



ENEWS

A Monthly Forum for Sharing and Interchange



January, 2010 (Vol. 14 #4)

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



WHAT'S HERE THIS MONTH

****Emerging Concern:**

>Adding Postsecondary Enrollment to K-12 Accountability

****News from around the country**

****Recent publications relevant to**

>Child and adolescent mental and physical health

>School, family, & community

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

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

>January – A time for renewal: A new start for everyone

****Other helpful Internet resources**

****Links to**

>Upcoming initiatives, conferences & workshops

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

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****UCLA Center's Latest Reports**

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



Emerging Concern

> Adding Postsecondary Enrollment to K-12 Accountability

As noted by in a NY Times, op-ed piece:

"The real revolution, tucked away in the Race to the Top guidelines is that high school has a new mission. No longer is it enough just to graduate students, or even prepare them for college. Schools must now show how they increase both college enrollment and the number of students who complete at least a year of college."

Is this added accountability helping or hurting efforts to improve struggling K-12 systems?

Note: Our Center has just completed a policy and practice analysis relevant to this issue. See: *"Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success: An Equity of Opportunity Policy and Practice Analysis."*

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

Let us know your views on what needs to take place preK-12 in order to better promote student readiness for and success in postsecondary education.

Send your comments and concerns to Ltaylor@ucla.edu

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NEWS FROM AROUND THE COUNTRY

Poor Children Likelier to Get Antipsychotics

New federally financed drug research reveals a stark disparity: children covered by Medicaid are given powerful antipsychotic medicines at a rate four times higher than children whose parents have private insurance. And the Medicaid children are more likely to receive the drugs for less severe conditions than their middle-class counterparts. 12/12/09

<http://www.nytimes.com/2009/12/12/health/12medicaid.html?scp=1&sq=Poor%20Children%20Likelier%20to%20Get%20antipsychotics&st=cse>

Restraint, Seclusion Bills Introduced

Members of both houses of Congress introduced legislation to regulate the use of restraint and seclusion on students in schools, and to require that any use of such practices be reported to parents. A Government Accountability Office report outlined allegations that children - many who have disabilities - had been abused because of misuse of the practices. States would have two years to comply with the minimum federal safety standards. Federal funds could be withheld from states that did not meet the requirements. (Education Week, 12/14/09)

<http://www.edweek.org/login.html?source=http://www.edweek.org/ew/articles/2009/12/16/15brief-b2.h29.html&destination=http://www.edweek.org/ew/articles/2009/12/16/15brief-b2.h29.html&levelId=2100>

Panel Suggests Steps Against Bullying

The New Jersey Commission on Bullying in Schools offered 22 recommendations to prevent bullying, intimidation and harassment in schools because they say current laws are insufficient. Among the recommendations: strengthen anti-retaliation provisions and provide legal representation to educators who report bullying; add protections for cyberbullying; increase professional development and technical assistance; and publish written guidance to parents and students about procedures available to investigate violations of the anti-bullying law. (*Cherry Hill Courier Post*, 12/16/09) <http://theimpulseonline.com/article/20091216/NEWS01/912160355/1006>

Looking for Early Signs of Dropout Risk

Delaware schools will begin targeting students at risk for dropping out by analyzing attendance and math and reading scores. More students dropped out in 9th grade than in any other grade. Students who dropped out cited academic trouble, behavior issues, substance abuse or disliking school as their reason for leaving. 10/10/09

<http://www.delawareonline.com/apps/pbcs.dll/article?AID=2009912100351>

'Diplomas Now' Offers Potential Dropouts Lots of Help

A Philadelphia middle school has produced such dramatic improvements in attendance, behavior and course-passing rates that it's being tried in cities across the country. The Diplomas Now model blends whole-school reform with social services and an early-warning system. Teacher professional development and peer coaching, customized academic help for students, and added math and literacy instruction are also part of the model. (*Education Week*, 12/08/09)

http://www.edweek.org/ew/articles/2009/12/16/15dropout_ep.h29.html&destination=http://www.edweek.org/ew/articles/2009/12/16/15dropout_ep.h29.html&levelId=2100

