

**29 Years &
Counting**



ENEWS

A Monthly Forum for Sharing and Interchange



May, 2015 (Vol. 19 #8)

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



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



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

WHAT'S HERE THIS MONTH

****Critical Concern**

>Too many schools haven't mapped and analyzed student/learning supports

****News from around the country**

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

>Planning end of the year celebrations that promote hope and help minimize risky celebratory behaviors

****2015 National Initiative for Transforming Student & Learning Supports**

****UCLA Center Resources Update**

****Access links about:**

>Upcoming initiatives, conferences & workshops

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

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****A few other helpful resources accessible from the internet**

****Additional 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**

Critical Concern

Too Many Schools Haven't Mapped and Analyzed Student and Learning Supports

As part of the 2015 National Initiative to Transform Student and Learning Supports, last week we sent out a message asking: "School Improvement: Who's Mapping and Analyzing Student and Learning Supports?"

As best we can tell, despite the clear need, the answer often is *nobody*.

Some administrators indicate that as much as 25% of their budget is expended on working with students who manifest learning, behavior, and emotional problems. But current programs and services are fragmented, sometimes redundant, and often focus on a few students rather than the many in need.

It is time for a school improvement focus on weaving student and learning supports into a unified cost-effective system and making plans for evolving the system over the next few years.

The first step at state, district, and school levels is to map and analyze all resources being used to address barriers to learning and teaching and re-engage disconnected students

Mapping and analyses of what's in use provides a basis for identifying what is and isn't cost-effective, where redundancies have arisen, and what critical gaps exist.

This information enables system building by re-deploying available resources. Moreover, enhanced intervention effectiveness and economies of scale can be achieved by collaborative system-building across several schools (e.g., a high school and its feeders) and weaving together school and community resources.

For guidance in carrying out this work, see the Center's mapping and analysis tool and list of six process steps – online at

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

If you want more information about mapping and analyzing student and learning supports, just send an email to adelman@psych.ucla.edu or Ltaylor@ucla.edu

For a range of resources related to this concern, see our online clearinghouse

Quick Find on *Mapping and Analyzing Resources* at

http://smhp.psych.ucla.edu/qf/p2312_06.htm

Want to weigh in on all this?

Send your comments for sharing to Ltaylor@ucla.edu

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It is easier to build strong children than to repair broken adults.

Frederick Douglas

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NEWS FROM AROUND THE COUNTRY

The lost children of Katrina. About half of Katrina evacuees were said to have hailed from badly devastated New Orleans, many from flood-prone, high-poverty neighborhoods. Most children had attended the city's public schools, notorious for dilapidated buildings and classes from which fewer than half the students graduated. While some displaced children thrived in better schooling elsewhere, countless others didn't have an opportunity to settle down: Many low-income New Orleans evacuees spent several years after the storm in nomadic exile, moving among family members' residences or in search of jobs or housing. 4/2/15
<http://www.theatlantic.com/education/archive/2015/04/the-lost-children-of-katrina/389345/>

Middle students find success in tutoring peers. In the midst of national debate over how to differentiate instruction, a new program shows potential to significantly boost mathematics and science learning by leveraging a group of students who often go unnoticed: middle-of-the-road achievers. The Peer Enabled Restructured Classroom program recruits average students to create a small army of teaching assistants in math and science that is significantly boosting both their own academic progress and that of their peers. The program, now operating in nine NY City secondary schools, was created by the National Science Foundation-funded Math-Science Partnership, a collaboration by researchers at several colleges in the city university system. 4/2/15
<http://www.edweek.org/ew/articles/2015/04/01/middle-students-find-success-tutoring-peers-in.html?r=223430965>

Rural schools often the heart of small towns. Nearly one-third of the nation's public schools are in rural areas. Eastern Washington's farm country has a high concentration of school districts with fewer than 500 students. Town residents embrace the school children by attending events and volunteering their time or land. Class sizes are small. Rural communities follow the kids. And in return, the kids take part in the community. Students clean up roads, serve dinner at the Lions Club, rake leaves and help with setup and teardown at town events. 4/18/15
<http://www.seattletimes.com/seattle-news/nothing-like-a-school-to-bring-rural-communities-together/>

