

**27 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



September, 2013 (Vol. 17 #12)

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**



WHAT'S HERE THIS MONTH

****Urgent Concern**

>The Inequities of Sequestration Call for Analyses that Balance Cuts and Redeploy Existing Funds to Avoid Undermining Efforts to Address Barriers to Learning and Teaching

****News from around the country**

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

>September: Getting off to a good start by enabling school adjustment

****New Directions for Student & Learning Supports: The Initiative Moves Forward**

****UCLA Center Resources Update**

****Links to**

>Upcoming initiatives, conferences & workshops

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

>Calls for grant proposals, presentations & papers

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****Other helpful Internet resources**

****Recent publications relevant to**

>School, family, & community

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

>Child, adolescent, and young adults' mental and physical health

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

URGENT CONCERN

The Inequities of Sequestration Call for Analyses that Balance Cuts and Redeploy Existing Funds to Avoid Undermining Efforts to Address Barriers to Learning and Teaching

The American Association of School Administrators surveyed its members about the impact of reduced funding to schools due to sequestration (<http://www.aasa.org/content.aspx?id=29420>). While all respondents reported serious cuts would have to be made, AASA associate executive director Bruce Hunter stressed that: "Higher-poverty districts generally have a larger share of their funding coming from the federal level. Sequester cuts will disproportionately hurt the most vulnerable students in the most vulnerable districts."

As our Center stresses, cutbacks need to be balanced in a way that avoids undermining efforts to address barriers to learning and teaching, especially at schools serving high numbers of students who are not doing well. Cuts bring both a challenge to sustaining a critical mass of student and learning supports at schools and an opportunity to rework the essential supports into a unified system. See:

>*Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools*
<http://smhp.psych.ucla.edu/pdfdocs/financebudget.pdf>

>*Cutbacks Make it Essential to Unify and Rework Student and Learning Supports at Schools and among Families of Schools*
<http://smhp.psych.ucla.edu/pdfdocs/cutbaacks.pdf>

Especially essential to focusing on equitable school improvement is mapping and analysis of resources for addressing barriers to learning and teaching and re-engaging disconnected students. In-depth mapping and analyses provide fundamental information about cost effectiveness, gaps, redundancies, etc.

With specific respect to improving efforts to address barriers to learning and teaching, we have developed a new aid for district and school budget analyses. See

>*Analyzing What is Being Spent in Addressing Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/budgetmapping.pdf>

Given the ongoing problem of sparse resources, we are looking for all information about what local districts/schools are doing to ensure that to efforts to address barriers to learning and teaching are not undermined.

Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Using UCLA framework, Alabama, Georgia lead way in addressing barriers to learning. The work emphasizes the importance of four critical factors: the development of a policy for school improvement that includes addressing barriers to learning and teaching; implementing a unified and comprehensive system with a full continuum of interventions; creating an operational infrastructure that fosters system development; and developing mechanisms for replicating and sustaining the new system. (8/30/13 News Release) <http://newsroom.ucla.edu/portal/ucla/alabama-georgia-public-schools-248010.aspx>

Head Start eliminated services to 57,000 children in U. S. as a result of sequester. Head Start programs across the country eliminated services for 57,000 children in the coming school year to balance budgets diminished by the federal sequester, cutting 1.3 million days from Head Start center calendars and laying off or reducing pay for more than 18,000 employees. Some Head Start centers focused on cutting administrative and support services, such as transportation. Others chose to shorten the school year or the school day. The latest figures show that 18,000 program hours will be cut next year by centers that will start later in the day or end earlier. Most programs did completely cut services to some children. Head Start and Early Head Start programs serve more than 1 million children from poor families across the country. 8/18/13. <http://www.washingtonpost.com>

School districts, state balance budget on children: Cuts in kindergarten. Five year olds are at the center of a Pennsylvania statewide spending controversy, pivoting on kindergarten. Pennsylvania doesn't require kindergarten, so some school districts, facing declining revenue and mandated costs, are choosing to reduce kindergarten to a half day or even consider eliminating it altogether. Many school districts used state aid to help pay for full day kindergarten, but the change in governors, declining revenue and rising costs have compromised this funding. 8/5/13. <http://www.pennlive.com>