Mission: Educational Engagement

Milwaukee Public Schools will spend \$4 million in federal stimulus money over two years to support a major parental involvement program. The district has focused on better coordinating parental involvement initiatives. Principals now will be held accountable on their evaluations for evidence of parental involvement. 11/29/09 *Journal Sentinel*

<http://www.jsonline.com/news/education/77926592.html>

College Dropouts Cite Low Money and High Stress

Most dropouts leave college because they have trouble going to school while working to support themselves. Dropouts' most popular solutions were allowing part-time students to qualify for financial aid, offering more courses on weekends and evenings, cutting costs and providing child care. 12/10/09

<http://www.nytimes.com/2009/12/10/education/10graduate.html?scp=1&sq=College%20Dropouts%20Cite%20Low%20Money%20and%20High%20Stress&st=cse>

Merging of Schools is Gaining Support

School districts used to brush off the notion of consolidating without a second thought, but these days, the idea is gaining steam. A study estimates that in the best of cases, consolidation can save about 9% of the budget per district. These days, a 9% saving can be huge for districts facing a state funding cut. 10/10/09

<http://www.freep.com/article/20091210/NEWS06/912100440/Merging-of-schools-is-gaining-support>

State Board Seeks Authority to Remove School Officials in Low-performing Districts

The KY Dept. of Ed plans to seek several measures to boost low-achieving schools, including possibly removing superintendents or school board members in those districts. Ed department officials contended that authority to remove local education leaders who provide more accountability for poor performance. 12/11/09 <http://www.kentucky.com/news/state/story/1055061.html>

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In the story about “poor children likelier to get antipsychotics, the following different comments and interpretations are offered:

“It’s easier for patients, and it’s easier for docs. What are you prescribing it for?

That’s where it gets a little fuzzy.”

“Maybe Medicaid kids are getting better treatment. If it helps keep them in school, maybe it’s not so bad.”

“Medicaid kids are subject to a lot of stresses that lead to behavior issues which can be hard to distinguish from more serious psychiatric conditions. It’s very hard to pin down.”

What are your views: Send to LTaylor@ucla.edu

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Note: Among the sources used in gathering the above items are ECS e-Clips

<http://www.ecs.org/e-clips>

and the Public Education Network (PEN) NewsBlast

http://www.publiceducation.org/newsblast_current.asp

Each week the Center highlights newsworthy stories online at

<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to improving addressing barriers to learning through links at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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RECENT PUBLICATIONS (in print and on the Web)

Child, Adolescent, Young Adult Mental and Physical Health

>Aggressive behavior and quality of friendships. (2009) K. Fanti, et al., *Journal of Early Adolescence* 29(6) 826-838. <http://jea.sagepub.com/>

>“Children at risk”: Development, implementation, and effectiveness of a school-based violence intervention and prevention program. (2009) S. Walker & D. Smith. *Journal of Prevention and Intervention in the Community* 37(4) 316-25. <http://www.informaworld.com>

>*Vulnerable youth and the transition to adulthood*(2009). J. Macomber, M. Pergamit, et al. <http://www.urban.org/url.cfm?ID=411948>

>Service use by at-risk youths after school-based suicide screening (2009) M. Gould, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, ePub. <http://www.jaacap.com>

>*Higher education and disability: Education needs a coordinated approach to improve its assistance to schools in supporting students* (2009). U.S. Government Accountability Office <http://www.gao.gov/new.items/d1033.pdf>

>Opportunity, involvement, and student exposure to school violence (2009) A. Peguero. *Youth Violence and Juvenile Justice* 7(4) 299-312. <http://yvj.sagepub.com>

>Measuring anxiety in adolescents exposed to community violence (2010) S. Kelly & L. Hall. *Issues in Mental Health Nursing* 31(1) 28-38. <http://www.informaworld.com>

>A self-hard training needs assessment of school nurses (2009) E. Cooke & V. James. *Journal of Child Health Care* 13(3) 260-274. <http://chc.sagepub.com>

School, Family, & Community

>School engagement among urban adolescents of color: Does perception of social support and neighborhood safety really matter? (2009) *Journal of Youth and Adolescence* 38(1) 63-74.

