

**25 Years & Counting**



# ENEWS

A Monthly Forum for Sharing and Interchange



**September, 2011 (Vol. 15 #12)**

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**

### **\*\*Emerging Issue:**

**>If Socioeconomic Factors Account for 60% of Student Achievement, Why Don't Schools Do More to Address these Factors?**

### **\*\*About Responding to Natural Disasters**

### **\*\*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**

**>September – Is the School Year Off to a Good Start?**

### **\*\*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 ISSUE:

### >If Socioeconomic Factors Account for 60% of Student Achievement, Why Don't Schools Do More to Address these Factors?

Dana Goldstein notes (in "Can Teachers Alone Overcome Poverty?"-- Nation, 8/10/11):

"...while teaching is the most important in-school factor affecting student achievement, family and neighborhood characteristics matter more. The research consensus has been clear and unchanging for more than a decade: at most, teaching accounts for about 15 percent of student achievement outcomes, while socioeconomic factors account for about 60 percent....

Acknowledging connections between the economy, poverty, health and brain function is not an attempt to 'excuse' failing school bureaucracies and classroom teachers; rather, it is a necessary prerequisite for authentic school reform... ..inequality does matter. Our society's decision to deny the poor essential social services reaches children not only in their day-to-day lives but in their brains. In the face of this reality, educators put up a valiant fight, and some succeed. The deck is stacked against them."

Some argue that schools can have a greater impact once folks stop thinking about school mainly in terms of teachers and instruction and establish a comprehensive system for addressing barriers to learning and teaching by weaving together the resources of school, home, and community to address socioeconomic factors.

For example, see "School Improvement: A Functional View of Enabling Equity of Opportunity"  
<http://smhp.psych.ucla.edu/pdfdocs/functions.pdf>

*Do you think schools can account for a greater percentage of achievement outcomes by addressing socioeconomic factors?*

*If so, what do you think schools (districts, state departments of education, federal office of education) and communities can or should do?*

Send comments to Ltaylor@ucla.edu

As always, we will share the gist of the comments we receive.

#####

### *About Responding to Natural Disasters*

As the east coast natural disasters once again underscore, every school needs to plan and be well prepared to help in crisis preparation, immediate action, and aftermath responses. Aids are available from a variety of sources. For quick access, go to the Center's website  
<http://smhp.psych.ucla.edu/crisisresp.htm>

## NEWS FROM AROUND THE COUNTRY

**Recession leads to jump in child poverty rates** – A new report by the Annie E. Casey Foundation, 2011 Kids Count, shows the child poverty rate increased 18% between 2000 and 2009. The worst recession since the Great Depression saw 2.4 million more children fall below the poverty line and some 42%, 31 million, now live in low-income families. 8/21/11.  
[http://articles.cnn.com/2011-08-20/us/child.poverty\\_1\\_child-poverty-poverty-line-public-housing?s=PM:US](http://articles.cnn.com/2011-08-20/us/child.poverty_1_child-poverty-poverty-line-public-housing?s=PM:US)

**State reports eighth grade dropout rate for first time** – A new system in California that tracks every public school student finds that about 3.5% of eighth graders left school and didn't return for ninth grade. The high school graduation rate is 68% for Latinos, 59% for African American students and 56% for students who are learning English. This compares with 83.4% for whites and 89.4% for Asians. 8/12/11.  
<http://articles.latimes.com/2011/aug/12/local/la-me-drop-out-20110811>

**States brace for grad rate dips as formula changes** – A U.S. Education Department spokeswoman said graduation rate numbers soon will appear to decrease as states move to a uniform calculation that requires them to track each student individually, giving a more accurate count of how many actually finish high school. Michigan had a nearly 10% fall when it made the switch to the new formula. Virginia was boasting 90% graduation rates, but that dropped to 81% when the new formula was adopted. 7/28/11.

<http://www.lvrj.com/news/states-brace-for-grad-rate-dips-as-formula-changes-126309208.html>

**Bullying's Academic Toll** – While bullying is known to leave physical and emotional scars, a new study finds that victims may suffer long-lasting academic effects, and high-achieving black and Latino students are especially vulnerable. ([Education Week](#), 8/23/11)

**Iowa Schools Will Pilot New Bullying Policy** – The Iowa education department will pilot a more comprehensive anti-bullying and harassment policy in select districts with plans to expand it statewide in 2012-13. An analysis showed that districts, on average, reported less than 2% of their students had been bullied in any given year. Nationally, reports show that 30% or more students are bullied. See ECS' summary of anti-bullying policies. ([Sioux City Journal](#), 08/21/11)

**School plan to engage parents arouses skepticism** – The new leadership at Chicago Public Schools is creating a Chief Community and Family Engagement Officer, which they saw will make the school system become more parent friendly. There will be staff dedicated to community outreach. Parents have limited outlets for expressing their concerns and often have to muster a certain level of knowledge and clout to get attention. Since the mayoral take over of the schools, the work of local school councils has become more marginalized. 7/29/11.

