Addressing Barriers

New ways to think . . .
Better ways to link

to Learning

Engaging and Re-engaging Families When a Student is Not Doing Well*

Most efforts to involve parents with their child's school seem aimed at those who want and are able to come to the school. It's important to have activities for such parents. It's also important to remember that, at most schools, these represent a small percent of families.

How can schools address the rest? Especially those whose children are doing poorly at school. Ironically, efforts to involve families whose youngsters are doing poorly often result in parents becoming less involved. For example, a parent of such a youngster typically is called to school to explore the child's problems and leaves with a sense of frustration, anger, and guilt. It is not surprising, then, that the parent subsequently avoids school contact as much as feasible. If schools really want to involve such families, they must outreach and offer a wide range of positive supports and interactions.

Start by Understanding Barriers to Home Involvement

Analyses of the problem of enhancing home involvement underscore a host of barriers. Our analysis leads us to group them as follows:

Types – institutional, personal, and impersonal

Forms – negative attitudes, lack of mechanisms/skills, and practical deterrents

Institutional barriers. These stem from deficiencies related to resource availability (money, space, time) and administrative use of what is available to involve families. Deficient use of resources includes failure to establish and maintain formal home involvement mechanisms. It also encompasses general lack of interest or hostile attitudes toward home involvement among school staff. Instances of deficient use of resources occur when there is no policy commitment to facilitating home involvement, when inadequate provisions are made for interacting with family members who don't speak English, or when no resources are devoted to upgrading the skills of staff with respect to home involvement.

Personal barriers. Some school personnel and some family members lack requisite skills or find participation uncomfortable. Others may lack

---

*For a fuller discussion, see: *Enhancing Home Involvement to Address Barriers to Learning: A Collaborative Process* online at http://smhp.psych.ucla.edu/pdfdocs/homeinv.pdf

interest or feel hostile toward home involvement. For instance, any given teacher may feel it is too much of an added burden to meet to discuss student problems. Others may feel threatened because they think they can't make the necessary interpersonal connections due to racial, cultural, and/or language differences. Still others do not perceive available activities as worth their time and effort.

Impersonal barriers. These are commonplace and rather obvious (e.g., practical problems related to work schedules, transportation, and childcare). There can also be skill deficiencies related to cultural differences and levels of literacy. There may be lack of interest due to insufficient information about the importance of home involvement.

About Addressing Barriers to Home Involvement

Overcoming barriers, of course, is a primary intervention concern. As indicated in the following Exhibit, the first emphasis should be on reducing institutional and impersonal barriers as much as is feasible.

Exhibit

Examples of a Focus on Addressing Barriers to Home Involvement in Schooling

- **Improving mechanisms for communication and connecting school and home** (e.g.,
  >facilitating opportunities at school for family networking and mutual support, learning, volunteering, recreation, enrichment, and for family members to receive special assistance;
  >facilitating child care and transportation to reduce barriers to coming to school; language translation; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract and facilitate participation of hard-to-reach families – including student dropouts)

- **Addressing specific support and learning needs of families** (e.g.,
  >support services for those in the home to assist in addressing basic survival needs and obligations to the children;
  >adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation)

- **Involving homes in student decision making** (e.g., families prepared for involvement in program planning and problem-solving)

- **Enhancing home support for learning and development** (e.g., family literacy; family homework projects; family field trips; online learning opportunities as appropriate)

- **Recruiting families to strengthen school and community** (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)

- **Capacity building of all stakeholders related to enhancing home involvement**

Note: Our Center provides a range of resources for home involvement in general and for outreach to families of struggling students in particular. A place to start is with the survey on home involvement; see http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/homeinvolvementsurvey.pdf .

About Engagement and Re-engagement

Understanding the concept of engagement is key to understanding ways to overcome reluctance. Engagement has three facets: behavioral, emotional, and cognitive (Fredricks, Blumenfeld, & Paris, 2004).* Enhancing engagement requires moving from practices that overrely on the use of reinforcers to strategies that incorporate intrinsic motivation theory and research (Deci, 2009).** From this perspective, it becomes evident how essential it is to avoid processes that (a) mainly emphasize "remedying" problems, (b) limit options, and (c) make family members feel controlled and coerced.

