ENEWS

A Monthly Forum for Sharing and Interchange

October, 2010 (Vol. 15 #1)

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

<><><><><><>

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

<><><><><><>

WHAT'S HERE THIS MONTH

**Emerging Concern:

>Are Beginning of the Year School Adjustment Problems Being Ignored?

**News from around the country

**Recent publications relevant to

>Child and adolescent mental and physical health

>School, family, & community

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

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

>October – Enabling School Adjustment: invest now or pay later

**Other helpful Internet resources

**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

**UCLA Center Update

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

<><><><><><><><><><><><><><><><><><><><><>

EMERGING CONCERN:

>Are Beginning of the Year School Adjustment Problems Being Ignored?

Response to intervention (RtI) is meant to rein in tendencies of schools to "Wait for Failure." However, the concern is that the process will not be done in the context of (1) an *enriched classroom and school environment* that provides a wide array of positive options and choices, (2) an effective approach to *personalized* teaching, and (3) other forms of *special assistance* as necessary (introduced in the classroom, and if necessary, some supportive assistance outside the classroom that enables students remain in the regular program). Moreover, RtI needs to kick in as soon as a problem appears, rather than waiting for failure.

> >>See "Moving Beyond the Three Tier Pyramid: Fitting *RtI* into a Comprehensive *System* of Student and Learning Supports" -- http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall10.pdf
> >>Also see "Getting off to a Good Start"-- http://smhp.psych.ucla.edu/atyourschool/sept02.htm

> *Are your local schools taking steps to prevent school adjustment problems? Are they responding as soon as a student shows signs of not having effectively adjusted in the classroom and/or at school?*

Let us hear what schools are doing to address this concern. Send to Ltaylor@ucla.edu

<><><><><><><><><><><><>

NEWS FROM AROUND THE COUNTRY

Rep. Chu Introduces the DIPLOMA Act to Help Remove Barriers to Student Success

A recent study from the Education Testing Service showed that more than half of the factors that influence student achievement occur outside the classroom. The DIPLOMA Act is meant to help states and school districts build a community-based, results-oriented framework to tackle problems like hunger, abuse and poor nutrition. Local groups, consisting of at least one school district and one external partner organization would compete for funds to (1) Conduct an assessment of community assets and needs, and develop a strategic plan to enhance education and other child/youth outcomes based on a comprehensive results framework, (2) coordinate and integrate existing funding streams into a continuum of research-based services to meet the goals of the results framework, and (3) provide children and youth with an array of opportunities to meet community identified needs and strengthen achievement, from tutoring and dropout prevention programs to health services and increased numbers of specialized instructional support personnel; and measure and report results.
http://chu.house.gov/2010/09/rep-chu-removes-barriers-so-students-are-ready-to-learn.shtml

See also Chu's framework for reform called *Save our Schools* --
http://chu.house.gov/SOS%20Report%20FINAL.pdf

Transition Programs Effectiveness

Nationwide, summer-bridge programs emerged as a popular strategy to help prevent dropouts. Studies suggest summer-bridge and other high school transition programs held during the school year have also led to improved pass rates for ninth graders, fewer discipline problems and increased self-esteem. 9/8/10
http://seattletimes.nwsource.com/html/localnews/2012834138_summerbridge08m.html

Foster Children Shuffled From School To School

Preliminary data from a 10 year study suggests that academic challenges posed by poverty, disability and language barriers are compounded when those children also have to shuffle from school to school because they have no permanent family. Proposed legislation in Congress would direct child-welfare agencies to collaborate with local school districts to ensure that foster children remain in their current schools. 9/23/10.
http://www.usatoday.com/news/education/2010-09-23-foster-homes_N.htm

