

**25 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



March, 2011 (Vol. 15 #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 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 Concern:**

>Moving Beyond the Three Tier Intervention Pyramid

****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 Update**

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



EMERGING CONCERN:

>Moving Beyond the Three Tier Intervention Pyramid

Introduction into federal policy of response to intervention (RTI) and positive behavior intervention and supports (PBIS) led to widespread adoption and adaptation of the three tier intervention pyramid. As originally presented, the pyramid highlights three different levels of intervention and suggests the percent of students at each level.

While acknowledging that the focus on levels has made a positive contribution, concerns have been raised that continuing overemphasis on the pyramid is limiting development of the type of comprehensive intervention framework needed to address the multifaceted problems of many young people, their families, and their schools. Our Center's analyses, for example, stress that the pyramid is a one dimensional intervention framework and, as such, is inadequate as a guide with respect to developing a comprehensive, multifaceted, and cohesive system for addressing barriers to learning and teaching and re-engaging disconnected students.

For more on this, see our recent policy brief entitled: **Moving Beyond the Three Tier Intervention Pyramid: Toward a Comprehensive Framework for Student and Learning Supports** -- online at <http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf>

This brief (1) underscores the limitations of the pyramid as an intervention framework and (2) illustrates a multidimensional intervention framework and the type of expanded school improvement policy that can foster development and implementation of a comprehensive and coherent system.

Comments on this matter received to date are included in the comments section of this ENEWS. If you would like to contribute to the discussion, please send your comments to smhp@ucla.edu

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NEWS FROM AROUND THE COUNTRY

Rep. Napolitano reintroduces mental health in schools act

Rep. Napolitano introduced HR 751, the Mental Health in Schools Act, to the 112th Congress. The act would create a competitive grant program which would allow the receiving school districts to hire mental health professionals. 2/17/11.

http://www.house.gov/apps/list/press/ca38_napolitano/021711.html

President's education plan seen as another test for political civility

President Obama and Republican leaders are moving toward a possible compromise on education reform. Obama said he wanted to abolish No Child Left Behind and replace it with a new system for reviewing schools that leaves more day to day decisions to states and school districts. Lawmakers on both sides want fairer evaluations for teachers and schools. 2/6/11.

<http://www.latimes.com/news/nationworld/nation/la-na-obama-education-20110206,0,5574125.story>

Peer support beats usual care for depression

A new analysis of existing research finds that peer support may do a better job of treating depression than standard care. The analysis of 14 studies found that support groups were superior to regular care but didn't do significantly better or worse than cognitive behavioral therapy. Support groups are seen to lessen isolation, provide a buffer against stressful events, help patients share health information and offer role models. 2/18/11.

<http://www.businessweek.com/lifestyle/content/healthday/650065.html>

U. S. plan to replace principals hits snag: Who will step in?

The policy decision to install new principals to overhaul failing schools ran into a difficult reality: there simply were not enough qualified principals-in-waiting to take over. About 44% of schools receiving federal turnaround money in eight states still have the same principals who were leading them last year. 2/7/11.

<http://community.nytimes.com/comments/www.nytimes.com/2011/02/08/education/08education.html>

Can Third-graders in Indiana pass reading test?

All third-graders would be required to pass a new statewide reading test before advancing to the fourth grade under a proposal the Indiana State Board of Education approved. Under provisions adopted, students could be held back up to two consecutive years if they continually fail the reading exam. 2/8/11

<http://www.indystar.com/article/20110209/NEWS04/102090328/Third-graders-would-pass-reading-test>

Record level of stress found in college freshmen

While first year students' assessment of their emotional health were declining, their ratings of their own drive to achieve, and academic ability, have been going up. Other findings in the survey underscore the degree to which the economy is weighing on college students. There is a gender gap in students who seek out college mental health services with women making up 60% of the clients. 1/26/11.

http://www.nytimes.com/2011/01/27/education/27colleges.html?_r=1

Many Michigan high school grads not ready for college

At more than half of Michigan's high schools, fewer than 10% of students graduating this spring are college ready, according to data that for the first time measures the extent of college readiness at every high school. The analysis by the Michigan Department of Education underscores that graduation rates are not a reflection of the quality of education kids are getting. See chart at bottom of page. (Detroit Free Press, 02/21/11)

<http://www.detnews.com/article/20110222/SCHOOLS/102220325/1409/Mich.-high-school-grad-rates-up--many-not-ready-for-jobs--college>

Tucson shooting victim promotes mental health

A congressional aide who was shot in last month's attack in Arizona announced a fund to promote mental health awareness and civility. He wants to fund programs in schools and the community that will take some of the stigma away from mental illness. 2/17/11.

Associated Press <http://abcnews.go.com/US/wireStory?id=12936482>

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Quote from a press release related to the proposed federal Mental Health in Schools Act:

“I've personally experienced the benefits and transformation a person can have, just by having access to qualified mental health professionals. I strongly feel the Mental Health in Schools Act will help provide our youth with access to professionals who can teach them tools and skills to deal with challenges in their lives.”

Ron Artest

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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>

Among the sources used in gathering the above items are
The ECS e-clip at <http://www.ecs.org/e-clips>
The Public Education Network (PEN) Newsblast at
http://www.publiceducation.org/newsblast_current.asp
The Update from the American Orthopsychiatric Association at
<http://www.aoatoday.com/news.php>

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RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

Bullying experiences and compromised academic performance across middle school grades (2011) J. Juvonen, et al., *Journal of Early Adolescence*, 31(1) 152-173.
<http://jea.sagepub.com/content/31/1/152.short?rss=1&ssource=mfr>

The impact of violence exposure on aggressive behavior through social information processing in adolescents (2011) E. Calvete & I. Orue. *American Journal of Orthopsychiatry*, 81(1) 38-50.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1939-0025.2010.01070.x/full>

Conceptualizing the prospective relationship between social support, stress, and depressive symptoms among adolescents. (2010) R. Auerbach, et al., *Journal of Abnormal Child Psychology*, ePub.
<http://www.springerlink.com/content/r0q260n06058wjw3/>

Drinking motives, protective behavioral strategies, and experienced consequences: Identifying students at risk. (2010) M. Patrick, et al., *Addictive Behavior*. ePub.
<http://www.ncbi.nlm.nih.gov/pubmed/21159445>

Review of refugee mental health interventions following resettlement: Best practices and recommendations. (2010) *American Journal of Orthopsychiatry*, 80(4) 576-585.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1939-0025.2010.01062.x/full>

Developmental pathways to depressive symptoms in adolescence: A multi-wave prospective study of negative emotionality, stressors, and anxiety (2011) A. Barrocas, & B. Hankin. *Journal of Abnormal Child Psychology*, ePub.
<http://www.springerlink.com/content/m477664323342252/>

Schools, Family & Community

Low-level violence in schools: Is there an association between school safety measures and peer victimization? (2011) J. Blosnich & R. Bossarte. *Journal of School Health*, 81(2) 107-113. <http://www.ncbi.nlm.nih.gov/pubmed/21223278>

Elementary pre-service teacher preparation in the area of social, emotional, and behavioral problems. T. State, L. Kern, K. Starosta & A. Mukherjee, *School Mental Health*, 3, 13-23.

Essential elements for community engagement in evidence-based youth violence prevention (2011) T. Miao, et al., *American Journal of Community Psychology*, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21203825>

Gossip on the playground: Changes association with universal intervention, retaliation beliefs, and supportive friends (2010) *School Psychology Review*, 39(4) 536-551. <http://www.nasponline.org/publications/spr/39-4/spr394low.pdf>

Exploring processes linking shyness and academic achievement in childhood (2010) *School Psychology Quarterly*, 25(4) 213-222. http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B9843-51W4VDH-3&_user=4423&_coverDate=12%2F31%2F2010&_rdoc=1&_fmt=high&_orig=search&_origin=search&_sort=d&_docanchor=&view=c&_searchStrId=1656601468&_rerunOrigin=google&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=95919ab2e614e35e1c62305b2235a2e2&searchtype=a