Research indicates that engagement is associated with positive outcomes and is higher when conditions are supportive, authentic, ensure opportunities for choice and provide sufficient structure. Conversely, disengagement is associated with threats to feelings of competence, self-determination, and/or relatedness to valued others.

minimize conditions that negatively affect intrinsic motivation; maximize conditions that enhance positive motivation

Practices for preventing disengagement and efforts to re-engage disconnected families require minimizing conditions that negatively affect intrinsic motivation and maximizing those that enhance it. Re-engagement provides a major challenge. The challenge is greatest when negative experiences in dealing with the school have resulted in a strong desire to avoid contact.

Obviously, it is no easy task to reverse negative attitudes. As with disconnected students, personalized intervention strategies are required. Our work suggests the importance of outreaching to

- *ask individuals to share their perceptions of the reasons for their disengagement;* (This provides an invaluable basis for formulating a personalized plan to alter their negative perceptions and to prevent others from developing such perceptions.)

- *reframe the reasons for and the processes related to home involvement to establish a good fit with the family's needs and interests;* (The intent is to shift perceptions so that the process is viewed as supportive, not controlling, and the outcomes are perceived as personally valuable and obtainable.)

- *renegotiate involvement;* (The intent is to arrive at a mutual agreement with a delineated process for reevaluating and modifying the agreement as necessary.)

- *reestablish and maintain an appropriate working relationship.* (This requires the type of ongoing interactions that over a period of time enhance mutual understanding, provide mutual support, open-up communication, and engender mutual trust and respect.)

---

*Fredricks, J., Blumenfeld, P., & Paris, A. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*, 59-109.
**Deci, E.L. (2009). Large-scale school reform as viewed from the self-determination theory perspective. *Theory and Research in Education, 7*, 244-252.

The Challenge Ahead

Policy may call for and mandate "parent" involvement, but that has been no guarantee of effective practice. The problem is especially acute in middle and secondary schools, schools serving low income homes, and with respect to families who feel blamed when their child is not doing well at school.

As we stress in other Center resources, enhancing home involvement requires greater attention to the full range of caretakers. Think about students who are being raised primarily by grandparents, aunts, older siblings, foster home caretakers, and "nannies." For schools to significantly enhance home involvement will require:

(1) broadening the focus beyond thinking only in terms of parents and

(2) enhancing the range of ways in which schools connect with primary caretakers.

Particular attention must be given to outreaching to those who are reluctant to engage with the school, especially if they have a child who is not doing well.

Moreover, to avoid marginalization and minimize fragmentation, it is essential to embed home involvement interventions into an overall approach for addressing factors interfering with school learning and performance and fully integrate the work into school improvement policy and practice.

[For a wide range of resources to meet the challenge of enhancing home involvement, see the Center's Online Clearinghouse Quick Find on *Parent/Home Involvement* – http://smhp.psych.ucla.edu/qf/homework.htm .]

Your mom said that she never saw this report I sent her about your work.
   What do you know about that?

Gee, I guess the dog has been eating more than my homework.

Update:
National Initiative: New Directions for Learning Supports

The following highlights a few examples of indicators that new directions for student and learning supports are on the cusp of a major policy and practice breakthrough.

(1) Report from the December 15th Baton Rouge Meeting of the UCLA-AASA-Scholastic Leadership Initiative

The meeting at the Louisiana Department of Education was another clear indication that initiatives for new directions for student and learning supports are on the cusp of a major policy and practice breakthrough. Some indicators from this initiative are:

- The Louisiana Department has begun work with several districts to implement its design for a *Comprehensive System of Learning Supports* (see design at http://www.louisianaschools.net/lde/uploads/15044.pdf). Three identified at the meeting are Grant, Jefferson, and Red River. As part of the department's roll out strategy, they have developed a guidance for *Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports* (see http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf).

- With a view to moving in new directions for learning supports, Tommy Bice, the newly appointed Alabama superintendent of education, attended along with the Eric Mackey, Executive Director of the School Superintendents of Alabama.

- Gainesville City Schools (GA) has implemented its design and is now deepening the work and focusing on sustainability. They report that referrals for disciplinary action for the middle and high schools have dropped from 91 disciplinary tribunals in 2008-09 to 47 in 2010-11, and the elementary schools saw a 75% decrease. Graduation rates have increased from 73.3% in 2009 to 81.3% in 2010 and 84.9% in 2011. (see http://smhp.psych.ucla.edu/aasa/aasagainesville.pdf). A case study on the district's work has been developed by the Education Development Center (EDC) and will soon be online. See pp. 7-10 of this journal/newsletter for a brief sumary.

- Stillwater Area Schools (MN) has begun designing its new directions. As they pursue the process, the district leaders indicate they want to learn more about how to do the work in ways that ensure sustainability (e.g., identify a champion on the school board, broad-based professional and other stakeholder development at district and school levels, clarity about relevant process and outcome data).

- UCLA Center has incorporated the AASA Lead Districts into the new, broad-based *District and State Collaborative Network for Developing Comprehensive Systems for Learning Support*.

- Scholastic is planning ways to expand its efforts to facilitate the national focus on how schools can address barriers to learning and teaching and re-engage disconnected students. And in addition to the handbook (http://smhp.psych.ucla.edu/rebuild/rebuildingtoc.htm) and online leadership institute modules (http://rebuildingforlearning.scholastic.com/), they will shortly have a practitioners' guide online.

- AASA is planning ways to fully integrate its focus on district development of a Comprehensive System of Learning Supports into its flagship initiative, *Educating the Total Child.* The AASA Lead Districts will again convene at the mid- February AASA meeting in Houston.

We encourage anyone interested in enhancing learning supports who may be attending the AASA conference to join in this special opportunity for face-to-face sharing and learning about moving student and learning supports in new directions.

(2) Tucson Unified School District's New Directions for Student and Learning Supports

TUSD is committed to becoming a model 21st century urban school district that ensures every student has an equal opportunity to succeed at school. To these ends, the district has begun a process of developing a Comprehensive System of Learning Supports at its schools and has employed a cadre of Learning Supports Coordinators to work with every school. TUSD has adopted frameworks developed by the Center at UCLA and have hired change agents designated as Learning Supports Coordinators to facilitate the transformation. Last year we provided training to the first cadre and to their principals. We were invited to return to Tucson on December 9th to provide training for the latest cadre of Learning Supports Coordinators hired by the district.

(3) District and State Collaborative Network for Developing Comprehensive Systems for Learning Support

This collaborative network was established last October and already has been joined by a highly interested group of superintendents, principals, directors, agencies, and more. The intent of the Network is to include all who are eager to share and want to learn from each other about moving student and learning supports in new directions.

In the brief period since the collaborative was announced, (a) inquiries to the Center for information about new directions for student and learning supports have escalated, (b) direct sharing among those moving forward is increasing, and (c) the opportunities to influence policy are growing.

Our Center is facilitating the work of the collaborative. Initially, sharing is done by email, website, and phone. Over time, we will add other mechanisms (e.g., possibly video or skype discussion sessions and in person meetings as feasible). We anticipate that the Center's collaboration with the American Association of School Administrators (AASA) and Scholastic will be helpful in achieving all this. The Center's current information on: Where's It Happening? (see http://smhp.psych.ucla.edu/summit2002/nind7.htm) will be expanded into a broad based clearinghouse encompassing the essence of what the collaborative network generates.

For more information on the collaborative network, see
http://smhp.psych.ucla.edu/network/network.html

If you have any interest in being part of this collaborative or want to know more about the *National Initiative: New Directions for Learning Supports*, please let us know.
Contact: Ltaylor@ucla.edu   or   adelman@psych.ucla.edu .

Developing a Comprehensive System of Learning Supports: The Experience of Gainesville City Schools, GA

I n 2009, the UCLA-Scholastic collaboration reached out to AASA to establish a leadership initiative. One product of that initiative is development of Lead districts to demonstrate a Comprehensive System of Learning Supports. Researchers from the Education Development Center (EDC) were invited to do a case study. The following is our brief summary of the December, 2011 Case Study draft submitted by Daniel Light, Camille Ferguson, and Terri Meade on the work in the Gainesville City Public Schools (GA).

"Over the last two years, Gainesville created new policies and modified or expanded on existing strategies, policies and practices to develop a system of student supports that enables learning.

... Gainesville is a high poverty district with a diverse student population and there are pockets of students who are underperforming. In 2010, of 6,296 students enrolled in the school district, 78% were eligible for free or reduced price lunch. Three of its eight schools have more than 90% of their students living in poverty. Gainesville's student population is divided between white (20%), black (19%) and Hispanic (55%) students. In particular, Gainesville has been dealing with the challenges of the growing Hispanic community.

The Superintendent of Gainesville City Schools reported that another challenge was to build the capacity of the whole district system, so that the departure of any individual staff person would not deeply impact any one practice, program or policy in the district. Developing a comprehensive system of learning supports has allowed Gainesville to build the collective capacity of the whole district as well as sustain reform efforts.

The district also wanted to further develop the cohesiveness of their school programs to reduce costs and increase efficiency so that the district would be able to sustain funding for their school programs. Considering sustainability, the Gainesville team sought to address costly inefficiencies in services, especially during unstable budget periods that schools and districts experience as a result of their dependence on public financing. The Superintendent commented, "We can see the power in the coherence. It's like putting a machine together and getting it to work more effectively." The leadership found value, especially as a high poverty district, in having consultancy partners, who would help the district address issues of positive mental health in schools.

Gainesville's Path to Creating a Comprehensive System of Learning Supports

Through the Lead District Collaborative, Gainesville had access to resources like the book, *Rebuilding for Learning: Addressing Barriers to Learning and Teaching and Re-Engaging Students* (Adelman and Taylor 2008), the resources available at the Rebuilding for Learning Online Leadership Institute and the Rebuilding Toolkit on the website of the UCLA Center for Mental Health in Schools. In addition, Gainesville received technical assistance in the form of site visits led by Drs. Adelman and Taylor and other experts from Scholastic and AASA. During the technical assistance site visits, the experts provided strategic facilitation and feedback regarding the district's team based approach to developing a comprehensive system [and] also engaged and informed

community leaders and stakeholders about potential outcomes that could be supported by a system of learning supports. ... Gainesville [also] had access to advice and support from a former district administrator who led her school through the process of building a comprehensive system of learning supports after hurricane Katrina devastated her Alabama community. The learning supports consultant made multiple visits to the district working with different groups. For example, she worked closely with the high school team offering them the practical experience and strategies that came her own practical experience.

What is a Comprehensive System of Learning Supports?

Most of the common approaches to school improvement and reform focus on two major policy components: enhancing instruction and curriculum and restructuring school governance. Adelman and Taylor [2006] argue for the importance of a third key component of the school system that targets removing the many barriers to learning and creating a supportive context for teaching and learning. As the third policy and practice pillar, a learning supports component enables schools to develop a unified and comprehensive system of student and learning supports for addressing barriers to learning and teaching and re-engaging disconnected students.

Unifying student and learning supports into a third component is seen as empowering efforts to counter the continuing marginalization in schools of student and learning supports and provides leverage for full integration into school improvement policy and practice. The component is designed to enable academic, social, emotional, and physical development and address learning, behavior, and emotional problems in ways that yield safe and caring schools.

In operationalizing the third component, the intervention framework encompasses both (1) a continuum and (2) a set of content arenas that are designed to play out cohesively in classrooms and schoolwide. The continuum ranges from promotion of healthy development and prevention of problems through responding as soon as problems emerge to playing a role in the treatment of chronic and severe problems. The emphasis on re-engagement recognizes that efforts to address interfering factors, provide positive behavior support, and prevent disengagement and dropouts must include a focus on re-engaging students in classroom instruction, or they are unlikely to be effective over time. Furthermore, the overlapping nature of the three-component framework provides major opportunities for student support staff to play a significant role in enhancing classroom and schoolwide programs to promote student, family, and community healthy development, well-being, and engagement with schools. ...

The primacy and value placed on developing a supportive environment to facilitate learning was a key attraction for Gainesville. During a professional development session, the Gainesville Superintendent told her staff that she became interested in a comprehensive learning support system because the approach helps schools target and improve a fundamental aspect of schooling that gets scant attention from other reform models

A Comprehensive Learning Supports System also stresses developing intrinsic motivation for learning. Engagement in the learning process is a prerequisite for student achievement. Adelman and Taylor emphasize that school improvement is "not about

controlling behavior;" it's about engaging and re-enagaging students in school through enhancing their intrinsic motivation. but enabling students to be motivated to learn.

As presented ..., developing a comprehensive system of student and learning supports involves working on four fundamental aspects of school improvement: (1) revising policy, (2) reconceiving student and learning supports interventions, (3) reworking operational infrastructure, and (4) facilitating major systemic changes at district and school levels.

