

**26 Years &  
Counting**



# ENEWS

A Monthly Forum for Sharing and Interchange



**June, 2012 (Vol. 16 #9)**

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**

### **\*\*Pressing Concern**

**>Risks and Responsibilities for Summer Learning**

### **\*\*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**

**>June: Using Summer to Help Students Avoid Falling Behind**

### **\*\*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**



## PRESSING CONCERN

### Risks and Responsibilities for Summer Learning

With the school year drawing to a close (and most students and school staff breathing a sigh of relief), concern turns to what will happen over the summer months for many who will have too few opportunities for summer enrichment and learning. As with so many concerns about equity of opportunity, the availability, nature, and quality of summer learning reflects economic disparities of families and neighborhoods. It has long been the case that less is available to children from economically depressed families, and the many cuts in budgets for public programs disproportionately affect their access (e.g., to summer schooling and other educational programs, parks and other recreation programs, summer jobs/internships, etc.).

In your locale:

- (1) What have been identified as factors (e.g., few opportunities, risk factors) that tend to increase the achievement gap and decrease youngsters' well-being over the summer months?
- (2) Even with budget constraints, what are some things schools do (or should) offer before the end of this school year that will enable students to minimize the impact of risk factors and continue to improve their skills and motivation for learning on their own over the summer?
- (3) What innovative ideas are being planned (or should be planned) in your community to provide a summer of opportunity for students?

Let us hear from you about this critical area of concern. We want to help disseminate as many positive ideas as we can synthesize. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

Why were you late for school?

Because the sign told me,  
*School Ahead, Go Slow!*



## NEWS FROM AROUND THE COUNTRY

**State prodding schools to focus on struggling students** – Schools across Arizona are being pressured more than ever to focus on helping their lowest performing students. The state's new way of rating schools, assigning them letter grades A through F, is intended partly to push them to make their lagging students a top priority. That's because a quarter of the letter grade is based on how much those students improve. The state Superintendent of Public Instruction, John Huppenthal, said he is most worried about students in the bottom 25 percent who are disengaged from the educational process. Many end up dropping out, getting into trouble and costing the state's courts and prisons. 5/1/12. [Http://www.azcentral.com](http://www.azcentral.com)

**School-Grading Changes Stir Debate in Florida** – District leaders and advocates for English-language learners are decrying the overhaul of Florida's school grading system. They argue that schools serving large numbers of English-language learners will be unfairly labeled with an "F" now that their test scores will be factored into the accountability system after just one year of instruction. 5/23/12. <http://www.edweek.org/ew/articles/2012/05/23/32ell.h31.html?tkn=VXBFefP6KXeVKunqZ9SKThzKLKOetv%2B8wdle&cmp=clp-ecseclips>

**Seven and a half million students miss a month of school each year** – Findings estimate that 10 to 15 percent of students nationwide are 'chronically absent' from school, missing enough class time to be at 'severe risk' of dropping out. Urban schools often have as many as one third of students chronically absent. The research was funded by the Get Schooled Foundation and conducted by Robert Balfanz, Johns Hopkins University. 5/17/12. [Http://www.usatoday.com](http://www.usatoday.com)

**Student surveys for children as young as five years old may be used in rating teachers** – Kindergartners in Georgia, many of whom don't yet read, could soon play an important role in deciding which teachers get raises or get fired. Under a new pilot program, five year olds will be guided through a survey that includes such statement as "My teacher gives me help when I need it." The kindergartners could help put Georgia at the forefront of a growing national movement to make student surveys part of how teachers are rated. Students in every grade across the state will participate in the pilot programs, and, depending on its results, Georgia may incorporate the student feedback into teacher evaluation, when it will join such measures as observations by principals and student test scores. Other school systems are launching similar pilot projects. 5/13/12. [Http://www.washingtonpost.com](http://www.washingtonpost.com)

**Judge says "no" to student transfers** – The state law that could have triggered the exodus of thousands of children from failing St. Louis schools is unconstitutional and unenforceable, a St. Louis County Circuit Court judge ruled. This means that students from unaccredited school districts would not have the right to transfer to better school districts at the expense of their home district. Missouri attorney general's office said it would appeal. The case, Turner vs. Clayton, sparked anxiety that the case could drain St. Louis Public School financially and force suburban school districts to enroll students without space or money or time to plan. 5/2/12. [Http://www.stltoday.com](http://www.stltoday.com)