School Closures Hit Homeless Students Hard

Nationwide, the push to shutter low-performing or financially unsustainable schools is starting to conflict with the even sharper rise in homeless students. One study zeroes in on New York City, where the mayor ordered the district to close or phase out 20 low-performing schools and replace them with new small schools this year. Researchers found that the closings often disproportionately affected schools attended by homeless students and that those students received little support for making the transition to a new school. (Education Week, 09/21/10) http://www.edweek.org/ew/articles/2010/09/24/05homeless_ep.h30.html?tkn=YPNFCwLydUJOZ FPLOLSKdB9i86HfuLaMyMNw&cmp=clp-edweek&utm_source=fb&utm_medium=rss&utm_ca mpaign=mrss

Mass. Offers Schools Some Help to Combat Bullying

The state Education Department released a model antibullying plan to help local schools develop their own policies to protect student from being picked on. The 14 page plan is meant as a template for local schools, which under the state's new law against bullying must create bullying prevention plans by year's end. 8/25/10. http://www.boston.com/news/education/k_12/articles/2010/08/25/mass_offers_schools_some_help _to_combat_bullying/

Illegal Drug Use Is Higher than in Nearly a Decade

Fueled by a sharp increase in marijuana use and a surge in ecstasy and methamphetamine abuse, the 9% increase "eroding attitudes" about the perception of harm from illegal drugs and the growing number of states approving medicinal marijuana. 8.7% of the population age 12 and older, reported using illegal drugs in 2009. 9/15/10. http://www.msnbc.msn.com/id/39200536/ns/health-addictions/

Concern About Risks of Using Psychosis Drugs for Young

More than 500,000 children and adolescents in America are now taking antipsychotic drugs, according to a September 2009 report by the Food and Drug Administration. Their use is growing not only among older teenagers, when schizophrenia is believed to emerge, but also among tens of thousands of preschoolers. Children from low-income families were four times as likely as the privately insured to receive antipsychotic medicines. 9/1/10. http://www.nytimes.com/2010/09/02/business/02kids.html

City Reports Nearly Fivefold Increase in Students Repeating a Grade

The number of New York City elementary and middle school students who failed to move on to the next grade skyrocketed this year, as weak students faced a higher bar on state tests and the broadening of the city's tough promotion policy. Nearly five times as many students in the 3rd through 8th grades are being required to repeat a grade compared with last year. Because of budget cuts, no additional money will be devoted to the 11,321 students who failed this year. Instead, teachers will devote additional time to developing team-based strategies for how to address the failures. (New York Times, 09/23/10) http://www.nytimes.com/2010/09/24/nyregion/24promotion.html

New Arizona Law: Future 3rd Graders Have to Read to Pass

The new law will affect thousands of children if they don't improve their reading scores. About 5,000 third graders statewide fell "far below" the third grade reading standards this spring. Students who are held back must be assigned to a different teacher and participate in a summer reading program. 9/4/10.http://www.azcentral.com/arizonarepublic/local/articles/2010/09/04/20100904arizona-3rd-g raders-must-pass-reading.html

Public Schools Face Lawsuit over Fees

Public schools across the nation, many facing budget shortfalls, have been charging students fees to use textbooks or to take required tests or courses. Now a civil liberties group is suing California over those proliferating fees, arguing that the state has failed to protect the right to a free public education. 9/10/10 http://www.nytimes.com/2010/09/10/education/10education.html

Teacher Dropouts

More than half of Hawaii's public school teachers leave within five years of being hired. As part of their Race to the Top grant, Hawaii Department of Education wants to hang on to teachers by: offering new bonuses who stay in hard to staff areas; beefing up mentorship and professional development; steering young, inexperienced teachers to less challenging school environments. 9/7/10. http://www.staradvertiser.com/news/20100907_teacher_dropouts.html

Teach Campaign

U.S. Department of Education announced the launch of the TEACH campaign. This initiative is ED's national effort to increase awareness of teaching as a valuable profession. It intends to increase the number, quality, and diversity of candidates seeking to become teachers, particularly in high-need schools and subjects. More information about the effort is at www.TEACH.gov. In addition to the TEACH.gov Web site, see the TEACH campaign on YouTube (http://youtube.com/teachgov), and on Twitter (http://twitter.com/teachgov) and Facebook (http://facebook.com/teachgov).

