

**27 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



October, 2013 (Vol. 18 #1)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? This newsletter focuses on relevant policies and practices.

For more on resources from our national Center, see <http://smhp.psych.ucla.edu>



**We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu**



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

ONGOING ISSUE

>How should schools address the parenting gap?

According to Richard V. Reeves and Kimberly Howard in a recent report for the Center on Children and Families at Brookings entitled “The Parenting Gap,”
(<http://www.brookings.edu/~media/research/files/papers/2013/09/09%20parenting%20gap%20social%20mobility%20wellbeing%20reeves/09%20parenting%20gap%20social%20mobility%20wellbeing%20reeves.pdf>)

public policy to address the parenting gap falls into one of two broad camps: building the skills of parents, or providing services to supplement their efforts. The first set seeks to make parents better; the latter to make them less relevant.

We suggest that the focus on parents and families needs to be broader, more multifaceted, and embedded into a unified and comprehensive system of learning supports designed to address barriers to learning and teaching. In this context, interventions to enhance home involvement and engagement must

- >focus on all who play significant caretaking roles with a school's students (including parent surrogates and older siblings; the foster care system)
- >address factors interfering with school learning and performance directly
- >outreach to those who are reluctant to engage with the school, especially if they have a child who is not doing well
- >make a continuous effort to re-engage those who have become disconnected.

Moreover, our experience is that for this to play out well at a school requires ensuring that a learning supports component is fully integrated into school improvement policy and practice.

For resources related to this broader perspective on home involvement, see

- >Enhancing Home Involvement to Address Barriers to Learning:
A Collaborative Process <http://smhp.psych.ucla.edu/pdfdocs/homeinv.pdf>
- >Engaging the strengths of Families, Youth, and Communities in Rebuilding Learning Supports <http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring07.pdf>
- >Engaging and Re-engaging Families When a Student is Not Doing Well
<http://smhp.psych.ucla.edu/pdfdocs/familyengage.pdf>
- >Home Involvement in Schooling: A Self-Study Survey (Tools for Practice)
<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/homeinvolvementsurvey.pdf>

What have you found most helpful in engaging families to support student success?
Let us hear from you so we can share the info.

Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Report finds many states ill-prepared to support kids in disaster. More than half of US states have failed to implement basic preparedness plans aimed at supporting children and ensuring that they will be able to reunite with their families in the event of a disaster, a new report from Save the Children says. The group faulted 28 states and the District of Columbia for failing to require the emergency safety plans for schools and child care providers that were recommended by a national commission in the wake of Katrina. The lack of such plans could endanger children's lives and make it harder for them to be reunited with their families, the study said. 9/4/13 <http://www.csmmonitor.com>

School Board approves pilot program for troubled eighth-graders. In an effort to address weakness in middle school achievement -- as well as the middle school drop-out rate -- the Jefferson Parish School Board on Tuesday approved a pilot partnership between Riverdale Middle and High schools in Jefferson. The partnership will take a group of 20 older-than-usual eighth-graders and let them be a part of high school while they complete their eighth-grade requirements. Proposed by the principals of both schools, the program is part of a systemwide effort to address the middle school retention rate. In recently released standardized test scores, Jefferson continues to show weakness at the middle school level, where the most commonly repeated grade is eighth. And the district has found that students who repeat eighth grade are more at risk of dropping out of high school. By placing the older eighth-graders in a high school setting, school officials hope there will be less stress on them during a traditionally difficult transition. The school system has had similar programs at other individual schools to address this issue. 9/3/13 <http://www.nola.com>

Schools finding suspensions ineffective for changing student behavior. First school officials say how important it is to be in class. Then they tell them not to come. More than 30,000 out-of-school suspensions were issued to public school students -- some of them repeatedly to the same students -- in kindergarten through 12th grade in Allegheny County alone in 2011-12, the most recent year for which countywide data are available. The numbers illustrate the tension between keeping kids in class and keeping schools safe and orderly. While suspensions are intended to improve student behavior, research shows otherwise. 9/3/13 <http://www.post-gazette.com>