<http://www.springerlink.com/content/1573-6601/>

>Dealing with disadvantage: Resilience and the social capital of young people's networks (2009) D. Bottrell. *Youth & Society* 40(4) 476-501. <http://yas.sagepub.com>

>Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success: An Equity of Opportunity Policy and Practice Analysis. Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/postsecondary.pdf>

>Do parents and school matter? Protective factors for adolescent substance use (2009) B. Piko & E. Kovacs. *Addictive Behavior* ePub <http://sciencedirect.com/science/journal/03064603>

>Measuring and changing a "culture of bullying" (2009) C. Bradshaw & T. Waasdorp. *School Psychology Review* 38(3) 356-361.

>Assessing schoolwide cultural competence: Implications for school leadership preparation. (2009) *Educational Administration Quarterly* 45(5) 793-827. <http://eaq.sagepub.com/>

>*Bridging the gaps to success: Promising practices for promoting transfer among low-income and first generation students* (2009). C.T. Smith, A. Miller & C. Bermeo. The Pell Institute.

>Barriers to and supports of family participation in a rural system of care for children with serious emotional problems (2009) M. Pullmann, et al., *Community Mental Health Journal* ePub <http://www.springerlink.com/content/1573-2789/>

>*High school career academies: A 40-year proven model for improving college and career readiness* (2009). B. Brand, American Youth Policy Forum.
<http://www.aypf.org/documents/092409CareerAcademiesPolicyPaper.pdf>

>*Mental health in schools: Engaging learners, preventing problems, and improving schools* (2010). H. Adelman & L. Taylor. Corwin Press.
<http://www.corwin.com/booksProdDesc.nav?prodId=Book234072&>

Policy, Systems, Law, Ethics, Finances & Statistics

>Systems of Care (2010) Special edition of *Evaluation and Program Planning* 33(1) 1-66. S. Hodges & K. Ferreira (Eds). <http://www.sciencedirect.com>

>Improving the school environment to reduce school violence: A review of the literature (2009) S. Johnson. *Journal of School Health* 79(10) 451-65.
<http://www.interscience.wiley.com/jpages/0022-4391>

>Concept analysis of community violence: Using adolescent exposure to community violence as an exemplar (2010) S. Steinbrenner. *Issues in Mental Health Nursing* 31(1) 4-7.
<http://www.informaworld.com>

>Epidemiology of youth suicide and suicidal behavior (2009) S. Cash & J. Bridge. *Current Opinion in Pediatrics* ePub. <http://www.co-pediatrics.com>

>Risk factors for suicidality among a nationally representative sample of high school students (2009) J. Epstein & A. Spirito. *Suicide and Life Threatening Behavior* 39(3) 241-51.
<http://www.guilford.com/pr/jnsl.htm>

>Service use and costs of care for depressed adolescents: Who uses and who pays? (2009) M. Domino, et al *Journal of Clinical Child and Adolescent Psychology* 38(6) 826-836.

High school dropout and completion rates in the United States: 2007 (2009). Washington, DC: National Center for Education Statistics. <http://nces.ed.gov/pubs2009/2009064.pdf>

Note: The 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. Ltaylor@ucla.edu

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From a Los Angeles elementary school website:

“If you are connected to the entertainment industry, please consider our school as a filming site. In these times of drastic budget cuts, let’s use this opportunity to increase our funding in preparation for the uncertainty ahead.”

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

>January – A time for renewal: a new start for everyone

The beginning of a new calendar year is a time for “taking stock” about what’s been working and what hasn’t. It’s a time to build on strengths and make some changes.

Here are some “resolutions” for school staff to consider:

- (1) Resolve to make the first days back special.
Welcome back students and families (especially those who need to be re-engaged in the learning process). Help struggling students by providing new opportunities and support so they experience success in learning they value.
- (2) Make changes in the classroom and school environment that might reduce commonly occurring problems.
Use volunteers, aides, and/or other students to provide extra support for students who need it.
- (3) Reach out to create more mutually supportive ways to team with others at the school.
Make specific plans for times to work collaboratively with a clear agenda for problem solving.