>*Note:* Each week the Center highlights newsworthy stories online at
http://smhp.psych.ucla.edu/whatsnew/newsitems.htm
Also access other news stories relevant to improving addressing barriers to learning through links at http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

>Among the sources used in gathering the above items are the ECS e-clip
  at http://www.ecs.org/e-clips
>The Public Education Network (PEN) Newsblast at
http://www.publiceducation.org/newsblast_current.asp
>The Update from the American Orthopsychiatric Association at
http://www.aoatoday.com/news.php

@#@#@

Quote from "Teacher dropouts" article noted above
"Nationally or locally, when we have surveyed teachers who leave teaching, the quality of support at the school is very important to the first few years being viewed as successful."
Robert Campbell, HI DOE Executive Assistant for Strategic Reform
@#@#@#@##

RECENT PUBLICATIONS (in print and on the web)

Child, Adolescent, Young Adult Mental and Physical Health

>Adolescent alcohol use and violence: Are brief interventions the answer? (2010) R. Saitz & T. Naimi. *Journal of the American Medical Association, 304*(5) 575-577.
http://jama.ama-assn.org/cgi/content/extract/304/5/575

>Sensation seeking predicts established smoking and binge drinking in adolescents (2010) T. Schepis. *Evidence Based Mental Health,* ePub.
http://ebmh.bmj.com/content/early/2010/07/22/ebmh1093.short?rss=1

>Psychosocial risk factors associated with cyberbullying among adolescents: A population-based study. (2010) A. Sourander, et al., *Archives of General Psychiatry, 67*(7) 720-728.
http://archpsyc.ama-assn.org/cgi/content/short/67/7/720

>Children who witness violence: What services do they need to heal? D. Willis, et al., *Issues in Mental Health Nursing, 31*(9) 552-560. http://www.ncbi.nlm.nih.gov/pubmed/20701417

>An outcome evaluation of the Sources of Strength Suicide Prevention Program delivered by adolescent peer leaders in high schools (2010) P. Wyman, et al., *American Journal of Public Health*, ePub. http://ajph.aphapublications.org/cgi/content/abstract/100/9/1653

>Childhood adversities as risk factors for onset and persistence of suicidal behaviour. (2010) R. Bruffaerts, et al., *British Journal of Psychiatry, 197*(1) 20-27.
http://bjp.rcpsych.org/cgi/content/abstract/197/1/20

School, Family & Community

>The impact of deployment on U. S. Military Families (2010) S. Sheppard, et al*., American Psychologist, 65* (6) 599-609. Http://apa.org/pubs/journals/amp

>Do delinquency and community violence exposure explain internalizing problems in early adolescent gang members? (2010) A. Madan, et al., *Journal of Adolescence*, ePub.
http://www.ncbi.nlm.nih.gov/pubmed/20584547

>Racial/ethnic differences in adolescent substance use: Mediation by individual, family, and school factors. (2010) R. Shih, et al., *Journal of Studies of Alcohol and Drugs, 71*(5) 640-651.
http://www.jsad.com/jsad/article/RacialEthnic_Differences_in_Adolescent_Substance_Use_Mediation_by_Individ/4485.html

>Facilitating practitioner flexibility within an empirically supported intervention: Lessons from a system of parenting support. (2010) T. Mazzucchelli & M. Sanders. *Clinical Psychology Science and Practice, 17* (3) 238-252.
http://www.ingentaconnect.com/content/bpl/cpsp/2010/00000017/00000003/art00007

>Children's contact with their incarcerated parents: Research findings and recommendations (2010) J. Poehlmann, et al., *American Psychologist, 65*(6) 575-598.
http://www.ncbi.nlm.nih.gov/pubmed/20822198

>Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature (2010) J. Roth, et al. *American Journal of Community Psychology, 45* (3/4) 310-324. http://springerlink.com/content/b0157rj413118g55/

Policy, Systems, Law, Ethics, Finances & Statistics

>Extending the school day or school year: A systematic review of research (2010) E. Patall, et al. *Review of Educational Research, 80*(3) 401-436. http://rer.sagepub.com/content/80/3/401.abstract

>Ethical dilemmas in school-based behavioral screening (2010) S. Chafouleas, et al. *Assessment for Effective Interventions, 35*(4) 245-252. http://aei.sagepub.com/content/35/4/245.abstract

>Dilemmas of practice: Challenges to program quality encountered by youth program leaders (2010) R. Larson & K. Walker. *American Journal of Community Psychology, 45* (3/4) 338-349.
http://springerlink.com/content/1572274t46u25508/

>Bringing psychotherapy to primary care: Innovations and challenges (2010) C. Alexander, et al., *Clinical Psychology Science and Practice, 17*(3) 191-214.
http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2850.2010.01211.x/abstract

>Challenges and opportunities for improving community college student success (2010) S. Goldrick-Rab. *Review of Educational Research, 80*(3) 437-464.
http://rer.sagepub.com/content/80/3/437.abstract

>High expectations for all (2010) R. Marzano. *Educational Leadership 68*(1) 82-83.
Http://www.ascd.org

>QuickStats: Percentage of youths aged 5-17 years ever diagnosed as having a learning disability and/or attention deficit hyperactivity disorder
http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5935a7.htm?s_cid=mm5935a7_e

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

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

#@#@#@#

"It may be a whole new school year, but it feels like the same old problems."

@#@#@#

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

>October – Enabling Schools Adjustment: Invest Now or Pay Later

The new school years is off to a good start — for some. Superintendents are providing extra support to new Principals. Principals are providing mentors to new teachers. Teachers are watching out for students that need something more to succeed in the newly formed classrooms. Families have their fingers crossed, hoping that this year's teachers will be a good fit for their children.

In the broadest sense, this is the best time for looking at how students have responded to the setting and for those who seem to be having trouble, to provide something more. Here is an excerpt from our most recent newsletter related to creating classroom and schoolwide environments that are most likely to result in success for the broadest range of students and how this fits with the current focus on Response to Intervention (RtI):

> *If RtI is treated simply as a problem of providing more and better instruction, it is unlikely to be effective for a great many students. However, if RtI is understood to be part and parcel of a comprehensive system of classroom and school-wide student and learning supports, schools will be in a position not only to address problems effectively early after their onset but will prevent many from occurring.*

> *Therefore, we have suggested the following set of intervention concepts and a sequential approach as guides in operationalizing RtI. First, ensure an optimal learning environment. This means an enriched classroom and school environment that provides a rich array of options and choices and personalized teaching. For specific students at this stage, the emphasis is on responses to instruction. If instructional interventions prove insufficient, other forms of special assistance are introduced in the classroom, and if necessary, some supportive assistance outside the classroom is added to the mix to help students remain in the regular program; the emphasis at this stage is on responses to intervention.*
> http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall10.pdf

For students who have not made a good start in this new school year (e.g., poor attendance, lack of engagement in learning, behavior problems), it is imperative for schools to take steps in the classroom and schoolwide to address the problem before it becomes pervasive, severe, and chronic. As we suggest in the Emerging Concern that leads off this issue of ENEWS, this is the time to determine how your local schools prevent school adjustment problems and whether they are responding as soon as a student shows signs of not having effectively adjusted in the classroom and/or at school. What mechanisms provide ways to work on these early adjustment problems besides waiting for failure?

For more see these Quick Find topic pages

>Environments that support learning: Classroom climate/culture
http://smhp.psych.ucla.edu/qf/environments.htm

>Motivation/Engagement in learning
http://smhp.psych.ucla.edu/qf/motiv.htm

>Support for Transitions
http://smhp.psych.ucla.edu/qf/p2101_01.htm

And as our new directions initiatives stress, a focus on school adjustment and responding quickly and effectively is a key facet of a comprehensive system of learning support.

For more on the new directions work, see:

National Initiative: New Directions for Student Support
http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm

Scholastic-UCLA collaboration
http://smhp.psych.ucla.edu/rebuild/rebuilding.htm

AASA website – http://www.aasa.org/LeadershipDevelopment.aspx

***We would be pleased to talk with anyone who would like to learn more about any of this.**

Note: Anticipating major concerns (such as the above) that arise with regularity over the course of the school year is imperative. Such awareness points to natural opportunities to strengthen schools and minimize problems. For a calendar of monthly concerns and themes, see *Ideas for Enhancing Support at Your School this Month* on the home page at http://smhp.psych.ucla.edu

@#@#@#

"If a train station is where the train stops and a bus station is where the bus stops, what is a work station?"

@#@#@#

OTHER HELPFUL INTERNET RESOURCES

>Welcoming Schools Website -   http://www.welcomingschools.org

>National drug facts week website – http://drugfactsweek.drugabuse.gov

>Military child education coalition – http://www.militarychild.org

>The patient protections and affordable care act of 2010: How does it help adolescents and young adults? –
http://nahic.ucsf.edu/index.php/nahic/article/patient_protection_and_affordable_care_act/

>Parent and community involvement in a college/career-ready culture –
http://txcc.sedl.org/resources/briefs/number2/index.html

>Disaster mental health: Crisis counseling programs for the rural community --
http://store.samhsa.gov/shin/content/SMA10-DISASTER/SMA10-DISASTER-01.pdf

>MA chapter 92 of the Acts of 2010: An act relative to bullying in schools --
http://www.mass.gov/legis/laws/seslaw10/s1100092.htm

>Fact sheet on Children of Immigrants --
http://www.urban.org/UploadedPDF/901292_immigrationtrends.pdf

>Problems with the use of student test scores to evaluate teachers --
http://www.epi.org/publications/entry/6276

>Levers for change: Pathways for state-to-district assistance in underperforming school
districts – http://www.americanprogress.org/issues/2010/09/levers_for_change.html

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

@#@@#

    "The worst tempered people I have ever met were those who knew that they were wrong."
                                                                    David Letterman

                                                                         @#@#@#
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: Information on each of these is updated on an ongoing basis on our website. Just click on the
indicated URL or on What's New on our website at http://smhp.psych.ucla.edu

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

                    <><><><><><><><><><><><><>

UCLA CENTER UPDATE

>*New Directions Initiative – Online Leadership Institute Course*

    There has been a great deal of interest in the no cost online professional development course
    developed through our collaboration with Scholastic, Inc.'s Community Relations Division.
    See http://rebuildingforlearning.scholastic.com

We would like your feedback. Please take a look at the online modules is you haven't seen
them. Then let us know:
                    1. What was most useful?
                    2. What changes would you recommend?
                    3. How might you use this online resource?
                    4. How might you let others know about this resource?

Send any feedback you can provide to ltaylor@ucla.edu ; we really will appreciate it.

> *Quarterly Newsletter Fall 2010*

Features:
* *Mental Health in Schools: Why Focus on School Policy?*

* *Moving Beyond the Three Tier Pyramid: Fitting RtI into a Comprehensive System of Student and Learning Supports*

* *Needs Assessment: Input from the Field*

* *Some Recent Resources from Our Center to Aid in Enhancing School Improvement Policy and Practice*

Posted online http://smhp.psych.ucla.edu/news.htm

Let us know if you need some hard copies to share (ltaylor@ucla.edu)

>*New Center Report*

* *Youth Substance Use Interventions: Where Do they Fit into a School's Mission?*
http://smhp.psych.ucla.edu/pdfdocs/subintervent.pdf

This report addresses the question: Where do interventions for concerns about substance use fit into the work of schools? By way of background, we begin by differentiating between use and abuse and briefly summarizing some major issues and data relevant to substance use and treatment of abuse and dependency. And, to highlight the importance of adopting a broad perspective in understanding the causes of substance problems seen at schools, we outline a reciprocal determinist paradigm.