New School Year brings sequestration pain to many districts. Pennsylvania government officials say the state will lose \$33 million to sequestration. The hardest-hit states, California and Texas, will lose about two to three times more. Schools on military bases or Indian reservations face even deeper cuts. They are on non-taxable government land, so they get no local property tax revenue and must rely heavily on federal aid. Not everybody is hurting, says Michael Griffith, a school finance expert. He says many districts don't rely as heavily on federal dollars, so the 5 percent cut required by sequestration hasn't hit them as hard. In a study for the nonpartisan Education Commission of the States, Griffith found that the deepest, most painful cuts have been limited to school districts serving large numbers of children living in poverty. 9/7/13. <http://m.npr.org/news/front/219870250>

District says social media monitoring is for student safety. Glendale Unified (CA) is using the firm Geo Listening in a bid against cyberbullying, suicides, drugs, and other ills. Critics say it infringes on privacy and steps beyond school's jurisdiction. The district hired Geo Listening to piece together the cyber tidbits of its 14,000 middle and high school students. The effort for which the district is paying \$40,500 is aimed at unearthing the earliest signs of bullying and self harm. The company's computers scour an untold number of public posts by students on blogs, Facebook, Twitter and Instagram, for example. When they find posts they think should spur an intervention or anything that violates schools' student codes of conduct, the company alerts the campus. 9/14/13 <http://www.latimes.com>

Sequester Hits Special Education Like 'Ton of Bricks'. A new round of special education cuts are taking hold, prompted by a 5 percent reduction in federal funding of the Individuals with Disabilities Education Act (IDEA). It means that many schools have eliminated resource rooms where children can go to get help in areas such as math, reading, writing and organizational skills. Many schools will have fewer speech, occupational or physical therapists, along with social workers and school psychologists. And in some general education classrooms that had two teachers — one for the whole class and one specifically to support students with special needs — the special education teacher has been eliminated. The U.S. Department of Education estimates the sequester cut about \$579 million in federal funding for IDEA Part B, which supports students age 3-21 with specific learning disabilities, speech or language impairments, intellectual disabilities, autism or emotional disturbances. The National Education Association estimates that if states and local school systems did not replace any of the funds lost through sequestration, nearly 300,000 students receiving special education services would be affected. The union estimated up to 7,800 jobs could be lost as a result of the federal budget cuts. All told, 6.5 million disabled children from ages 3-21 received services funded by the IDEA in the fall of 2011, the most recent number available. 9/10/13
<http://www.pewstates.org/projects/stateline/headlines/sequester-hits-special-education-like-ton-of-bricks-85899503686> #

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 or smhp@ucla.edu

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Quote from the story on sequestration and special education:

“It doesn’t matter what the feds send down to the locals and the states in federal support, the law requires that states and local school districts identify and serve every student that they deem to be eligible and in need of special education. There can be no consideration given to how much money there is to spend. That really puts the states and the local districts in quite a precarious situation.”

Candace Cortiella, Director of The Advocacy Institute.

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BALANCING THE NEGATIVE NEWS ABOUT PUBLIC SCHOOLS

In response to our initiative for publicizing good news about innovative ways schools are working to engage and support students, we were pleased to receive a nice sample of district efforts to let the public know. Some shared news releases; others shared the descriptive material they have developed to inform their community. For example:

>*Newsroom website for Pinellas County Schools (FL)* – <http://newsroom.pcsb.org>
Stories on this site are created by former professional journalists who now work in the district Office of Strategic Communications and are shared with local media. The site is updated several times a day with news of interest to internal and external stakeholders. Also features a number of video series such as Hidden Treasurers, Student Stories, What Parents Need to Know and What Educators Need to Know.