For some brief resources to help in planning a new start for a new year, see

>Engaging and re-engaging students in learning at schools
<http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>

>Turning big classes into smaller units
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small classes.pdf>

>Natural opportunities to promote soci-emotional learning and mental health
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

>What are Learning Supports?
<http://smhp.psych.ucla.edu/pdfdocs/whatlearnsupports.pdf>

If you need help in thinking of ways to turn around problem situations, let us know. The weekly Practitioner Listserv focuses on just such difficult problems and elicits a range of responses from others working in schools. If you want to be part of the weekly Practitioner Listserv, let us know. Email smhp.psych.ucla.edu

Note: It is important to anticipate major concerns that arise with regularity over the course of the school year. These provide natural opportunities to strengthen support for learning. For a calendar of monthly concerns and themes, see Ideas for Enhancing Support at Your School this Month on the homepage at <http://smhp.psych.ucla.edu>

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“An optimist stays up until midnight to see the New Year in.

A pessimist stays up to make sure the old year leaves.”

Bill Vaughan

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OTHER HELPFUL INTERNET RESOURCES

>Evidence-based treatment

<http://www.effectivechildtherapy.com>

>Comprehensive Gang Model Program

<http://www.nationalgangcenter.gov/comprehensive-gang-model/online-overview>

>Helping immigrant and refugee student succeed: It's not just what happens in the classroom

<http://healthinschools.org/immigrant-and-refugee-children/caring-across-communities.aspx>

>Achieving graduation for all: A Governor's guide to dropout prevention and recovery

<http://www.nga.org/files/pdf/0910achievinggraduation.pdf>

>Monitoring the Future: 1975-2008 trends

<http://www.monitoringthefuture.org/pubs.html#monographs>

>Student achievement: Schools use multiple strategies to help students meet academic standards, especially schools with higher proportions of low income and minority students

<http://www.gao.gov/highlights/d1018high.pdf>

>Success at every step: How 23 programs support youth on the path to college and beyond

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

>Strategies for combating job stress

<http://www.aft.org/topics/health-safety/downloads/stress.pdf>

>Coping with stress

<http://www.cdc.gov/features/handlingstress/>

>Claiming common ground: State policymaking for improving college readiness and success

http://www.highereducation.org/reports/common_ground/

>Why rural matters 2009: State and regional challenges and opportunities

<http://www.ruraledu.org/articles.php?id=2312>

>Indicators of School Crime and Safety 2009

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010012>

>Getting through tough economic times

<http://www.samhsa.gov/economy/>

Note: For a wide range of relevant websites see our Gateway to a World of Resources at http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

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Teacher: I'll be teaching you English this year and there are two words that I will not permit on any of your writing assignments. One is "cool" and the other is "lousy."

Student: Okay, what are the words?

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LINKS TO

>Upcoming Initiatives, Conferences & Workshops

<http://smhp.psych.ucla.edu/upconf.htm>

>Calls for Grant Proposals, Presentations & Papers

<http://smhp.psych.ucla.edu/upcall.htm>

>Training and Job Opportunities

<http://smhp.psych.ucla.edu/job.htm>

>Upcoming/Archived webcases and other professional development opportunities

<http://smhp.psych.ucla.edu/webcast.htm>

Note: Information on each of these is updated on an ongoing basis on our website. Just click on the indicated URL or on What's New on our website at

<http://smhp.psych.ucla.edu>

If you would like to add information on these, please send it to ltaylor@ucla.edu

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UCLA CENTER UPDATE

>Policy and Practice Analysis Report

>>*Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success: An Equity of Opportunity Policy and Practice Analysis*