Where kids learn more outside their classrooms than in them. Amid the growing push to reinvent the nation's public high schools, initiatives that connect students more directly to their individual interest and tap into their innate motivations are gaining popularity. New Hampshire is one of a handful of states at the forefront of efforts to promote flexibility in how student learn and how that knowledge is measured. In New Hampshire, what are known as "extended learning opportunities" can take the form of workplace internships, volunteer work, individualized students, or one on one instruction. In this new model of student centered learning, teachers function more as coaches and the students are active collaborators. 4/12/15. [Http://www.theatlantic.com](http://www.theatlantic.com)

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Quote from article above on student centered learning

You want kids to see there's a path from now to the future, that the path involves school, and that current choices to invest effort and keep trying in school matter for future options. If I'm a kid who's worried because I'm not sure what career path is right for me, that could spill over into being unsure about what I want to do in school.

Daphna Oyserman

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

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If we teach today's students as we did yesterdays, we are robbing them of tomorrow.

John Dewey

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

Planning End of the Year Celebrations That Promote Hope and Help Minimize Risky Celebratory Behaviors

The end of the school year is a special time, especially for secondary students.

From the Washington Post, reporting tentative survey results to shine light on the extent to which teenagers and their parents *say they will spend money on the annual prom*.

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/03/31/families-are-spending-big-bucks-on-promposals-extravagant-prom-invitations-survey-says/>

“The survey says that overall prom costs are actually down 6 percent this year for the average family with teenagers, from \$978 for clothes, limo rental, tickets, flowers, pictures, dinner, after-party events, etc., down to an expected average of \$919 for this year. What’s more, this year parents are planning to cover more of prom costs — from 56 percent of the total last year to 73 percent of the cost this year. One concerning finding: families making under \$25,000 plan to spend a total average of \$1393 for prom, while families making more than \$50,000 annually will spend an average of \$799....”

Proms and grad nights aside, the end of every school year is an important time for all students, their families, and staff. 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. For all, it is the time to find hope for the future and experience a sense of having accomplished something worthwhile. And it is a time to help everyone 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 and that minimize messages that threaten such feelings.

With respect to end of the year events, each can be 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. These especially call for guidance and support to maximize positive and minimize negative outcomes.

We were impressed by this remembrance from a student working in our Center:

“... 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, karaoke 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 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."

How do the schools in your locale celebrate the end of the year in classrooms and schoolwide with a view to validating the effort and learning of every student and the contributions of every staff member? Send responses for sharing with others to Ltaylor@ucla.edu

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>



2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS

A Few Updates from Districts as They Move Forward

(1) *From Bloomington, MN:* “We want to share where we are on the journey to establishing a Comprehensive and Unified System of Learning Supports. As you know our district has restructured into the Three Component Framework (Instruction, Learning Supports, Management).

As we specifically look at Learning Supports much work has been done to align groups. We now have our Office of Educational Equity and Office of Family Engagement as one group under the Learning Supports umbrella. This is a critical step in a process of restructuring in order to dig deeper into the work of establishing a system of Learning Supports.

The coordinator for Response to Intervention is also acting as the Learning Supports Coordinator as the work is very much intertwined. The District Learning Supports Team has tackled many barriers to learning and teaching:

>Weekend Hunger >Winter Clothing >Section 504 >Homeless Youth under the McKinney-Vento Act >Identifying non-academic indicators of success for College and Career >Breakfast usage and access at Elementary Schools >Re-Imagining Summer School for Elementary Students ... and many more at the building level

While these are just the tip of the iceberg they are examples of our work across departments, initiatives, and community. The real change is coming in how we work with each other in various roles and departments, using the ‘goal not role’ model. There is much work to do, but we are committed to the work. As we look toward the next couple of months we anticipate additional structural changes as we endeavor to do work differently; with Instruction and Learning Supports being equal and essential.”

(2) *Re the scale up of the Comprehensive System of Learning Supports in Alabama:* “The Alabama implementations are going well. They plan to add 30 more districts next year bringing them to a total of 70. We have 3 consultants now and are training 5 to 6 more consultants. The model is customized to each district; however, the common factor is that work begins with the district level shifting to work in the three components, and then to the school level teams to align them in the work and use the six content arenas to develop strategic plans. The most important lesson that we learned is the necessity to have on-going coach/facilitator support over a period of time.”

For an example of efforts in one of the Alabama districts, see Macon County’s webpage.