>*The Renewable Energy curriculum at New Haven (MI) High School.* This is one of several hands-on activities they have associated with their curriculum. It is designed to give students experience applying knowledge in practical ways. This program is also directly connected to a certificate program at Macomb Community College. Students can earn both high school and college credit. The college credits can lead to a Renewable Energy Certificate. The hands-on activities engage a wide variety of students and the college credits have opened up opportunities for students not originally planning to attend college.

Note: Several places reported on their partnerships with college programs designed to increase high school students interest and enrollment in postsecondary education.

>*School Climate and character building at Otay Elementary (CA)* a K6, Title 1 school. Otay Traits to be Great" focuses on Safety, Self Control, Zest, Grit, Curiosity, Social Intelligence, Gratitude, Flexibility and Optimism. They developed weekly student read dialogues, describing the traits and how they can be understood and applied in the school and home environment and are integrating the teaching of the traits by developing bimonthly webcasts, created by students for students, and by holding classes in the Otay Community Garden. These webcasts are intended to enrich the students' understanding and application of the traits into their own lives by incorporating real life events and situations. In addition, the traits have been interwoven in the Common Core curriculum.

>*Preparing students for the local and global economies of tomorrow at Middlesex County Public Schools (VA).* New strategic plan "Navigation 2020" focuses on long-term community economic outcomes versus immediate standardized test scores. Relatedly, the district has deployed tablet computers to ever high school students (middle school next year and elementary the year after that) as the centerpiece to their blended learning approach.

We also heard from professional organizations emphasizing that their magazines and journals continuously highlight positive work being accomplished by the professionals they represent.

Clearly, there is much to inform the public about with respect to the ways schools are pursuing school improvements. And districts such as the Pinellas County Schools (FL) are demonstrating ways to get the message out.

Send us your good news about schools, students, and communities. Ltaylor@ucla.edu

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

>October: Enhancing Student Engagement

Student Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure. Even for those who have made a reasonably good adjustment to a new school and a new classroom, a month or two into a school year may see positive motivation subside. Many behavior, learning, and emotional problems arise at this time. The key to minimizing such problems is to aggressively focus on enhancing and maintaining student engagement. This calls for maximizing classroom and schoolwide experiences that (1) promote *feelings of competence, self-determination, and connectedness to significant others* and (2) minimize threats to such feelings. To these ends, this month provides a critical time to focus on increasing ways for the school to

- avoid overreliance on extrinsics
- emphasize intrinsic motivation
- minimize practices that produce negative psychological reactions and unwanted behavior

Engagement and Response to Intervention

The increasing focus on *response to intervention* provides a great opportunity to stress enhancing student engagement. Many instructional approaches are effective when a student is motivated to learn what is being taught. And, for students with learning, behavior, and emotional problems, motivation for classroom learning often is the primary concern. The seeds of significant problems are planted when instruction is not a good fit. For example, learning problems generate an emotional overlay and usually behavior problems. Thus, while motivation is a fundamental concern for all students, for those with problems a nuanced classroom focus on motivation is essential. Fundamental implications for classrooms include ensuring there are a broad range of *options* with respect to:

- content
- outcomes
- processes (including a personalized structure to facilitate learning)

With real options comes real opportunities for *involving learners in decision making*. A motivational focus also stresses development of nonthreatening ways to provide information about learning and performance.

In transforming classrooms, the following points about motivation warrant particular attention:

- **Motivational Readiness** – Optimal performance and learning require motivational readiness. Motivation is a key antecedent condition in any learning situation. Readiness is understood in terms of offering stimulating and supportive environments where learning can be perceived as vivid, valued, and attainable. It is a prerequisite to student attention, involvement, and performance. Poor motivational readiness may be a cause of poor learning and a factor maintaining learning, behavior, and emotional problems. Thus, the need for strategies that can produce a high level of motivational readiness (and reduce avoidance motivation and reactance) so students are mobilized to participate.
- **Motivation as both a process and an outcome concern.** – Individuals may value learning something, but may not be motivated to pursue the processes used. Many students are

motivated to learn when they first encounter a topic but do not maintain that motivation. Processes must elicit, enhance, and maintain motivation so that students stay mobilized. Programs must be designed to maintain, enhance, and expand intrinsic motivation so that what is learned is not limited to immediate lessons and is applied in the world beyond the schoolhouse door.

