



ENEWS

A Monthly Forum for Sharing and Interchange



March, 2009 (Vol. 13 #6)

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**

**>Is it possible to make budget cuts and still provide a safety net for students?
Will the stimulus offset the damage?**

****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**

>March – Reducing Stress: Preventing Burnout

****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 update**

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



Emerging Issue

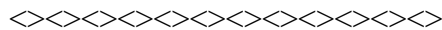
>Is it possible to make budget cuts and still provide a safety net for students? Will the stimulus offset the damage?

We have received a range of responses to the policy notes we sent out last week about:
Balancing Cut-backs at Schools is Essential to Ensuring Equity of Opportunity
<http://smhp.psych.ucla.edu/pdfdocs/cut-backs.pdf>

Some indicated it was timely and useful to share with those making decisions about reductions in programs and personnel (e.g., “Planning to share it at a forum for dropout prevention”). For others, the current situation is just so dire that they think there is no possibility for developing equity of opportunity in many schools. (e.g., “There was not enough money before the economic downturn, and now resources are reduced while problems for families escalate.” “Time for mutiny!!” “The fiscal crisis schools are facing is well beyond a balancing act. All things are going to have to be cut and students are going to suffer. There is no alternative to that conclusion.”)

Still others think this is a matter that needs to be reflected in the multiple documents, coalitions, and conferences focusing on innovation in education that intend to provide guidance for setting priorities (i.e. the Broader, Bolder Approach to Education; 21st century skills). And, still others see the concern for balance as a matter of great relevance with respect to the eventual reauthorization of the Elementary and Secondary Education Act.

What strategies are being used in your locale to at least maintain enough student and learning supports to continue to reduce truancy and dropouts, close the achievement gap, reduce inappropriate referrals for special assistance and special education, and counter the school to prison pipeline? How will the stimulus package help in this respect? Let us know so we can share the information with others. Ltaylor@ucla.edu



**NEWS FROM AROUND THE COUNTRY

ECONOMIC DOWNTURN, NATURE OF BUDGET CUTS, AND USE OF STIMULUS FUNDS HAVE MAJOR IMPLICATIONS FOR ADDRESSING STUDENT PROBLEMS

>BIG CUTS LOOM FOR EDUCATION: 574,000 JOBS AT RISK

States probably will cut an estimated 18.5% of spending over the next three years, an \$80 billion drop that could eliminate 574,000 publically funded jobs. The projection could actually be worse than predicted, because it doesn't include dropping local funding, which was too difficult to track. 2/11/09.

http://www.usatoday.com/news/education/2009-02-10-school-stimulus_N.htm?loc=interstitialskip

>STIMULUS INCLUDES \$5 BILLION FLEXIBLE FUND FOR EDUCATION INNOVATION

Education Secretary Arne Duncan would have \$5 billion under the stimulus bill to back new approaches to improve schools. The Race to the Top Fund, as Duncan calls it, is part of about \$100 billion the bill would channel to public schools, universities and early childhood education programs nationwide, helping stave off teacher layoffs, keep class sizes in check and jump-start efforts to revamp aging schools. 2/14/09

<http://www.washingtonpost.com/wp-dyn/content/article/2009/02/13/AR2009021303346.html?sub=new>

>SCHOOLS TRY TO HELP PARENTS, STUDENTS COPE WITH RECESSION

To support parents trying to help their kids cope, school districts are stepping in. One sponsored a parent seminar that featured an expert in student stress. Another hosted an open house for parents to meet with financial advisers and mental health experts. The idea was sparked by social workers and counselors who noticed that many students were grappling with a laid-off parent and having to cut back on expensive extracurricular activities. 2/11/09

http://www.chicagotribune.com/news/local/chi-school-stress_sw_zone_11_feb11,0,5966447.story

>SCHOOLS FACE SHARP RISE IN HOMELESS STUDENTS

The economic plunge has generated a growing wave of children nationwide who are sleeping in shelters, motels, spare bedrooms or even the family van as their parents seek to keep them in school. Educators are scrambling to help, with extra tutoring, clothes, food and cab fare. The children are often scared, stressed or embarrassed. School, often the first safety net for struggling families, are emerging as a key anchor for homeless youth. 2/8/09

<http://www.washingtonpost.com/wp-dyn/content/article/2009/02/07/AR2009020702015.html>

OTHER NEWS

>DISCIPLINE CODE UNDER REVIEW AS SUSPENSIONS LOSE IMPACT

Washington DC Schools Chancellor proposed to revise the District's student behavior code. The changes would move away from out-of-school suspensions as the disciplinary method of choice and toward counseling, peer influence and more options for keeping suspended students in school. Out of school suspensions put students behind in their work and increase the likelihood that they will become truant or drop out. This revision comes against a backdrop of increased concern about violence and mayhem in schools. 1/25/09.