Online at: <http://smhp.psych.ucla.edu/pdfdocs/postsecondary.pdf>

Recognition is growing about the public health and civil rights imperative for reducing the high rate of school dropouts. However, too little policy attention is paid to enhancing equity of opportunity for those transitioning from adolescence to young adulthood by increasing enrollment and success in postsecondary education. Previous policy and practice reports from our Center have provided analyses indicating that reducing dropouts, increasing graduation rates, and closing the achievement gap require more than improving preK-12 instruction and enhancing school management. This previous work clarified fundamental flaws in prevailing school improvement policies and practices for addressing barriers to learning and teaching and recommended transformative changes. This report extends the earlier work by analyzing postsecondary education with a specific focus on policies and practices related to enhancing readiness, recruitment, access, transition, and retention. We think this work is particularly timely given the many calls for enhancing enrollment in and completion of postsecondary education programs and for ensuring inclusion of more and more students from subgroups that have been underrepresented for too long.

>Some Recent Publications

- >> *Mental health in schools: Engaging learners, preventing problems, and improving schools* (2010). Corwin Press. <http://www.corwin.com/booksProdDesc.nav?prodId=Book234072&>
- >> School Dropout Prevention: A Public Health Role for Primary Health Care Providers. *Developmental and Behavioral News*, Vol 18 (1), Spring 2009.
- >> Comprehensive Support for Remediating a Disconnect. *The School Administrator*. June 2009. Number 6 Vol. 66.
- >> Ending the Marginalization of Mental Health in Schools: A comprehensive Approach. In R. Christner & R. Mennuti (Eds.). *School-based mental health: A practitioner's guide to comparative practices*. Routledge Publishing
- >> Placing prevention into the context of school improvement. (2010). In B. Doll (ed) *Handbook of youth prevention science*. Routledge Publishing.

>Impact Evaluation

Thanks to all who responded to our request for feedback and suggestions for directions to take in the coming year. If you haven't yet responded, there is still time. Just two questions:

1. What have you noted as the impact of the Center's work?
2. What do you think is the single most important thing we should do in the coming year?

Send your responses to ltaylor@ucla.edu

>National Initiative: New Directions for Student Support

A special leaders' handbook has been prepared for the initiative.

See: *Rebuilding for Learning: Addressing Barriers to Learning and Teaching and Re-engaging Students* – online for downloading at no cost – go to <http://smhp.psych.ucla.edu/rebuild/rebuildingtoc.htm>

For those who are ready to move forward, a hardcopy can be provided at no cost. Send your request to ltaylor@ucla.edu

To access a set of handouts (in Power Point format) developed from the handbook, go to <http://smhp.psych.ucla.edu/rebuild/scholasticpresentation.ppt>

To view and hear a webinar entitled: *Strengthening School Improvement: Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching* (prepared by the American Association of School Administrators, Scholastic and the UCLA Center for Mental Health in Schools)

<https://scholastic.webex.com/scholastic/lsr.php?AT=pb&SP=TC&rID=48915112&rKey=09f14db0881f5159&act=pb>

For Updates and Special Announcements about this initiative go to: <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>

For information about the collaboration with Scholastic Inc., go to <http://smhp.psych.ucla.edu/rebuild/rebuilding.htm>

For information about the Learning Supports Collaborative established with the American Association of School Administrators (AASA), go to <http://smhp.psych.ucla.edu/rebuild/rfl/rflannouncement.htm>

Note: We continually update the resources on our website. A convenient way to access information is through the Quick Find online clearinghouse. Alphabetized by topics, you can access information on over 130 topics relevant to addressing barriers to learning. Each includes links to Cente Resources, online reports, other centers focusing on the topic, and relevant publications. To go <http://smhp.psych.ucla.edu> and click on Quick Find. If you would like to add a resource, let us know. Ltaylor@ucla.edu

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Announcement about the *15th Annual Conference on Advancing School Mental Health*
October 7-9, 2010 – Hyatt Regency Albuquerque, Albuquerque, New Mexico

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We were asked to share the following:

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THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns.

A description and evaluation of the Center's work and impact is available at
<http://smhp.psych.ucla.edu>

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools Box 951563, Los Angeles, CA 90095-1563 Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu