

**27 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**May, 2013 (Vol. 17 #8)**

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



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

### **\*\*Continuing Concern**

**>Equity & Relevance**

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

### **\*\*Recent publications relevant to**

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

**>School, family, & community**

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

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

**>May: End of the year celebrations: Hope, Congratulations, Safe Exuberance**

### **\*\*Other helpful Internet resources**

### **\*\*Initiative for New Directions for Student & Learning Supports**

### **\*\*UCLA Center Developed Resources Update**

### **\*\*Links to**

**>Upcoming initiatives, conferences & workshops**

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

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

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

## **CONTINUING CONCERN**

### **Equity & Relevance**

We received the following comment from a colleague; it expresses a frustration experienced by many working to improve schools.

"School improvement plans fail because they don't address racial equity and cultural relevancy. I found as a school leader that if my Multi-tiered Systems of Support were going to do more than improve overall achievement, while maintaining gaps, I had to become an expert in the role of race, equity, and cultural relevancy. ... Like my teachers, researchers and leading experts tend to focus on the technical.... My challenge was more than technical; it was a color-line across just about every data point in my school system and site.

Now as a Director of Educational Equity for my entire system, I am noticing the same challenge. We will get cited for racial disproportionality in Special Education (which is really about our core instruction and multi-tiered systems of support), yet I have to push leaders daily and moment by moment to recognize that no matter how good we get at tiered intervention, Data Teams, etc., our citation is about racial disproportionality.

You can't eliminate racial disproportionality without addressing racial equity and cultural relevancy. ... Don't expect to eliminate racialized gaps with more "evidenced based" approaches that don't address [these concerns]. So, what I'm doing now, as I did as a Principal, is to look at these systems and revamp them to center in a real way around racial equity and cultural relevancy ... to achieve racial equity...."

Note: Our Center stresses that including a direct and comprehensive focus on addressing barriers to learning and teaching and re-engaging disconnected students is essential to enabling equity of opportunity for success at school and beyond. See, for example, our Spring, 2013 article: *The Challenge of Addressing Equity of Opportunity for All Students: Broadening the Work of the Equity and Excellence Commission* –

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring13.pdf>

***What's your experience in keeping equity, diversity, and relevance at the forefront of school improvement planning and discussions of competing agenda, budget cuts, program reductions, etc.?***

Send comments to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

For some relevant resources, see our Online Clearinghouse Quick Finds on:

>*Cultural competence* – <http://smhp.psych.ucla.edu/qf/culturecomp.htm>

>*Diversity and Disparities* – <http://smhp.psych.ucla.edu/qf/diversity.htm>

>*Motivation/Engagement/Re-engagement* – <http://smhp.psych.ucla.edu/qf/motiv.htm>

## **NEWS FROM AROUND THE COUNTRY**

**Schools Face Cuts from Federal Sequester.** School districts are considering how to trim programs because federal cuts known as the sequester took effect March 1. The cuts are hitting hardest at school districts with a high share of disadvantaged students, as federal funding primarily pays for programs that serve needs and disabled students. Schools in low income areas will have fewer materials and teachers, as well as larger class sizes. Programs designed to improve teacher quality, provide academic support to low income families and assist homeless students also face cuts. School boards much now look for extra money to shore up federally mandated programs such as special education, which cannot be cut despite a loss in funding. 3/26/13. <http://www.sacbee.com>

**Low Income Students Likely to be Retained at Highest Rate in Oklahoma.** An analysis of the state test data from spring 2012 found that Oklahoma elementary schools with higher rates of low income students had greater shares of third graders who scored poorly on the Oklahoma Core Curriculum Test for reading. Among thousands of Oklahoma students who could be held back in third grade for failing the state reading test next year, a disproportionate share likely will be low income children. Starting in spring 2014, under the Reading Sufficiency Act, third graders who score at the lowest level of the test will have to repeat third grade unless they get an exemption or improve to grade level by the fall. Statewide, 5,375 third graders, or eleven percent, scored last spring at the lowest level on the reading exam. In Oklahoma City Public Schools, twenty-two percent scored at the bottom: in Tulsa Public Schools, twenty-five percent did. More than four-fifths of students in both districts are low income. 3/31/13. <http://newsok.com>