**Parents upset about proposal for earlier school bus pickup** – A proposal that could save \$1 million by shifting bus routes and school start times has sparked outrage among parents across Seattle who say the plan would inconvenience families and hinder learning, among other drawbacks. The proposal would reduce buses, streamlining routes and nearly doubling ride times, moves that would make several middle, high and k-8 schools start and end up to an hour earlier and several elementaries start and end up to an hour later. More than 1,500 parents have signed an online petition against the plan, citing sleep deprivation, student safety and the strain put on parents with children at schools with vastly different start times. 5/10/12. [Http://seattletimes.com](http://seattletimes.com)

**Record number of school districts in state face bankruptcy** – 177 of the state's 1,037 district in California may not be able to meet their financial obligations. All told, the financially trouble districts serve 2.6 million children. Officials blame much of the crisis on a double blow by the state: budget cuts amounting to 20 percent over the last three years and the deferment of millions of dollars owed to schools but not dispersed until months later. 5/21/12. [Http://latimes.com](http://latimes.com)

**School districts team up before merger** – The merger of the Memphis City Schools and Shelby County Schools won't officially take place until next year, but administrations at the two districts are already collaborating on several projects. A report provided a list of 32 projects that are either completed or under way. 5/6/12. [Http://www.tennessean.com](http://www.tennessean.com)

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Quote from the Memphis/Shelby County merger story

“We don't always agree. I think we've had some good, healthy conversations. But it has been amazingly great. We really thought it would be a fight over this, fight over than, but it hasn't. It's been, 'OK, here's an opportunity to share.'”

Tim Setterlund, Assistant Superintendent, Shelby County Schools

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Public Education Network Newsblast at <http://www.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

- >Children's sympathy for peers who are the targets of peer aggression (2012) J. MacEvoy & S. Leff. *Journal of Abnormal Child Psychology*, ePub. [Http://www.springerlink.com](http://www.springerlink.com)
- >Associations between suicidal high school students' help seeking and their attitudes and perceptions of social environment (2012) A. Pisani, et al. *Journal of Youth and Adolescence*, ePub. [Http://www.springerlink.com](http://www.springerlink.com)
- >The multifaceted impact of peer relations on aggressive-disruptive behavior in early elementary school (2012) C. Powers & K. Bierman. *Developmental Psychology* ePub. [Http://www.apa.org](http://www.apa.org)
- >Adolescent suicide risk screening: The effect of communication about type of follow up on adolescents' screening responses (2012) C. King, et al. *Journal of Clinical Child and Adolescent Psychology*, ePub. [Http://www.leaonline.com](http://www.leaonline.com)
- >Substance use progression from adolescence to early adulthood: Effortful control in the context of friendship influence and early onset use (2012) T. Piehler, et al. *Journal of Abnormal Child Psychology*, ePub. [Http://www.springerlink.com](http://www.springerlink.com)
- >Seasonality of suicidal behavior (2012) J. Woo, et al. *International Journal of Environmental Research and Public Health*, 9(2) 531-547. [Http://www.mdpi.com](http://www.mdpi.com)

### Schools, Family & Community

- >The effect of the school environment on the emotional health of adolescents: a systematic review (2012) J. Kidger, et al. *Pediatrics*, published online. [Http://pediatrics.aappublications.org](http://pediatrics.aappublications.org)
- >The protective role of supportive friends against bullying perpetration and victimization (2012) K. Kendrick, et al. *Journal of Adolescence*, ePub. [Http://www.sciencedirect.com](http://www.sciencedirect.com)
- >School context protective factors against peer ethnic discrimination across the high school years (2012) A. Bellmore, et al. *American Journal of Community Psychology*, 49(1-2) 98-111. [Http://www.springerlink.com](http://www.springerlink.com)
- >Risk-taking behaviors engaged in by early adolescents while on school property (2012) S. Horner, et al. *Issues in Comprehensive Pediatric Nursing*, 35(2) 90-110. [Http://www.informaworld.com](http://www.informaworld.com)
- >What actually makes bullying stop? Reports from former victims. (2012) A. Frisen, et al. *Journal of Adolescence*, ePub. [Http://www.sciencedirect.com](http://www.sciencedirect.com)
- >The test of time in school-based mentoring: The role of relationship duration and re-matching on academic outcomes (2012) J. Grossman, et al. *American Journal of Community Psychology*, 49(1-2) 43-54. [Http://www.springerlink.com](http://www.springerlink.com)

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

>Adolescence and the social determinants of health (2012) R. Viner, et al. *Lancet*, ePub. [Http://sciencedirect.com](http://sciencedirect.com)

>Youth violence across multiple dimensions: A study of violence, absenteeism, and suspensions among middle school children (2012) M. Ramirez, et al. *Journal of Pediatrics*, ePub. [Http://www.jpeds.com](http://www.jpeds.com)

>Benefits of universal intervention effects on a youth protective shield 10 years after baseline (2012) R. Spoth, et al. *Journal of Adolescent Health*, 50(4) 414-417. [Http://www.sciencedirect.com](http://www.sciencedirect.com)

>Education for disadvantaged groups: Structural and individual challenges (2012) H. Johansson & I. Hojer. *Children and Youth Services Review*, 34, 1135-1142. [Http://www.elsevier.com](http://www.elsevier.com)

>Media roles in suicide prevention: A systematic review (2012) M. Sisask & A. Varnik. *International Journal of Environmental Research and Public Health*, 9(1) 123-138. [Http://www.mdpi.com](http://www.mdpi.com)

>Racism, ethnic density and psychological well-being through adolescence: Evidence from the Determinants of Adolescent Social well-being and Health longitudinal study (2012) R. Astell-Burt, et al., In the Special Issue: Ethnic inequalities in mental health status and care, *Ethnicity & Health*, 17(1-2) <http://www.tandfonline.com>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)

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

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

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“...virtually all data across a wide variety of scientific disciplines indicate that poverty is the single greatest threat to the well being of children, among whom it is tragically prevalent and often self-perpetuating...”

Psychologists for Social Responsibility

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

### **June - Using Summer to Help Students Avoid Falling Behind**

“Too many children are losing too much ground over summer vacation, especially low-income children...This is not a school problem, this is a community problem, and we’ve got to organize ourselves to solve that.” Fred Smith, Annie E. Casey Foundation (in *Slowing the summer slide. Educational Leadership*, 69, 60-63.(12/2011-1/2012) [Http://www.ascd.org](http://www.ascd.org)

“...for many children, especially children of low-income families, summer is a season of boredom, inactivity, isolation. Kids can’t go exploring if their neighborhood aren’t same. It’s hard to play without toys or playgrounds or open spaces.... Dull summer take a steep toll, as researchers have been documenting for more than a century. Deprived of healthy stimulation, millions of low income kids lose a significant amount of what they learning during the school year. Call it ‘summer learning loss’ as the academic do, or ‘the summer slide’ but by any name summer vacation is among the most pernicious, if least acknowledged causes of achievement gaps in America’s schools. Children with access to high quality experiences keep exercising their minds and bodies at sleep away camp, on family vacations, in museums and libraries and enrichment classes. Meanwhile, children without resources language on street corners or in front of glowing screens....”  
David Von Drehle, The Case Against Summer Vacation, *Time*, 7/22/10.  
[Http://www.time.com](http://www.time.com)

From one of the Center’s Youth Advisors (in response to “What concerns do you have about children and adolescents who don’t have structured summer activities?”)

“Most parents work and if you don’t have anyone who cares about their children watching them children and adolescents may be more likely to participate in behavior they probably shouldn’t. When I think of my friends that participated in excessive drug usage its because nobody was watching and nobody would know if they left the house in the middle of the day to go drink and or smoke. If children don’t have access to structured summer activities my concern is for those that can’t keep themselves motivated to learn or read or do something productive. My concern would be that children who don’t have anyone or anything can fall into dangerous situations.”

For a wide range of ideas on how to mobilize your school and neighborhood to promote opportunity for summer learning see “Enhancing Summer Learning”

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

*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>



## OTHER HELPFUL INTERNET RESOURCES

- >Economic Impact of Communities in Schools –  
<http://www.communitiesinschools.org/about/publications/publication/economic-impact-communities-schools>
- >Resources to stop bullying – <http://nichcy.org/schoolage/behavior/bullying>
- >Mental health resources -- <http://nichcy.org/families-community/help/mentalhealth/>
- >Supports, Modifications, and Accommodations for Students –  
<http://nichcy.org/schoolage/accommodations/>
- >Homeless Families Falling Through Gaps –  
<http://www.all4ed.org/files/HomelessFallingThroughGaps.pdf>
- >Social Networks, Delinquency, and Gang Membership: Using a Neighborhood Framework to Examine the Influence of Network Composition and Structure –  
<http://www.urban.org/UploadedPDF/412519-Social-Networks-Delinquency-and-Gang-Membership.pdf>
- >Fight Against Cyberbullying --  
[http://www.edc.org/newsroom/articles/facebook\\_friends\\_edc\\_cyberbullying\\_study](http://www.edc.org/newsroom/articles/facebook_friends_edc_cyberbullying_study)
- >The Condition of Education 2012 –  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012045>
- >NASDSE's National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (Personnel Improvement Center) –  
<http://www.personnelcenter.org>
- >Disability and the Education System –  
[http://futureofchildren.org/futureofchildren/publications/docs/22\\_01\\_05.pdf](http://futureofchildren.org/futureofchildren/publications/docs/22_01_05.pdf)
- >School inclusion – <http://nichcy.org/schoolage/placement/inclusion>
- >Return on Investment: Evidence-Based Options to Improve Statewide Outcomes (*April 2012 Update*) -- <http://www.wsipp.wa.gov/pub.asp?docid=12-04-1201>
- >Off the Clock: What More Time Can (and Can't) Do for School Turnarounds --  
<http://www.educationsector.org/sites/default/files/publications/OffTheClock-RELEASED.pdf>
- >Stretching the School Dollar: A Brief for State Policymakers –  
[http://www.edexcellencemedia.net/publications/2011/20110106\\_STSD\\_PolicyBrief/20110106\\_STSD\\_PolicyBrief.pdf](http://www.edexcellencemedia.net/publications/2011/20110106_STSD_PolicyBrief/20110106_STSD_PolicyBrief.pdf)

**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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“Even the kids we describe as unmotivated are motivated. They may be motivated to talk to a friend, to disrupt your class, to sleep, or to text friends in another class. But make no mistake, they’re highly motivated.”

Bob Sullo

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## INITIATIVE FOR NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

See the article by Network Collaborative member,\* Gainesville's Superintendent Merrienne Dyer just published in the Atlanta Journal Constitution blog. It's online at <http://blogs.ajc.com/get-schooled-blog/2012/05/29/gainesville-city-schools-benefits-from-lessons-from-hurricane-katrina/>

Superintendent Dyer describes efforts begun in the wake of Hurricane Katrina. She states “When Katrina devastated the Gulf Coast in 2005, schools were challenged to reopen and focus traumatized children on learning. Mobile, Alabama, drew on the Comprehensive Learning Supports System framework developed by Drs. Linda Taylor and Howard Adelman at UCLA. Soon the framework drew the attention of other districts, and Gainesville City Schools in Georgia signed on to implement the framework and document results. The framework's premise is that instruction, management, and student-learning supports must work together systematically to address student challenges, with an emphasis on prevention and intervention. Community and agency supports are woven into a school improvement system, and student data analyzed each month by school and district teams in terms of instruction, management, and learning supports. Resources are divided into six areas: classroom approaches, support for transitions, family engagement, community support, crisis response, and student-family interventions. These are applied in a coherent, unified, and simultaneous way.”

The results for Gainesville City have been remarkable, Dyer writes: “During a time when we had to do more with less, we have increased our achievement, graduation rates, and decreased the discipline referrals and tribunals for students.”

Share this others interested in new directions for addressing barriers to learning and teaching and re-engaging disconnected students.

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\*The *District and State Collaborative Network for Developing Comprehensive Systems for Learning Support* was launched in October, 2011. This Collaborative Network consists of leaders who are eager to share and want to learn from each other about moving student and learning supports in new directions. Our Center facilitates the work of the collaborative, and we anticipate that the Center's collaboration with the American Association of School Administrators (AASA) and Scholastic will be helpful in moving the initiative forward.

For information about this growing network, see  
<http://smhp.psych.ucla.edu/network/network.html>

And, If you want to be part of the collaborative, please let us know.  
Contact: [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

## UCLA CENTER UPDATE

### ***New Information Resources:***

>*Race to the Top Applications for School Districts: A unique opportunity to improve student and learning supports.* <http://smhp.psych.ucla.edu/pdfdocs/rttd.pdf>

>*Addition to the Series of Information Resources on Enabling System Change:*  
Excerpt from “Developmental relationships as the active ingredient: a unifying working hypotheses of ‘what works’ across intervention settings” J. Li and M. Julian (2012) *American Journal of Orthopsychiatry*,  
<http://smhp.psych.ucla.edu/pdfdocs/liexcerpts.pdf>

### ***New Guidance Notes:***

*Social marketing as a spiraling facet of program and systemic change*  
<http://smhp.psych.ucla.edu/pdfdocs/socmark.pdf>

### ***New Hot Topic:***

*Making analyses of how well SEA, LEA, and School websites present learning supports –* <http://smhp.psych.ucla.edu/hottopic.htm>

***New Continuing Education*** (No cost resources for professional development for adoption by districts or state departments of education.)

### ***Engaging and Re-engaging Students and Families: Four Units for Continuing Education***

This set of CE units is ***available to any and all***. The units provides a perspective on motivation that goes beyond mainly reinforcing and enforcing behavior.

The emphasis is on:

- expanding understanding of engagement, re-engagement, and intrinsic motivation in the context of school improvement and school climate
- highlighting strategic approaches to engaging and re-engaging students, with special attention to avoiding over-reliance on extrinsic reinforcers and minimizing practices that can produce reactance
- engaging and re-engaging families by attending to differences among families and other primary care-takers with respect to resources, motivation and needs, and barriers to involvement with the school
- stressing that teachers can't and should not be expected to do it all alone. Rather, their work needs to be embedded into a unified and comprehensive system of learning supports and that system should be built with a view to engaging and re-engaging students, families, and all the professional who have a stake in improving schools.

Unit I: *Motivation: Time to Move Beyond Behavior Modification*

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

Unit II: *Strategic Approaches to Enhancing Student Engagement and*

*Re -engagement* <http://smhp.psych.ucla.edu/pdfdocs/engageii.pdf>

Unit III: *Enhancing Family Engagement and Re-engagement*

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

Unit IV: *Embedding Engagement and Re-engagement into a Unified and Comprehensive System of Student and Learning Supports*

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

We have received a great deal of interest in these units. Please share them with others.

### **Featured Resource:**

***Resources related to making decisions about retaining students at grade level.*** At this time of year, many professionals are working with students and families on decisions about whether to retain students who are not at grade level. And policy makers are once again enacting retention laws. For our take on these matters, see:

### **Reports:**

- *Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning* <http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall98.pdf>
- *Grade Retention: What's the Prevailing Policy and What Needs to be Done?* <http://smhp.psych.ucla.edu/pdfdocs/briefs/retention.pdf>

### **Hot Topic:**

While the debate about retention/social promotion is long-standing, it has heated up because of high stakes testing and concerns that kids are bearing the brunt ...

[http://smhp.psych.ucla.edu/hottopic/hottopic\(studentretention\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(studentretention).htm)

Along with the above resources on this topic, you can find many others by going to our Online Clearinghouse Quick Find on *Social Promotion* – [http://smhp.psych.ucla.edu/qf/p1104\\_02.htm](http://smhp.psych.ucla.edu/qf/p1104_02.htm)

### **LINKS TO:**

**>Upcoming initiatives, conferences & workshops –**

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

**>Calls for grant proposals, presentations, and papers –**

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

**>Training and job opportunities –** <http://smhp.psych.ucla.edu/job.htm>

**>Upcoming and archived webcasts and other professional development opportunities –** <http://smhp.psych.ucla.edu/webcast.htm>

**Note: These links are on our homepage for easy access.** Each 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 FROM THE FIELD

We were asked to share the following with you

- (1) New resource available. *Supporting and Educating Traumatized Students: A guide for school-based professionals*. Edited by Eric Rossen and Robert Hull. Oxford University Press.  
See the facebook url for news about the book  
<http://www.facebook.com/supporting.and.educating.traumatized.children>
- (2) "As a result of the release of the film "Bully" my publisher has asked that I write a White Paper. Please disseminate to anyone who can use it. Thank you.  
<http://www.eyeducation.com/Online-Resources/White-Papers>  
My website is copyright free [www.schargel.com](http://www.schargel.com)

### 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)