>School Improvement and Comprehensive Learning support

<http://www.maconk12.org/District/Department/210-School-Improvement>

For more information on the national initiative – <http://smhp.psych.ucla.edu/newinitiative.html> .

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Children seldom need a good talking to as a good listening to.

Robert Brault

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**LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM
STUDENT AND LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, *we can help*. Send all info to ltaylor@ucla.edu .

UCLA CENTER DEVELOPED RESOURCES – UPDATE

See

> *Addressing Mental Health Concerns: A Key to School Improvement*

http://blogs.edweek.org/edweek/leadership_360/2015/04/addressing_mental_health_concerns_a_key_to_school_improvement.html

This is an April guest blog the Center co-directors were invited to do for Education Week.

School Practitioner Community of Practice Interchange: Weekly Listserv

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

Topics explored in the last month included requests about:

- > *What mental health concerns are on the rise with the move to Common Core standards and related high stake testing?*
- > *Planning for summer as part of learning supports*
- > *About suicide prevention and emotional support in classrooms*
- > *About funding for student and learning support*

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 Set of Center Resources

Mapping Existing School and Community Resources for Addressing Barriers to Learning

See the Quick Find at http://smhp.psych.ucla.edu/qf/p2312_06.htm for links to resources from our Center and from others. Here is a sampling of Center resources listed there:

- > *Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*
- > *Moving toward a Comprehensive System of Learning Supports: Mapping & Analyzing Learning Supports*
- > *Analyzing What is Being Spent in Addressing Barriers to Learning and Teaching*
- > *An Aid for Initial Listing of Current Resources Used at a School for Addressing Barriers to Learning and Teaching*
- > *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and Needs*

If you have questions about mapping and analyzing resources, contact ltaylor@ucla.edu

ACCESS LINKS ABOUT:

- >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

A FEW HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >Dropping out and clocking in – <http://www.urban.org>
- >Resiliency curriculum – <http://www.whytry.org>
- >Preventing youth violence: Opportunities for action – <http://www.cdc.gov/violenceprevention/youthviolence/pdf/opportunities-for-action.pdf>
- >Innovation in design and utilization of measurement systems to promote children's cognitive, affective and behavioral health – [Http://books.nap.edu/openbook.php?record_id=21661](http://books.nap.edu/openbook.php?record_id=21661)
- >Fragmentation, Overlap and Duplication: An Evaluation and Management Guide – http://www.gao.gov/framework_duplication/overview
- >Top 20 principles from psychology for preK–12 teaching and learning -- <http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf>

Reminder about:

***Transforming Student and Learning Supports:
Developing a Unified, Comprehensive, and Equitable System***

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

Online for free access, the work provides protocol frameworks for a systemic learning supports component to replace the existing marginalized and fragmented set of student and learning supports in districts and schools. It stresses that transformation can be done by redeploying existing resources and garnering economies of scale.

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Youngster looking through a box of animal crackers tells us:

The box says you can't eat them if the seal is broken, so I'm looking for the seal.

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A FEW RECENT PUBLICATIONS

(in print and some on the web)

School, Family & Community

>“Someone will notice, and someone will care:” How to build strong communities for children. R. Kimbrough-Melton, G. Melton (2015). *Child Abuse & Neglect*, 41, 670-78.

<http://www.sciencedirect.com/science/article/pii/S0145213415000666>

>Participants’ perceptions of a violence prevention curriculum for middle school students: Was it relevant and useful? A. Farrell, K. Mehari, S. Mays, et al. (2015). *Journal of Primary Prevention*. ePub. <http://link.springer.com>

>Evaluation of a youth led program for preventing bullying, sexual harassment, and dating aggression in middle school. J. Connolly, et al. (2015). *Journal of Early Adolescence*, 35, 403-434. <http://jea.sagepub.com/content/35/3/403.full.pdf+html>

>*Top 20 principles from psychology for preK–12 teaching and learning*. American Psychological Association. (2015).

<http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf>

Policy, systems, law, ethics, finances & statistics

>State learning disability eligibility criteria: A comprehensive review. Maki, K.E., Floyd, R.G., & Roberson, T. (2015). *School Psychology Quarterly*, <http://dx.doi.org/10.1037/spq0000109>

>*Adolescent Drug Testing Policies in Schools* (AAP Policy Statement) (2015)

<http://pediatrics.aappublications.org/content/early/2015/03/25/peds.2015-0054.abstract>

>Enhancing the emotional and social skills of the youth to promote their well-being and positive development: A systematic review of universal school-based randomized controlled trials.

Sancassiani F, Pintus E, Holte A, Paulus P, Moro MF, Cossu G, Angermeyer MC, Carta MG, Lindert (2015). *J. Clin Pract Epidemiol Ment Health*, 11, 21-40.

<http://benthamopen.com/ABSTRACT/CPMH-11-21>

>Does small high school reform lift urban districts? L. Stiefel, Am Schwartz, M. Wiswall (2015). *Educational Researcher*, 44, 161-172. <http://er.aera.net>

>*Evaluation of Race to the Top grants*. Government Accounting Office (2015).

<http://www.gao.gov/products/GAO-15-295>; <http://www.gao.gov/products/GAO-15-316SP>;

<http://www.gao.gov/products/GAO-15-317SP>

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

>Changing the tide: Stigma, school youth, and mental illness. M. Snyder (2015). *NASN School Nurse* 30, 130-132. <http://nas.sagepub.com/content/30/2/130>

>Adolescents’ prosocial behavior toward family, friends, and strangers: A person-centered approach. L. Padilla-Walker, et al. (2015). *Journal of Research on Adolescence*, 25, 135-150.

<http://online.library.wiley.com/doi/10.1111/jora.12102/abstract>

>School-based suicide prevention: Content, process, and the role of trusted adults and peers S. Joshi, S. Hartley, M. Kessler, M. Barstead (2015). *Child and Adolescent Psychiatric Clinics of North America*, 24, 353-370. <http://www.sciencedirect.com/science/article/pii/S1056499314001254>

>Evaluating the struggles with international students and local community participation. W. Kusek (2015). *Journal of International Students*, 5, 121-131.

https://mail.em.ucla.edu/owa/redir.aspx?C=y-Bsdi6xHU2j82hTCxbep-dzFndDU9IIRQZ2GBQJVuvBvflvUnhgIweCjkK4UsKbQ33_ZW97aSM.&URL=http%3a%2f%2fjistudents.us6.list-manage.com%2ftrack%2fclick%3fu%3d0b2301d8231a80f31349171a9%26id%3d1c369d5126%26e%3d67e27721c6

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

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 topics 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. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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Teacher: *Joe, can you name two pronouns?*

Joe (taken by surprise): *Who? Me?*

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COMMENTS AND SHARING FROM THE FIELD

We are so pleased by the positive response to 2015 National Initiative resources and other related Center efforts that we can't resist sharing; so here's a taste:

(1) "I just read through your book and it is an excellent resource! Since it says that I can download it, thank you, I will do that and use it to advocate.... You provide valuable assets to our statewide community."

(2) "I have started to review the information you have sent and find it very interesting. Serving all of our students with the ultimate goal of graduation with ongoing success in life is critical for each individual and the future of our world. I really like your focus on systems and learning supports for our students with the largest growth gaps. I am looking forward to taking a deeper look."

(3) "I often use the information you send me to dig for resources or direct some of our work. I am very thankful for your commitment and dedication, it is often the positive reinforcement that I need to get through the week!"

We were asked to share the following:

(1) From Jonathan Cohen President, National School Climate Center: Please let folks know about a webinar I am doing with the Mid Atlantic REL and IES on *Assessing and Improving School Climate* – www.relmidatlantic.org/public-events Thursday May 7th .

(2) Doctoral candidate looking for help from pre-k educators to take a classroom survey focused on "Educating Traumatized Students." Survey closes May 15. Participants have a chance to win \$100 gift card toward classroom supplies. <https://www.surveymonkey.com/s/X9653G5>

(3) "I'm writing as the mother of two pre-teen kids. Like many kids, they will experience some level of bullying in their lifetime. The physical aggression starts out higher among students and then decreases consistently, with 18 percent of children aged 2-5 reporting experience with physical aggression, but only 10 percent of children aged 14-17 reporting it. Recently, I edited a piece by Ann Steele, a professional MF therapist, on the psychological affects of bullying on kids and teens. Her article covers a number of angles including where and when does bullying occur, who is harmed, common misconceptions as well as the lasting psychological impacts. You can read about the impacts on teens and kids here --+ <http://mastersinpsychologyguide.com/articles/psychological-effects-bullying-kids-teens>

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 Ltaylor@ucla.edu