* *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving from a two- to a three-component approach*
http://smhp.psych.ucla.edu/pdfdocs/enhancingtheblueprint.pdf

A brief four page informative done in collaboration with the National Association of School Psychologists. You might find this helpful in sharing these important matters with busy school leaders and decision makers.

>*This Month's Featured Center Resource*

* *The Online Clearinghouse Quick Finds*

This topical set of resources is readily accessed through a drop down menu (direct website addresses are provided). The menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more. Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules. It is a fast way to access information, resources, and do-it-yourself technical assistance.

>*Expanded outreach to Families and Youth*
We have a Young Adult Advisory Group that provides feedback for our work (especially the series of Youth Culture Subgroups). At this point, we want to expand our networks with youth and with families. If you are involved in or know of specific youth or family networks that are likely to have a stake in the field of mental health in school, please let us know so we can make contact -- or you might directly respond to and share the following request with others:

"The national Center for Mental Health in Schools wants your input regarding the full continuum of possible ways schools can advance the field. Specifically:
    (1) What more do you think schools need to do to promote positive mental health?
    (2) What more do you think schools need to do to prevent mental health and psychosocial problems?
    (3) What more do you think schools need to do to intervene quickly after a problem is noted?
    (4) What more do you think schools need to do to help in the treatment of severe, pervasive and chronic problems?"

Send the feedback to ltaylor@ucla.edu We look forward to hearing from you.

For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at http://smhp.psych.ucla.edu or contact Howard Adelman and Linda Taylor, Co-directors. The Center operates under the auspices of the School Mental Health Project, Department of Psychology, UCLA, Los Angeles, CA 90095. Phone(310) 825-3634. Toll Free (866) 846-4843. Fax (310) 206-5895. Email: smhp@ucla.edu

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

Check out our sister center, the Center for School Mental Health at http://csmh.umaryland.edu
University of Maryland at Baltimore, Department of Psychiatry,
737 W. Lombard St 4th floor, Baltimore, MD 21202. Toll Free (888)706-0980.
Email: csmh@psych.umaryland.edu - Nancy Lever and Sharon Stephan, Co-directors

Special Note: The 15th Annual Conference on Advancing School Mental Health October 7-9, 2010. Hyatt Regency Albuquerque, Albuquerque, New Mexico. The conference is conducted by the Center for School Mental Health (CSMH) University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry in partnership with The IDEA partnership, funded by the Office of Special Education Programs, sponsored by the National Association of State Directors of Special Education (NASDSE).

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

COMMENTS, REQUESTS, INFORMATION, QUESTIONS FROM THE FIELD

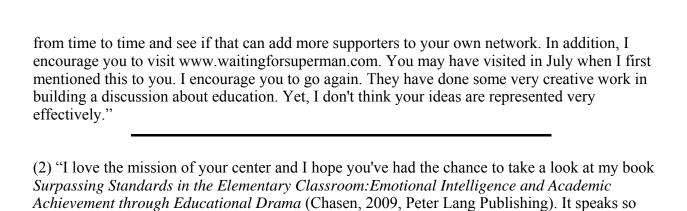### Reaction to September ENEWS Emerging Issue:

"Your ENEWS article on misdiagnosis of youngest students correlates so well with data Malcolm Gladwell used in his book "Outliers" ... If you haven't read the book, you should look at the first chapter or two. His focus is on data that show advantages for the oldest students and disadvantages for the youngest in the early grades and how those effects compound over time."

