ucla.edu)