Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? This newsletter focuses on relevant policies and practices.

For more on resources from our national Center, see http://smhp.psych.ucla.edu

<>><>><>><>
We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact smhp@ucla.edu
<>><>><>><>

WHAT'S HERE THIS MONTH

**Concern for discussion

> *Transforming School Improvement Policy to End the Marginalization of Student and Learning Supports*

**News from around the country

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

> *May: End of year celebrations at all levels*

**New Directions for Student & Learning Supports

**UCLA Center Resources Update

**Links to

> **Upcoming initiatives, conferences & workshops**

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

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

> **Training and job opportunities**

**Other helpful Internet resources

**Recent publications relevant to

> **School, family, & community**

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

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

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

>Transforming School Improvement Policy to End the Marginalization of Student and Learning Supports

Recent events have highlighted confusion over what is needed to transform school improvement policy so that it no longer marginalizes student and learning supports. Given that there are over 15,000 school districts and over 90,000 schools in the USA, the aim is to establish policy that stimulates and guides *every* school to make fundamental systemic changes in how they address barriers to learning and teaching and re-engage disconnected students. The intent is to enhance equity of opportunity for *all* students to succeed at school and beyond. Achieving this calls for weaving together school-community-home resources.

Our Center has delineated its approach to all this – most recently in a guide just featured in the National Association of Secondary School Principals' Update:

>*Education Leaders' Guide to Transforming Student and Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

We are anxious to highlight what others think can best accomplish such a fundamental expansion of school improvement policy. What can you share?

We hope that many readers will want to weigh in on all this.
Send comments to ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

Groups Urge Schools to Spend on Student Support Staff, Not Police. A new policy brief states that overreliance on school-based police in many districts, including many that serve large numbers of poor and minority students, has led to overly harsh discipline and too many referrals of students to the justice system. The report analyzed budgets from many school districts and found that spending on security far overshadowed spending for things like arts programs and parental-involvement initiatives. The report asks school districts to lessen the gap in spending between school security and student support and engagement initiatives. See the report at
http://www.blackorganizingproject.org/wp-content/uploads/2012/08/LCFF-POLICY-BRIEF-FINAL-VERSION-3-20-2014.pdf

Youth group accuses district of pushing out students. A group of current and former students launched a campaign to identify peers they claim have been pushed out of Philadelphia public schools through closings or cutbacks to key programs. *Youth United for Change* said the closure of 24 schools last year, combined with cuts to the school district's Re-Engagement Center and slots in accelerated schools, has left students who drop out with few options. The group wants the district to implement better tracking systems for student transitions; acknowledge that school closures increase the likelihood of dropouts; locate and re-engage missing students; conduct and release an analysis of school closings; and fully fund the Re-Engagement Center (4/8/14)
http://www.philly.com/philly/education/20140409_Youth_group_accuses_district_of_pushing_out_students.html#oWTsoswFipvYb1xI.99

State loses waiver on No Child Left Behind. Education Secretary Arne Duncan told state officials he was taking away a waiver that allowed the state to ignore some requirements of the federal No Child Left Behind law because Washington did not meet federal demands to include student performance on statewide standardized tests in teacher evaluations. Gov. Jay Inslee said he expects the federal decision may lead to teacher layoffs and cuts in programs that support struggling students. Under the No Child Left Behind Law, nearly every student in Washington public schools was expected to be reading and doing math at grade level by the end of the 2013-2014 school year. That goal will not be met by many schools. Districts that do not meet that benchmark are required to set aside 20 percent of the federal dollars going to low income schools to provide tutoring or to pay to bus kids to different schools that are meeting the requirement. That would add up to about $40 million in federal money for Washington. (4/24/14)
http://abcnews.go.com/Politics/wireStory/washington-loses-waiver-child-left-23458892?singlePage=true

Protesting students take desks outside. Los Angeles students protesting neglect of poorer schools took to the streets and they and their supporters took their desks with them. Some 375 empty desks blocked a downtown street, stopping traffic for several hours outside the Los Angeles Unified School District's offices. Organizers say the number represents how many students drop out of the district's schools each week. Protesters want a student voice on the school board, and more funding for English-language learners, foster children, and low-income students. 4/9/14
http://www.philly.com/philly/news/nation_world/20140409_Protesting_L_A__students_take_desks_outside.html#HqceYrxlBIGDTOzq.99