•• **Countering negative motivation.** – Negative motivation and avoidance reactions and any conditions likely to generate them must be circumvented or at least minimized. Of particular concern are activities students perceive as unchallenging, uninteresting, overdemanding, or overwhelming. Most people react against structures that seriously limit their range of options or that are overcontrolling and coercive.

Resources for Staff Development Related to Enhancing Student Engagement

For staff development to improve understanding of the motivational bases for many behavior, learning, and emotional problems and what to do about them, the Center has several resources. For a quick introduction to discussions of the above topics, see any of the following:

- > *Intrinsic Motivation: Engaging and Re-engaging Students, Families, & Staff* (powerpoint) online at <http://smhp.psych.ucla.edu/rebuild/rfl/sessiv.ppt>
- > *About Motivation (Practice Notes)*
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf>
- > *Engaging and Re-engaging Students in Learning at School*
<http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>
- > *School Engagement, Disengagement, Learning Supports, & School Climate*
<http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf>

If you want more ideas about how best to increase the capacity of your district or school with respect to developing a unified and comprehensive system of student supports, feel free to contact us. Send an email to ltaylor@ucla.edu

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>

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“One of the secrets of life is to make stepping stones out of stumbling blocks.”

Jack Penn

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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Info about Pioneering Work

Alabama – *State Department of Education* is in the first phase of rolling out its design for a Unified and Comprehensive System of Learning Supports. 10 districts are the initial focus: Bessemer City, Chickasaw City, Etowah County, Butler County, Decatur City, Perry County, Calhoun County, Dothan City, Shelby County, and Lauderdale County.

Georgia. *Gainesville City Schools* Superintendent, Merrienne Dyer, presented the district's experiences in implementing a unified and comprehensive system of learning supports and related outcomes at the Georgia State Department of Education "Education Works Leadership Institute." Gainesville's newspaper featured the work in a recent article.

<http://www.gainesvilletimes.com/section/6/article/88444/> . (See excerpt in the Comments

section at the end of this ENEWS.) Also, see the Scholastic blog: *Attendance Awareness Month: A look at outcomes in Gainesville City Schools, GA*

<http://frizzleblog.scholastic.com/post/attendance-awareness-month-focus-outcomes-gainesville-ga>

Minnesota

>*Bloomington Public Schools* reports: "We have shared a brief overview of Learning Supports at almost all of our elementary schools as well as met with all of the elementary principals to discuss team structure and choosing a lead for the Learning Supports component. We have been met with lots of enthusiasm. This week we are continuing to meet with secondary administrative teams to plan our next steps with each school. We are going to do initial mapping with a Middle School tomorrow. Meanwhile we are meeting with our School Psychologists, Elementary Academic Services, and our Learning Supports Steering Team. With our Elementary Academic Services we are starting the conversation of streamlining committees and work groups as well as how could we capitalize on the concept of Instructional Leads at each building. We hope to use the elementary group as the models for our Academic Services department. ... We are beginning mapping at schools. People have requested that we have huge posters with the 6 areas/3 tiers matrix that we can place sticky notes on. We were thinking really big...maybe 6' x 6'."

>*Stillwater Area Public Schools* reports (from the Coordinator of Learning Supports): "These systems of support are so vital; I wish I would have had these supports as a building principal. I met with the Superintendent to discuss 2013-14 Learning Support goals and action steps within our Bridge to Excellence strategic plan. On September 18, we will have our first district-wide Learning Supports Leadership Team meeting. This team is comprised of a diverse group of employees who represent each building and are passionate about this work. One of our action steps is to designate a Learning Supports Site Lead to coordinate and integrate learning supports throughout the building."