**Middle School Drug Testing: Effective Deterrent or Overbearing Policy?** School districts in at least nine states require middle schoolers to undergo drug testing. Parents of one student in Milford, PA, where drug tests are required for students who want to participate in extracurricular activities would not give permission for their daughters to take the drug tests. Although the U. S. Supreme Court ruled random drug testing for high school athletes is constitutional, the parents of the middle schooler won an injunction that prevented the middle school from enforcing the policy. 4/8/13. <http://abcnews.go.com/>

**Ranks of Homeless Students on the Rise in Michigan.** The state has seen a sixty-six percent rise over four years in homeless students, to more than 37,500 in 2011-2012, according to the state Department of Education. The federal McKinney-Vento Homeless Assistance Act defines homeless children as those who lack "a fixed, regular, and adequate nighttime residents." The Act requires school districts to appoint liaisons to ensure that homeless children are identified and receive services. In 2011, Michigan received \$2.3 million in federal funds, or \$40 per homeless student. The state is getting the same amount for 2012-13, but an expected increase in homelessness will reduce the subsidy to about \$21 per student. Children who lose their home often struggle to stay in school and keep up their grades. Nationally, more than one million students are homeless, the U. S. Department of Education said. 4/5/13. <http://www.detroitnews.com>

**Examine social factors to explain rise in diagnoses of mental disorders.** Examining social factors is vital to better explaining and understanding the dramatic rise in the number of Americans diagnosed with mental disorders in recent years, according to an analysis by a team of medical and mental health experts from NYU, Columbia, Berkeley, and Rutgers. They argue the forthcoming DSM-5 has missed crucial population level and social determinants of MH disorders and their diagnosis. The analysis will appear in the May issues of Health Affairs. 4/25/13. <http://www.sciencedaily.com>

**West, Texas, begins to pick up the pieces.** The town is doing what it can to get back to normal. The school system has 1,500 students and 200 staffers. It had four schools, only one of which survived unscathed. The elementary school on the other side of town was fine, but the intermediate school for fourth and fifth grades, the middle school and the high school were all closed because of damage. School will be back in session Monday, parents say they have been told. The nearby Grapevine Colleyville school district is donating portable classrooms to house the fourth and fifth graders. They'll be placed next to the elementary school. A shuttered high school in McLennan County south of town was being cleaned out and will house the West middle and high school students. 4/21/13 [Http://www.usatoday.com](http://www.usatoday.com)

Among the sources used in gathering the above items are:

>The ECS e-clip at <http://www.ecs.org>

>The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

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

If you see a story that should be included, let us know. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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"...I have heard from many agencies that the way the community of West has handled this situation is far and above what they have experienced in other crises situations around the country. They are amazed at how we take care of each other and how have treated them and have supported our own."

Jan (on West ISD website)

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

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

>Adolescents' social status goals: Relationships to social status insecurity, aggression, and prosocial behavior. Li Y, Wright MF. 2013; *J. Youth Adolesc.* ePub <http://link.springer.com/article/10.1007%2Fs10964-013-9939-z>

>Protective behavioral strategies for reducing alcohol involvement: A review of the methodological issues. Prince MA, Carey KB, Maisto SA. 2013; *Addict. Behav.* 38(7): 2343-2351 <http://www.sciencedirect.com/science/article/pii/S0306460313000828>

>Psychological problems, protective factors and health-related quality of life in youth affected by violence: The burden of the multiply victimised. Schlack R, Ravens-Sieberer U, Petermann F. 2013; *J. Adolesc.* ePub <http://www.sciencedirect.com/science/article/pii/S0140197113000432>

>Weightism, racism, classism, and sexism: Shared forms of harassment in adolescents. Bucchianeri MM, Eisenberg ME, Neumark-Sztainer D. J. 2013; *Adolesc. Health* ePub. <http://www.sciencedirect.com/science/article/pii/S1054139X13000475>

>The role of peer rejection in adolescent depression. Platt B, Kadosh KC, Lau JY. 2013; *Depress. Anxiety* ePub <http://onlinelibrary.wiley.com/doi/10.1002/da.22120/abstract>

### **School, family & community**

>The Communities Advancing Resilience Toolkit (CART): An intervention to build community resilience to disasters. Pfefferbaum RL, Pfefferbaum B, Van Horn RL, Klomp RW, Norris FH, Reissman DB. 2013; *J. Public Health Manag. Pract.* 19(3): 250-258. <http://www.jphmp.com>