<http://www.nytimes.com/2011/07/29/us/29cncparents.html>

**ADHD Study Suggests that Nearly 1 in 10 U.S. kids diagnosed with ADHD** – The U.S. Centers for Disease Control and Prevention reports that between 2007 and 2009, an average of 9 percent of children between the ages of 5 and 17 were diagnosed as ADHD. This compared with just under 7 percent between 1998 and 2000. The survey also indicated that previously notable racial differences in ADHD incidence rates have narrowed considerably since the turn of the millennium, with prevalence now comparable among whites, blacks and some Hispanic groups. "We don't have the data to say for certain what explains these patterns, but I would caution against concluding that what we have here is a real increase in the occurrence of this condition," stressed study author Lara J. Akinbami, a medical officer with the National Center for Health Statistics.

<http://yourlife.usatoday.com/parenting-family/special-needs/story/2011/08/Study-Nearly-1-in-10-US-kids-diagnosed-with-ADHD/50057050/1>

**School voucher bills flood statehouses** – More states than ever before have considered school vouchers this year. As of mid-July 30 states had introduced bills that would use taxpayer dollars to send children to private schools, most limited to poor or special needs children. That's compared with nine voucher bills in 2010, just one of which passed. 8/2/11. [Associated Press](#).

**Judge halts school voucher program** – A judge put a stop of Douglas County CO School District's voucher program. The pilot program allows up to 500 students to receive up to \$4,575 toward tuition at a private school. A parent and member of the Taxpayers for Public Education, one of the plaintiffs in the lawsuit, said it would have been wrong to divert tax money to private, religious schools. 8/13/11.

[http://www.denverpost.com/news/ci\\_18673490?source=skipframe-smhp.psych.ucla.edu](http://www.denverpost.com/news/ci_18673490?source=skipframe-smhp.psych.ucla.edu)

**State wants out of No Child Law** – Tennessee leaders asked the federal government for a waiver from the No Child Left Behind law after learning nearly half the state's schools did not meet its requirements. The waiver will give the state more flexibility in dealing with struggling districts. U.S. Education Secretary Arne Duncan has signaled a willingness to grant waivers.

7/29/11

<http://www.tennessean.com/article/20110729/NEWS0201/307300013/TN-wants-out-No-Child>

**Education takes a beating nationwide** – After a particularly brutal budgeting season this summer, states and school districts across the country have fired thousands of teachers, raised college tuition, relaxed standards, slashed days off the academic calendar and gutted pre-kindergarten and summer school programs. Last year, K-12 budgets were cut \$1.8 billion nationwide, cuts to K-12 for the new fiscal year may reach \$2.5 billion. To cover such shortfalls, experts say, school officials often reduce, or eliminate, personnel and programs vital to the most vulnerable populations: lower-income and minority students. 7/31/11.

<http://articles.latimes.com/2011/jul/31/nation/la-na-education-budget-cuts-20110731>

**School system grapples with principal turnover** – Since the new Superintendent took the helm four years ago, only about one quarter of the Baltimore city school system's principals have remained in their posts. With just weeks until students return to the classroom, nine schools remain without permanent leadership assignments. The 15<sup>th</sup> new principal appointment in the past two weeks was part of the total of 42 vacancies that opened this past school year along. Some principals who left the school system cited constant pressure, lack of support, and the exodus of colleagues. 8/10/11.

[http://articles.baltimoresun.com/2011-08-10/news/bs-md-ci-principal-turnover-20110810\\_1\\_principal-turnover-school-principals-ceo-andr-s-alonso](http://articles.baltimoresun.com/2011-08-10/news/bs-md-ci-principal-turnover-20110810_1_principal-turnover-school-principals-ceo-andr-s-alonso)

**Study Calculates Lost Wages of College Dropouts** – An American Institutes for Research report found that 493,000 students began college nationally in 2002 but did not earn a degree within six years, losing an estimated \$3.8 billion in earnings in 2010, which would have generated more than \$164 million in state income taxes. Virginia potentially lost more than \$7.3 million in state income-tax revenue in 2010 due to college dropouts. ([Richmond Times-Dispatch](#), 08/22/11)

\* \* \* \* \*

Among the sources used in gathering the above items are:

- > The ECS e-clip at <http://www.ecs.org>
- > The Public Education Network Newsblast at <http://www.publiceducation.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 would be included, let us know.