Students found posting test pictures online. Students at nearly 250 California schools posted photos on social-media websites while they were taking standardized tests, again prompting questions about testing security, state education officials said. The most serious issues arose at 16 schools where photos were posted containing actual test questions or answers. Results from those schools are now flagged with a red warning message next to their test results. It notes “a security breach involving social media” was identified at the school and states: “Caution should be used when interpreting these results.” Results from the 16 schools where students posted actual test content also included the warning that the school’s accountability rating could be impacted. Those schools could become ineligible for academic awards. 8/9/13. <http://www.smdailyjournal.com>

Race, income divide views of schools. Minority and low income parents are more likely to see serious problems in their schools, from low expectations to bullying to out of date technology and textbooks, than those who are affluent or white, according to an Associated Press/NORC Center for Public Affairs Research Poll. Overall impressions of the nation's schools and teachers are similarly positive among all groups of parents. The survey was conducted June 21 through July 22, 2013. 8/19/13. <http://www.apnorc.org>

State educators addressing disconnected students. The Alabama state Department of Education joined city and country superintendents to present the Comprehensive System of Learning Supports. The Department is working with 10 school systems to address barriers to learning and to get disconnected students reconnected. It will expand statewide within three to five years. It moves student supports away from reacting to problems and moves them toward a system emphasizing prevention and early intervention. 8/2/13. <http://www.montgomeryadvertiser.com>

Department of Education Proposes to Eliminate "2 Percent Rule" in Assessing Students with Disabilities. The U.S. Department of Education has proposed regulations, published today, to transition away from the so-called "2 percent rule," thus emphasizing the Department's commitment to holding all students to high standards that better prepare them for college and career. Under the existing regulations, States have been allowed to develop alternate assessments aligned to modified academic achievement standards (AA-MAAS) for some students with disabilities and use the results of those assessments for accountability purposes under Title I of the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act. In making accountability determinations, States currently may count as proficient scores for up to 2 percent of students in the grades assessed using the alternate assessments based on modified academic achievement standards. Under the Department's proposed regulation, students with disabilities who have been taking the AA-MAAS will transition to college and career ready standards and general assessments that are aligned to those standards and accessible to all students. Research has shown that struggling students with disabilities make academic progress when provided with appropriate supports and instruction. More accessible general assessments, in combination with such supports and instruction for students with disabilities, can promote high expectations for all students, including students with disabilities, by encouraging teaching and learning to the academic achievement standards measured by the general assessments. 8/23/13 <http://www.ed.gov>

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Quote from above article on the 2 percent rule

"We have to expect the very best from our students and tell the truth about student performance, to prepare them for college and career. That means no longer allowing the achievement of students with disabilities to be measured by these alternate assessments aligned to modified achievement standards. This prevents these students from reaching their full potential, and prevents our country from benefitting from that potential."

Arne Duncan
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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

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

>September: Getting off to a good start by enabling school adjustment

Some students experience difficulties adjusting to new classes (content and standards), new schools, new teachers, new classmates, etc. It is particularly poignant to see a student who is trying hard, but is disorganized and can't keep up.

Over the first few weeks, teachers realize quickly who has and hasn't made a good adjustment to their classroom and to the school. This is the time to address any problems before they get worse. If adjustment problems are not addressed, student motivation for school dwindles and behavior problems increase. Misbehavior often arises in reaction to learning difficulties at school, as well as problems at home.

The first month is the time to be proactive. This is the time for staff development to focus on the type of strategies described below. This is the time for student support staff to work with teachers in their classrooms to intervene before problems become severe and pervasive and require referrals for out-of-class interventions.

Below, we have compiled ideas for enhancing engagement in learning. Also, included are links to in-depth prevention and early intervention strategies.

Some Guidelines

Through enhanced personal contacts, build a positive working relationship with the youngster and family.

- Focus first on assets (e.g. positive attributes, outside interests, hobbies, what the youngster likes at school and in class).
- Ask about what the youngster doesn't like at school.
- Explore the reasons for "dislikes" (e.g., Are assignments seen as too hard? as uninteresting? Is the youngster embarrassed because others will think s/he does not have the ability to do assignments? Is the youngster picked on? rejected? alienated?)
- Explore other possible causal factors.
- Explore what the youngster and those in the home think can be done to make things better (including extra support from a volunteer, a peer, friend, etc.).