Washington State – *Spokane*: "During the past two year, our district through our Proactive Student Intervention Initiative - has been using the UCLA six Learning Support Areas to analyze strengths and barriers to student success. We have gathered extensive district and school data which we have organizing using a three-tiered RTI framework, and then, during the past school year have had six Action Teams analyzing our areas of greatest need and creating logic models and SMART goals to guide our work. ... We are committed to moving forward in each of the six Learning Support Areas."

(cont.)

Re-emerging

Ohio – "I am a Consultant for the Ohio Department of Education. ... this work is on the table again in Ohio and I am looking forward to providing evidence of the effectiveness of the Learning Supports model in other states. I so appreciate your expertise in leading the way in preventing, responding early, and correcting the learning, behavior, and emotional concerns confronting many student across the country. I have copied leadership at ODE that has an interest in this work. I have been very proud of our Learning Supports Guidelines and include them in my discussions and presentations when talking about how to make safe and supportive learning environments in Ohio schools. I look forward to future work with you and expect that our leadership will contact you to consider ways to help SEAs and LEAs in Ohio meet the non-academic needs of their students."

Presentations about New Directions

Florida – at the Florida Administrative Management Meeting, a statewide meeting of ESE and Student Services Directors sponsored by the Bureau of Exceptional Education and Student Services, Florida Department of Education.

North Carolina – at the North Carolina Association of School Psychologists

Texas – Williamson County Mental Health in Schools Conference (in November)
The planning coordinator for this conference notes: "Our planning committee has decided to strategically target key leaders to facilitate the six workgroups [UCLA six learning supports arenas]. ... For example: the Asst. Chief of WilCo Juvenile Services will facilitate the "Transition Supports" group as he and I both see room for improvement for Juvenile Services & local districts in that area. The supervisor for the Lone Star Circle of Care FQHC's new school-based health initiatives, has committed to facilitating the "Student and Family Interventions" group. We have asked Deputy Superintendent of Georgetown ISD to facilitate the "Community Engagement" group."

Related New Resource in the Center System Change Toolkit

Guide for Planning Coaching for SEAs/LEAs to Establish a Unified and Comprehensive System of Learning Supports. <http://smhp.psych.ucla.edu/pdfdocs/coaching.pdf>

For more on the *National Initiative and Networks for New Directions for Learning Supports*,

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

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

UCLA CENTER DEVELOPED RESOURCES UPDATE

New

>Guide: *Planning Coaching for SEAs/LEAs to Establish a Unified and Comprehensive System of Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/coaching.pdf>

>Publication: Native American Students Going to and Staying in Postsecondary Education: An Intervention Perspective (2013). By Adelman, Taylor, & Nelson in a special issue of the *American Indian Culture and Research Journal*, 37, 29-56. This special issue of the journal focused on “Reducing Barriers to Native American Student Success in Higher Education: Challenges and Best Practices.” <http://smhp.psych.ucla.edu/pdfdocs/native.pdf>

>Work with partners: See our ASCD Whole Child Blog on *Resilience, Addressing Problems, and Promoting Healthy Development*.
<http://www.wholechildeducation.org/blog/resilience-addressing-problems-and-promoting-healthy-development>

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the preceding month included requests from colleagues about:

- >How can schools do better in connecting with families?
- >Supporting teachers who face overwhelming situations
- >Can a campaign to prevent bullying actually backfire and increase bullying?

Note: The latest interchange is on our website at
<http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)

Follow up exchanges are posted on the Center website's Net Exchange –
<http://smhp.psych.ucla.edu/newnetexchange.htm>

Center Featured Resource

>Using networks to share good news about schools: Making it contagious

Each of our delivery systems reaches a many networks, and these networks provide vehicles for widespread sharing. So when you share information with us (e.g., related to innovative new directions for student and learning supports), we pass it directly to our networks, and many of them circulate it to their networks.

And new venues are being developed. For example, as a result of our public-private collaborative partnership with Scholastic (see <http://smhp.psych.ucla.edu/rebuild/rebuilding.htm>), Scholastic plans to use a new education blog as an ongoing vehicle for sharing work related to developing a unified and comprehensive system of learning supports. The first of these blogs is online at <http://frizzleblog.scholastic.com/post/attendanceawareness-month-focus-outcomes-gainesville-ga>

This Scholastic blog led others to guest-post it as a way of spreading the news. See, for example,

- >Campaign for Grade-Level Reading – <http://gradelevelreading.net/uncategorized/a-framework-for-learning-means-better-attendance-achievement>
- >Attendance Works – <http://www.attendanceworks.org/a-framework-for-learningleads-to-better-attendance-achievement/>

Please think using your social media networks to share the above blog and other innovative work.

Need help finding our resources? Contact ltaylor@ucla.edu

LINKS TO:

- > **Upcoming initiatives, conferences & workshops** – <http://smhp.psych.ucla.edu/upconf.htm>
- > **Calls for grant proposals, presentations, and papers** – <http://smhp.psych.ucla.edu/upcall.htm>
- > **Training and job opportunities** – <Http://smhp.psych.ucla.edu/job.htm>
- > **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

OTHER HELPFUL INTERNET RESOURCES

- > *Motivation, engagement, and student voice*
<http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice>
- > *Guidelines for school assemblies on mental health awareness*
<http://www.nasponline.org/resources/mental-health/mental-health-assemblies.aspx>
- > *Report on Parent and Family Involvement in Education in 2011-12*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013028>
- > *Building Resilient Communities: and online training*
<http://www.cmhnetwork.org/resources/show?id=585>
- > *Highlights of the 2011 National Youth Gang Survey* – <http://www.ojjdp.gov/pubs/242884.pdf>
- > *Revenues and Expenditures for Public Elementary and Secondary School Districts: School Year 2010-11* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013344>
- > *Climate Change: Creating an Integrated Framework for Improving School Climate*
<http://www.all4ed.org/files/HSClimate1.pdf>
- > *Is Citywide coordination of afterschool going nationwide?*
<http://www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Pages/Citywide-Afterschool-Coordination-Going-Nationwide-An-Exploratory-Study-in-Large-Cities.aspx>
- > *Teaching the Whole Child Instructional Practices That Support SEL in Three Teacher Evaluation Frameworks* – <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>
- > *Preventing gang membership* – <https://ncjrs.gov/pdffiles1/nij/239233.pdf>
- > *Promoting Positive Youth Development*
<http://ase.tufts.edu/iaryd/documents/pubPromotingPositive.pdf>
- > *The Attendance Imperative: How States Can Advance Achievement by Reducing Chronic Absence* – <http://www.attendanceworks.org/policy-advocacy/state/state-policy-brief-the-attendance-imperative/>

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If you want to go fast, go alone. If you want to go far, go together.

African Proverb

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RECENT PUBLICATIONS (In print and on the web)

School, Family & Community

>Individual and familial risk and protective correlates of physical and psychological peer victimization. Boel-Studt & Renner, *Child Abuse Negl.* 2013; ePub
<http://www.sciencedirect.com/science/article/pii/S0145213413002056>

>Measuring emotion socialization in schools. Horner & Wallace, *J. Sch. Health* 2013; 83(10): 697-703 <http://onlinelibrary.wiley.com/doi/10.1111/josh.12083/abstract>

>Bridging the gap between implementation science and parenting intervention. Fraser, *Am. J. Public Health* 2013; 103(10): e11-2.
<http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2013.301500>

>A longitudinal analysis of the relationship between school victimization and student mobility Carson, Esbensen, & Taylor, *Youth Violence Juv. Justice* 2013; 11(4): 275-295.
<http://yvj.sagepub.com/content/11/4/275>

>Native American Students Going to and Staying in Postsecondary Education: An Intervention Perspective. Adelman, Taylor, & Nelson, *American Indian Culture and Research Journal*, 2013; 37, 29-56. <http://smhp.psych.ucla.edu/pdfdocs/native.pdf>

Policy, systems, law, ethics, finances & statistics

>Can policy facilitate human capital development? The critical role of student and family engagement in schools. Boberiene. *American Journal of Orthopsychiatry*, 2013; 83, 346-351.
<http://onlinelibrary.wiley.com/doi/10.1111/ajop.12041/full>

>School-based social work interventions: A cross-national systematic review. Allen-Meares, Montgomery, & Kim, *Soc. Work* 2013; 58(3): 253-262. <http://www.naswdc.org/>

>Suicidal thoughts and attempts among U.S. high school students: Trends and associated health-risk behaviors, 1991-2011. Lowry, Crosby, Brener, & Kann. *Adolesc. Health* 2013; ePub
<http://www.sciencedirect.com/science/article/pii/S1054139X13004060>

>Primary care interventions to prevent child maltreatment: U.S. Preventive Services Task Force recommendation statement. *Ann. Intern Med.* 2013; 159(4): I-30.
<http://annals.org/article.aspx?articleid=1726856>

>Educating health care trainees and professionals about suicide prevention in depressed adolescents Rice & Sher, *Int. J. Adolesc. Med. Health* 2013; 25(3): 221-229
<http://www.degruyter.com/view/j/ijamh>

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

>Challenges and Ideas from a Research Program on High-Quality, Evidence-Based Practice in School Mental Health. Weist, Youngstrom, Lever, Fowler, Taylor, McDaniel, Chappelle, Paggeot, & Hoagwood, *J. Clinical Child & Adol Psych.* 2013. https://mail.em.ucla.edu/owa/redir.aspx?C=x2JIKApJa0mtGmwnnIoR98jJtH-Qj9AIEus7uyGANxl-W99CgMgw_56CzkGQQm4bJEGtlxR7cIg.&URL=http%3a%2f%2fwww.tandfonline.com%2fdoi%2fabs%2f10.1080%2f15374416.2013.833097%3fai%3d30na%26ui%3d1dwyg%26af%3dH

>The effects of media violence on anxiety in late adolescence. Madan, Mrug, & Wright, *J. Youth Adolesc.* 2013; ePub <http://link.springer.com/article/10.1007%2Fs10964-013-0017-3>

>Ethnocultural factors, resilience, and school engagement. Ungar & Liebenberg, *School Psychol. Int.* 2013; 34(5): 514-526 <http://spi.sagepub.com/content/34/5/514>

>The link between childhood exposure to violence and academic achievement: Complex pathways Vaillancourt & McDougall, *J. Abnorm. Child Psychol.* 2013; ePub <http://link.springer.com/article/10.1007%2Fs10802-013-9803-3>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. <Http://www.safetylit.org>

If you see a publication we should include in ENEWS, please let us know. Send to ltaylor@ucla.edu or 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

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Teacher: "How is dew formed?"

Student: "The sun shines down on the leaves and makes them perspire."

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COMMENTS AND SHARING FROM THE FIELD

We were asked to share the following

(1) "It occurred to me that you might have some interest in work we have been doing to develop surveillance assessments that schools could use to assess 'positive' mental health.... We have developed a Social Emotional Health Survey that is now a module for the California Healthy Kids Survey... we also have a positive Experiences at School Scale that can be used with elementary school students. Other than scale development, we have worked with schools initially

to use it as part of a universal school-based screening for 'complete mental health.' Along with WestEd and the CDE, we just submitted a proposal to IES to carry out a careful validation of the SEHS as it relates to students' academic achievement. We will be developing a proposal so carry out a longitudinal study. What we have published a developed so far can be accessed at <http://www.michaelfurlong.info/conferences.html>

(2) A follow up to our Hot Topic: *Preparing everyone for college: What are the implications?* [http://smhp.psych.ucla.edu/hottopic/hottopic\(preparing\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(preparing).htm)

"I was wondering if it would be possible for you to share my resource project on your site. The project – <http://www.onlinecourses.com/> is a free and comprehensive resource that is a collection of open college courses that spans videos, audio lectures, and notes given by professors at Harvard, Princeton and MIT. We offer highly relevant courses such as iPhone Application Development from Stanford and Cyber Humor from Oxford. This is something I believe would be a wonderful resource for those looking to explore additional educational topics and to see what college level course has to offer."