Do social connections and hope matter in predicting early adolescent violence? (2010) S. Stoddard, et al., *American Journal of Community Psychology*, ePub. <http://www.ncbi.nlm.nih.gov/pubmed/21181556>

Student-teacher relationships and students' willingness to seek help for school violence (2010) Y. Yablon. *Journal of Social and Personal Relationships*, 27(8) 1110-1123. <http://spr.sagepub.com/content/27/8/1110.abstract>

Policy, Systems, Law, Ethics, Finances & Statistics

The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions (2011) J. Durlak, et al., *Child Development*, 82(1) 405-432. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01564.x/full>

Children in the United States of America: A statistical portrait by race-ethnicity, immigrant origins, and language. (2011) *Annals of the American Academy of Political and Social Science*, 633(1) 102-127. <http://spann.highwire.org/content/633/1/102.abstract>

"The only 13 year old on planet earth without a cell phone" Meanings of cell phones in early adolescents' everyday lives (2011) B. Blair & A. Fletcher. *Journal of Adolescent Research* 26(2) 155-177. <http://jar.sagepub.com/content/26/2/155.abstract?rss=1>

Depression and suicide ideation among students accessing campus health care (2011) S. Mackenzie, et al., *American Journal of Orthopsychiatry*, 81(1) 101-107. <http://onlinelibrary.wiley.com/doi/10.1111/j.1939-0025.2010.01077.x/abstract>

Barriers to the use of evidence supported programs to address school violence. (2010) N. Cawood. *Children and Schools* 32(3) 143-149. <http://www.scie-socialcareonline.org.uk/profile.asp?guid=a6fefaf7f-ce16-4ea4-9f53-9159d833306e>

Transactional associations among teacher support, peer social preference, and child externalizing behavior: A four wave longitudinal study (2011) G. Leflot, et al., *Journal of Clinical Child and Adolescent Psychology*, 40(1) 87-99. <http://www.ncbi.nlm.nih.gov/pubmed/21229446>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practices <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 online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse.

Smhp@ucla.edu

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“As for the future, our task is not to foresee, but to enable it.”

Antoine de Saint-Exupery

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

March – Reducing Stress, Preventing Burnout

Item from the Providence Journal (02/25/11):

“The Providence, Rhode Island school board voted to send out termination notices to each of the city's 1,926 teachers. The city faces a \$40-million school budget deficit. The superintendent said that the majority of teachers will be rehired but could not give any details until the mayor's special panel completes its report on the city's financial status.”

Across the country layoff notices are going out to school staff who have worked hard to help students and schools. For many, there will be a last minute reprieve or only a temporary layoff. But the impact for all who receive such notices and especially those who lose their job can be heart breaking.

Quite a way to let school personnel know that their hard efforts and good work is appreciated! And it is a counterproductive recruiting message to those who society wants and needs to prepare for a career working in schools.

We recently received the following request: “Our state is now going through what the rest of the country has been going through over the past several years — major funding crisis’ in public education. This, no doubt, will be affecting instruction as the stress level of teacher layoffs becomes immanent and manifests itself in the classroom. My question for you is, are there any materials for supporting educational staff as they deal with the stress of employment transitions? Brochures? Support processes? We know we will be handing out a pile of pink slips this spring. Just wondering if there is anything on “professional stress management, unemployment, dealing with the bad news, etc.”?

In responding, we pointed to some resources related to coping with job loss –

><http://www.cope-inc.com/article2.php?a=jobloss>

><http://www.washington.edu/admin/hr/roles/ee/layoff/resources/coping.html>

But, we also are concerned about the impact of the ongoing assault on schools through unrealistic accountability demands, media attacks, budget cuts, and so much more. The constant attack more than counteracts the rhetoric about how important schools are, how much we need young people to go into teaching, and so forth. Talk about mixed messages! As Dianne Ravitch noted on CNN.com:

"The uprising in Madison is symptomatic of a simmering rage among the nation's teachers. They have grown angry and demoralized over the past two years as attacks on their profession escalated."

One important part of mental health in schools is a focus on school staff and the support needed to provide the adults in schools the resources they need to succeed. More attention is needed to keeping the negative distractions from interfering with the staff motivation to support all students to have an equal opportunity to succeed at school.

For resources related to this important work, see the Quick Find topic page "Burnout" <http://smhp.psych.ucla.edu/qf/burnout.htm>

Note: Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness pints to natural opportunities to strengthen schools and minimize problems. 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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"Children are like sponges, they absorb all your energy but give them a squeeze and you'll get it all back."

John Blaydes

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OTHER HELPFUL INTERNET RESOURCES

Free On-Line Course for Violence Prevention from CDC
<http://www.vetoviolence.org/pop/prevention-intro.html>

Comprehensive School Climate Inventory
<http://www.schoolclimate.org/programs/csci.php>

Reaching out to children following disasters
<http://www.mchlibrary.info/guides/reachingout.html>

Working systematically in action: Engaging family and community
<http://www.sedl.org/pubs/catalog/items/family126.html>

What are the characteristics, qualifications, roles and functions of school support teams
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=263>

Monitoring the Future
<http://monitoringthefuture.org/pubs/monographs/mtf-overview2010.pdf>

The growing and sustaining family engagement toolkit
<http://www.cssp.org/publications/growingandsustainingparentengagementtoolkit.pdf>

Social and emotional development in kids and teens
http://www.mchlibrary.info/families/frb_mental_healthy.html

Attendance Works
www.attendanceworks.org

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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“In the time we have, it is surely our duty to do all the good we can to all the people we can in all the ways we can.”

William Barclay

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LINKS TO

>Upcoming initiatives, conferences & workshops.

[Http://smhp.psych.ucla.edu/upconf.htm](http://smhp.psych.ucla.edu/upconf.htm)

>Calls for grant proposals, presentations, and papers.

[Http://smhp.psych.ucla.edu/upcall.htm](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](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 to these send it to ltaylor@ucla.edu

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UCLA CENTER UPDATE

25 Years and Counting

The School Mental Health Project, the parent of the UCLA Center for Mental Health in Schools, was launched in 1986. As we celebrate our first 25 years, we are launching an aggressive plan for our work in moving forward. Our listservs (60,000 plus) and our world class website provide a broad dissemination and diffusion platform. Our various national initiatives are designed for strategic impact.

In the comments section below, you will see a sample of the wide range of participants who regularly provide input and requests. On our website, you will see information about pioneering efforts across the country stemming from our policy and practice frameworks and efforts to support transformational change related to what schools do to address barriers to learning and teaching and re-engage disconnected students.

We look forward in the coming years to continuing to support you and your work. Let us know specific ways we might help! Send to smhp@ucla.edu

A Few New Resources

- > *School Attendance: Focusing on Engagement and Re-engagement*
<http://smhp.psych.ucla.edu/pdfdocs/schoolattend.pdf>
- > *Quick Find: Incarceration and Family Support*
<http://smhp.psych.ucla.edu/qf/incarceration.htm>
- > *Embedding Mental Health into a Learning Supports Component: An Essential Step for the Field to Take Now* [Http://smhp.psych.ucla.edu/pdfdocs/embeddingmh.pdf](http://smhp.psych.ucla.edu/pdfdocs/embeddingmh.pdf)
- > *Moving Beyond the Three Tier Intervention Pyramid: Toward a Comprehensive Framework for Student and Learning Supports*
[Http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf](http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf)

Next Steps in the Call to Action Initiative

29 national and state organizations have signed on with National Association of School Psychologists (NASP) related to our Center's New Directions Policy Framework - *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving from a Two to a Three Component Approach* –
[Http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf](http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf)

See "Promoting the Critical Role of Learning Supports in Policy, Practice, and School Improvement" by Anastasia Kalamaros Skalski - in the National Association of School Psychologists' NASP Communiqué, Vol. 39, #5, January/February 2011.
Online at: <http://www.nasponline.org/publications/cq/mocq395Advocacy.aspx>

The next step being spearheaded by NASP is to mobilize a letter writing campaign through their Advocacy Action Center (AAC) on their website.

Go to [Http://capwiz.com/naspweb/issues/alert/?alertid=28684501&type=CO](http://capwiz.com/naspweb/issues/alert/?alertid=28684501&type=CO)

Click on advocacy.

Click on AAC.

Click on write your elected officials. (A list of topics comes up)

Click on the letter that addresses learning supports.

It takes only a minute to input contact info and send a letter. It goes to all of your elected officials. You can edit it too – add or delete.

For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at <http://smhp.psych.ucla.edu>

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REQUESTS & COMMENTS FROM THE FIELD

Request for Comments from the Feds

ANNOUNCING THE SS/HS FEDERAL PARTNERS NOTICE OF PROPOSED PRIORITIES (COMMENT PERIOD) ON THE SAFE SCHOOLS/ HEALTHY STUDENTS FY 2011 COMPETITION – The SS/HS federal partners are proposing changes to the SS/HS priority, requirements, and definitions for the SS/HS FY 2011 competition. The proposed changes, along with a rationale for them, appeared in the February 18th edition of the Federal Register (<http://www2.ed.gov/legislation/FedRegister/proprule/2011-1/021811b.pdf>).

The notice includes instructions for providing comments on these proposed changes. The comment period is 30 days. At the conclusion of the public comment period the SS/HS Federal partners will review comments and publish a final notice of priorities, requirements, and definitions as well as a notice inviting applications for new awards in FY 2011.

Responses to last month's Emerging Issue: Helping those with a history of problems

(1) “Thank you for taking time to ask the Hard Questions, and LISTEN and HEAR the answers. I was/am directly involved with the Tucson Tragedy. I am the daughter of Dorwan and Mavy Stoddard. Dad would have wanted only GOOD to come out of this tragedy and that is exactly what our family is taking to heart and to the public arena. And yes, I am speaking out for the students who are near and dear to my heart.

What should schools do.....? **Mandate Professional School Counselors**, at EVERY level Elementary, Middle, High, and Post Secondary School in ALL states and particularly the State of Arizona, Require that the School Counselor clearly meets or exceeds a State posted job description, is evaluated by the State posted rubric which is measureable on an annual basis, and is following the ASCA (American School Counseling Association) National Model for data collection and accountability. Then require that the Counselor is continually being updated with Professional Developments Trainings that keeps them current on Mental Health issues.

A Professional School Counselor is the conduit for all schools. They serve as the “go-to” person for the students, staff, families, and communities. They are highly trained, and must continue to be updated with professional development trainings. The Counselor, following the ASCA Model knows the students. They see them in the classroom setting, the halls, the outside areas. They witness the interaction with the teachers. They see the interactions with the families. They witness the interactions with peers. A Professional School Counselor knows his or her the whole-child.

Looking at the triangle of RTI or PBIS, 85-90% of the students fall into the lower portion (universal tier) of the triangle, the positive, understand choices and consequences; 10-15% fall into the middle portion (the secondary tier) . These are the students that need more attention -support groups, teaming.....The third group (individual tier) consists of only 3-5% of the students. This is the group the Counselor knows well and they are the group that requires outside referral help and much attention. It is our job to see that every child is safe, learning and cared about!

What should the police departments do? Require Safety Officers in the schools. Be a presence for our students. Speak to our kids at assemblies. Make the Officers presence known daily for the GOOD. Take time to explain consequences to the students. Take them on “field trips” and let them witness where, why, when, how making bad choices equals negative consequences. Start these suggestions in the Elementary School.! It IS at this level choices are made. By age 8, many children have made a path for life.

How can friends be helpful.....? TELL! TELL! TELL! Talk about your concerns

with someone you trust. Go with a friend to tell. TELL until someone listens! Tell the School Counselor. Make the call and let the Counselor know your concerns about a child in the community. The Counselor better know the students and if your concern taps into our concerns, we appreciate you so much. And we WILL take action and investigate. A Professional School Counselor has the expertise, knowledge, wisdom and tools to help these kids! It's their job and they best be doing it well.

Thanks for the opportunity to speak for what matters for our kids. All of them!"

(2) "Several years ago a junior student at a large state university sent a troubling email to one of his professors. The professor sent it to the school health service which recommended that the student be evaluated as soon as possible. The University policy is to not involve parents once the student is enrolled. However, this professor 'broke the rules' and contacted the parents. The student was hospitalized for a mental health evaluation. Unfortunately, in my opinion, too many people take an 'It's not my problem' approach to what they see in students."

Comments Re. "Moving Beyond the Three Tier Pyramid."

(1) From a dist. superintendent "I have found these policy briefs to be enormously timely and helpful. You have articulated the concerns that I have with our current RTI pyramid of interventions model." (<http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf>)

(2) "Thank you for "Moving Beyond the Three Tier Intervention Pyramid". I have found myself whispering to confidants about the "tyranny of the tiers" but afraid to say it out loud. The Tiers rule, these days, but the concept behind them is too reminiscent of Bluebirds, Robins, and Sparrows and may work contrary to true individualization (and personalization) of learning and social-emotional support. I know that isn't the intention, but the concern remains."

Comments Re. the news alert "Promoting the Critical Role of Learning Supports in Policy, Practice, and School Improvement" by Anastasia Kalamaros Skalski in the National Association of School Psychologists; NASP Communiqué, Vol. 39, #5, January/February 2011

Online at: <http://www.nasponline.org/publications/cq/mocq395Advocacy.aspx>

(1) "Thank you for the update. As you work with other organizations to expand the legislators and fiscal agencies understanding of the complex ecology of schools to include children's well-being (in and out of school) to the standard components of instruction and organizational considerations, are you also looking at teacher education programs? With the NCATE blue ribbon panel recommendations that teachers be prepared in clinical settings, it seems that both the schools' focus (or lack thereof) on a wider range of climate and well-being affects future teachers as well. In our work (National Network for Educational Renewal) we connect pre and in-service learning for teachers and believe that the two renew (or stagnate) in tandem. New teachers enter a school and are absorbed by its climate, so healthy places for current students affects future teachers as well. Please let me know if there are ways we should connect. Thank you for these updates."

(2) “Those of us in the trenches are forced to place emphasis on the federal and state demands that our students excel on reading and math state tests at the expense of ignoring a well rounded liberal education that prepares our students for citizenship in this great country. It is the dumbing down of America. Those in power do not care that a child comes from poverty with fewer vocabulary words and inadequate nutrition, as well as lacking motivation to succeed in school because of the home situation. In Texas, our schools are judged on just two tests at the elementary level, and we are forced to only keep this in our sight. Woe to the school that does not receive a high rating. The community judges harshly because they want to attract business and new citizens. The central administration judges harshly because ‘all students can learn’ is their mantra. No concern is given to the children of poverty, the children of single parent homes, or to the foster children who by their very nature are already ‘broken’ and in need of mental health support. Special education students are expected to pass and perform the same as general education students, even though they qualify for additional support because of learning disabilities or mental health problems. The application of the business model applied to education does not work. Our babies are each special and in need of support.

It is very obvious to an experienced administrator which teachers in a building are great teachers. Their total commitment to their students (long hours and low pay), the way the students relate to them, active engagement, high motivation, and love are not quantifiable. Judging a teacher by the scores of the students does not measure how far they have grown, whether they have been inspired, or if their self-esteem has risen. Scores change from year to year dependent on students and their backgrounds.

My elementary school is composed of majority minority students with approximately 70% free and reduced lunch. Although we have been ‘Recognized’ by the great state of Texas (which means we are successful), at what expense?”

(3) “As usual, the Center has produced an excellent addition to national policy on education and I find it impressive. I would like to make a few comments about the relationship between the first two components of the framework and your addition of the third.

It might be emphasized even more that the instructional component itself impacts the students' well-being and health. Marc Prensky in a recent article, ‘The Reformers Are Leaving Our Schools in the 20th Century’ <http://learningalternatives.net/articles> argues that the current curriculum needs a thorough overhaul and that most reform efforts have not touched on this area. Hence students are subject to a mostly irrelevant and meaningless program to them which inflicts serious consequences in terms of self-worth, self-efficacy and healthy problem-solving skills. A teacher-centric approach creates outer-directed rather than inner-directed people. A school which ignores student concerns, questions, independence and other internal growth areas creates greater problems for component three to solve. The current school paradigm has to have negative impacts on mental health of its students and staff because of its failure to attend to modern principles of learning.

I understand that I have stated this point starkly. Nonetheless, a modern school will greatly reduce the expense of external resources for good mental health.

Again, keep up your splendid and much needed work.”

(4) “I was forwarded your brief concerning NCLB by my local PTA executive director. I am the Legislative Chair for the our state PTA, I was on the school board for the largest school district in our state for several years, and I have been in daycare, as a teacher and director, for 25 years. I am thrilled that the NASP has taken steps to show how important

the 'third leg' is. I agree with everything you say; I have pressed for the emphasis on meeting the needs of the whole child at the preschool level as even early childhood has now been charged with reforms in the instructional and organizational levels with a de-emphasis on emotional needs. You are exactly right. The powers that are pushing for educational reform either do not understand, or are not interested in, what must be done to make real change. Even our secretary of education feels that the right teacher can overwhelm a poor home life and poor nutrition! He cites isolated examples of success, which have not been shown to be either sustainable or models for the rest of the country to follow. Please keep doing what you are doing and speak out. Our governors are looking for easy financial answers, our federal departments are more and more controlled by businesses which have no background either in education or in child development, but, I am afraid, have found an area which they can seize to make a huge profit from federal and state dollars for a few years (only to pull out when promised results are not realized). There are many in PTA who understand this situation well, but just as many who do not and jump on everything the 'reformers' say.

My other suggestion, as the wife of a state legislator who knows the power of the press, is to make yourselves known to state political leaders and to the news world. Send briefs and letters to every paper in the country. Email every state legislator. They know nothing about education. Email every school psychologist and ask them to send letters to the editors. Send talking points.

I can present information to my PTA Board and speak up at the conference, but I am a voice in the wilderness. The National PTA is involved in the Reauthorization but is as budget stretched as the rest of the nation. Without broad disbursement nothing will change. The changes you espouse are expensive and therefore governments WANT to ignore you. Easier to demonize teachers for being ineffective, lazy, etc. Thank you."

(5) "I recently read, 'Promoting the Critical Role of Learning Supports in Policy, Practice, and School Improvement'. I certainly agree that the No Child Left Behind act doesn't begin to address the enormous overhaul that our public school system is in need of to catch up to the children it is meant to support. That's right, catch up to them.

Children are our leaders, and it is only when the educational system that they are a part of is following them that they are able to access the wealth of thinking that they are capable of. Our present system is generally an insult in their faces. People are born thinking and learning. Learning is one of the greatest pleasures of life, and children/people experience the joy of rigorous learning and hard work naturally. It is only when they are inundated with information and work that is unrelated to them that they turn off. They should turn off. They know our world doesn't need a bunch of kids trained with an academically-oriented set of information and processes. In places where the children are recognized as the leaders of their own education, the children continue to seek learning, to work hard for the sheer joy of it, and in addition to mastering academic skills, they use their intelligences to think and create far beyond the present! Follow them. Listen to them. They are showing us the way."

Comments Re. "Embedding Mental Health in a Learning Supports Component"

(1) "I want to say that I am SO PLEASED to see the spotlight being directed to the mental health "Whole Child" needs of our youth and students. This CRITICAL piece is absolutely what is missing in order to close the gap and help ALL students be successful! As a middle school teacher, dean and now principal, there is nothing greater in terms of a need for our students, than to give them the support in the areas they need it most. We

OWE it to our students to help them be the best they can be and when mental health or home life barriers get in the way, we short change students of their dream! Thanks for the work you are doing and please know it's the most MEANINGFUL thing I've seen come across education policy and conversation in a long time!"

(2) "Thank you for forwarding this policy brief to me. I am a superintendent and began my career 29 years ago as a school psychologist. More often over the course of the "Age of Accountability" we have lost the significance of students' mental health needs and the effect it has on student achievement.

Your policy recommendations highlight the need for balance within educational organizations and shifting long over due attention to the mental health needs of our youth."

(3) "As a practicing school social worker in a public high school I very much appreciate that your paper, Embedding Mental Health into a Learning Supports Component: An Essential Step for the Field to Take Now states that policy makers should have our support to: "counter the mistaken view that collocating community services on school campuses can ever be a sufficient approach to filling critical intervention gaps at schools and for enhancing community and home engagement." I appreciate this statement because I believe that there are qualitative differences between what a community-based therapist can offer a student within a school and what a school social worker can offer a student within a school. It is very unfortunate that school social work in the State of California has been diminished to its present level.

However, I have concerns about the language in another section of the same paper; escaping old idea #2, that 'addressing barriers for the many students in need can (not) be accomplished by continuing to overemphasize one-on-one direct services and paying sparse attention to classroom and school wide interventions that can reduce the need for such services.' This statement (which we all know is about promoting RtI to RtI-minded people without saying RtI) is more of the same either/or thinking that has no doubt contributed to the marginalization that you believe has occurred due to the competition for limited resources. School wide interventions must also include such one-to-one direct services to fully address the very complicated and very unique problems of students at the tip of the triangle. I agree that one-to-one direct services should not be 'overemphasized'. I disagree that classroom and school wide interventions are getting sparse attention. It's what we are now hearing, loud and clear.

I believe old idea #2 should be completely deleted from this paper because it reinforces the very attitude you purport to avoid; that if or only one intervention strategy is affordable, it should be classroom and school wide intervention because that is better and therefore more worthy of the limited resources. Both have value."

(4) "It seems to me that an efficient way to fund mental health in schools would be to have states apportion moneys for pediatric mental health to the schools rather than an independent agency. Schools could become community mental health clinics serving their population and treating the whole child within both the school system and family system. Efficiency would be increased by using existing personnel, existing building space and reducing time out of school for students who need ongoing mental health treatment."

(5) “Your recent brief statement says it all and very succinctly. I have sent it out to colleagues and share it with students-it should be the preamble for all more detailed discussions of issues. For me, obstacles to graduation from high school., and more generally, school as the successful preparation for adult life, in collaboration with families and communities, represents the key civil rights issue of our time !

Operationally, I believe that the initial step into school requires convincing families and communities that they can have meaningful hope that their children have a future. This requires a completely different pattern of home —school communication than currently exists in poor neighborhoods. It takes work but it is doable and has been done. It needs to be renegotiated all along the developmental ages of children and youth, their progression through the grades. All parents need to feel proud about their kids and that pride echoed by others outside the immediate family. The voices of families need to be heard as they are and not considered the cause of their children’s learning problems. The oral language vocabulary of the children-of all ages, are their voices, once heard, children can learn to become bilingual/bicultural, in a new sense, living in and respecting their home culture, the wisdom of grandparents, the hard work of their parents and learning the school language, the school culture, the literacy of learning to read and then the language of their textbooks in science and social studies... If I sound passionate , I am. No population can be mentally healthy if they have no future.

Anything you have in your files along these or parallel lines would be much appreciated.. As always, with great admiration and respect.”

If you have any reactions you would like to share related to Center resources, please let us know. Send to smhp@ucla.edu

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THIS IS THE END OF THIS ISSUE OF E-NEWS

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.

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