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

\* \* \* \* \*

@#@#@#

From the first news item above:

“Kids have really been hit hard by the current crisis. We can't forget about children as we make decisions in the fiscal crisis. We can't cut the programs thinking that eventually we can put money right back into them because childhood is a very short time.”

Laura Speer, Casey Foundation

@#@#@#@#

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

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

Child, adolescent, and young adult onset depressions: Differential risk factors in development? (2011) L. Shanahan, et al. *Psychological Medicine*, online.

<http://journals.cambridge.org/action/displayJournal?jid=PSM>

Prevention of mental disorders, substance abuse, and problem behaviors: A developmental perspective (2011) W. Beardslee, et al., *Psychiatric Services*, 62(3) 247-254.  
[Http://www.ps.psychiatryonline.org](http://www.ps.psychiatryonline.org)

Prevention of Posttraumatic Stress Disorder (2011) H. Sones, et al. *Psychiatric Clinics of North America*, 34(1) 79-84. [Http://www.psych.theclinics.com](http://www.psych.theclinics.com)

Predictors of Positive Development (2011) M. O'Connor, et al., *Journal of Youth and Adolescence*, 40, 7, 860-874. [Http://www.springerlink.com](http://www.springerlink.com)

Adolescent's beliefs about sources of help for ADHD and depression. (2011) L. Swords, et al., *Journal of Adolescence*, 34, 3, 485-492. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

Creating social opportunities for students with autism spectrum disorder in inclusive settings (2011) J. Hart & K. Whalon. *Intervention in School and Clinic*, 46, 273-279.  
[Http://isc.sagepub.com](http://isc.sagepub.com)

### **Schools, Family & Community**

Social-emotional well-being of students with disabilities: The importance of student support staff (2011) L. Taylor & H. Adelman. *Impact*, 24(1). Feature Issue on "Supporting the Social Well-being of Children and Youth with Disabilities" – [Http://ici.umn.edu/products/impact/241](http://ici.umn.edu/products/impact/241)

The influence of classroom aggression and classroom climate on aggressive disruptive behavior (2011) D. Thomas, et al., *Child Development*, 82(3) 751-757. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

Teacher-child relationship quality and children's peer victimization and aggressive behavior in late childhood (2011) W. Troop-Gordon & J. Kopp. *Social Development*, 20(3) 536-561.  
[Http://www.interscience.wiley.com](http://www.interscience.wiley.com)

Metal detectors and feeling safe at school (2011) B. Gastic. *Education and Urban Society*, 43(4) 486-498. [Http://eus.sagepub.com](http://eus.sagepub.com)

Developing relationships, being cool, and not looking like a loser: Social goal orientation predicts children's responses to peer aggression (2011) K. Rudolph, et al., *Child Development*, 83(3) 1029-1033. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

Multi-domain risk and protective factor predictors of violent behavior among at-risk youth (2011) P. Logan-Greene, et al., *Journal of Youth Studies*, 14(4) 413-429.  
<http://www.tandf.co.uk/journals/titles/13676261.asp>

Teacher qualifications and school climate: Examining their interrelationship for school improvement (2011) K. DeAngelis, et al. *Leadership and Policy in Schools*, 10(1) 84-120.  
<http://www.tandf.co.uk/journals/titles/15700763.asp>

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

Reasons for wariness about 'evidence based' claims (2011) W. Mathis. *School Administrator*, 68(5) <http://vnweb.hwwilsonweb.com/hww/Journals/getIssues.jhtml?sid=HWW:EDI&id=00771>

*School Improvement: A Functional View of Enabling Equity of Opportunity* (2011) Center for Mental Health in Schools at UCLA <http://smhp.psych.ucla.edu/pdfdocs/functions.pdf>

*What Do Principals Say about the Work: Implications for Addressing Barriers to Learning and School Improvement* (2011) Center for Mental Health in Schools at UCLA  
[smhp.psych.ucla.edu/pdfdocs/principalsay.pdf](http://smhp.psych.ucla.edu/pdfdocs/principalsay.pdf)

