

**26 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**August, 2012 (Vol. 16 #11)**

ENEWS is one of the many resources provided by the School Mental Health Project/Center for Mental Health in Schools at UCLA. This electronic journal/newsletter is sent to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools.

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



**We encourage you to forward this to others. If you have been forwarded this ENEWS and want to sign up to receive it directly, please let us know.**

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



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

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

**>Using School and District Crisis Plans to Strengthen Prevention**

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

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

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

**>School, family, & community**

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

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

**>August: Welcoming students, families, and staff to the new school year**

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

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

#### **\*\*UCLA Center Update**

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

**>Upcoming initiatives, conferences & workshops**

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

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

**>Training and job opportunities**

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



## CONTINUING CONCERN

### Using School and District Crisis Plans to Strengthen Prevention

While not a campus shooting, the Aurora Colorado violence has brought a new sense of priority to improving crisis preparedness, response, and recovery planning and a renewed concern about prevention. All this was illustrated at the Ohio Safe Schools Summit on July 24 (cosponsored by the office of the governor, the state attorney general, and the state department of education). To ensure the topic was viewed from the broad context of a school's mission and accountabilities, the keynote emphasized that the foundation for safe and supportive schools involves schools and communities working together to build a unified and comprehensive system of learning supports. From this perspective, discussion highlighted the need for a greater focus on prevention. And the core of preventing student problems was seen as involving consistent efforts to build positive relationships with all students and encourage everyone to reach out to peers who seem disconnected from others at school and in the neighborhood.

Analyses indicate that, while plans for preparedness, response, and recovery are a pressing priority and thus often are well developed, plans for prevention and building a positive climate in schools often are vague and based more on good intentions than on school improvement strategic planning.

Is that what you see in your locale? (e.g., How are local schools/districts addressing prevention of learning, behavior, and emotional problems? What's in their plans related to building strong, positive relationships between students and with adults in the school, including administrators and school security staff? Are there plans to use upcoming opportunities for relationship building such as welcoming students back and providing social supports?\* Are they thinking about how to use natural opportunities?\*\*)

Let us hear so we can share. Send your comments to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

\*See *Welcoming Strategies for Newly Arrived Students and Their Families*  
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/welcomingstrategies.pdf>

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

Crisis Humor (It's never funny at the time!):

Woman calling 911: *The flood just washed away my home.*

Operator: *Where do you live?*

Woman: *I guess you'd have to say I have a floating address.*

## NEWS FROM AROUND THE COUNTRY

**Chronic absenteeism looms as major challenge for schools.** In Paterson NJ elementary schools, at least 10 percent of students had 20 absences or more last year. Local education officials have launched various programs to try to reform the city's struggling school district, but the reforms won't work on empty desks. There is a direct correlation between the worst performing schools and those with the worst attendance. The state department of education is considering replacing its current system that bases state aid to local school districts on enrollment with a new formula that would be based on attendance. The district could lose millions of dollars a year as a result. 7/8/12.

[Http://thealternativepress.com](http://thealternativepress.com)

**Experts can't explain drop in state's special education numbers.** Special education students seem to be disappearing in Texas. The state diagnosed just 8.8 percent of its public school students as having special needs in 2011, down from 12 percent in 2000. Texas now as the lowest percentage of special education students in the nation, a full 4 percentage points below the U. S. average. Urban giants like Houston and Dallas school districts identify even fewer children at 7.9 and 7.7 percent, respectively. While some educators take the declines as a positive sign, advocates fear the state might be under diagnosing to reduce costs or to circumvent accountability measures. 7/4/12

<http://www.chron.com>

**District sees fewer dropouts, but graduation rate dips.** Los Angeles Unified's graduation rate took a slight dip while its dropout rate improved as the district succeeded in keeping more struggling students in school. 61.6 percent of the class of 2011 received their diplomas, compared with 62.4 percent who graduated in 2010. Students not counted in the dropout or graduation rates include seniors who didn't have enough credits to graduate, but still remained in school. That figure jumped from 12.2 percent to 17.5 percent over the same period. 7/13/12. [Http://www.dailynews.com](http://www.dailynews.com)

**More teens smoke pot than cigarettes.** The Center for Disease Control and Prevention reported that 23 percent of high school students said they recently smoke marijuana, while 18 percent said they had puffed cigarettes. For decades, the number of teens who smoke has been on the decline. Marijuana use has fluctuated, and recently rose. 6/8/12.