>"Through the kids . . . we connected with our community": Children as catalysts of social capital Wood L, Giles-Corti B, Zubrick SR, Bulsara MK. 2013; *Environ. Behav.* 45(3): 344-368. <http://eab.sagepub.com/content/45/3/344>

>Measuring collective efficacy among children in community-based afterschool programs: exploring pathways toward prevention and positive youth development. Smith EP, Osgood DW, Caldwell L, Hynes K, Perkins DF. 2013; *Am. J. Community Psychol.* ePub <http://link.springer.com/article/10.1007%2Fs10464-013-9574-6>

>Teachers' challenges, strategies, and support needs in schools affected by community violence: A qualitative study. Maring EF, Koblinsky SA. 2013; *J. Sch. Health* 83(6): 379-388. <http://onlinelibrary.wiley.com/doi/10.1111/josh.12041/abstract;jsessionid=927ECD852BD271ECC8211B58D47B4A7B.d02t01>

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

>A climate for academic success: How school climate distinguishes schools that are beating the achievement odds. Voight A, Austin G, Hanson T. 2013; San Francisco: WestEd. [http://www.wested.org/online\\_pubs/hd-13-10.pdf](http://www.wested.org/online_pubs/hd-13-10.pdf)

>Community disorder, victimization exposure, and mental health in a national sample of youth. Turner HA, Shattuck A, Hamby S, Finkelhor D. 2013; *J. Health Soc. Behav.* ePub <http://hsb.sagepub.com/content/early/2013/03/21/0022146513479384>

>An ecological approach to children's rights and participation. Ben-Arieh, A. & Atar-Schwartz, S. 2013; *American Journal of Orthopsychiatry* 83(1) 94-106. <http://www.aoatoday.com>

>"Very powerful voices": The influence of youth organizing on educational policy in Philadelphia Conner J, Zaino K, Scarola E. 2013; *Educ. Policy* 27(3): 560-588. <http://epx.sagepub.com/content/27/3/560>

>The challenges of contamination in evaluations of childhood interventions. Doyle O, Hickey C. 2013; *Evaluation*, 19(2): 183-194. <http://evi.sagepub.com/content/19/2/183>

>Holding accountability accountable: A cost-benefit analysis of achievement test scores. Levine, M & Levine, A. 2013; *American Journal of Orthopsychiatry*, 83(1) 17-26. <http://www.aoatoday.com>

>Independent review of social and population variation in mental health could improve diagnosis in DSM revisions. Hansen, H., et al. 2013; *Health Affairs* online <http://content.healthaffairs.org/content/early/2013/04/22/hlthaff.2011.0596>

>Educational Ecosystems & Community Building: Conversations and Practices for the Transformation of Learning. Pickering, T. 2013; *The F.M. Duffy Reports*, 18, 1-31. <http://www.thefmduffygroup.com/publications/reports.html>

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

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

**Note:** The Center's Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topic pages with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Smhp@ucla.edu](mailto:Smhp@ucla.edu)

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“The best thing about the future is that it comes one day at a time.”

Abraham Lincoln

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

### *May: End of the year celebrations: Hope, Congratulations, Safe Exuberance*

The end of the school year is a special time for everyone. For many students, it is a time to be congratulated and to celebrate. For some, it is a temporary reprieve from problems experienced at school. For all, it is a time to focus on hope for the future and to experience a sense that they have accomplished something worthwhile.

Now is the time to identify whatever a student has done positively, clarify how the student can build on this in coming years, and convey all this personally to the student and family. Drawing on what we know about personal motivation, the focus needs to be on specifics that can enhance *feelings* of competence, self-determination, and connectedness to significant others, and minimize messages that threaten such feelings.\*

With respect to end of the year celebrations, each is something to cherish, and the anticipation of each represents a natural opportunity to promote social and emotional learning (e.g., enhanced understanding of self and others, increased sense of responsibility for self and others, expanded social problem solving skills).\*\*

**For a range of ideas about safe end of year celebrations, see such websites as *Student Against Destructive Decisions (SADD)* at <http://www.sadd.org>**

\*See *School Engagement, Disengagement, Learning Supports, & School Climate*  
<http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf>

\*\*See *Natural Opportunities to Promote Social-Emotional Learning and MH*  
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

**Note:** Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

Here's an example of a principal who is making changes to celebrate the success of all.  
[Excerpt from *Principal nixes honors night: too devastating for those not honored* –  
<http://www.gopusa.com/news/2013/03/22> ]

...This year honor students won't be able to attend the school's annual honors night to celebrate their achievement. That's because the school administration has decided to end the long standing tradition in favor of recognizing students during an assembly attended by all students. During the assembly, students will be given awards for academics, sports, arts, and everything in between.