Policy revision focuses on establishing a three component framework so that a comprehensive system for addressing barriers to learning and teaching is fully integrated into school improvement policy and practice as primary and essential and is no longer marginalized. Moreover, the emphasis is on unifying policies, strategies, and practices that promote healthy development for all students and prevent negative outcomes such as chronic attendance, behavior, or achievement challenges.

With specific respect to reconceiving student and learning supports interventions, as noted above, the framework encompasses both (1) a continuum and (2) a set of content arenas that are designed to play out cohesively in classrooms and schoolwide. The continuum is conceived as integrated subsystems for

- promoting healthy development and preventing problems
- intervening early to address problems as soon after onset as is feasible
- assisting those with chronic and severe problems

Note that the intent is to weave together school resources and strategically braid in a wide range of available community resources in order to meet the needs of the many and the few and significantly reduce the number of students requiring individual assistance.

Operationalizing the continuum calls for organizing programs and services coherently at every level. To enhance efforts across the continuum, programs and services are coalesced into a multifaceted and cohesive set of content arenas. Doing this transforms a laundry list of initiatives into a set of defined, organized, and fundamentally essential intervention domains. The prototype provided to Gainesville defines the six content arenas as follows:

- Classroom-Based Approaches to Enable Learning
- Crisis/Emergency Assistance and Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach
- Student/Family Assistance.

It is both the continuum and six content arenas that constitute the intervention framework for a comprehensive system of learning supports. It is represented as a matrix. Such a framework can guide and unify school improvement planning for developing the system. The matrix provides a tool for mapping what is in place and analyzing gaps with respect to high priority needs. Overtime, this type of mapping and analyses can be done at the school level, for a family of schools (e.g., a feeder pattern), at the district level, and community-wide.

Conclusion

The district tracks its own progress developing a system of learning supports through a number of measures including parent and teacher feedback. For example, the district gathers feedback from parents about policy changes through three yearly parent surveys that are administered district wide. For example, at the end of year survey for 2010-2011 the district asked about perceptions of the new grading policy.

But the district has primarily been focused on discipline data, such as numbers of referrals, detentions, suspensions, etc. to track the early progress of their comprehensive learning supports approach. First, referrals for disciplinary action for the middle and high schools have dropped from 91 disciplinary tribunals in 2008-09 to 47 in 2010-11, and the elementary schools saw a 75% decrease. Second, graduation rates have increased from 73.3% in 2009 to 81.3% in 2010 and 84.9% in 2011. The district is looking carefully at the numbers because they do not want the numbers to decrease simply because schools have stopped reporting incidents. So the district looks for patterns in what the suspensions are for, or which students receive them, etc.

Another change they have noticed was a decrease in referrals for tribunal (the initiation of placing in an alternative school), by approximately 50% over the last three years. The district considers this a positive result of their learning supports because they developed the Woods Mill Non-Traditional High Schools as a learning support for those students who needed flexible scheduling and diverse options because their life -situations made a traditional school day impractical (i.e. teen mothers). Previously, these students had gone to the alternative school, which was actually designed for students with behavioral and cognitive challenges.

The Superintendent was initially interested in looking at learning supports and the Rebuilding for Learning initiative as a possible answer to the district's needs because a learning supports approach "is not a program, it is a framework for how we do things." She believed that comprehensive learning supports were different from other reform models because it actually brought something new to the table - learning supports for all children. Most other reform models target the two things that school already do - management and instruction, but comprehensive learning supports gets districts thinking about something new and how these supports relate to (and can improve) the job schools are already doing.

Now, two years down the road Gainesville was well on its way to creating a system that enables all children to have an equal opportunity to succeed at school and in life."

References cited

Adelman, H.S. & Taylor, L. (2008). Rebuilding for Learning: Addressing Barriers to Learning and Teaching and Re-engaging Students. New York: Scholastic, Inc.
http://smhp.psych.ucla.edu/rebuild/RebuidlingV11RD28.pdf

Adelman, H.S., & Taylor, L. (2006). The Implementation Guide to Student Learning Supports in the Classroom and Schoolwide: New Directions for Addressing Barriers to Learning. Thousand Oaks, California. Corwin Press, Sage.

Center News

Over the past year, we have concentrated on policy and practice concerns related to improving how schools address barriers to learning and teaching and re-engage disconnected students. Below are examples of reports, informatives, and guidance notes.

Recent Brief Reports

Enhancing Home Involvement to Address Barriers to Learning: A Collaborative Process
http://smhp.psych.ucla.edu/pdfdocs/homeinv.pdf

"Not Another Team!" School Improvement Infrastructure Viewed through the Lens of Addressing Barriers to Learning and Teaching
http://smhp.psych.ucla.edu/pdfdocs/Team.pdf

Dropout Prevention: Do Districts Pursue Best Practice Recommendations?
http://smhp.psych.ucla.edu/pdfdocs/supt.pdf

Designing School Improvement to Enhance Classroom Climate for All Students
http://smhp.psych.ucla.edu/pdfdocs/schoolclimate.pdf

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

What Do Principals Say about Their Work? Implications for Addressing Barriers to Learning and School Improvement
http://smhp.psych.ucla.edu/pdfdocs/principalssay.pdf

Pursuing Promise Neighborhoods: With or Without the Grant Program
http://smhp.psych.ucla.edu/pdfdocs/purpromneig.pdf

What Every Leader for School Improvement Needs to Know About Student and Learning Supports
http://smhp.psych.ucla.edu/pdfdocs/whateveryleader.pdf

Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports
http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf

Implementing Response to Intervention in Context
http://smhp.psych.ucla.edu/pdfdocs/implementingrti.pdf

Connecting Schools in Ways that Strengthen Learning Supports
http://smhp.psych.ucla.edu/pdfdocs/connectingschools.pdf

About Short-term Outcome Indicators for School Use and the Need for an Expanded Policy Framework
http://smhp.psych.ucla.edu/pdfdocs/outind.pdf

Understanding Community Schools as Collaboratives for System Building to Address Barriers and Promote Well-Being
http://smhp.psych.ucla.edu/pdfdocs/communitycollab.pdf

Moving Beyond the Three Tier Intervention Pyramid Toward a Comprehensive Framework for Student and Learning Supports
http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf

Embedding Mental Health into a Learning Supports Component: An Essential Step for the Field to Take Now
http://smhp.psych.ucla.edu/pdfdocs/embeddingmh.pdf

Policy & Practice Guides & Notes

Addressing Bullying: State Guidance to Districts and Schools is Both Helpful and a Missed Opportunity
http://smhp.psych.ucla.edu/pdfdocs/bullying.pdf

Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff
http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf

Schools and the Challenge of LD and ADHD Misdiagnoses
http://smhp.psych.ucla.edu/pdfdocs/ldmisdiagnoses.pdf

School Attendance: Focusing on Engagement and Re-engagement
http://smhp.psych.ucla.edu/pdfdocs/schoolattend.pdf

Example of Funding Stream Integration
http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf

<><><><><><><><>

Want resources?
      Need technical assistance?

Use our website: **http://smhp.psych.ucla.edu** or
contact us – E-mail: smhp@ucla.edu
Ph: **(310) 825-3634** Write: Center for Mental Health in
Schools, Dept. of Psychology, UCLA,
Los Angeles, CA 90095-1563

    If you're not receiving our monthly electronic
newsletter (ENEWS) or our weekly *Practitioners'
Interchange*, send your E-mail address to
        smhp@ucla.edu

For the latest on Center resources and activities, see
http://smhp.psych.ucla.edu – click on *What's New*

The Center for Mental Health in
Schools operates under the auspices
of the School Mental Health Project
in the Dept. of Psychology, UCLA.

Center Staff:
  Howard Adelman, Co-Director
  Linda Taylor, Co-Director
  Perry Nelson, Coordinator
  *. . . and a host of graduate and
  undergraduate students*

<><><><><><><><>

**Ask for and Share Information and Technical Assistance,
Comment on Issues, Relate Learning Experiences**

Besides making direct contact with the Center by e-mailing Ltaylor@ucla.edu, you can sign up
to receive the weekly *Practitioners listserv* and you can use our *Facebook* site (access from
our website homepage).

The *Practitioner listserv* is a community of practice network designed to allow school
practitioners to ask for and share information/technical assistance, comment on issues, and
relate learning experiences. See this week's posting at
        http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner.pdf

To sign up to receive the listserv posting, send an email to the Center (smhp@ucla.edu) with
your name and email address. We'll take care of the rest. And, if you know of anyone who
would also like to join this listserv, just let us know.

---

*The magician and the politician have much in common: they both
have to draw our attention away from what they are really doing.*

Ben Okri, Nigerian poet and novelist