School reform and mental health services for students with emotional disturbances educated in urban schools (2011) A. Duchnowski & K. Kutash. *Education and Treatment of Children*, 34(3) 323-346. <http://www.educationandtreatmentofchildren.net/>

The estimated annual cost of ADHD to the US educational system (2011) J.Robb, et al. *School Mental Health*, 3(3) <http://www.springerlink.com>

*Cut-backs make it essential to unify and rework student and learning supports at schools and among families of schools* (2011) Center for Mental Health in Schools at UCLA <http://smhp.psych.ucla.edu/pdfdocs/cutbacks.pdf>

Measures of social and emotional skills for children and young people: A systematic review (2011) N. Humphrey, et al., *Educational and Psychological Measures*, 71(4) 617-637. [Http://epm.sagepub.com](http://epm.sagepub.com)

Building collective efficacy and sustainability into a community collaborative: Community solution to gang violence (2011) J. Grekul. *Journal of Gang Research*, 18(2) 23-45. [Http://www.ngcrc.com](http://www.ngcrc.com)

*Demographic subgroup trends for various licit and illicit drugs, 1975–2010* (2011). L.D. Johnston, et al. A special occasional paper from Monitoring the Future. <http://www.monitoringthefuture.org/pubs/occpapers/mtf-occ74.pdf>

Popular education for health promotion and community empowerment: A review of the literature (2011) N. Wiggins. *Health Promotion Interventions*. Epub. [Http://heapro.oupjournals.org](http://heapro.oupjournals.org)

\* \* \* \* \*

**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)

\* \* \* \* \*

@##@##@##

Regarding the trauma in Norway:

“It’s quite understandable and natural for people to be traumatized, shocked and take a while to adjust, but on the whole the majority of people come out of it relatively unscathed. One of the things we’ve learnt from major incidents and terrible tragedies like this is that thankfully, human beings are incredibly resilient.”

Monica Thompson, Clinical Psychologist

@##@##@##@##



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

### September – Is the School Year Off to a Good Start?

***Starting a new school year is a critical transition period.*** As with all transitions, specific supports often are needed. Those concerned about student, family, and staff engagement and well being can play important prevention roles by helping a school establish a welcoming climate. Here are two basic matters to focus on:

(1) ***Welcoming and Social Support*** -- Provide all staff, including office staff, with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the school. For resources, see:

> ***Welcoming and Involving New Students and Families*** – Guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving students and families in schools.  
<http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>

(2) ***Address Initial Adjustment Problems Immediately*** -- In the first few weeks of a new school year, teachers note students experiencing difficulties adjusting. If the problems are not addressed, student motivation dwindles and problems increase. The start of the year is the time to be proactive. This is the time for staff development to focus on strategies for responding quickly to address problems. This is the time for student support staff to work with teachers in their classrooms to intervene before problems become severe and require referrals for out of class interventions. For resources on this see:

> ***Enabling Learning in the Classroom*** – <http://smhp.psych.ucla.edu/enabling.htm>

***What does your school have in place to welcome and engage all at the beginning of the school year. Let us know so we can share your successes with others.***

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

\* \* \* \* \*

***Note:*** With respect to anticipating challenges and opportunities throughout the school year, see *Improving Teaching and Learning Supports by Addressing the Rhythm of a Year*. It is on our homepage at <http://smhp.psych.ucla.edu>

\* \* \* \* \*

@###@#@##

“If you notice you are counting the days ‘til the end of the school year and it is only September, you are in trouble.”

@#@##@#@##

## OTHER HELPFUL INTERNET RESOURCES

>9/11 Memorial: Teaching Guides. <http://www.911memorial.org/teaching-guides-0>

≥September 11: Timeline & Teaching Resources  
<http://smithsonianconference.org/september11/resources/k-12-lessons-and-activities/>

>2011 Kids Count. <http://datacenter.kidscount.org/databook/2011/>

>In The Mix Program – Public Broadcasting System – [www.inthemix.org](http://www.inthemix.org)

>National Survey Results on Drug Use, 1975-2010.

Vol. I -- [http://www.monitoringthefuture.org/pubs/monographs/mtf-vol1\\_2010.pdf](http://www.monitoringthefuture.org/pubs/monographs/mtf-vol1_2010.pdf)

Vol. II – [http://monitoringthefuture.org/pubs/monographs/mtf-vol2\\_2010.pdf](http://monitoringthefuture.org/pubs/monographs/mtf-vol2_2010.pdf)

>The Disproportionate Representation of Racial and Ethnic Minorities in Special Education  
<http://www.emstac.org/registered/topics/disproportionality/faqs.htm>

>Evidence based child and adolescent psychosocial interventions  
<http://aap.org/commpeds/doch/mentalhealth/docs/cr%20psychosocial%20interventions.F.0503.pdf>

>Transformative classroom management: Positive strategies to engage all students and promote a psychology of success  
<http://www.calstatela.edu/faculty/jshindl/cm/toc.htm>

>Alliance for the Study of School Climate  
<http://www.calstatela.edu/centers/schoolclimate/>

>School Improvement Grants: Early Implementation Under Way, but Reforms Affects by Short Time Frames. <Http://www.gao.gov/products/gao-11-741>

\*\*\*\*\*

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

\*\*\*\*\*

@##@#

“Learn to pause ... or nothing worthwhile will catch up to you.”

Doug King

@##@#

## 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 are updated on an ongoing basis. 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)

\*\*\*\*\*



## UCLA CENTER UPDATE

### New Resources

#### *Policy and Practice Briefs*

> *School Improvement: A Functional View of Enabling Equity of Opportunity* – <http://smhp.psych.ucla.edu/pdfdocs/functions.pdf>

> *What Do Principals Say about the Work: Implications for Addressing Barriers to Learning and School Improvement* – <http://smhp.psych.ucla.edu/pdfdocs/rpincipalsay.pdf>

#### *Policy Notes*

> *Cut-backs make it essential to unify and rework student and learning supports at schools and among families of schools* – <http://smhp.psych.ucla.edu/pdfdocs/cutbacks.pdf>

#### *Hot Topics and Issues*

> *And Yet Another Discrete Initiative* – <http://smhp.psych.ucla.edu/ongoinghotissues.htm>

> *Education Blueprints for School Improvement, Addressing Barriers to Learning & a Comprehensive System of Learning Supports* – <http://smhp.psych.ucla.edu/hottopic.htm>

#### *Publication*

> "Social-emotional well-being of students with disabilities: The importance of student support staff," *Impact*, 24(1). Feature Issue on "Supporting the Social Well-being of Children and Youth with Disabilities" – <http://ici.umn.edu/products/impact/241>

### This Month's Featured Center Resource

> Past issues of *Addressing Barriers to Learning*, the Center's quarterly journal/newsletter, are archived for easy access at – <http://smhp.psych.ucla.edu/news.htm>

The list of articles that have been featured in this resource is online with hotlinks at -- <http://smhp.psych.ucla.edu/materials/newsletterarticle.htm>

> Past issues of *ENEWS*, the Center's monthly electronic news are archived for easy access at – <http://smhp.psych.ucla.edu/enews.htm>

### Note:

In the age of accountability, we have used a variety of evaluation strategies to assess the impact of the Center. Many of you have provided information by survey, phone interviews, feedback. The most recent evaluation of our Center was done as part of the Health Resources and Services Administration's Material and Child Health bureau survey of customer satisfaction. Many of you completed this survey and we want to share the results (see the link to the survey results and comments on the bottom of our homepage.)

Two findings of particular note:

- > UCLA Center had the largest number of survey responses of the 39 Centers surveyed
- > UCLA Center's customer satisfaction was 93 (compared with average of all Centers at 84)

*Thanks to all who provided feedback; and thanks for your continued interest and support.*

#####  
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>

#####

## REQUESTS AND COMMENTS FROM THE FIELD

### (1) From a Principal:

“I found your brief *What do Principals say about their work* timely and informative. The big picture points you made will help me this school year. One thing I found interesting is that ‘resources’ seem to be dwindling in all areas. This year we have big cuts in certain areas, but this could also allow us to uncover different/creative ways to reach students - as we are forced to work smarter with less personnel and the onus is placed back on the classroom teacher. However, it could place a huge stress on teachers who are lacking the skill to seek out alternative solutions. As education looks to reframe our support services and incorporate more comprehensive systems, it is ironic, that with cuts could come gains.

With regard to education being a societal reflection, the problems don't just lay with the community or students; sometimes it is with the boards, administration, and legislators as they have good intentions, but they, too, do not have approach things in a comprehensive way and face similar time/resource deficits. This causes them to dictate solutions in a fragmented way.

It is the nightly news being reduced to a 15 second sound bite, the impetus to make a facebook statement each day even if you have nothing to say. It should be interesting to watch it all unfold in the next 3 to 5 years.”

### (2) In response to August ENEWS Emerging Issue regarding *The Federal Supportive School Discipline Initiative*:

“I am the project director for a Safe Schools/Healthy Students discretionary grant. This grant allowed our district to enhance/reorganize student support services, move from punitive to pro-active/positive disciplinary protocols (PBIS), institute a community-wide non-violent crisis intervention approach (CPI), rework the student Code of Conduct to emphasize intervention and tackle the rather slippery issues of school climate, communication and relationship. Without SSHS, this simply would not have happened. As we enter Y3, we are seeing the beginnings of attitudinal change and the acceptance of this new way of doing things. We are seeing systemic change in action.

Our SSHS community partnership is strong enough to outlast the grant funding; indeed, we have already secured other grants (including a SIG grant and another SAMHSA grant). State level partners to our effort are helpful in looking at broader application of some program components, especially mental health and early childhood - including post-grant funding/support.

These types of grants can be extremely effective BUT: it is of great concern to us that there is no prospect of continuation funding and no organized overall approach to encourage non-applicants or non-winning applicants of any of these initiatives to do this work. The elimination of SADFS funding from the federal/state Title budgets means there is NO pool of dependable money targeted for prevention/intervention work, and money drives programming. And, as long as there are no regulations or mandates (funded or unfunded) to require disciplinary best practices, the overall implementation of these things won't happen. Schools have ingrained cultures that do not shift easily and neither schools nor community partner agencies are inclined by nature to collaborate with each other. Too many of these programs are discretionary (requiring good grant-writing expertise which many poor districts can't afford or tied to state-level applications which districts have NO control over). It will take some sort of mandate with some targeted money to begin making these changes. Maybe

it would be more effective to pool all these resources (SSHS, SIG, PROMISE, ESSCG, etc etc) under one 'heading', distribute some money to ALL SCHOOLS based on some sort of need criteria (like Title) and reserve some amounts in these discretionary grants for research purposes; then put some requirements in place across the board. The kids should not be prevented from having access to this type of programming simply because their state or district did not apply or were not successful in obtaining a grant."

(3) Regarding Integrating Resources for Student Success:

"I wanted make contact and give you an idea of what we are doing in this area. I hope our research is useful to you in this effort. We at the Alliance for the Study of School Climate at CSULA (<http://www.calstatela.edu/centers/schoolclimate/>) are now teaming up with those at New View consulting. We are working on a comprehensive system for helping teachers create empowering classrooms. We agree wholeheartedly that it is not so much about what we need to do, as what we need to stop doing. New View is the foremost group helping teachers move away from a behaviorist model of student decision making. My book *Transformative Classroom Management* helps teachers understand why what we have done commonly for the last few decades in the area of classroom management is actually making their students less healthy and their classes less functional.

It would be great if you could share our current research to your audience. We have presented it all over, including to the CDE, higher ed conferences, and to the US DOE School Climate Symposium attendees. Michigan, Virginia and CA all seems embrace the model as way to make sense of what leads to higher levels of individual and collective student function. Maybe its most powerful effect is that it helps schools realize why most programs will not lead to much more than slightly better than average results.

Our research shows a very predictive model for understanding what kinds of practices will result in what kinds of student effects. We can now predict a series of variables from one another

- school climate quality level
- API or other achievement measure
- sub scales of climate (especially classroom management)
- selected teacher practices

That is - if we know one of these variables we can with great certainty assume the nature of other 3. The correlations are all over 0.7. In fact we have items on our instruments that obtain about .75 total item correlations. So given the responses of students and others to those items, we can make all sorts of other predictions. And if we walk into a few classrooms at a school and listen to the way the teacher talks to the students and the kinds of classroom management practices they use, we can predict with great certainty the API and school climate rating.

The model is rather involved. And it was used to create the items in the instruments (School Climate Assessment Instruments (SCAI). But in essence there are 3 variables, 1) success psychology (internal locus of control, acceptance and belonging, and growth vs fixed orientation, 2) levels of perception (from perceptual control theory) and 3) teaching style (from TCM).

In so many words, the model shows why students achieve, grow and feel part of something at school or why they don't. And as you suggest, most of why they don't has to do with what we DO in a school rather than where the students go when school gets out."

#####

## **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.

For more information about the Center or about ENEWS, contact us at:  
UCLA School Mental Health Project/Center for Mental Health in Schools  
Box 951563, Los Angeles, CA 90095-1563  
Phone (310) 825-3634 or (310) 825-1225;  
Email: [smhp@ucla.edu](mailto:smhp@ucla.edu) or [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

---