<http://www.washingtonpost.com/wp-dyn/content/article/2009/01/24/AR2009012401601.html>

>MAYORAL CONTROL OF SCHOOLS NOT A CURE-ALL, REPORT SAYS

Mayors have taken control of school systems in recent years in some of the nation's largest cities – New York, Chicago, Boston and Washington among them – and in some cases, the results have been heralded as a shot in the arm, in terms of both finances and education. But the track record on mayoral takeovers – or any form of running schools other than an elected School Board – remains complicated and mixed according to several research efforts, including the new one by the Public Policy Forum, a Milwaukee policy research organization. 2/15/09 Journal Sentinel

<http://www.jsonline.com/news/education/39624342.html>

>JUDGES PLEAD GUILTY IN SCHEME TO JAIL YOUTHS FOR PROFIT

Two judges appeared in federal court in Scranton, PA, to plead guilty to wire fraud and income tax fraud for taking more than \$2.6 million in kickbacks to send teenagers to two privately run youth detention centers. A senior judge appointed by the State Supreme Court will determine what should be done with the estimated 5,000 juveniles who have been sentenced by these judges since the scheme started in 2003. Many of them were first-time offenders and some remain in detention. It raised concerns about whether juveniles should be required to have counsel either before or during their appearances in court and whether juvenile courts should be open to the public or child advocates. 2/13/09.

http://www.nytimes.com/2009/02/13/us/13judge.html?_r=1&scp=1&sq=JUDGES%20PLEAD%20GUILTY%20IN%20SCHEME%20TO%20JAIL%20YOUTHS%20FOR%20PROFIT&st=cse

>IS TECHNOLOGY PRODUCING A DECLINE IN CRITICAL THINKING AND ANALYSIS?

As technology has played a bigger role in our lives, our skills in critical thinking and analysis have declined, while our visual skills have improved, according to a UCLA researcher. Reading for pleasure, which has declined among young people in recent decades, enhances thinking and engages the imagination in a way that visual media such as video games and television do not.

1/30/09 <http://www.sciencedaily.com/releases/2009/01/090128092341.htm>

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“The fact is that we are not just in an economic crisis; we are in an educational crisis. We have to educate ourselves to a better economy.”

Arne Duncan

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Note: 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, adolescent, young adult mental and physical health

>*Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities* (2009) M. O'Connell, T. Boat, K. Warner (Eds). The National Academies Press
http://www.nap.edu/catalog.php?record_id=12480

>Childhood mistreatment and adolescent and young adult depression (2009) J. Fletcher. *Social Science & Medicine*. (ePub).
http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B6VBF-4VDFR1J-1-1&_cdi=5925&_user=4423&_orig=search&_coverDate=03%2F31%2F2009&_sk=999319994&_view=c&_wchp=dGLzVzz-zSkzk&md5=eafb7c58c358955168d64483d905ff20&ie=/sdarticle.pdf

>Joint development of bullying and victimization in adolescence: Relations to delinquency and self-harm (2008) E. Barker, et al., *Child & Adolescent Psychiatry*, 47(9) 1030-1028.
[Http://www.jaacap.com](http://www.jaacap.com)

>Continuing of aggression from childhood to early adulthood as a predictor of life outcomes: Implications for the adolescent-limited and life-course-persistent models. (2009). L. Huesmann, et al., *Aggressive Behavior*, (ePub) <http://www.interscience.wiley.com/jpages/0096-140x>

>Psychological impact of disasters on children: Review of assessment and interventions. (2009) N. Kar. *World Journal of Pediatrics*, 5(1) 5-11. [Http://www.wjpch.com/](http://www.wjpch.com/)

>A cluster randomized controlled trial of child-focused psychiatric consultation and a school-systems-focused intervention to reduce aggression. (2009) P. Fonagy, et al., *Journal of Child Psychology and Psychiatry*.
<http://www3.interscience.wiley.com/cgi-bin/fulltext/121661170/PDFSTART>

School, Family, & Community

>Community violence: A meta-analysis on the effect of exposure and mental health outcomes of children and adolescents (2009) P. Fowler, et al., *Developmental Psychopathology*, 21(1) 227-59. <http://journals.cambridge.org/>

>Does parenting mediate the effects of exposure to violence on violent behavior? An ecological-transactional model of community violence. (2009) R. Spano, et al., *Journal of Adolescence* (ePub). http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WH0-4VF0XX2-1&_user=4423&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&_md5=cbebd7b83264920c550db9768c9da654

>Hostile school climates: Explaining differential risk of student exposure to disruptive learning environments in high school (2008) C. Lleras. *Journal of School Violence*, 7(3) 105-135. <http://www.hcd.uiuc.edu/facultylabs/lteras/publications/Hostile%20School%20Climates%202008.pdf>

>Creating schools of peace and nonviolence in a time of war and violence (2009) T. Cavanagh. *Journal of School Violence*, 8(1) 64-80. http://www.restorativejustice.com/Recent%20Publications_files/Creating%20Schools%20of%20Peace.pdf

>Teacher preference, peer rejection, and student aggression: A prospective study of transactional influence and independent contributions to emotional adjustment and grades (2008) S. Mercer & M. Derosier. *Journal of School Psychology*, 46(6) 661-85. http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B6V6G-4T4J1GT-1-3&_cdi=5814&_user=4423&_orig=search&_coverDate=12%2F31%2F2008&_sk=999539993&_view=c&_wchp=dGLbVzz-zSkzk&_md5=d8435cfad8f9e64c8d78d446a391f494&_ie=/sdarticle.pdf

>Bullying and aggression on the school bus: School bus drivers' observations and suggestions (2008) E. deLara. *Journal of School Violence*, 7(3) 48-70. http://pdfserve.informaworld.com/845411_770849120_903693558.pdf

>How well-prepared are schools to meet disasters?: School shootings require response of nontraditional resources (2008) K. Henning & M. Smithey, *NASA School Nurse*, 23(1) 13-14. <http://nas.sagepub.com/cgi/reprint/23/1/13>

Policy, systems, law, ethics, finances & statistics

>*Projections of state budget shortfalls on K-12 public education spending and job loss* (2009) M. Roza. Center on Reinventing Public Education. Http://www.crpe.org/cs/crpe/view/csr_pubs/266

>Developing a citywide youth violence prevention plan: Perceptions of various stakeholders (2008) B. Payne & D. Button. *International Journal of Offender Therapy and Comparative Criminology*, (ePub) <http://ijo.sagepub.com/cgi/rapidpdf/0306624X08321868v1>

>*After-school programs in public elementary schools* (2009) National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009043>

>Do theories of crime or violence explain race differences in delinquency? (2008) R. Felson, et al., *Social Science Research*, 37(2) 624-41.

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WX8-4PP7R3Y-2&_user=4423&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=2b8981af940bed6385bf83dca4df0cd0

>*Course credit accrual and dropping out of high school, by student characteristics.* (2009) National Center for Education Statistics.

<Http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009035>

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. Ltaylor@ucla.edu

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“Some kids are living in communities that have such a pre-determinant affect on their health and well-being that it sets them on a negative trajectory for the rest of their lives. It can’t be stressed enough that the current economic downturn is only going to widen the gaps in health disparities. Things are going to get much worse.”

Brian Smedley

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

March – Reducing Stress: Preventing Burnout

In the course of a regular school year, this is a time of mounting stress. With the economic downturn stress is exacerbated.

Draconian school budget cuts, real and rumored, effect everyone. Some districts are initiating mid-year reductions in force; many are sending warning notes (“pink slips”) to a wide range of staff to let them know that their employment for the next year is uncertain. Add to that annual accountability achievement testing. (One district website homepage features a countdown of days until the annual achievement tests and provides strategies on how students can prepare.) Moreover, for some students, lack of success in the first semester has discouraged them from starting the new semester with the motivation to succeed. So, along with all the other stressors, staff must worry about what can be done for students who aren’t ready to move on, but who shouldn’t be held back. And there is so much more with which to cope.

The following resources are meant as aids as school leaders address stress of staff, students, and families.

>Start with the online clearinghouse Quick Find topic *Burnout Prevention*
<http://smhp.psych.ucla.edu/qf/burnout.htm>

>Visit the American Psychological Association's The Road to Resilience
<http://www.apahelpcenter.org/>

Included in their "10 ways to build resilience" are:

- ">>Avoid seeing crises as insurmountable problems...you can change how you interpret and respond to these events
- >>Accept that change is a part of living...accepting circumstances that cannot be changed can help you focus on circumstances that you can alter
- >>Take decisive actions. Act on adverse situations as much as you can.
- >>Look for opportunities for self-discovery...Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, greater sense of self worth...
- >>Nurture a positive view of yourself. Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
- >>Keep things in perspective. Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective.
- >>Make connections. ... Accepting help and support from those who care about you and will listen to you strengthens resilience...Assisting others in their time of need also can benefit the helper"

>Also, see our online clearinghouse Quick Find topic: *Resilience*
<http://smhp.psych.ucla.edu/qf/resilience.html>

Clearly, it is essential to do as much as possible to minimize the impact of stress on students, staff, and families. If you have ideas about what to do, let us know so we can share them widely.
Ltaylor@ucla.edu

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 School this Month" on the Center's homepage at <http://smhp.psych.ucla.edu>

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"I am a product of your work. I wouldn't be here if it weren't for the public schools that nurtured me and helped me along. And I am committed, as well as my husband, to ensuring that more kids like us and kids around this country, regardless of their race, their income, their status, the property values in their neighborhoods, get access to an outstanding education."

Michelle Obama

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****OTHER HELPFUL INTERNET RESOURCES**

>*Evidence-based strategies for reducing the impact of children's exposure to violence*. Safe Start Center. 35-39 <http://www.safestartcenter.org/pdf/safestartbooklet.pdf>

>Ready by 21 Initiative. The Forum for Youth Investment
<http://www.forumforyouthinvestment.org/readyby21>

>Mental health problems in early childhood can impair learning and behavior for life
National Scientific Council on the Developing Child at Harvard University
<http://www.developingchild.net/pubs/wp-abstracts/wp6.html>

>A place to grown and learn: A citywide approach to building and sustaining out-of-school time learning opportunities. National League of Cities
<http://www.nlc.org/ASSETS/2C7BF02A330140D5AA5E9CD3630DB2AD/Wallacereportpdf.pdf>

>Children and Trauma Update for Mental Health Professionals. American Psychological Association Task Force on Post Traumatic Stress Disorder in Children and Adolescents.
<http://www.apa.org/pi/cyf/child-trauma/update.html>

>Health insurance and access to care for children and adolescents. Knowledge Path
http://www.mchlibrary.info/knowledgepaths/kp_insurance.html

>Developing family, friend, and neighbor care initiatives and policies: Tips from experts.
National Women's Law Center
<http://www.nwlc.org/pdf/FFN-TipsFromExperts.pdf>

>Association for the Study and Development of Community
<http://www.communityscience.com/>

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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"I don't know anything about computers. I don't even know how often to change the oil."

Buzz Nutley

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****LINKS TO**

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

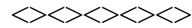
>Calls for Grant Proposals, Presentations & Papers
<http://smhp.psych.ucla.edu/upcall.htm>

>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



****UCLA CENTER – BRIEF UPDATE**

>**What's New** -- Go to the Center's homepage and click on the *What's New* icon.

There you will be able to access the latest Center:

- >Reports, Resources, Updates, & Announcements
- >Quarterly Newsletter
- >Relevant News Items from Around the Country
- >Weekly Practitioner Exchange
- >Monthly electronic newsletter (ENEWS)
- >Hot Topics & Issues
- >Information about conferences, webcasts, grants, job announcements

>**Overview of the Center's Work and Impact for the Year 2008**

We are preparing a yearly update of our *Evaluation Impact Report* (see the data accrued through 2007 at <http://smhp.psych.ucla.edu/pdfdocs/evaluation/impactevalrept.pdf>)

We would appreciate any information you can provide related to the Center's impact that should be integrated into this year's report. (Thanks to all who already have provided feedback.). Email comments to ltaylor@ucla.edu

>**Making the Case for Student and Learning Supports in a Time of Budget Cutting**

See the new Policy Notes: *Balancing Cut-backs at Schools is Essential to Ensuring Equity of Opportunity* – <http://smhp.psych.ucla.edu/pdfdocs/cut-backs.pdf>

And, let us know if you need any resources for making the case. If we don't having something developed, we will see what we can do to meet your particular situation. Send your request to

>**Rebuilding for Learning Initiative** (our collaboration with Scholastic, Inc.)

For more information on this, see <http://smhp.psych.ucla.edu/rebuild/rebuilding.htm>
This month, we had an introductory meeting with the Chief State School Officers and the American Association for Schools Administrators and have begun exploring ways to work with them to strengthen the focus on learning supports of education leaders. Follow up activities with work groups of state teams are in the planning stages. Let us know if you are interested in this initiative. Contact: ltaylor@ucla.edu

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 on over 130 topics relevant to addressing barriers to learning. Each includes links to Center Resources, online reports, other 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/Center for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095-1563. Phone (310) 825-3634. Toll Free (866) 846-4843; Fax (310) 206-5895; Email: smhp@ucla.edu

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



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On his turn in the spotlight, Pat Quinn, the new Governor of Illinois quipped:
“You want to know my philosophy? One day a peacock.
The next day a feather duster.”

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

>”I wanted to let you know of a project that I am currently involved with that I think can be of great help to school aged children in helping them to understand and express emotional. Emotes are a series of characters designed to help kids increase their emotional vocabulary through interactive play. The colorful characters, from Abash (the embarrassed) to Boom (the angry), each represent a different emotion. Written by a licensed psychotherapist, the Emotes picture books explore a range of emotional and developmental challenges including temper tantrums, bullying, fears, and healthy habits. Vinyl figurines and plush play therapy toys also allow children to externalize and interact with their feelings. In addition, an ‘Emotions Display Case’ allows children to select and highlight the emotion with which they currently identify--fostering emotional expression and dialogue. Interactive games, short videos and lesson plans for educators can also be found online at <http://www.emotes.com> ”



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.

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