Some Basic Strategies for Strengthening the Environment to Support Student Success

Try new strategies in the classroom – based on the best information about what is causing the problem. Enhance student engagement through (a) an emphasis on learning and enrichment options that are of current greatest interest and which the student indicates (s)he wants to and can pursue and (b) a temporary deemphasis on areas that are not of high interest.

If a student seems easily distracted, the following might be used:

- identify any specific environmental factors that distract the student and make appropriate environmental changes

- have the student work with a group with others who are task-focused
- designate a volunteer to help the student whenever s/he becomes distracted and/or starts to misbehave, and if necessary, to help the student make transitions
- allow for frequent "breaks"
- interact with the student in ways that will minimize confusion and distractions (e.g., keep conversations relatively short; talk quietly and slowly; use concrete terms; express warmth and nurturance)

To accomplish the above

Enhance use of aides, volunteers, peer tutors/coaches, mentors, those in the home, etc. not only to help support student efforts to learn and perform, but to enhance the student's social support network. Encourage structured staff discussions and staff development about what teachers can do and what other staff (mentors, student support staff, resource teachers, etc.) can do to team with teachers in their classrooms to enable school adjustment

Additional Center Materials on Starting a New School Year

The following Center resources can help as aids for interventions and for structured personnel development:

- > *Easing the Impact of Student Mobility: Welcoming and Social Support*
<http://smhp.psych.ucla.edu/easimp.htm>
- > *Support for Transitions to Address Barriers to Learning*
http://smhp.psych.ucla.edu/qf/transition_tt/transitionsfull.pdf
- > *Enabling Learning in the Classroom*
<http://smhp.psych.ucla.edu/enabling.htm>
- > *Engaging and Re-engaging Students*
<http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>

For more, use the Online Clearinghouse Quick Finds. For example, see:

- > *Transition Programs/Grade Articulation/Welcoming*
http://smhp.psych.ucla.edu/qf/p2101_01.htm
- > *Classroom Focused Enabling*
<http://smhp.psych.ucla.edu/qf/classenable.htm>
- > *Motivation*
<http://smhp.psych.ucla.edu/qf/motiv.htm>
- > *Response to Intervention*
<http://smhp.psych.ucla.edu/qf/responsetointervention.htm>

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>

How are your grades?



Underwater

What do you mean?



They're below C level

NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

What's happening around the country: Sharing efforts to strengthen a unified and comprehensive system of learning supports

Systemic Changes Underway

>Alabama – See Alabama Superintendent Bice's news release from 7/31/13 online at <https://docs.alsde.edu/documents/55/Newsreleases2013/Comprehensive%20System%20of%20Learning%20Supports%20Press%20Release%207%2031%2013.pdf>. This was followed with a news conference on 8/2/13. The first phase of implementation involves 10 districts. Also see the UCLA New Release sent out 8/30/13 –

<http://newsroom.ucla.edu/portal/ucla/alabama-georgia-public-schools-248010.aspx>

>Minnesota – The Bloomington Public Schools – In August, Rhonda Neal Walton (consultant) and Windy Lopez Aflitto (Scholastic, Inc) provided learning supports leadership training to all building principals and assistant principals, secondary and elementary curriculum coordinators, community relations coordinator, AVID coordinator, student services director, response to intervention coordinator, assistant superintendent, learning supports district coordinator, and others. The focus was on understanding the a unified and comprehensive learning supports system and the roles of the school-based administrative lead for learning supports and the Learning Supports Leadership Team at each school. The District's learning supports leadership team shared the Spring mapping of learning supports and the implications for the most effective use of resources to improve student outcomes. Strategic planning is underway for implementation during the upcoming school year.

In a follow up note, the District Learning Supports Coordinator reported:

"We have been working on collecting information that LS leadership will need moving forward and 'packaging' it in a way that is user-friendly in terms of access and use. We have created a Moodle course which right now is just an organized place to find information. We hope to grow it into a professional development venue with blogging about successes and challenged, video links with examples of what meetings look like and video clips from people doing the work, about the work."

<https://moodle2.bloomington.k12.mn.us/course/view.php?id=674>

>Illinois – From a Learning support Content Area Specialist at the Illinois Center for School Improvement. "I want to share a PD handout we created last year that specifically describes what the learning supports are all about." See

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

(cont.)

Upcoming Presentations and Discussions

>Florida – Learning Supports as a system is the focus of the keynote address for the Florida Department of Education Administrative Management Meeting on September 17.

>Georgia – Merrienne Dyer, Superintendent of the Gainesville City Schools, will present her district's work related to a Unified and Comprehensive System of Learning Supports at the Georgia Department of Education's Leadership Institute on Education Works on September 16

>North Carolina – Overview of a Learning Supports System will be presented at the North Carolina School Psychology conference September 20

>Texas – In November, an overview of a Learning Supports System will be featured at the Williamson County Mental Health in School conference

>Louisiana – Tangipahoa Parish Schools is planning a learning supports leadership institute in September; Grant Parish Schools is exploring a range of community/family engagement programs as part of its comprehensive system of learning supports.

Planning to Move Forward

>Arizona – "I am the Director of Language Acquisition and Student Services for the a large city High School District.... I have been reading and studying your guidelines for a unified and comprehensive system for Student Learning Supports for the past several months. As the leader of this division, I plan to restructure student services into the six categories you suggest and to redeploy the 160-plus staff we have in our district to support student learning. Just as the literature states, we are fragmented in our approach to delivering student services. I recently assembled a team that represents every role we have in the district for student services. Each team member is very interested and passionate about this work. Together, we plan to restructure our student support services around the UCLA framework for of Student Learning Supports.

For the first time in the history of our district, we are bringing all the support services teams from across the district together. We want to introduce them to each other. Although we have approximately ten or more individuals on each campus who deliver support services to students, some of them do not know each other. This year we are creating a Professional Learning Community focused on Student Learning Supports. The topics we will be learning and discussing will be within the framework of UCLA Student Learning Supports. We have prepared a few activities (using your materials) for this first session that will help them see our current reality (fragmented) for delivering student services. We want them to understand how much stronger we could be as a Comprehensive System of Learning Supports that services ALL students. Although we are not entirely sure how to move the group from "here to there," we trust you and your team will guide us. Your website has proven to be very helpful to us."

>Cambridge-Isanti School District, MN – From the Superintendent: "I recently moved into this new positions, however was at Stillwater Area Public School and was very interested in this work. As things move forward in my new district, I really hope to embrace the learning support model here."

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

- > *Barriers to Prevention in Schools: Prevention Policy Implementation Barriers*
<http://smhp.psych.ucla.edu/pdfdocs/prevseriespolicybarr.pdf>
This is the third in this series. The first two are
 - >> *Preventing Student Problems: What are the Barriers?*
<http://smhp.psych.ucla.edu/pdfdocs/preventseriesintro.pdf>
 - >> *Barriers to Prevention in Schools: A Look at What's Happening*
<http://smhp.psych.ucla.edu/pdfdocs/preventseriespolicy.pdf>
- > *A University Student's Perspective on Bullying Prevention in Schools*
<http://smhp.psych.ucla.edu/pdfdocs/internat.pdf>
- > *A look at California Assembly Bill 114: Transition of Special Education and Related Services Formerly Provided by County Mental Health Agencies*
<http://smhp.psych.ucla.edu/pdfdocs/ass114brief.pdf>

Updated

- > *About Youth Gangs*
<http://smhp.psych.ucla.edu/pdfdocs/youth/youthgangs.pdf>

School Practitioner Community of Practice Interchange: Weekly Listserv

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

8/5/13: 2013 District Race to the Top grants, U. S. Department of Education

8/12/13: About new directions for mental health in schools

8/19/13: What investment is needed to make new directions for learning supports successful and sustainable?

8/26/13: Needed: ways to effectively involve families of students receiving school mental health supports

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

Starting the school year strong: Toward improving school climate

The Center views a positive school climate as a phenomenon that emerges from all the interventions done to engage and re-engage students in learning and what is done to address barriers to learning and teaching. See

- > *Designing School Improvement to Enhance Classroom Climate for all Students*
<http://smhp.psych.ucla.edu/pdfdocs/schoolclimate.pdf>

We also have a Quick Find devoted to the topic:

>*Classroom Climate/Culture and School Climate/Culture and Environments that Support Learning*

<http://smhp.psych.ucla.edu/qf/environments.htm>

The current interest in school climate is reflected in the recent spate of articles on the topic. For example, see "A Review of School Climate Research" by A. Thapa, J. Cohen, S. Guffey, & A. Higgins-D'Alessandro in the September, 2013, issue of *Review of Education Research*, 83, 357-385. This review focuses on five dimensions frequently cited in relation to school climate: safety, relationships, teaching and learning, institutional environment, and the school improvement process.

While your looking at this volume of the *Review of Education Research*, see the article on pages 432-479 entitled: "New Conceptual Frameworks for Student Engagement Research, Policy, and Practice."

For more on Engagement and Re-Engagement including our Center's resources, see <http://smhp.psych.ucla.edu/qf/motiv.htm>

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](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

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“I wish the buck did stop here. I could use some.”

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OTHER HELPFUL INTERNET RESOURCES

>Learning From Leadership: Investigating the Links to Improved Student Learning
<http://www.alaskacc.org/node/362>

> Indicators of school crime and safety, 2012
<http://www.bjs.gov/content/pub/pdf/iscs12.pdf>

>Improving Outcomes for Children in Schools: Expanded School Mental Health
<http://www.chdi.org/SchoolMH-IMPACT>

>Best Practices for Families with Children Who Experience Substance Abuse, Juvenile Delinquency, and Serious Emotional Disturbance
<http://www.socwel.ku.edu/occ/projects/articles/Best%20Practices%20No.%2019.pdf>

>Parents in the Picture: Building relationships that last beyond back to school night
<http://www.nea.org/home/16261.htm>

>Team Teaching: Teaming Teachers Offer Tips
http://www.educationworld.com/a_admin/admin290.shtml

>Resilience Institute <http://resilienceinstitute.org.au/home>

>Building Parent Teacher Partnerships
<http://www.aft.org/yourwork/tools4teachers/together/partnerships.cfm>

>CDC, Division of Adolescent and School Health (DASH) released the *2012 School Health Policies and Practices Study (SHPPS) Results*
<http://www.cdc.gov/HealthyYouth/shpps/index.htm>

This report includes:

- >results on the following topics:
 - health education
 - physical education and physical activity
 - health services
 - mental health and social services
 - nutrition services and the school nutrition environment
 - safe and healthy school environment
 - physical school environment
 - faculty and staff health promotion
- >a fact sheet highlighting key 2012 results
- >a fact sheet highlighting trends over time (2000-2012)
- >all questionnaires
- >public-use data-sets and technical documentation

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“When I'm finally holding all the right cards, everyone wants to play chess.”

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RECENT PUBLICATIONS
(In print and on the web)

School, Family & Community

- >Social support and behavioral and affective school engagement: The effects of peers, parents, and teachers. Estell, D. and Perdue, N. *Psychology in the Schools* 2013; 50(4): 325-339
<http://onlinelibrary.wiley.com>
- >The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. Wang MT, Fredricks JA. *Child Dev.* 2013; ePub
<http://onlinelibrary.wiley.com/doi/10.1111/cdev.12138/abstract>
- >Building partnerships between law enforcement and harm reduction programs
Jardine M. *Int. J. Drug Policy* 2013; ePub
<http://www.sciencedirect.com/science/article/pii/S0955395913000996>
- >Evaluation of a school-based violence prevention media literacy curriculum
Fingar KR, Jolls T. *Inj. Prev.* 2013; ePub
<http://injuryprevention.bmj.com/content/early/2013/08/16/injuryprev-2013-040815>
- > Effects of positive action on the emotional health of urban youth: A cluster-randomized trial.
Lewis KM, Dubois DL, Bavarian N, Acock A, Silverthorn N, Day J, Ji P, Vuchinich S, Flay BR.
J. Adolesc. Health 2013; ePub
<http://www.sciencedirect.com/science/article/pii/S1054139X13003388>
- > A review of school climate research. Thapa A, Cohen J, Guffey S, Higgins-D'Alessandro A.
Rev. Educ. Res. 2013; 83(3): 357-385.
<http://rer.sagepub.com/content/83/3/357>

Policy, systems, law, ethics, finances & statistics

- >Expanding the reach of youth mentoring: Partnering with youth for personal growth and social change. Liang, B., Spencer, R., West, J. & Rappaport, N. *Journal of Adolescence* 2013; 36(2): 257-267 <http://www.sciencedirect.com>
- > Creating change from the inside: Youth development within a youth community organizing program. Schwartz, S., and Suyemoto, K. *Journal of Community Psychology* 2013; 41(3); 341-358 <http://www.onlinelibrary.wiley.com>
- > The effect of youth demographics on violence: The importance of the labor market
Bricker NQ, Foley MC. *Int. J. Conf. Violence* 2013; 7(1): 179-194.
<http://www.ijcv.org/index.php/ijcv/article/view/290>
- >Gang-related crime: The social, psychological and behavioral correlates. Alleyne E, Wood JL.
Psychol. Crime Law 2013; 19(7): 611-627
<http://www.tandfonline.com/doi/abs/10.1080/1068316X.2012.658050>
- >A systematic review process to evaluate suicide prevention programs: A sample case of community-based programs. York J, Lamis DA, Friedman L, Berman AL, Joiner TE, McIntosh JL, Silverman MM, Konick L, Gutierrez PM, Pearson J. *J. Community Psychol.* 2013; 41(1): 35-51. <http://onlinelibrary.wiley.com/doi/10.1002/jcop.21509/abstract>

>A method for building evaluation competency among community-based organizations. Kelly CM, Larose J, Scharff DP. *Health Promot. Pract.* 2013; ePub
<http://hpp.sagepub.com/content/early/2013/08/01/1524839913496427>

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

>"Because she's one who listens": Children discuss disclosure recipients in forensic interviews Malloy LC, Brubacher SP, Lamb ME. *Child Maltreat.* 2013; ePub
<http://cmx.sagepub.com/content/early/2013/07/26/1077559513497250>

>The upward spiral of adolescents' positive school experiences and happiness: Investigating reciprocal effects over time. Stiglbauer, B., Gnambs, T., Gamsjager, M. and Batinic, B. *Journal of School Psychology* 2013; 51(2) 231-242 <http://www.sciencedirect.com>

> Psychological therapies for the treatment of post-traumatic stress disorder in children and adolescents (Review). Gillies D, Taylor F, Gray C, O'Brien L, D'Abrew N. *Evid. Based Child Health* 2013; 8(3): 1004-1116. <http://onlinelibrary.wiley.com/doi/10.1002/ebch.1916/abstract;jsessionid=B61E72BB725228FF8E8E5F7B2E642FDC.d04t03>

> A theoretical model of continuity in anxiety and links to academic achievement in disaster-exposed school children. Weems CF, Scott BG, Taylor LK, Cannon MF, Romano DM, Perry AM. *Dev. Psychopathol.* 2013; 25(3): 729-737
<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8957816>

> Patterns and predictors of mental healthcare utilization in schools and other service sectors among adolescents at risk for depression. Lyon AR, Ludwig KA, Stoep AV, Gudmundsen G, McCauley E. *School Ment. Health* 2013; 5(3): 155-165.
<http://link.springer.com/article/10.1007%2Fs12310-012-9097-6>

> Early childhood television viewing and kindergarten entry readiness
Pagani LS, Fitzpatrick C, Barnett TA. *Pediatr. Res.* 2013; ePub
<http://www.nature.com/pr/journal/vaop/ncurrent/full/pr2013105a.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 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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"It's not hard to meet expenses...they're everywhere."

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COMMENTS AND SHARING FROM THE FIELD

We were asked to tell you about this:

(1) "...you might be interested in a website I run called Reading Rewards. It is an online reading log/reading incentive program used by parents, teachers and librarians worldwide, to encourage kids to read.... By connecting to friends and classmates, kids also get valuable book recommendations and can read and exchange about books they are reading. It is a completely free and safe program aimed at encouraging private reading amongst young students. Like a Goodreads for kids, only more! Teachers love it as an alternative to paper reading logs." <http://www.reading-rewards.com>

(2) "The AHA! Institute presents "How to Integrate SEL into your Academic Classroom or Adolescent/Teen Therapy Practice" in Santa Barbara, CA on November 15-16, 2013. Location: The Fess Parker Resort, Santa Barbara. www.TheAHAIInstitute.org

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