(3) Excerpt from the Gainesville Times -- <http://www.gainesvilletimes.com/section/6/article/88444/>

"When Gainesville Superintendent Merrienne Dyer applied the city school system for a grant program tying it to 'unified and comprehensive systems of learning support,' she could not envision that, five years later, an entire state would be adopting that same support structure, in part due to the city's success in the program....

Today, the Gainesville system is a case study in how effective the learning support system can be when applied properly. In fact, Alabama is implementing the system across the state, in no small part due to the success Gainesville has demonstrated.

Since the district committed to the guidelines in 2008, its graduation rate increased from 73.3 percent to 87.2 percent within two years. The percentage of students absent 10 or more days decreased from 21 percent to 5 percent, while the percentage of tardy students was reduced by 11 percent.

"When I first became superintendent, I looked at the data overall of the whole system, and it was really glaring in the ninth grade, how many people were repeating ninth grade," Dyer said. "I went down to Gainesville High School and looked in files. Why could this happen? It really was, over and over, it really was nothing that had to do with teaching and instruction. It was homelessness, it was drugs, they had babies. They didn't speak English, or were undocumented. It was all these things."

Since then, the teen pregnancy rate was reduced by 40 percent. Disciplinary tribunals decreased by 27 percent, and bus referrals were reduced by 49 percent.

The key behind the program is to be proactive rather than reactive.

"Prior to the system, you're making attempts to prevent things from occurring, but a lot of it is just reaction," said Jamey Moore, city schools' director of curriculum and instruction. "Reacting to what the data's saying. But this forces us at every level to look and say, 'Here's what the actual data's telling us. What can we do to prevent these things from occurring?' So it takes you that step back."

For example, in increasing attendance, the system has asked that teachers and administrators be out and about in the mornings, greeting students with smiles and by their names. All students are encouraged to eat breakfast. In essence, it's creating a welcoming environment where students want to come and engage with others.

Another example is in how the system decreased bus discipline referrals. Now, students sign contracts which detail how they are expected to behave while on the bus. They also receive training on proper bus conduct.

“We were seeing a rise in the number of disciplinary referrals that were coming from bus behavior, and that was our data point,” Moore said. “We could have just continued to react to that data point each year, but instead we said, ‘OK, what are the things that we’re not doing upfront before those behaviors occur?’ instead of ‘Here’s how we’ll respond after.’”

Dyer also pointed to the system’s response to bullying. “We would do a whole-school assembly,” she said. “Sometimes we would bring in someone for a program. The counselors would do classroom guidance units, and then if somebody bullied, we would do counseling or discipline. Which sounds like we’re addressing it.” Now schools involve students in the process of developing anti-bullying programs and lessons, as well as bringing anti-bullying messages into the classroom. An example would be a language arts class using literature with an example of someone being bullied.

“For me, prevention is the key that answers everything,” said Jarod Anderson, director of the learning supports program. “I guess it’s just so funny because it just seems so common sense,” he added. “We’ve just been so trained to wait and react.” ...

The city school district has become a model, with school representatives invited to speak at various conferences since 2011 about how the program has improved statistics. In fact, a Gainesville representative will be speaking at the Sept. 15-17 Education Works Leadership Institute sponsored by the Georgia Department of Education, as well as the November National Dropout Prevention Conference.

Dyer said that being a model for the learning support system is “an accomplishment,” particularly as Alabama moves forward in implementing it in all public schools.”

“Most people look at Dr. Dyer’s greatest accomplishment as superintendent as bringing Gainesville out of deficit and restoring trust with the community,” Moore said. “Twenty years from now, people will look at this and see the incredible life change for those students that may not have even had the chance to graduate, but now are.”

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 or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu