



# ENEWS



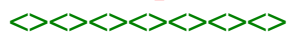
A Monthly Forum for Sharing and Interchange

**March, 2010 (Vol. 14 #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](mailto:smhp@ucla.edu)**



## WHAT'S HERE THIS MONTH

### **\*\*Emerging Concern:**

**>How to organize and interpret youth subculture and groupings**

### **\*\*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, video, and online professional development**
- >Calls for grant proposals, presentations & papers**
- >Training and job opportunities**

### **\*\*UCLA Center's Latest Reports**

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



## Emerging Concern

### >How to Organize and Interpret Youth Subculture and Groupings

What is referred to as "youth culture" is multifaceted and complex. The many subcultures often have differing values, beliefs, attitudes, and interests with respect to education, health, risky behaviors, and so forth. As examples, think about gangs, skateboarders, social-networkers, college prep, stoners, goths, hip hoppers, surfers, etc. As some of you know, our Center has begun to puzzle through all this to better understand the implications for public health and education policy makers, practitioners, researchers, and educators (see below\*).

As we proceed, our awareness of some basic issues is growing. It is clear that, from the perspective of enhancing cultural awareness, sensitivity, and competence, most professionals want to increase their understanding of youth subculture in order to promote healthy development and prevent and correct problems. However, issues arise when it comes to organizing and interpreting youth subgroup behaviors and underlying values, beliefs, attitudes, and interests. Related to this is the matter of how much to rely on observers' perceptions, definitions, and group labels (e.g., pregnant teens, substance abusers, depressed teens, etc.) and how much to work from the way youth define and label each other (e.g., preppy, punks, jocks, goths, etc.). In either case, there are concerns about overemphasizing negatives and risks, not acknowledging positives of subgroup participation, perpetuating stereotypes, and condoning actions that lead to status and power discrimination among youth subgroups.

We have had good input from some colleagues and from our young adult advisors, and we want to take this opportunity to thank them. AND WE NEED MORE! Please share your wisdom and guidance. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

\*As a first step, we are initiating a series of brief Information Resources entitled: *Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning and Improve Schools*. The first set of these is online at <http://smhp.psych.ucla.edu/qf/youthculture.htm> Once we map out enough basics, we will try to develop of classification outline and do a policy and practice analysis to highlight issues and recommendations.

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## NEWS FROM AROUND THE COUNTRY

### Maternal Antidepressants May Delay Infant Milestones

Exposure to antidepressants in late pregnancy may affect children's developmental milestones, according to a study published online Feb. 22 in *Pediatrics*. Lars Henning Pedersen, M.D., of Aarhus University in Denmark, and colleagues analyzed Danish National Birth Cohort data on children born to 415 women who used antidepressant medications during pregnancy, 489 women who reported depression and no antidepressant use during pregnancy, and 81,042 women who reported no depression and no use of psychotropic medication. Compared to children not exposed to antidepressants, they found that sitting and walking were delayed by 15.9 and 28.9 days, respectively, in those with second- or third-trimester exposure to antidepressants, but that these milestones were still achieved within the normal range of development. They also found

that second- or third-trimester exposure to antidepressants was associated with a lower likelihood of sitting without support at age 6 months and self-occupation at age 19 mths.

(*HealthDay News*,

[http://www.mentalhelp.net/poc/view\\_doc.php?type=news&id=126099&cn=5](http://www.mentalhelp.net/poc/view_doc.php?type=news&id=126099&cn=5))

### **Success with “hard cases”**

Interventions at critical stages can make a difference, especially during early childhood. But even for those who fall between the cracks, some interventions can be effective even as late as the teens and early 20s. Turning points and factors found to be key: maturity, parenthood, employment, feeling valued in the community and being removed from the negative environment. 2/22/10 <http://www.chicagotribune.com>

### **Teachers won't be forced into most troubled schools anymore**

Veteran Denver teachers who can't find a job in the district won't be assigned to the city's most troubled schools. The Superintendent stated that to forcibly place teachers who do not want to be at a particular school or are not being asked to teach there undermines the formation and development of a successful shared culture. 2/6/10

<http://www.denverpost.com>

### **Obama Administration Issues Rules Requiring Parity in Treatment of Mental, Substance Use Disorders**

The Departments of Health and Human Services, Labor and the Treasury has jointly issued new rules providing parity for consumers enrolled in group health plans who need treatment for mental health or substance use disorders. U.S. Secretary of Labor Hilda L. Solis stated that the “rules will bring needed relief to families faced with meeting the cost of obtaining mental health and substance abuse services.” The new rules prohibit group health insurance plans from restricting access to care by limiting benefits and requiring higher patient costs than those that apply to general medical or surgical benefits. The rules implement the Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA). (News Release – <http://www.samhsa.gov/newsroom/advisories/1001291131.aspx> )

### **Lawmakers to launch bipartisan effort to rewrite No Child Left Behind**

In a joint statement leaders announced effort to rewrite No Child Left Behind will start with a series of hearings. Many educators are disenchanted with the law because it has led to thousands of schools being labeled as falling short of standards. But backers say the law has put an unprecedented spotlight on struggling schools and disparities in performance among groups of students sorted by race, ethnicity, family incomes and other factors. 2/18/10 <http://www.washingtonpost.com>

### **“Fun” classes sneak in fundamentals**

Increasingly, schools use music, art and other electives to teach kids the basics. The ‘fun’ classes can help make tough concepts easier to understand. These teachers can also help kids see that math and science have real-life applications. Electives teachers are glad some other educators have begun to appreciate their contributions to student achievement. But the focus on math and science is very much about survival for electives teachers. 2/14/10. [Http://www.orlandosentinel.com](http://www.orlandosentinel.com)

## Wi-Fi turns rowdy bus into rolling study hall

Students endure hundred of hours on yellow buses each year getting to and from school. Stir-crazy teenagers break the monotony by teasing, texting, flirting, shouting, climbing over seats, and sometimes punching. In Arizona school officials mounted a mobile Internet router to enable students to surf the Web. Wi-Fi access has transformed what was often a boisterous bus ride into a rolling study hall and behavior problems have virtually disappeared.

## Revising the Diagnostic Statistical Manual of Mental Disorders (DSM-V)

The eagerly awaited revisions to be published in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders would be the first in a decade. Some proposed changes include folding the diagnosis of Asperger's syndrome into a broader category, autism spectrum disorder. One significant change would be adding a childhood disorder called temper dysregulation disorder with dysphoria, a recommendation that grew out of recent findings that many wildly aggressive, irritable children who have been given a diagnosis of bipolar disorder do not have it. 2/10/10 <http://www.nytimes.com>  
*Comments on the proposed revisions are being solicited. Go to*  
<http://www.dsm5.org/Pages/Default.aspx>

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Quote from the above article on the DSM revision:

“Anything you put in that book, any little change you make, has huge implications not only for psychiatry but for pharmaceutical marketing, research, for the legal system, for who's concerned to be normal or not, for who's considered disabled. And it has huge implications for stigma because the more disorders you put in, the more people get labels, and the higher the risk that some get inappropriate treatment.”

Dr. Michael First, Columbia University  
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Note: Among the sources used in gathering the above items are ECS e-Clip  
<http://www.ecs.org/e-clips> and the Public Education Network (PEN) Newsblast  
[http://www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

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

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

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

### Child, Adolescent, Young Adult Mental and Physical Health

>Youthful suicide and social support (2010) L. Winfree & S. Jiang. *Youth Violence and Juvenile Justice*, 8, 19-37. <Http://yvj.sagepub.com>

>The significance of protective factors in the assessment of risk (2010) C. Rennie & Dolan, M. *Criminal Behavior and Mental Health*, 20, 8-22.  
<Http://www.interscience.wiley.com>

>It's "Mean," but what does it mean to adolescents? Relational aggression described by victims, aggressors, and their peers (2010) *Journal of Adolescent Research*, 25, 175-204. [Http://jar.sagepub.com](http://jar.sagepub.com)

>Report of *Healthy Development: A Summit on Young Children's Mental Health*. (2010). American Psychological Assn. <http://www.apa.org/pi/families/summit-report.pdf>

>*Practice Guidelines: Core elements for responding to mental health crises* (2009). SAMHSA – <http://download.NCADI.SAMHSA.gov/ken/pdf/SMA09-4427.pdf>

>*What works? A study of effective early childhood mental health consultation programs* (2009). Frances Duran et al. Center for Child and Human Development. <http://gucchd.georgetown.edu/78358.html>

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

>Families promote emotional and behavioral resilience to bullying: Evidence of an environmental effect (2010) Bowes, L. et al. *Journal of Child Psychology and Psychiatry*, ePub. <http://www3.interscience.wiley.com/cgi-bin/home>

>Special Issue: New perspectives on school safety and violence prevention (2010) *Educational Researcher*, 39 (1)

>Teaching children with challenging behavior (2010) C. Crowe. *Educational Leadership*, 67, 65-67.

>Schools as Entry Points for Children's Mental Health Services (2010) *Grant Makers Health* [http://www.gih.org/usr\\_doc/Issue\\_Focus\\_1-18-10.pdf](http://www.gih.org/usr_doc/Issue_Focus_1-18-10.pdf)

>Social-ecological influences on patterns of substance use among non-metropolitan high school students (2010) C. Connell, et al. *American Journal of Community Psychology*, ePub. [Http://www.springerlink.com](http://www.springerlink.com)

>Skate parks as a context for adolescent development (2010) Bradley, G., *Journal of Adolescent Research*, 25, 288-323. [Http://jar.sagepub.com](http://jar.sagepub.com)

>Bullying and the peer group: A review (2010) Salmivalli, C. *Aggression and Violent Behavior*, 15, 112-120. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Mentees- perceptions of their interpersonal relationships: The role of the Mentor-youth bond (2010) Thomson, N. & Zand, D. *Youth & Society*, 41, 434-445. <http://yas.sagepub.com/>

### **Policy, Systems, Law, Ethics, Finances & Statistics**

>A qualitative investigation of averted school shooting rampages (2010) J. Daniels, et al. *Counseling Psychology*, 38, 69-95. [Http://tcp.sagepub.com/](http://tcp.sagepub.com/)

>One-year incidence of suicide attempts and associated risk and protective factors among adolescents (2010) R. Roberts, et al. *Archives of Suicide Research*, 14, 66-78. [Http://www.tandf.co.uk](http://www.tandf.co.uk)

>Has adolescent suicidality decreased in the United States: Data from two national samples of adolescents interviewed in 1995 and 2005 (2010) K. Wolizky-Taylor, et al., *Journal of Clinical Child and Adolescent Psychology*, 39, 64-76.

>Street gang theory and research: Where are we now and where do we go from here? (2010) Wood, J. & Alleyne, E., *Aggressive and Violent Behaviors*, 15, 100-111. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>A meta-systems approach to evidence-based practice for children and adolescents (2010) Kazak, et al. *American Psychologist* 65, 85-97. [Http://apa.org/pubs/journals/amp](http://apa.org/pubs/journals/amp)

>Efficacy of a web-based, tailored, alcohol prevention/intervention program for college students: initial findings (2010) Bingham, C. et al. *Journal of American College Health*, 58, 349-56. [Http://www.heldref.org](http://www.heldref.org)

>Sensation seekers as a healthcare marketing metasegment (2010) Self, D. & Findley, C., *Healthy Marketing Quarterly*, 27, 21-47. [Http://www.informaworld.com](http://www.informaworld.com)

>*FYI: SafetyLit* is a useful resource for abstracts to articles related to injury prevention policy and practice. <http://www.safetylit.org>

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 line resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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“It’s not about thinking or behavior. It’s about infusing a sense of hope so the kid starts to care. No one scares them straight – you care them straight.”

Greg Boyle, Jesuit Priest

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

### **>March – Reducing Stress: Prevention Burnout**

Wonder why school personnel might be feeling particularly stressed these days?

At a recent conference, a speaker provided this analysis of the challenges facing us: “In the U. S. Department’s requests for proposals there are four options for schools – close, change to charter, transform, or turnaround. In all of them the Principal is fired.” And so may be much of the staff.

Working in schools every day is one of the most demanding of jobs; working under threat makes that job even harder. For those who love the work and are doing it well, how do we all minimize the negative impact on them arising from the political turmoil swirling around schools?

As a bit of an aid, we have put together a new Online Clearinghouse Quick Find on “Wellness”-- <http://smhp.psych.ucla.edu/qf/wellness.htm> . It provides links to a range of

resources. A review of these resources indicates that those taking a broad focus on wellness describe multiple dimensions (e.g., social, occupational, physical, intellectual, emotional, mental, etc.) Such a broad perspective helps to assess where stress needs to be addressed. Here is a sample of what such a perspective suggests:

>From <http://www.definitionofwellness.com/>

“Wellness is an active process of becoming aware of and making choices toward a more successful existence....”

>From [http://wellness.ucr.edu/seven\\_dimensions.html](http://wellness.ucr.edu/seven_dimensions.html)

>Social wellness is the ability to relate to and connect with other people; our ability to establish and maintain positive relationships with family, friends and co-workers.

>Emotional wellness is the ability to understand ourselves and cope with the challenges life can bring. The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness

>Intellectual wellness is the ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment; the desire to learn new concepts, improve skills and seek challenges

>Physical wellness is the ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress.

>Occupational wellness is the ability to get personal fulfillment from our jobs or chosen career while still maintaining balance in our lives. Our desire to contribute in our careers to make a positive impact on the organizations we work in and to society as a whole.”

*While the current focus in schools is mainly on enhancing a positive school climate for students, creating a positive climate at a school also requires taking care of the adults. This calls for ensuring that support for school staff is included in school improvement plans both as an integrated facet of everyday activities and as major element in professional development.*

For more on burnout prevention see <http://smhp.psych.ucla.edu/qf/burnout.htm> and also Ideas for Enhancing Support at Your School in March at <http://smhp.psych.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 home page at <http://smhp.psych.ucla.edu/>

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“Our current educational approach – and the testing that is driving it – is completely at odds with what scientists understand about how children develop during the elementary school years and has led to a curriculum that is strangling children and teachers alike.”

Susan Engel  
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## OTHER HELPFUL INTERNET RESOURCES

>Breaking through on the social determinants of health and health disparities: An approach to message translation –  
<http://www.commissiononhealth.org/PDF/0d5f4bd9-2209-48a2-a6f3-6742c9a7cde9/Issue%20Brief%207%20Dec%2009%20-%20Message%20Translation.pdf>

>Effective Child Therapy (APA Division 53) – <http://www.effectivechildtherapy.com>

>Improving early identification and treatment of adolescent depression –  
[http://nihcm.org/pdf/adol\\_mh\\_issue\\_brief\\_final.pdf](http://nihcm.org/pdf/adol_mh_issue_brief_final.pdf)

>Mental Health Toolkit –  
[http://www.michigan.gov/mde/0,1607,7-140-43092\\_53593---,00.html](http://www.michigan.gov/mde/0,1607,7-140-43092_53593---,00.html)

>Best Practices for Successful Juvenile Reentry –  
[http://www.sentencingproject.org/doc/publications/CC\\_youthreentryfall09report.pdf](http://www.sentencingproject.org/doc/publications/CC_youthreentryfall09report.pdf)

>Improving college readiness and success –  
[http://www.highereducation.org/reports/governance\\_divide/index.shtml](http://www.highereducation.org/reports/governance_divide/index.shtml)

>Test, Punish and Push Out: How Zero Tolerance and High-stakes testing Funnel Youth in the School-to-Prison Pipeline – [http://njjn.org/resource\\_1462.html](http://njjn.org/resource_1462.html)

>Closing the Achievement Gap Workbook –  
<http://www.cde.ca.gov/nr/ne/yr10/yr10rel16.asp>

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](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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“We may have all come on different ships, but we’re in the same boat now.”

Martin Luther King Jr.  
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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 and other professional development opportunities  
<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](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### >New Resources

We launched two new Online Clearinghouse Quick Finds (and will be adding to them regularly):

>>Wellness – <http://smhp.psych.ucla.edu/qf/wellness.htm>

>>Youth Culture & Subgroups – <http://smhp.psych.ucla.edu/qf/youthculture.htm>

We did a brief policy analysis update – *The 2011 Budget Proposal for the U. S. Department of Education: Implications for Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students*

<http://smhp.psych.ucla.edu/pdfdocs/2011budget.pdf>

As a first step in generating the series of brief Information Resources under the overall title of: *Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning and Improve Schools*, we have drafted and put online the following:

>>What is youth culture? A brief introduction

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

>>Glossary of terms related to youth culture subgroups

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

>>Youth subcultures: Annotated bibliography and related references

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

>>About Hip Hop Youth Subculture

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

>>About Goth Youth Subculture

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

>>About Youth Gangs

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

We would appreciate feedback on these briefs from you and any youth working with you. We are moving on to look at “Losers” and “Loners” and “Jocks” and athletes

## >*New Directions' Initiatives*

*Superintendents' Initiative* – As you know we have been doing outreach to district superintendents through multiple venues. A survey of Superintendents asking “what do you need for building a comprehensive system of learning supports to address barriers to learning and teaching and re-engage disconnected students?” led to the Center Report Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendents Say They Need to Move Forward. This work led to our initial collaboration with the American Association of School Administrators now joined by Scholastic, Inc.

This month we met many Superintendents at the AASA National Conference on Education in Phoenix. We also sent a mailing to Superintendents asking if they would like to receive a copy of the guide we produced with Scholastic, Inc. “Rebuilding for Learning.” We are receiving many requests. *If you want some copies to share with local leaders, let us know --* [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

*Rebuilding for Learning Collaboration with Scholastic, Inc.* – The Online Leadership Institute course which we are developing with Scholastic for them to put online (as a new section for their website) is almost complete. The 6 session course entitled: *Rebuilding for Learning: Addressing Barriers to Learning and Teaching and Re-engaging Students* should be online in March. The 6 sessions will provide a multi-media introduction to building a comprehensive system of learning support. Each session will include a powerpoint with voice over, interviews from districts doing the work, tools and steps for doing the work where you are, and links to online materials for indepth learning. *In your work with schools, this no cost resource may be useful to you. We will let us know as soon as it is available.*

*Collaboration with the American Association of School Administrators* – In connection with the February AASA National Conference on Education, we met with the four LEAD districts to clarify steps related to developing a design document and a related strategic plan. Each of the districts has shown us the unique opportunities and imperative for integrating a comprehensive system of learning support into the current context in their district (a large county district, a small charter district, a rural district, and a small county district). *If you want to learn more about this, contact Ltaylor@ucla.edu*

*Louisiana's New Design for Student and Learning Supports* – We worked this month with the Louisiana State Department of Education as they explored the School Improvement Grant proposal and as they prepared to submit for the U.S. DOE grant for Integrating Mental Health Systems in Schools. These grants will provide them with additional ways to develop necessary policies, infrastructure, and procedures to implement and sustain their newly developed design for a comprehensive learning supports system.

Next month we will help them introduce the new design at the state chapter conference of the National Social Work Association in Baton Rouge. Following our keynote which will focus on both schools and community support network for schools and families, we will have a follow up session that will include leaders from the Louisiana State Department of Education who will present the strategic steps for moving learning supports forward. *If you are in the area, you may be interested in attending.* (See Louisiana's Comprehensive Learning Supports Systems: The Design Document at <http://smhp.psych.ucla.edu/summit2002/ladesigndocument.pdf> )

For more on the *National Initiative: New Directions for Student Support*, see <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

For more on the Scholastic-UCLA collaboration online see  
<http://smhp.psych.ucla.edu/rebuild/rebuilding.htm>

and on the AASA website – <http://www.aasa.org/LeadershipDevelopment.aspx>

**\*\*\*Be sure to let us know of anyone who would like to learn more about our new directions work.**

For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact Howard Adelman and Linda Taylor, Co-directors at the School Mental Health Project for Mental Health in Schools, UCLA, Department of Psychology, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-5895. Email: [smhp@ucla.edu](mailto:smhp@ucla.edu)

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

CSMH announcement: The 15th Annual Conference on Advancing School Mental Health October 7-9, 2010 — Hyatt Regency Albuquerque, Albuquerque, New Mexico. The conference is conducted by the Center for School Mental Health (CSMH) University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry in partnership with The IDEA partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education (NASDSE).

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

***We were asked to share the following with you***

(1) AERA has just published a special issue on school safety entitled: *New Perspectives on School Safety and Violence Prevention* <http://www.aera.net/>

Contents:

- \* Guest Editors' Preface – Matthew J. Mayer and Dewey G. Cornell
- \* Why Do School Order and Safety Matter? – Cornell and Mayer
- \* How Safe Are Our Schools? – Matthew J. Mayer and Michael J. Furlong
- \* What Can Be Done About School Shootings? A Review of the Evidence -- Randy Borum, Dewey G. Cornell, William Modzeleski, and Shane R. Jimerson

- \* What Can Be Done About School Bullying? Linking Research to Educational Practice – Susan M. Swearer, Dorothy Espelage, Tracy Vaillancourt, Shelley Hymel
- \* How Can We Improve School Discipline? – David Osher, George G. Bear, Jeffrey R. Sprague, and Walter Doyle
- \* The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? – Anne Gregory, Russell J. Skiba, and Pedro A. Noguera
- \* How Can We Improve School Safety Research? – Ron Avi Astor, Nancy Guerra, and Richard Van Acker

(2) “Our program, Positive Action (<http://www.positiveaction.net>), a nationally recognized, evidence-based program, was evaluated on school-level achievement, absenteeism, and disciplinary outcomes in a randomized experimental study in Hawaii elementary schools during the 2002-03 through 2005-06 school years. The study was published in the Journal of Research on Education Effectiveness in January this year. The outcomes found included improvement in academic test scores by up to 10% on national standardized math and reading tests; 51% on state math and 21% on state reading.”

(3) “Rather than highlighting one character education program (i.e., Positive Action), I suggest that you make the attached Technical Assistance paper available to your list-serv. It was written by the staff of the Arkansas State Personnel Development Grant. This TA paper reviews eight of the top and/or evidence-based social skills programs along a continuum from social-emotionally-based to behaviorally-based, and suggests ways for districts to approach a district-level selection of the best program.”  
<Http://smhp.psych.ucla.edu/pdfdocs/ARSocialSkillsBriefingPaper.pdf>

(4) “Creating the Foundation for Comprehensive School Climate Reform” CSEE’s 13<sup>th</sup> Annual Summer Institute, New York City, July 6-8, 2010 at the Fordham University. Special Keynote Address by Kevin Jennings, Assistant Deputy Secretary of the U. S. Department of Education, Office of Safe and Drug Free Schools. Sign up at <http://www.schoolclimate.org/programs/si.php>

### ***Feedback***

>Regarding the 2011 Budget Proposal Center Brief – “The most critical issue in the analysis is the effort to “re-engage disconnected students.” I suggest that you add the following concepts to that phrase to suggest the most effective strategy to overcome such apathy. Write of efforts to “re-engage disconnected students and focus them onto their own life goals. To the extent that students see the education being offered as contributing to their life goals they work. Otherwise they are disconnected. Fighting such disconnection is the goal of our School Archive Project, starting in middle school and going on through high school. The School Archive Project is a time capsule, 10 year class reunion project that encourages students to plan for their own futures and then plan to return in 10 years to retrieve those original plans and speak with decade younger students about their recommendations for success. They were warned as they first placed their letters into the vault that in 10 years students may ask them questions like “Would you do anything differently if you were 13 again?” As this mentoring component kicks in 10 years after the letters are placed into the vaults in each schools lobby, the ultimate

improvements in graduation rates will be seen. After 5 years we are already seeing a 25% graduation rate increase. See details at <http://www.studentmotivation.org>. This project has spread to 4 more Dallas ISD schools within the past year.

>Regarding last month's emerging concern: **Arguing about charters vs. "traditional" schools masks the failure of school improvement policy and practice to enhance equity of opportunity**

(1) "Please add this concern to the mix: public schools must take the CHASEE and the state STAR tests and those become measures of how well the schools are doing. ALL schools that issue a high school diploma MUST be required to take those tests as well. Otherwise there is no accountability on the part of the charter and private schools, and no comparable comparison."

(2) "I read with great interest your paper, "Arguing About Charters vs. Traditional Schools...". You bring up many of the critical elements to solving the problems with our educational system. I have gotten myself in trouble for calling most charter schools "polished up traditional schools". As you know the true purpose of charters was to bring change and innovation to education. We have a long way to go. I would like to introduce you to our efforts to create a different way for children to learn. Great Valley Academy was created to be one of the best examples of what education should be. Our goal is to create gifted learners who are also people of good character. We follow many of the guidelines you have outlined, but then go to the next step and bring neuroscience to education. We teach our students to use the same mental tools that gifted students use in an environment that is safe and loving. We are only in our second year of operation and have not gotten to all of our programs yet, but we are creating a lot of excitement. The Stanislaus County Superintendent of Schools, Tom Changnon, is our biggest supporter. If you are interested in seeing your plan being developed in an elementary school, please check out our website, [www.greatvalleyacademy.com](http://www.greatvalleyacademy.com)

(3) "A simple answer to what is missing is control of student behavior. Charter school dress codes are followed if students Wish to attend. Student behavior codes are followed if students Wish to attend. Class room teachers are given significantly more control and involvement in each student's progress. Mandatory public education policy does not require students attend Charter schools, unlike continuation or alternative schools. Where families must be directly involved in school selection and student learning classroom performance is clearly defined for each child. Where family values do not agree with the benefits of public Charter education their personal philosophies should be honored allowing for home or religious school alternatives. Numerous observers find alternative methods demonstrate increased learning value for students. Perhaps these past lessons learned can seldom be applied where well meaning, highly motivate, topically ignorant, democratically elected officials control both school board policies and professional administrators."



**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>

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