"That way, everybody can celebrate their and their peers' achievements" said Principal David Fabrizio. In a letter sent home to parents last week, Fabrizio said that it is the school's job to monitor both academic and social emotional growth. Concentrating on grades, "as strange as it sounds, can impinge upon the learning process...."

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Student: "I can't go to school, I don't feel well."

Parent: "Where don't you feel well?"

Student: "At school!"

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

>Advancing the Self-sufficiency & Well-Being of At-Risk Youth: A Conceptual Framework  
[http://www.acf.hhs.gov/sites/default/files/opre/ydd\\_final\\_report\\_3\\_22\\_13.pdf](http://www.acf.hhs.gov/sites/default/files/opre/ydd_final_report_3_22_13.pdf)

>Community Schools: Aligning Resources for Student Success –  
<http://partnerforchildren.org/storage/documents/csfinancinglayout.pdf>

>Is that child mean, or is he a bully? –  
<http://www.pil-network.com/HotTopics/changemanagement/bullying>

>Do School Districts Matter – [http://www.brookings.edu/research/papers/2013/03/27-school-district-reform-whitehurst?cid=em\\_alertr032813](http://www.brookings.edu/research/papers/2013/03/27-school-district-reform-whitehurst?cid=em_alertr032813)

>Individuals with Disabilities Education Act: Standards Needed to Improve Identification of Racial and Ethnic Overrepresentation in Special Education, GAO-13-137 – <http://www.gao.gov/products/GAO-13-137>

>Ready, Willing and Able? Parents Talk About How to Improve Schools and What They Can Do to Help – [http://www.publicagenda.org/pages/ready-willing-and-able?utm\\_source=April+18+2013+Alert&utm\\_campaign=Apr+18+Alert%3A+Improving+Parent+Involvement+in+Ed&utm\\_medium=email](http://www.publicagenda.org/pages/ready-willing-and-able?utm_source=April+18+2013+Alert&utm_campaign=Apr+18+Alert%3A+Improving+Parent+Involvement+in+Ed&utm_medium=email)

>Synthesis of research & resources to support at risk youth –  
<http://www.acf.hhs.gov/programs/opre/resource/synthesis-of-research-and-resources-to-support-at-risk-youth>

>Framework for advancing the well being and self sufficiency of at risk youth –  
<http://www.acf.hhs.gov/programs/opre/resource/framework-for-advancing-the-well-being-and-self-sufficiency-of-at-risk-youth>

>Report to Congress on the Prevention and Reduction of Underage Drinking –  
<https://www.stopalcoholabuse.gov/resources/reporttocongress/RTC2012.aspx>

>What Works for Mentoring Programs –  
[http://www.childtrends.org/Files//Child\\_Trends-2013\\_03\\_28\\_RB\\_WWMentor.pdf](http://www.childtrends.org/Files//Child_Trends-2013_03_28_RB_WWMentor.pdf)

*Note:* For a wide range of websites offering relevant resources, see our *Gateway to a World of Resources* – [http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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"Don't cry because it's over; smile because it happened."

Dr. Seuss

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

### ***What's Happening?***

Our colleague Rhonda Waltman, former Assistant Superintendent of Mobile, AL schools has been busy around the country helping districts move forward in establishing a unified and comprehensive system of learning supports.

**(1) Mississippi leadership summit (April 11)**

As part of a day long meeting of education leaders in MS, a focus on a unified and comprehensive system of learning supports was presented by Rhonda along with Merrienne Dyer, Superintendent of Gainesville City GA Schools. The group is planning a follow-up June meeting to discuss implementation.

**(2) Bloomington (MN) leadership institute (April 12)**

The Bloomington School District held a day long administrative leadership meeting facilitated by Rhonda. This was designed as another step in creating readiness, building capacity, and planning next steps for implementation of a unified and comprehensive system of learning supports.

**(3) Omaha (NE) School and Community Collaborative (April 18)**

The work in Omaha was initiated by the following request to Superintendent Merrienne Dyer in Gainesville (GA): "Building Healthy Futures is currently working with the Omaha Public Schools in Omaha, Nebraska, and we are exploring the possibilities associated with Common Core Standards for Learning Supports. Gainesville City Schools was one of three school districts we were referred to for additional information and 'lessons learned.' I hope you would be agreeable to sharing your insight regarding your district's implementation .... After exploring the Common Core Standards for Learning Supports, I am certain our community would benefit from implementation of these standards. Therefore, ... I [am exploring] the possibility of having you speak to our group." [Note: Merrienne's schedule prevented her from going, so we arranged for Rhonda to go in April, and she will do follow up work.]

### ***NEXT***

A Special Summit will be held on May 1 in Atlanta, GA focused on moving forward with a *Unified and Comprehensive System of Learning Supports* in several states. The summit is sponsored by the AASA/Scholastic/UCLA collaborative and hosted by Gainesville City Schools Superintendent Merrienne Dyer. Representatives of departments of education and districts from several states will share their work with a focus on integrating learning supports into school improvement.

(Cont.)

***Comments from Initiative Colleagues:***

>"I am very interested in advocating for enhanced equity for all students in our state. We have made some progress in our district, but I believe more needs to be done at the state level to support initiatives. Are you working with anyone from our state Dept. of Ed.? I would love to spend my time advocating for support for comprehensive learning support systems in all districts. Eliminating fragmentation, duplication and marginalized services must be a priority. It is so unfair to our students and families when school districts have not developed systems and the capacity to provide what students need to be successful. We can have the best instructional practices in the world, but disengaged students will not learn! It is very frustrating and I prefer to be an activist rather than complain about what's lacking. More people need to speak up and lobby for what is needed in our state and across the nation. We still have counselors assigned as test coordinators. They are spending less than 40% of their time in direct services to students and families. Our social workers spend most of their time with truancy filings!! Our student deserve more! Thanks for reading my venting. I hope you sense my frustration and eagerness to do what I can to advocate for change."

>"The best success we have had with comprehensive learning supports has been to tie them to Response to Intervention and our Student Assistance Teams. We also started a 'Community Schools' program at our junior high schools and can use the learning supports structures. We have attracted grant money to this effort and also committed administrative assistance to this effort (no new people). We changed our 'truancy advocate' position to a 'Community Services Specialist' and are focusing our efforts more on prevention and partnerships. This permanent district position will keep the efforts going once grant funding ends. We are planning to ask our three local cities to also help with funding on an annual basis. We use the State Healthy Youth Survey results as compelling data to garner supporters and partners. The 2012 results were just released. Lastly, you really do need a central office advocate who understands the work, can create time and will to move forward. As the nursing supervisor for the district, I also coordinate a number of other support programs e.g. ATOD prevention/intervention, RTL, crisis intervention etc. I never look at them as fragmented programs. They are all part of our systems of care and levels of intervention. We are a district of about 20,000 students.

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

## **UCLA CENTER DEVELOPED RESOURCES UPDATE**

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

Topics explored in April included requests from colleagues about:

April 8: *Carefully getting started in unifying student/learning supports*

April 15: *Funding Leadership for Unifying Student and Learning Support*

April 22: *What are career options for working with students with learning problems?*

April 29: *Needed: A format coordinate school and community services*

Note: The latest interchange is on our website at

<http://smhp.psych.ucla.edu/practitioner.htm> and on our *Facebook* page.

Follow-up exchanges are posted on the Center website's *Net Exchange*

<http://smhp.psych.ucla.edu/newnetexchange.htm>

### **New Resources**

>*A Personal Look at a Student's Selective Mutism*

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

>*Chronic Illness and Schooling: An Introductory Overview Outline*

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

### **Featured Center Resources**

#### **National Initiatives & Networks to Advance Student/Learning Supports**

The Center offers a variety of informal and formal ways to interact and network with the Center and colleagues around the country.

**Take a look at the following examples and join in:**

Besides the *School Practitioner Community of Practice Interchange: Weekly Listserv* (see above), **see:**

>**Net Exchange** – Net Exchange captures interactions on topics raised by colleagues across the country. Read posted messages practitioners have asked and responses from the Center and others.

<http://smhp.psych.ucla.edu/newnetexchange.htm>

>**National Initiatives** – Review the range of national initiatives by going to

<http://smhp.psych.ucla.edu/summit2002/ninhome.htm>

>**Consultation Cadre** – Established to provide access to a network of individuals with expertise for responding to requests for information from colleagues.

<http://smhp.psych.ucla.edu/consult.htm>

## **LINKS TO:**

**>Upcoming initiatives, conferences & workshops –**  
<http://smhp.psych.ucla.edu/upconf.htm>

**>Calls for grant proposals, presentations, and papers –**  
<http://smhp.psych.ucla.edu/upcall.htm>

**>Training and job opportunities –** <Http://smhp.psych.ucla.edu/job.htm>

**>Upcoming and archived webcasts and other professional development opportunities –** <http://smhp.psych.ucla.edu/webcast.htm>

*Note:* These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## **COMMENTS AND SHARING FROM THE FIELD**

### **Follow up on Crisis Response**

After sending out links to crisis response resources in the aftermath of recent tragic events (in MA and TX and related to the midwest flooding), we received the following comments and thought others might be interested.

(1) “Sincere thanks for your email. What you have just done by providing easily accessible resources at our fingertips is most helpful. We are very mindful of situations in Texas and in other states. Emergency preparedness is always on our mind. Sharing anything you come across related to emergency preparedness in schools would be appreciated. Especially, those actions, programs, etc. that have been proven to be effective.”

(2) “Thanks so much for thinking of us here in Texas. I’m still fearing that I may know someone involved in this catastrophe, but at this point we’re all still waiting. The explosion was only about one hour away from where I live and already our city (Frisco) has responded by offering firefighters and a large bus-type ambulance that allows for treatment on the scene of about 50 individuals at a time. As for the first-responders, it looks like they are in recovery mode at this time. The mental health needs are overwhelming, I’m sure. I will pass along your information to our city authorities so they can pass it along to the city of West, TX. I’ll let you know what I learn. Thanks again for your help and support.”

(3) "... thank you so much for this information. I really appreciate it. We already use some of the resources you have listed ..., but some of them are new. ... We also have trained all of our school counselors and crisis counselors in the NOVA process. (National Organization for Victims Assistance). That process has saved our schools in so many situations. We have had a rough couple of years in our school district with many students being killed or who have died from cancer, etc. ... as well as many staff members who have died. So, the resources are very much appreciated."

### **About the Center's Focus on School Community Collaboration**

**From a Colleague:** "Despite your tremendous efforts, you have totally avoided dealing with a fundamental problem that is a major barrier to school change. Community social service agencies and government/criminal justice programs have no accountability to provide meaningful services to identified at risk students. Their needlessly bureaucratic systems escape evaluation for ease of access, actual services provided and impact on achievement. In fact, their programs prohibit any effective information sharing so they are never held accountable for their failure to provide services to students at risk for failure, incarcerated youth and young adults and drop outs, . The reality is there is no commitment by these programs to provide coordinated and monitored services to at risk students for school failure. Escaping independent objective evaluation, these programs will continue to maintain their effectiveness with students based on subjective self serving data. Meanwhile, significant governmental and non profit funds are being squandered because there is no system to reach those most at risk for long term government dependency (incarceration, medicaid, unemployment, criminal justice activity, etc).

Governor's of each state must take a leadership role in bringing community resources together with schools based on highly monitored school attendance, achievement, safety and early intervention. A system of statistical accountability must be implemented to better spend public funds as it is obvious the current system does not even provide services to at risk students.

Your series is excellent, but you must involve United Way, Medicaid, Criminal Justice Programs and Community Mental Health programs in this process. At the teacher/school social worker level, our focus is to follow our leaders and their plan. We do not have the time or authority to do anything else."

**Center Response:** Thanks for your input. Related to your concerns, see our work on school-community collaboration. We do try to encompass the matters you mention. See, for example, our Online Clearinghouse Quick Find on

> *Collaboration - School, Community, Interagency; Community Schools*  
[http://smhp.psych.ucla.edu/qf/p1201\\_01.htm](http://smhp.psych.ucla.edu/qf/p1201_01.htm) .

For more on these matters, scan the drop-down menu of Quick Finds at  
<http://smhp.psych.ucla.edu/quicksearch.htm>

*And, let us know about relevant resources we should add so we can do more.*

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

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

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

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