The Health Gap: The Worst Places in America for Mental Health, Child Poverty and College Attendance Mapped. Even within a single state, Americans' ability to lead healthy lives can vary wildly and depends significantly on which county they live in. Large gulfs exist between the least healthy and the healthiest U.S. counties. For example, one county has 55,969 people per mental health provider, while another has only 72 people per provider. In the latest edition of County Health Rankings, researchers from the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute analyzed local data to paint a holistic picture of the quality of health in each U.S. county. The heath rankings are based on 29 factors, including smoking, high school graduation rates, housing problems, physical inactivity and access to healthy foods. The proportion of children living in poverty has gone up, from 18 percent of all children in 2007 to 23 percent in 2012. (3/27/14) http://www.newsweek.com/health-gap-6-maps-rank-health-county-238552

U.S. graduation rates up, achievement gaps remain. The four-year graduation rate in the United States ticked upward slightly during the 2011-12 school year to a historical high of 80 percent, up from 79 percent the year before, according to a report. (4/28/14)
http://blogs.edweek.org/edweek/campaign-k-12/2014/04/graduation_rates_inch_upward_b.html

School officials implement new juvenile code changes: Schools suspend fewer students. Gainesville City GA schools have eliminated about 700 days of out-of-school suspension for students this academic year after implementing changes from the state juvenile code. The revised code was adopted by the Georgia General Assembly last year, with a Jan. 1 implementation date, and aims to reduce recidivism among truant, drug-using and other students with behavioral problems. The goal

is prevention rather than suspension or prosecution. The code refers to a 'truant, unruly, incorrigible' student as a 'child in need of services.' Schools are now charged with demonstrating they have taken added steps to prevent, intervene, engage and assess students with disciplinary issues. This can include convening a committee of parents, school officials and counselors to put a disciplinary plan in place. Gainesville school officials said the goal is to get troubled students back to school and their regular classroom schedules within three days rather than have them face a tribunal, which results in 10 days of out-of-school suspension. To meet these goals, in-school suspension rooms at Gainesville High School and Gainesville Middle School have been converted to classrooms with teachers certified in working with these students. The change also allows the students to continue their studies and receive tutoring. Additionally, a juvenile justice officer has been placed in the school system, and two classified positions have been converted to 'learning support coordinators.' Finally, the school system has contracted with the Boys & Girls Clubs of Hall County to target programs for these students. There have been zero tribunals for students at Gainesville Middle School this year after 25 were initiated last year. Meanwhile, tribunals at Gainesville High School have fallen to four this year after topping out at 39 last year, an 89 percent decrease. (4/18/14)
http://www.gainesvilletimes.com/section/6/article/98422/

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A reaction we heard to news story about reducing suspensions:

> "This is a great story!!! I came from teaching at a correctional facility for youth and could not believe that the public schools were kicking kids out of school for drugs and alcohol use and possession. When I train administrators in school safety or school connectedness, I have always said it was like throwing kids into the Briar Patch and our kids say, 'Oh, don't make me have to be out of school and do drugs, have sex and engage in criminal behavior for 3 days. I hate it when you make me do that!'"

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Among the sources used in gathering the above items are:
>The ECS e-clip at http://www.ecs.org
>The Update from the American Orthopsychiatric Association at
http://www.aoatoday.com/news.php

Note: Each week the Center highlights newsworthy stories online at
http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm
If you see a story that should be included, let us know. Send to ltaylor@ucla.edu or
smhp@ucla.edu

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

>May: End-of-the-Year Celebrations at All Levels:
Hope, Congratulations, Safe Exuberance

A special focus for this month is on fostering hope, promoting social emotional learning, supporting positive celebrations, and preventing related tragedies The end of the school year is a favorite time for everyone. For most students, it is a time to be congratulated and to celebrate. For some, it is a temporary reprieve from problems experienced at school. This is the time to help everyone find hope for the future and experience a sense that they have accomplished something worthwhile. And it is a time to help them celebrate in ways that minimize tragedy. The key to focusing on hope and accomplishment is to identify whatever a student has done positively, clarify how the student can build on this in coming years, and convey all this personally to the student and family. Drawing on what we know about personal motivation, the focus needs to be on specifics that can enhance *feelings* of competence, self-determination, and connectedness to significant others; minimize messages that threaten such feelings.

With respect to end of the year celebrations, each is something to cherish, and the anticipation of each represents a natural opportunity to promote social and emotional learning (e.g., enhanced understanding of self and others, increased sense of responsibility for self and others, expanded social problem solving skills).

Of special concern are teen parties and proms. The need is to provide guidance and support and to do much more to minimize negative side effects.

> "More than one-third of youth under the age of 21 killed in alcohol related fatalities died during the months prior to graduation season, according to the National Highway Traffic Safety Administration. ..1,012 died during the months of April, May and June." http://alcoholism.about.com/cs/teens/a/blcc030514,htm

Safe End of the Year Student Celebrations

Most schools try to address this concern. If a workgroup has not developed a set of ideas for countering problems, it is time to do so. And it can help to ask some recent graduates to participate with planning work groups. Here's what some recent grads have told us:

1) "... what my high school did toward the end of the year that was different than many other schools was the type of 'grad night' we had. Whereas many schools rent out [a local entertainment center] and have dances there and go on rides and many students get intoxicated before attending, at my school grad night was held on campus. The parents worked it and there were different activities like fake gambling, craps tables, dancing, a smoothie bar, food, and "crash room" to sleep since it went until 5am, rock climbing, a palm reader, inflatable jumper obstacle course, face painting, kareoke and much more. When I tell friends from other high schools/friends I made at college, the majority give me positive feedback saying that it sounds like a lot more fun than what they did. I think this is because instead of having the whole [entertainment center] where groups can get separated and remain in cliques ..., it was in our gym and outside in what was called "senior park;" So it remained tight knit, so to speak, making it easier to spend time with a a lot of different students and not get lost in a large area. Also, because parents worked the booths, students did not show up intoxicated. There was no re-entry allowed and because it was on campus,

even if a few students did decide to drink before the event, it lessened the danger of driving on a freeway to get there because it is possible that they could simply walk over to the school. ... It was a night that I will never forget and one of my greatest memories and it was in a positive setting and a good way to have safe fun."

2) "In my own experience, I remember one of my teachers speaking in class about two weeks before prom and trying to give us some perspective on the event. She wanted us to have a good time, but also acknowledged the enormous stress that it caused for some people. My teacher encouraged us to view it as just another dance and to focus on graduating instead. She had chaperoned so many proms over the years and shared with us some of the very negative things she saw happen when students weren't using their best judgment. While trying to downplay the event may seem like being a killjoy to some, many of my friends and I found it reassuring to hear from an adult that life indeed does goes on past these high school celebrations because most students were very much caught up in a prom and end-of-the-year craze. I think teachers and/or counselors should engage students in conversations like these months before prom to temper the frenzy that can accompany the event and possibly prevent the unwise decisions students make at prom and post-prom parties. It is of course perfectly acceptable to be happy and excited about prom, but I think there is much potential for danger when students blow it into epic proportions. Another thing that my high school did, which looking back I now view as a wise decision, was to not have a prom queen or king. The end of the year was just too filled with other anxiety-inducing events to have so much stress and energy expended on that. We simply had a homecoming king and queen in the fall, and I think that greatly reduced the tension around prom time."

For a range of ideas about safe end of year celebrations, see such websites as
>*Student Against Destructive Decisions* (SADD) at http://www.sadd.org

Of course, it is important to remember good decision making is learned, as is concern and caring for others. So from that perspective, safe exuberance reflects how well the school has done in promoting intrinsically motivated responsibility and social-emotional development. For resources related to this, see the Center' Online Clearinghouse Quick Finds on

>Social and Emotional Development – http://smhp.psych.ucla.edu/qf/p2102_05.htm

>*Motivation, Engagement, Re-engagement* – http://smhp.psych.ucla.edu/qf/motiv.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 *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

Thinking about increasing the capacity of your district or school with respect to developing a unified and comprehensive system of student supports? We can help. Feel free to contact us by sending an email to ltaylor@ucla.edu

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"You have brains in your head. You have feet in your shoes.
You can steer yourself in any direction you choose."
Dr. Seuss

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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Here are some updates about what and where it's happpening . . .

(1) New Report and Guide. Our recent policy notes have helped to increase discussion of New Directions for Student and Learning Support. (*Integrated Student Supports and Equity: What's Not Being Discussed?* http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf).
In that document, we stressed that:

> "Considerable work needs to go on in a school and district so that community resources can be brought in effectively to fill gaps in schools efforts to unify and then over several years develop a comprehensive and equitable system of student/learning supports at every school. Policy, intervention, infrastructure, and system change efforts by some SEAs, LEAs, and schools are helping to clarify how to do this. See *Where's it Happening - Trailblazing/Pioneering Initiatives* - http://smhp.psych.ucla.edu/summit2002/trailblazing.htm

> Truly integrating student supports is best done so that the full range of school- community- home resources are woven together. The aim is to unify and then over several years develop a comprehensive and equitable system of student/learning supports at every school. To this end, schools need to weave together all their student/learning supports (redeploying rather than cutting them). And they need to integrate all that the community can bring to the table with respect to addressing barriers to learning and teaching and re engaging disconnected students. All this involves a fundamental policy shift that results in much more than just linking a few community-based services to a few schools."

We noted that a fully-informed discussion about all this continues to be missing at district, state, and federal levels. To push the discussion forward, we generated a new guide:

> >*Education Leaders' Guide to Transforming Student and Learning Supports.*
> http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

We are encouraging everyone to pass this guide on to colleagues who are concerned with improving student and learning supports.

(2) Lessons Learned During First Year of Scale-up in Alabama

An ed policy advisor to a state legislator heard us at a recent White House event and sent us the following query:

"The Alabama model looks very interesting. We are looking at statewide models that might be applicable in California. There is no question that the fragmented systems that predominate at every level waste resources and opportunities to meet the needs of children and families. As Alabama is now well into the first year of implementing this plan ... What issues have arisen in moving the system toward increased alignment? I assume the usual resistance to change is a factor, but are there lessons learned at this point? ... "

Those implementing the work in Alabama responded:

> "...Using the Center's benchmark tools, adapted as needed, was very helpful for keeping implementation on track.
>   More on-going communication between formal coaching sessions is needed ... including use of electronic tools such as webinars and simple phone calls to stay in touch between sessions....
>   It's important that the district supports schools and avoids a compliance mode.

We found that part of the success came from using every opportunity available to get the word out throughout the districts and state. To that end, the partnerships formed ... with the state teachers' union, the superintendents' association, the school
principals association, and the state school board association served us well. Through these partnerships, learning supports leaders were invited to speak throughout the year at a variety of venues. Word spread quickly and interest built state-wide.

We would like to spend more time up front on driving home the value of a three-component model for organizing a district, and helping them design ways to promote that model within the district staff and to schools.

Plans for Year 2. The first cohort will continue for a second year of coaching, while serving as hubs for the second year cohort which may include up to thirty new districts [almost 1/3 of Alabama's districts]. The hope is to plan strategically in terms of geographic distribution, not only to allow for every state board member's district to be represented but to allow for periodic regional meetings and in-person coaching.

At an introductory session (held in March), 21 districts attended and more wanted to but could not make it, so a second session will be held ... all seemed very interested. Superintendent Bice is very pleased and ... would like to see the approach implemented across the entire state within five years. ..."

(3) Update from Gainesville City Schools, GA – See news article cited in the section on *News from Around the Country*

(4) Update from Phoenix Unified High school District

School and community teams worked together over the year to map resources being used to address barriers to learning and to identify gaps using the six content arenas framework. Partner districts were invited to send members of their support staff team. A Resource Fair was offered in partnership with United Way.

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As you proceed to develop unified and comprehensive systems of learning supports, let us know if you think we can be helpful. And please share your progress with us so we can share it with others.

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For more on the
National Initiative and Networks for New Directions for Learning Supports,
see http://smhp.psych.ucla.edu/summit2002/ninhome.htm

LET US KNOW WHAT YOU ARE DOING TO MOVE LEARNING SUPPORTS FORWARD AS A UNIFIED AND NONMARGINALIZED SYSTEM

A list with free access to all resources developed by the Center is online at
http://smhp.psych.ucla.edu/materials/resources.htm .

For easy access *by topic* to Center resources – as well as to other online resources – use the
Center's Online Clearinghouse Quick Finds at http://smhp.psych.ucla.edu/quicksearch.htm .

New Resources

Guide:

>*Education leaders' guide to transforming student and learning supports*
http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

Information Resources:

>*Single sex education: Pros and cons* – http://smhp.psych.ucla.edu/pdfdocs/singleeduc.pdf

>*About art therapy in schools* – http://smhp.psych.ucla.edu/pdfdocs/arttherapy.pdf

Hot Issue:

>*Arguments about the overdiagnosis of ADHD* –
http://smhp.psych.ucla.edu/ongoinghotissues.htm

School Practitioner Community of Practice Interchange: Weekly Listserv

Topics explored in the last month included requests about:
>About classroom and school wide interventions to address behavioral and mental health problems
>About data to support mental health in schools
> Sustaining progress and momentum for moving in new directions during personnel
changes and transitions
>Help needed to avoid ban aid approaches to student and learning supports

Note: The latest interchange is on our website at
http://smhp.psych.ucla.edu/practitioner.htm (Also on our Facebook page)
Follow up exchanges are posted on the Center website's Net Exchange –
http://smhp.psych.ucla.edu/newnetexchange.htm

Featured Center Resource

>*Frameworks that can be adapted to fit school/district/community/state*

A major function of our Center is development of prototype frameworks related to unifying and
developing, over time, a comprehensive system of student and learning supports. Each prototype is
designed for ready adaptation to fit local situations and priorities.

We have many resources that present the prototypes. The latest resource is the

>*Education Leaders' Guide to Transforming Student and Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

This free guide incorporates years of research and prototype development and a variety of examples
from trailblazing efforts at local, district, regional, and state levels. The prototypes and examples can

be adopted/adapted to design and plan ways to transform the role schools play in addressing barriers to learning and teaching and re-engaging disconnected students.
For an example of how the prototypes are being used, see

>*Alabama's Unified and Comprehensive System of Learning Supports*

This and other examples can be found at *Where's it Happening– Trailblazing and Pioneering Initiatives* – http://smhp.psych.ucla.edu/summit2002/trailblazing.htm

A different type of adaptation and application of one of our prototype frameworks can be seen in the March 2014 resource from the U. S. Dept of Education entitled:

>*Handbook for Sustaining Standards-Based Education in Adult Education*
http://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf

This handbook was prepared by RTI International as part of the Promoting College and Career Readiness Standards in Adult Basic Education project under contract to the U.S. Department of Education, Office of Career, Technical, and Adult Education. It is designed to "help state leaders improve the odds of generating sustained organizational support for standards-based reforms, so that leaders can develop long-lasting roots for promising reforms and propagate them system-wide...." The authors note that the stages of sustainability they use come largely from the UCLA Center's research, as complemented by the research of Paul Light and the National Implementation Research Network.

Note: Center resources can readily be revised to fit a specific situation for local schools/communities. Please feel free to adapt them.

And please share these resources with interested colleagues, and let us hear your perspective on how all this fits with the current local, state, and federal agenda for mental health in schools. Send your comments to Ltaylor@ucla.edu

Need help finding our resources? Contact **ltaylor@ucla.edu**

LINKS TO:

>**Upcoming initiatives, conferences & workshops** –
http://smhp.psych.ucla.edu/upconf.htm

>**Calls for grant proposals, presentations, and papers** –
http://smhp.psych.ucla.edu/upcall.htm

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

>**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

OTHER HELPFUL INTERNET RESOURCES

>**Children's Mental Health Awareness Week -- May 4-10, 2014** – resources at
http://www.samhsa.gov/children/national.asp

>*Youth Mental Health First Aid –*
http://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

>*Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships -*
http://www.sedl.org/pubs/framework/FE-Cap-Building.pdf

>*Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf

>*Schools Can Be a Place of Stability and Support for Students in Foster Care –*
http://onevoice.pta.org/?p=4015

>*Ensuring Educational Stability of Children in Foster Care –*
http://www.dhs.state.mn.us/main/groups/publications/documents/pub/dhs16_179978.pdf

>*Characteristics of Effective Class Action Lawsuits in Special Education –*
http://www.advocacyinstitute.org/advocacyinaction/CharacteristicsofEffectiveClassAction
LawsuitsinSpecialEducation.pdf

>*Protective Factors Approaches in Child Welfare –*
https://www.childwelfare.gov/pubs/issue_briefs/protective_factors.cfm

>*Whole Schools, Whole Community, Whole Child –*
http://www.ascd.org/programs/learning-and-health/wscc-model.aspx

>*The New "Separate and Unequal" –*
http://www.blackorganizingproject.org/wp-content/uploads/2012/08/LCFF-POLICY-
BRIEF-FINAL-VERSION-3-20-2014.pdf

>*A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children –*
http://store.samhsa.gov/product/PEP14-LGBTKIDS

>A *Parent's Guide for Facilitating Your Child's School Reentry –*
http://www.chop.edu/export/download/pdfs/articles/oncology/parent-guide-school-reentry.pdf

>*Strategies to Ensure Your Child's Successful Transition Back to School After Hospitalization –*
http://www.ucsjoco.org/wp-content/uploads/2012/02/Strategies-for-successful-transition.pdf

>*School-aged Children and Behavioral Health: Re-entry planning for students returning to
school following hospitalization for a behavioral health crisis.*
http://www.mwhealth.org/Portals/0/Uploads/Documents/Public/Special_Initiatives/Policy
_Brief_School_Re-entry.pdf

>*Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates:
School Years 2010–11 and 2011–12.* (2014). NCES, IES, U.S. Department of Education
http://nces.ed.gov/pubs2014/2014391.pdf

School, Family & Community

>From colors and guns to caps and gowns? The effects of gang membership on educational attainment. Pyrooz, D.C. (2014). *J. Res. Crime Delinq. 51*, 56-87.
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>Academic achievement in the high school years: The changing role of school engagement. Chase, P., Hilliard, L., Geldhof, G., et al. (2014). *Journal of Youth and Adolescence*, ePub
http://link.springer.com/article/10.1007/s10964-013-0085-4

>Bullying in schools: the power of bullies and the plight of victims. Juvonen, J. & Graham, S. (2013). *Annual Review of Psychology, 65,* 159-185
http://www.annualreviews.org/doi/abs/10.1146/annurev-psych-010213-115030

>*Resilience-Building Schools for At-Risk Youth Developing the Social, Emotional, and Motivational Foundations of Academic Success*. Mulloy, M.A. (2014). Civic Research Institute.
http://www.civicresearchinstitute.com/rbsy.html

>Important non-parental adults and positive youth development across mid- to late-adolescence: The moderating effect of parenting profiles. Bowers, E., Johnson, S., Buckingham, M., et al. (2014). *Journal of Youth and Adolescence*, ePub.
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Policy, systems, law, ethics, finances & statistics

>Youth exposure to violence prevention programs in a national sample. Finkelhor D, Vanderminden J, Turner H, Shattuck A, Hamby S. (2014). *Child Abuse Negl.* ePub
http://www.sciencedirect.com/science/article/pii/S0145213414000246?via=ihub

>The World Health Organization Health Promoting School framework for improving the health and well-being of students and their academic achievement. Langford, R., Bonell. C.P., Jones, H.E., Pouliou, T., Murphy, S.M., Waters, E., Komro, K.A., Gibbs, L.F., Magnus, D., Campbell, R. (2014). *Cochrane Database Syst. Rev. 4: CD008958*
http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD008958.pub2/abstract;jsessionid=FF8D447B8A0063653A7B54537905C655.f01t04

>Island in the street: Analyzing the function of gang violence from a culture and conflict perspective. Shap. K.J. (2014). *Aggress. Confl. Peace Res. 6,* 78-98
http://www.emeraldinsight.com/journals.htm?articleid=17107944

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

>Student assistance program outcomes for students at risk for suicide. Biddle,V.S., Kern, J., Brent, D.A., Thurkettle, M.A., Puskar, K.R., Sekula, L.K.. (2104). *J. Sch. Nurs.,* ePub
http://jsn.sagepub.com/content/early/2014/03/17/1059840514525968

>Profiles of problematic behaviors across adolescence: Covariations with indicators of positive youth development. Arbeit, M., Johnson, S., Champine, R. et al. (2014). *Journal of Youth and Adolescence,* ePub http://link.springer.com/article/10.1007/s10964-014-0092-0

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>Child and caregiver dropout in child psychotherapy for trauma. Eslinger, J.G., Sprang, G., Otis, M.D. (2014). *J. Loss Trauma, 19,* 121-136.
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@#@#@#

Overweight is something that just sort of snacks up on you.

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COMMENTS AND SHARING FROM THE FIELD

Comment On – >*Integrated Student Supports and Equity: What's Not Being Discussed*?
http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf
>*Education Leaders' Guide to Transforming Student and Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf

"... Truly integrating learning supports without slipping into new ways to fragment the already overly fragmented school world will require the further development of the new 'map' that contextualizes all the pieces for the sake of deep student learning and well-being as well as equity of access and opportunity."

Sharing

(1) "I so appreciate all that you guys do--and I'm sure I don't know the half of it. The points made by Jonathan Cohen are critical factors shadowing a clear route to improving school climate– to be sure [see the Center's Spring quarterly e-journal/newsletter – http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring14.pdf].
      I wanted to share my experience lately in working with the AHA! team in our district.
      I cannot emphasize enough that (irrespective of student ability) when students AND ADULTS learn about what's *underneath* the prejudices they learned at home and in the culture at large, and when they get to "try on" inclusion practices, witness compassion-in-action being modeled, and practice the community-building exercises presented by the AHA! staff, the school climate changes *drastically*. The classroom climate too. The thick fog of disengagement lifts. Academic achievement improves. Vandalism and truancy become stories told about "how it used to be." We've seen HUGE changes here……and the team is now training hordes of eligible volunteer students as "Peacebuilders" where they learn positive intervention techniques that curb bullying, racism and sexism by befriending students in the shadows--those individuals avoided due to prejudices against special needs--those being bullied, etc. There are now over 100 local students doing this, reducing *so much* of the burden of adult policing. There have not been any cases of reactive violence reported with regard to these young leaders' interventions. Bullies don't need more negative attention. Those being bullied need positive attention and a sense of community.
      This isn't to plug the AHA! .... It's just to make the point that until we are able to find a common humanity that embodies inclusiveness in schools among *and* between students and staff, and *keep working* at that social-emotional level, valuing its content as much as any English and math class, we will continue to cycle around at the administrative level engaged in the intellectual conversations that often seem to boil down to in-house politics...that slow-to-change monolithic mass consumed with self-perpetuation."

(2) "We would like to highlight our program and share positive data and stories about how school-based social workers are impacting Kindergarten and Grade 9 student attendance rates in some of our highest-need schools in the Los Angeles Unified School District. I am one of eight lead counselors that has seen this program's success over the last three years. The following is a general link to our program website: http://pupilservices.lausd.net/attendance-improvement-program "

(3) "I was wondering if you would forward the research study information to your school counseling and counselor education contacts. Thank you for your consideration!"

"... a study about school-based mental health counselors. ... complete an online questionnaire including brief demographic questions and open-ended response about your experiences working alongside a school-based mental health counselor. This survey is likely to take you approximately 20-40 minutes to complete. You are invited to participate if:
>You are a school counselor educator who has worked as a university supervisor of a school counseling intern for at least on academic year. AND
> At least one of your school counseling supervisees interned at a school that also employed or contracted a school-based mental health counselor

Survey Link: https://gsu.qualtrics.com/SE/?SID=SV_2gwjdjMh5eNR4nr

If you are a school counselor with direct experience working in a public school alongside a school-based mental health counselor for at least one academic year, please use the following link to participate in the study. https://gsu.qualtrics.com/SE/?SID=SV_88L6Qkd2WUHo6rj

Please pass the study information to potential participants that you know through your network of counseling professionals. Thank you for your help! Kimere Corthell, MA, LPC, NCC, Counselor, GIVE Center West, 5550 Peachtree Industrial Blvd. Norcross, GA 30071. Office - 770-246-5300 Cell - 843-737-1962

Note: This study was reviewed by the Georgia State University Institutional Review Board (IRB), protocol H14398. The research is being conducted by Kimere K. Corthell who is a Ph.D. Candidate of Counselor Education and Practice at Georgia State University. The supervising researcher of this study is Dr. Catharina Chang, Professor of Counselor Education and Practice at Georgia State University.

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at http://smhp.psych.ucla.edu or email Ltaylor@ucla.edu   or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to smhp@ucla.edu