[Http://www.msnbc.com](http://www.msnbc.com)

**Students who bullied bus monitor are suspended for a year.** Four middle school students caught on camera verbally abusing their bus monitor have been suspended for a year. The students will be transferred to the district Re-engagement Center. Each will also be required to complete 50 hours of community service with senior citizens and must take part in a formal bullying prevention program. 7/5/12. [Http://www.cnn.com](http://www.cnn.com)

**Enrollment off in big districts, forcing layoffs.** Enrollment in nearly half of the nation's largest school districts has dropped steadily over the last five years, triggering school closings that have destabilized neighborhoods, caused layoffs of essential staff and concerns in many cities that the students who remain are some of the neediest and most difficult to educate. The economy, home foreclosures, state policies on immigrants, and the rise of charter schools account for the decline. In Cleveland, where enrollment fell by nearly a fifth between 2005 and 2010, the number of students requiring special education services has risen from 17 percent of the student body to 23 percent. Such trends alarm those who worry about the increasing inequity in schools. 7/23/12.

[Http://www.nytimes.com](http://www.nytimes.com)

**Students' online photos of tests delay release of scores.** Student photos of state standardized tests posted on social networks have caused a two week delay in the release of scores and could result in more serious ramifications for nearly 150 California schools. In all, 249 students posted 442 images on social networking sites. The 147 affected schools are spread across 94 school districts. The issues are deeper than the 36 compromised items. A students could have taken photos of test items that were shared among friends but never posted online. 7/18/12. [Http://www.latimes.com](http://www.latimes.com)

**Empty desks displayed on National Mall to increase dropout awareness.** A nonprofit organization set up 857 desks at the base of the Washington Monument. One desk for every kid in the United States who drops out of school every hour of every school day. They are hoping to get people talking about education in this presidential election year. 6/20/12. [Http://www.myfoxdc.com](http://www.myfoxdc.com)

**Awareness is key to success of common core standards.** The Common Core State Standards are taking root in public schools across the country, impacting more than 42 million K-12 students and 2.7 million teachers, but outside the education sphere, many people have no idea what the standards entail. The Common Core State Standards set a consistent bar for math and English achievement. Support for the standards is growing as educators and the public learn more about them. 7/5/12. [Http://www.usnews.com](http://www.usnews.com)

**Game-based learning.** 'Game-based' learning is one of the priorities of the Bill & Belinda Gates Foundation. The foundation will invest \$20 million in a variety of teacher tools and technologies geared toward changing the way teachers teach and kids learn. The introduction of the Common Core State Standards initiative is seen by the foundation as providing an opportunity to spur the creation of these games. 7/16/12. [Http://www.ajc.com](http://www.ajc.com)

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The bus monitor in New York whose torment was widely viewed in the media has declared the student perpetrators aren't bad kids. "Not deep down. But when they get together, things happen."

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Among the sources used in gathering the above items are:

- >The E'S e-clip at <http://www.ecs.org>
- >The Public Education Network Newsflash at <http://www.publiceducationorg>
- >The Update from the American Orthopsychiatric Association at <http://www.aoatoday.com/news.php>

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

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

## RECENT PUBLICATIONS (in print and on the web)

### Child, Adolescent, and Young Adult's Mental and Physical Health

>Effectiveness of early interventions for substance using adolescents: Findings from a systematic review and meta-analysis (2012). Carney, T. & Myers, B. *Substance Abuse Treatment, Prevention, and Policy*, 7(1) 25.