Reaction to August ENEWS Emerging Issue:

"I appreciated seeing the piece in the Aug. [ENEWS] about preventing burnout. We've just completed a survey of about 250 teachers in SE Michigan, and have found 30% who appear to have high levels of depression symptoms. When we finish analyzing our data, I'll send you the *ms* as we submit it for publication. (Depression in teachers has been studied a lot in other countries, but given very little attention here in the U.S.). Thanks for the good work that you do ... you're doing stuff that isn't getting much attention in today's political atmosphere for education."

We were asked to share the following with ENEWS Readers:

(1) "Have you ever visited http://firesidelearning.ning.com . This is an on-line forum of educators who are looking for new ways or better ways to help kids learn. Each member is able to set up their own page, to promote their own ideas, and to launch discussions of these ideas. I have been participating for a few years. I encourage you to share the newsletter and your ideas in that forum

from time to time and see if that can add more supporters to your own network. In addition, I encourage you to visit www.waitingforsuperman.com. You may have visited in July when I first mentioned this to you. I encourage you to go again. They have done some very creative work in building a discussion about education. Yet, I don't think your ideas are represented very effectively."

---

(2) "I love the mission of your center and I hope you've had the chance to take a look at my book *Surpassing Standards in the Elementary Classroom:Emotional Intelligence and Academic Achievement through Educational Drama* (Chasen, 2009, Peter Lang Publishing). It speaks so directly, theoretically and practically to exactly what you are talking about, with over 60 hours of detailed lesson plans that support the integration of mental health, academic achievement and student investment in school as the liberating source for desired, standards-based learning and personal empowerment."

---

(3) "There will be a one day workshop prior to the Sixth World Conference on Mental Health Promotion and Prevention of Mental and Behavioral Disorders in Washington DC in November. On November 16 "Maximizing school leader involvement in school mental health and moving toward enhanced implementation practice." See http://wmhconf2010.hhd.org

---

(4) "InnerActions is a group of youth who have designed a 50 minute, very powerful performance, that I would like to share with your Center. I am a mental health professional who is extremely interested in the field of school based mental health. InnerActions has mastered the message of "Prevention through Inspiration". I have also attached a some You Tube videos of the group. http://www.youtube.com/watch?v=dv6JfZoRZvQ . They are motivated and excited to perform at schools, and we have designed an integrated model that allows for Q & A with mental health and substance abuse professionals afterwards, and a pre-flection/post plection survey as well. Please spread the word about InnerActions, they would like to perform for high school and college age students around the country. Also, we are looking for a graduate student to work with the program to build the evidence around this type of 'youth driven social marketing' around the topic of prevention, it could potentially be amazing dissertation material."

---

(5) "*Strong Schools, Strong Leaders:* What matters most in times of change by Dr. Perry P. Wiseman. These are tough times for schools. With the current accountability measures, coupled with economic instability, schools are finding it hard to keep up. They are being flipped upside-down, bent out of shape, and stretched to the limit. *Strong Schools, Strong Leaders* was written for everyday practitioners aiming to create staffs capable of making their schools sparkle amid the chaos. Not only does this book describe four essential foundational practices, it also provides the reader with the specific processes to take each of them from theory to practice."

---

(6) "New book, Grief in children" by David Schonfeld. Here is a link to the book: http://www.brookespublishing.com/store/books/schonfeld-71165/index.htm

---

(7) "Please share with your colleagues: Current Drug Abuse Reviews" http://www.benthameditorial.org/cdar

If you have comments you want included in ENEWS, please send to Ltaylor@ucla.edu

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

THIS IS THE END OF THIS ISSUE OF E-NEWS

See below for source identifying information

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

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

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at: UCLA School Mental Health Project/Center for Mental Health in Schools; Box 951563, Los Angeles, CA 90095-1563

Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-5895; email: smhp@ucla.edu