[Http://www.pubmedcentral.gov/tocrender.fcgi?journal=398](http://www.pubmedcentral.gov/tocrender.fcgi?journal=398)

>Understanding the bullying dynamic among students in special and general education (2012). Swearer, S. et al. *Journal of School Psychology*, 50(4) 503-520.

[Http://www.sciencedirect.com/science/journal/00224405](http://www.sciencedirect.com/science/journal/00224405)

>The role of forgiveness in adolescents who engage in nonsuicidal self-injury (2012). Westers, N. et al. *Journal of Nervous and Mental Disorders*, 200, 535-541.

[Http://www.jonmd.com](http://www.jonmd.com)

>Diversity in pathways to common childhood disruptive behavior disorders (2012). Mantel, M. et al. *Journal of Abnormal Child Psychology*, epub.

<http://www.springerlink.com/content/104756/>

>Effects of intrinsic and extrinsic motivation on attention and memory (2012). Robinson L.J., et al *Acta Psychol.*, epub. <http://sciencedirect.com/science/journal/00016918>

>Individual and class moral disengagement in bullying among elementary school children (2012). Pozzoli T, Gini G, Vieno A. *Aggressive Behavior*. ,epub.

<http://www.interscience.wiley.com/jpages/0096-140X>

### Schools Family & Community

>Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school (2012). Wang, M. & Eccles, J. *Child Development*, 83(3) 877-895. [Http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

>Making neighborhoods safer: Examining predictors of residents' concerns about neighborhood safety (2012). Pitner RO, Yu MS, Brown E. J. *Environ. Psychol.* 32(1): 43-49. <http://www.sciencedirect.com/science/journal/02724944>

>Economic disadvantage and young children's emotional and behavioral problems: Mechanisms of risk (2012). Rijlaarsdam J, et al J. *Abnormal Child Psychology*, epub. <http://www.springerlink.com/content/104756/>

>Social competence in late elementary school: Relationships to parenting and neighborhood context (2012). Caughy MO, et al *J. Youth Adolesc.* epub. <http://www.springerlink.com/content/1573-6601/>

>A socio-interpersonal perspective on PTSD: The case for environments and interpersonal processes (2012). Maercker A, Horn A.B. *Clin. Psychol. Psychother.* epub. <http://www3.interscience.wiley.com/journal/5885/home>

>The cultivation of a prosocial value orientation through community service: An examination of organizational context, social facilitation, and duration (2012). Horn, A. *Journal of Youth and Adolescence*, 41, 948-968. [Http://www.springerlink.com](http://www.springerlink.com)

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

>Common Core State Standards: What about Student and Learning Support? Center for Mental Health in Schools at UCLA, *e-journal/newsletter*, epub.  
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer12.pdf>

>Common Core Standards and Learning Supports. Center for Mental Health in Schools at UCLA, *e-journal/newsletter*, epub.<http://smhp.psych.ucla.edu/pdfdocs/comcorp.pdf>

>Special (2012) supplement of the *American Journal of Preventive Medicine* 43(2) S 1-S 84. <http://www.ajpmonline.org/supplements>

Includes these article:

- >> Direct protective and buffering protective factors in the development of youth violence, F. Losel, et al. S 8 - 23.
- >> Advancing knowledge about direct protective factors that may reduce youth violence, R. Loeber, et al. S 24-27
- >> Identifying direct protective factors for nonviolence. D. Pardini, et al. S 28 - 40
- >> Risk and direct protective factors for youth violence: results from the National Longitudinal Study of Adolescent Health. D. Bernal, et al. S 57- 66
- >> Implications of direct protective factors for public health research and prevention strategies to reduce youth violence. J. Hall, et al. S 76- 83.

>The test of time: Strupp and Hadley's tripartite model of mental health (2012). Stricker G. *Clin. Child Psychol. Psychiatry*, epub. <http://ccp.sagepub.com/>

>Children's mental-health language access laws: State factors influence policy adoption (2012). Schmeida M, McNeal R. *Administration and Policy in Ment. Health*, epub.  
<http://www.springerlink.com/content/105700/>

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

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

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

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We must remember that intelligence is not enough.

Intelligence plus character – that is the goal of true education.

Martin Luther King Jr.

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

### **August – Welcoming students, families, and staff to the new school year**

Parent: *At elementary school they welcomed us and invited us to volunteer.  
In middle school they said they didn't have a role for parent volunteers.  
In high school they said, "Drop your kids off at the curb and drive on."*

Starting a new school year can be scary. It's not uncommon for students and families to feel unwelcome at school. The problem may begin with their first contacts. Efforts to enhance welcoming and facilitate involvement must counter factors that make the setting uninviting and develop ways to make it attractive. Those concerned with school improvement and school climate must ensure a school has an effective welcoming program and ways to provide ongoing social support. Three ways to help families feel welcome and a part of things are to:

- ensure the Office Staff are provided with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the building
- establish processes whereby teachers invite a student and family to a Welcoming Conference that helps clarify student and family interests and answers their questions
- provide workshops and follow-up assistance for teachers to help them establish welcoming procedures and materials. And, because the emphasis is on *Welcoming* and *Support*, any written material given out at this time specifically states WELCOME and is limited to simple orientation and supportive information and invitations to join in. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.

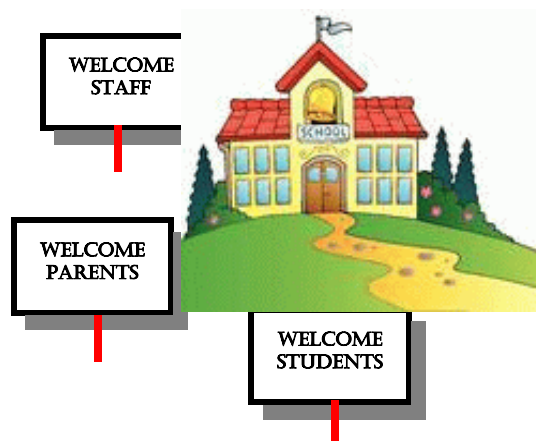
All this is meant as a chance to get to know teachers and school and for teachers to facilitate positive connections between family and school such as helping the student and parents connect with school activity in which they seem interested and peer support.

Like any other interventions, efforts to welcome and involve new students and families require institutional commitment, organization, and ongoing involvement. That is, the process must be school-owned, and there must be a mechanism dedicated to effective program planning, implementation, and long-term evolution.

For more on welcoming strategies and support for transitions, see our Quick Find online clearinghouse topic page on *Transition Programs/Grade Articulation/Welcome*  
[http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

*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 our home page "Ideas for Enhancing Learning Supports at your school this month" on the homepage at <http://smhp.psych.ucla.edu>

*Now that's a welcome change!*



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## OTHER HELPFUL INTERNET RESOURCES

>2012 KIDS COUNT Data Book: State Trends in Child Well-Being

<http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7B68E8B294-EDCD-444D-85E4-D1C1576830FF%7D>

>Improving the Lives of Adolescents and Young Adults: Out-of-School Time Programs That Have Significant Positive Impacts

[http://www.childtrends.org/Files//Child\\_Trends-2012\\_07\\_01\\_FS\\_ImprovingLives.pdf](http://www.childtrends.org/Files//Child_Trends-2012_07_01_FS_ImprovingLives.pdf)

>Disaster Distress Helpline <http://disasterdistress.samhsa.gov/>

>Adolescents Assess the Impact of Social Media on Their Own Well-Being

<http://www.common sense media.org/sites/default/files/research/socialmediasociallife-final-061812.pdf> .

>A Pregnancy Test for Schools: The Impact of Education Laws on Pregnant and Parenting Students

<http://www.nwlc.org/reports-overview/pregnancy-test-schools-impact-education-laws-pregnant-and-parenting-students> .

>Preventing Suicide: A toolkit for high schools

[http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669?WT.ac=EB\\_20120622\\_SMA12-4669](http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669?WT.ac=EB_20120622_SMA12-4669)

>School Engagement Among Parents of Middle School Youth

<http://www.chapinhall.org/research/brief/school-engagement-among-parents-middle-school-youth>

>Making *Community* an Authentic Part of School and Community Partnerships

<http://www.chapinhall.org/research/report/making-community-authentic-part-school-and-community-partnerships>



>Monthly Variation in Substance Use Initiation Among Adolescents  
<http://www.samhsa.gov/data/2k12/NSDUH080/SR080InitiationSubstanceUse2012.pdf>

>Supplemental Security Income: State Trends in Applications, Allowances, and Benefit Receipts for Children with Mental Impairments (June 2012)  
<http://www.gao.gov/products/GAO-12-498SP>

>Smart Class-Size Policies for Lean Times  
[http://publications.sreb.org/2012/12E02R\\_Smart\\_Class.bkmark.pdf](http://publications.sreb.org/2012/12E02R_Smart_Class.bkmark.pdf)

>Families Share Experiences in Working with Professionals Who Serve Children with Mental Health Needs  
<http://ppal.net/wp-content/uploads/2011/01/Medical-Home-Report.pdf>

>Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students: Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2006/7 and 2007/8.  
[http://www.ncela.gwu.edu/files/uploads/3/Biennial\\_Report\\_0608.pdf](http://www.ncela.gwu.edu/files/uploads/3/Biennial_Report_0608.pdf)

>National School Public Relations Association <http://www.nspra.org>

>Public Elementary and Secondary Education Finance Data  
<http://www.census.gov/govs/school/>

>Trends Among Young Adults Over Three Decades, 1974-2006  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012345>

>ONLINE VIDEOS on Child and Adolescent Evidence Based Practice  
[www.effectivechildtherapy.com](http://www.effectivechildtherapy.com)

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

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Summer vacation was over and Louie returned to school.

Two days later his teacher phoned his mother to complain that he was misbehaving.

"Hey," his mother said. "I had him home with me for three months of summer vacation and I never called you once when he misbehaved!"

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

Districts and states across the country are moving toward strengthening learning supports. Here is a sample of what we have heard in the past month:

(1) From a colleague in Illinois – “I am a principal in IL. Unlike the schools in my area, mine has a very different demographic- 74% low-income and second language learners. For years, I have looked for research that would help to design a break through approach for this kind of school. The past 2 years, your research has helped us develop a systemic reform to addressing barriers to learning. Using your matrix as part of a school wide approach- staff, parents and students became a team to help at risk children beat the odds. In doing so, we have been able to reduce the number of students referred for special education-IEPs by 50%. These wonderful results have been shared via a webinar for the state of IL. Ninety-one schools subscribed to the webinar in May. Most recently, our school improvement team, has identified attendance and tardiness as a priority to be addressed for next year. After working with at risk populations for more than 30 years and looking for practical answers to serve the needs of children, your policies and practices have helped to bring about significant change for the children in our area. I have also shared your work at our district level and other schools hope to replicate similar approaches as well. Thank you for your meaningful work. It has changed my life and the lives of the students I serve.”

(2) From a colleagues in Alabama – “We are restructuring a high school and the staff will be coming together around the first of August. I am anxious for them to know about learning supports. The high school is Title 1 and has been low performing for some time now. There was a total wash on staff and then rehiring through interviews took place. This staff will be new in working together. I think it is important for them to know that getting the lesson planned is not the sum total of the responsibility to students but rather to add to that a real concern for all that is going on with students. They need to collaboratively develop a response protocol to be implemented at the first sign of trouble/ losing a student. They also need to know strategies for reconnecting to students who may have lost trust/faith in the adults in the environment. Teachers need to know what to say when student responses are not ‘appropriate’ -rather than to respond to the student with an inappropriate response.”

(3) Update on the AASA/UCLA/Scholastic collaborative working with three districts. Current districts participating in the learning supports collaborative include:

>Gainesville City Schools, Georgia – Gainesville City Schools has been involved with the initiative since 2009. Through the leadership of Superintendent Dr. Merrienne Dyer and her team, this district quickly moved forward in developing a unified and comprehensive system of

learning supports which is fully integrated into their school improvement goals and have begun sharing with others across the country. After only 3 years, they are reporting substantial outcomes including: Increases in student achievement (more students achieving “Exceeding Expectations” on state testing than ever before and at every school); Increases in graduation rates (up from 73.3% to 87.2%) and a decrease in disciplinary tribunals (down by 27%). A case study, by the Education Development Center, documenting their process and initial outcomes was released in February 2012.

>Grant Parish School District, Louisiana – In 2009, the Louisiana State Department of Education created a state level design team to help create and lead a strategic plan for systemic change and widespread replication of comprehensive learning supports. Grant Parish Schools was one of the first districts to sign on and, under the leadership of Superintendent Sheila Jackson, the district continues to support the work. Over the past year, the school teams have attended two retreats focused on implementation of learning supports. The assistant principal in each school has direct responsibility for implementation; their teams are focused on building capacity, infrastructure and communication for coming school year.

>Stillwater Area Public School District, Minnesota – After elementary principals petitioned the school board for assistance in learning supports, Stillwater School District hired licensed Social Workers to serve as Learning Supports Student Advocates. Superintendent Corey Lunn has focused on learning supports; and in a lean budget year, Superintendent Lunn has maintained the Student Advocate positions, hired a Learning Supports Coordinator and has begun to build local school infrastructure to insure fidelity of implementation. The new Student Services Director have direct supervision of Student Advocates. This year, they will participate in the lead district collaborative in an effort to learn from others and further strengthen their implementation.

The three districts participated in a one day session on June 27, 2012 designed for sharing and moving forward. Many lessons learned were discussed about developing a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students in each district. For additional information, see *Where’s it Happening? Trailblazing and Pioneer Initiatives* and scroll down to the section on each district

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

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Do not go where the path may lead;  
go instead where there is no path and leave a trail.

Ralph Waldo Emerson

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## UCLA CENTER UPDATE

### New Resources

#### On Common Core State Standards

##### >Summer e-journal/newsletter

*Common Core State Standards: What about Student and Learning Support?*

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer12.pdf>

##### >Practice Notes

*Connecting Learning Supports to Common Core State Standards for Curriculum*

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

##### >Policy Notes

*Common Core Standards and Learning Supports*

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

### New Continuing Education Materials

*Personalizing Learning and Addressing Barriers to Learning:*

Unit I: *Personalizing Learning*

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

Unit II: *More is Needed to Address Barriers to Learning*

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

### Featured Center Resource

Leaders at federal, state, and local levels encourage schools, districts, and community partners to think about a broad focus on safe schools by planning for prevention, preparation, response and recovery. As resources for schools and district in reviewing and strengthening their crisis plans, see the section on *Responding to a Crisis* on our website at <http://smhp.psych.ucla.edu/crisisresp.htm>.

Also see related resources from our Center and others are accessible through our Online Clearinghouse. For example, see the following Quick Finds:

>Anger Management – [http://smhp.psych.ucla.edu/qf/p2108\\_06.htm](http://smhp.psych.ucla.edu/qf/p2108_06.htm)

>Behavior problems and conduct disorders –  
[http://smhp.psych.ucla.edu/qf/p3022\\_01.htm](http://smhp.psych.ucla.edu/qf/p3022_01.htm)

>Bullying – <http://smhp.psych.ucla.edu/qf/bully.htm>

>Crisis prevention and response –  
[http://smhp.psych.ucla.edu/qf/p2107\\_01.htm](http://smhp.psych.ucla.edu/qf/p2107_01.htm)

>Environments that support learning/School climate –  
<http://smhp.psych.ucla.edu/qf/environments.htm>

>Gangs – [http://smhp.psych.ucla.edu/qf/p3009\\_01.htm](http://smhp.psych.ucla.edu/qf/p3009_01.htm)

- > *Post traumatic stress* – <http://smhp.psych.ucla.edu/qf/ptsd.htm>
- > *Safe schools and violence prevention* – [http://smhp.psych.ucla.edu/qf/p2108\\_03.htm](http://smhp.psych.ucla.edu/qf/p2108_03.htm)
- > *Suicide prevention* – [http://smhp.psych.ucla.edu/qf/p3002\\_02.htm](http://smhp.psych.ucla.edu/qf/p3002_02.htm)
- > *Threat assessment: resources and cautions* – <http://smhp.psych.ucla.edu/qf/threatassessment.html>

## 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](mailto:ltaylor@ucla.edu)

## COMMENTS & SHARING FROM THE FIELD

### Responses related to summer e-journal/newsletter on Common Core State Standards

(1) “I found this issue profoundly interesting and it really connects for me the current movements in my large urban district- CCSS and RtI. I have been working on both while providing professional development for literacy intervention and special educate teachers but have not, on my own, been able to make all these efforts connect in a way that I could explain. I will reread this issue and it's citations. I want to be able to pull these pieces together for the executive directors in my district.”

(2) “I feel Professional Development is missing from the implementation of Common Core Standards. My teachers have tried to be very proactive in asking for training but our district kept telling us to hold off until the District Coaches were trained and that didn't take place until about a month ago. We asked about going outside of the district and they didn't want that either. Now what?”

(3) “States have had standards (some more rigorous than others) for the past however many years, and it has never really benefitted those with disabilities, at risk students, or struggling students before. The only thing that has seemed to change about the new standards is a renewed sense of urgency. The CCSS concentrate on the WHAT of instruction, but they clearly state they are leaving the HOW of instruction up to teachers, and one could argue that the HOW is just as important as the WHAT. So, without improved instructional practices (and, as you state in your newsletter, other related supports) the CCSS do us little good. That said, people seem to think that just because you have new, rigorous standards that we're starting from scratch with the HOW of instruction. My argument has been that evidence-based practices are still evidence-based practices, and they should still be effective no matter what your standards are (although small tweaks may need to be made to accommodate the WHAT). This is basically what I state when I do presentations on the use of RTI and differentiated instruction with CCSS, and then I walk people through the basics (what stays the same) and what they need to consider as they are providing instruction.”

(4) “The lack of social emotional core skills that tie into academic (and life success) are sorely missing and thus can easily be overlooked in the developing student. The ability to integrate these skills within the educational environment can be achieved through multiple avenues of reading fiction and non fiction as well as the critical thinking skills currently taught. If we provide core standards of skills for the successful student which includes areas of self-regulation, perspective taking, self-awareness and expression, and directed learning as well as pro-social behaviors that are assessed and woven within educational pursuits, we have a greater chance of growing independent, self-directed learner and eliminate significant barriers for our learners as well as mitigate those barriers that are not within the school's control. I am working on developing an assessment for these skills and addressing lagging skills.”

### **We were asked to share the following:**

(1) “... new publication that the National Association of Chronic Disease Directors has released on the integration of mental health into chronic disease prevention for youth. *Integrating Mental Health into Chronic Disease Prevention for Youth: An Opportunity for Change* utilizes the conceptual framework presented in *A Public Health Approach to Children's Mental Health* and provides tangible first steps that public health agencies can take towards incorporating mental health into youth-focused programs. It is available on the NACDD website at:

[http://www.chronicdisease.org/resource/resmgr/school\\_health/integration\\_of\\_mental\\_health.pdf](http://www.chronicdisease.org/resource/resmgr/school_health/integration_of_mental_health.pdf)

(2) “Our national TA center [National Center for Mental Health Promotion and Youth Violence Prevention] recently published a document you may find useful: ***Supportive School Discipline: A Snapshot from Safe Schools/Healthy Students Initiatives***. The snapshot provides examples of strategies SS/HS grantees have used to effectively implement evidence-based positive discipline programs. These efforts have reduced suspension and expulsion rates and resulted in measurably better student outcomes for these grantees.”

<http://www.promoteprevent.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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

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