

**25 Years &  
Counting**



**ENEWS**

**A Monthly Forum for Sharing and Interchange**



**October, 2011 (Vol. 16 #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 national Center offers, see <http://smhp.psych.ucla.edu>



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

**Contact [smhp@ucla.edu](mailto:smhp@ucla.edu)**



## **WHAT'S HERE THIS MONTH**

### **\*\*Emerging Opportunity**

**>ESEA Flexibility Waivers and Addressing Barriers to Learning and Teaching**

### **\*\*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 – Enhancing Student Engagement**

### **\*\*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**

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## EMERGING OPPORTUNITY

### >ESEA Flexibility Waivers and Addressing Barriers to Learning and Teaching

On September 23, the White House and the Department of Education issued guidelines for *ESEA Flexibility* (see <http://www.ed.gov/esea/flexibility> ).

Clearly, the major emphasis continues to be on districts developing school improvement strategies designed to produce major changes in the "lowest performing schools" and those with "low graduation rates, large achievement gaps, or low student subgroup performance."

The flexibility is an opportunity for more states and districts to move in new directions for addressing barriers to learning and teaching and re-engaging disconnected students. And pioneering initiatives around the country are providing guidance for doing so by developing a comprehensive system of learning supports for schools.

The following briefs outline innovative and transformative changes related to addressing factors interfering with student learning and performance:

>*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>

>*Establishing a Comprehensive System of Learning Supports at a School:  
Seven Steps for Principals and Their Staff*  
<http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>

For an example of a State Education Department's design document for a Comprehensive System of Learning Support, see that developed by the Louisiana Department of Education.  
<http://www.louisianaschools.net/1de/uploads/15044.pdf>

If you agree this is an opportunity, please help share the above with those involved in preparing applications for ESEA Flexibility.

And let us know if you need additional resources related to these matters.

Send your requests (and comments) to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## **NEWS FROM AROUND THE COUNTRY**

### **Special Education Classes Disproportionately Filled with Minority Students**

In California, 61 of the state's 838 school districts had a disproportionate number of black and Hispanic students in special education in 2008-09. Statewide, 7.5% of all students and 10.9% of special education students are black. In the San Francisco Unified School District, those numbers at 10.8% and 25.8%. The District has a state grant to study the roots of this disproportionality. The district is increasing the number of special education students in general education classes. In 2010-11, 24% of emotionally disturbed students were in general education classrooms, 47% were in separate classrooms, and 29% were in private or institutional settings. 9/18/11.

[Http://www.sfexaminer.com](http://www.sfexaminer.com)

### **Unvaccinated Students Denied School Attendance**

Middle and high school students who have not received the required whooping cough vaccine are denied attendance at some California schools. The vaccinations are not mandatory. If a family is opposed, a note from the parents explaining their opposition would excuse the students. San Francisco Unified School District began sending students home who don't have proof of vaccination or a parental exemption. About 10% of the student body are not vaccinated. The district held a free vaccination clinic and provides shots at schools. In other districts unvaccinated students may attend school, but are sequestered in the school gym. Their attendance does not count toward district attendance, so the schools lose money. 9/18/11. [Http://www.thestatecolumn.com](http://www.thestatecolumn.com)

### **New 'Cyberbullying' Law Poses Challenges**

A new Connecticut law makes on-line statements subject to academic disciplinary proceedings. The law puts school officials in the position of having to pass judgement on off-campus speech with little legal precedents to guide them. If they clamp down, they risk First Amendment challenges. If they're too lenient, they could be deemed responsible if cyberbullying leads to tragedy. Seven states have passed cyberbullying laws. 8/30/11. [Http://ctmirror.com](http://ctmirror.com)

### **School Board OKs Use of Police Dogs for Drug Searches**

Madison, WI police dogs will be able to sniff through the halls, bathrooms and parking lots of the city's middle and high schools if principals suspect there may be illegal drugs there. Annual evaluations will be conducted to assess the program's effectiveness. The police department will cover the costs of the searches, which will be done when students are in class. 9/27/11. [Http://madison.com](http://madison.com)

### **School Security with High Tech Scanning System**

Detroit high school students will pass through high-tech detection machines akin to airport security systems that snap a photo and indicate the location of any metal objects

on their bodies. Detroit is the first district in the nation to install it in all of its high schools. In addition to hundreds of school based security officers, the district has a fully deputized police department with 51 officers who have arrest powers anywhere in the city. The district battles the perception that its campuses are violent; that perception is part of the reason about 100,000 students have left the district in the last decade. 8/28/11. [Http://www.freep.com](http://www.freep.com)

### **Teachers Retire in Doves after Union Loss in Bargaining Fight**

In Wisconsin, 5,000 school employees, about twice as many as in each of the past two years, are retiring this year. This is partly in response to the new law requiring higher employee contributions to health and retirement plans, and options to lengthen the school day or year without increasing salaries. 9/16/11. [Http://www.csmonitor.com](http://www.csmonitor.com)

### **Vouchers Prompt Thousands to Change Schools**

Indiana began the nation's broadest school voucher program. The vouchers are government issued certificates that can be applied to private tuition, essentially allowing parents to channel some of the tax dollars they would normally pay to public schools to other institutions. Nearly 70% of the vouchers approved are for students opting to attend Catholic schools. In Ohio, where children from low-performing public schools can use vouchers to attend private schools, about 70% of the students have used them to attend Catholic schools. 8/28/11. <http://posttrib.suntimes.com/news/7340323-418/vouchers-prompt-thousands-to-change-schools.html>

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Among the sources used in gathering the above items are:

- >The ECS e-clip at <http://www.ecs.org>
- >The Public Education Network Newsblast at <http://www.publiceducation.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](mailto:ltaylor@ucla.edu) or [smhp@ucla.edu](mailto:smhp@ucla.edu)

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“Urging schools to solve vision, nutrition or physical and emotional safety problems by working with ‘non-profits’ and ‘faith-based institutions’ is silly. Voluntary organizations can perform isolated acts of charity, but only government can narrow the vast social inequalities that bring many children to school unprepared to learn.”

Richard Rothstein  
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## RECENT PUBLICATIONS (In print and on the web)

### Child, Adolescent, Young Adult Mental and Physical Health

Mental health of displaced and refugee children resettled in high-income countries: Risks and protective factors (2011). M. Fazel, et al. *Lancet ePub*. <http://sciencedirect.com>

Attitudes about violence and involvement in peer violence among youth: Findings from a high risk community (2011). B. Ali, et al. *Journal of Urban Health, ePub*.  
<http://www.springerlink.com>

Behavior problems in children and adolescents with chronic physical illness: A meta-analysis (2011). M. Pinquart & Y. Shen. *Journal of Pediatric Psychology ePub*.  
<http://jpepsy.oxfordjournals.org>

Trends in psychopathology across the adolescent years: what changes when children become adolescents, and when adolescents become adults? (2011). E. Costello, et al. *Journal of Child Psychology and Psychiatry, ePub*. <http://www.interscience.wiley.com>

### Schools, Family, & Community

*School-family partnership strategies to enhance children's social, emotional, and academic growth* (2011). M. Albright, et al. National Center for Mental Health Promotion and Youth Violence Prevention, EDC. <http://sshs.promoteprevent.org>

A school-based expressive writing intervention for at-risk urban adolescents' aggressive behavior and emotional lability (2011). W. Klierer, et al. *Journal of Clinical Child and Adolescent Psychology*, 40 (5) 693-705. <http://www.leaonline.com>

Working to make it work: The role of parents in the youth mentoring process (2011). Spencer, R, et al. *Journal of Community Psychology*, 39(1) 51-59.  
<http://onlinelibrary.wiley.com>

Who shapes whom in the family: reciprocal links between autonomy support in the family and parents' and adolescents' coping behaviors (2011). I. Seiffge\_Krenke & V. Pakalniskiene. *Journal of Youth and Adolescence*, 40 (8) 983-995.  
<http://www.springerlink.com>

The importance of family to youth living in violent communities (2011). C. McDonald, et al. *Journal of Psychiatry and Mental Health Nursing*, 18 (7) 653-656.  
<http://www.interscience.wiley.com>

The social status of aggressive students across contexts: The role of classroom status hierarchy, academic achievement, and grade (2011). C. Garandau, et al. *Developmental Psychology, ePub*. <http://www.apa.org/journals/dev>

Interpersonal goals and susceptibility to peer influences: Risk factors for intentions to initiate substance use during early adolescence (2011) E. Trucco, et al. *Journal of Early Adolescence*, 31 (4) 526-547. <http://jea.sagepub.com>

Developing preventive mental health interventions for refugee families in resettlement (2011). S. Weine. *Family Process*, 50 (3) 410-430. <http://www.interscience.wiley.com>

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

School-based mental health services in post-disaster contexts: A public health framework (2011). B. Nastasi, et al. *School Psychology International*, 32 (5) 533-552. <http://spi.sagepub.com>

Prosocial and antisocial behavior in sport: The role of coaching style, autonomous vs. controlled motivation, and moral disengagement (2011). K. Hodge & C. Lonsdale. *Journal of Sport & Exercise Psychology*, 33 (4) 527-547. <http://www.humankinetics.com>

Mental health screening and follow up care in public high schools (2011). M. Husky, et al. *Journal of the American Academy of Child & Adolescent Psychiatry*, 50 (9) 881-891. <http://www.jaacap.com>

Measuring youth empowerment: Validation of a sociopolitical control scale for youth in an urban community context (2011). N. Peterson, et al. *Journal of Community Psychology*, 39 (5) 592-605. <http://onlinelibrary.ciley.com>

Specifying type and location of peer victimization in a national sample of children and youth (2011). H. Turner, et al. *Journal of Youth and Adolescence*, 40 (8) 1052-1067. <http://www.springerlink.com>

Testing the adaptation to poverty-related stress model: Predicting psychopathology symptoms in families facing economic hardship (2011). M. Wadsworth, et al. *Journal of Clinical Child and Adolescent Psychology*, 40 (4) 646-656. <http://www.apa.org>

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

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

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

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“When you get into a tight place and everything goes against you, till it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn.”

Harriet Beecher Stowe

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

### October – Enhancing Student Engagement

With the school year underway, initial jitters have subsided and natural processes of adjustment have occurred (for staff and students). The challenge now is making sure that a range of strategies for learning is available in every classroom to engage all students in classroom instruction. The focus on response to intervention provides a great opportunity to stress enhancing student engagement. The seeds of significant problems are planted when instruction is not a good fit. Motivation is a fundamental concern for all students, for struggling students a focus on classroom motivation is essential. For more on this see month two in:

*Improving Teaching and Learning Supports by Addressing the Rhythm of a Year*  
<http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf#page=14>

Next week we will send a resource you can share with schools about using naturally occurring opportunities to enhance learning supports and school improvement.

With respect to addressing barriers to learning and teaching and re-engaging disconnected students, you can send us observations and concerns, and we will use our Center's communication vehicles to share and provide additional ideas and resources. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .

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“Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it and, above all, accurately so they will be guided by its light

Joseph Pulitzer

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## OTHER HELPFUL INTERNET RESOURCES

>Child welfare: More information and collaboration could promote ties between foster care children and their incarcerated parents

<http://www.gao.gov/highlights/d11863high.pdf>

>Handbook for family and community engagement

<http://www.families-schools.org>

>Youth risk behavior and school health policy fact sheets

<http://healthyyouth/yrbs/factsheets/index.htm#2>

>America's ninth graders: High School Longitudinal Study of 2009

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011355>

>The impact of youth development programs on student achievement

<http://www.collab4youth.org/documents/schoolsuccessbrief.pdf>

>Bullying prevention guidance for school stakeholders

<http://www.njbullying.org/908522-2581>

>Toward a blueprint for youth: making positive youth development a national priority

<http://www.acf.dhhs.gov/programs/fysb/youthinfo/blueprint.htm>

>Kidsdata research and links – <http://www.kidsdata.org/resources>

>NASP Online Learning Center – <http://www.nasponline.org>

>PBS “In The Mix” – <http://www.inthemix.org>

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For a wider range of relevant websites see our Gateway to a World of Resources at

[http://smhp.psych.ucla.edu/gateway/gateway\\_sites.htm](http://smhp.psych.ucla.edu/gateway/gateway_sites.htm)

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Student to parents on bringing home a unfavorable report card:

“No use debating environmental versus genetic causes.

Either way, it's your fault.”

Martha Campbell

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## LINKS TO:

>Upcoming initiatives, conferences & workshops.

[Http://smhp.psych.ucla.edu/upconf.htm](http://smhp.psych.ucla.edu/upconf.htm)

>Calls for grant proposals, presentations, and papers.

[Http://smhp.psych.ucla.edu/upcall.htm](http://smhp.psych.ucla.edu/upcall.htm)

>Training and job opportunities. [Http://smhp.psych.ucla.edu/job.htm](http://smhp.psych.ucla.edu/job.htm)

>Upcoming and archived webcasts and other professional development opportunities. [Http://smhp.psych.ucla.edu/webcast.htm](http://smhp.psych.ucla.edu/webcast.htm)

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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://smh.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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## UCLA CENTER UPDATE

### New Resources

Center Report – *District Superintendents and the School Improvement Problem of Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/supt.pdf>

Policy & Practice Brief – *Addressing Bullying: State Guidance to Districts and Schools is Both Helpful and a Missed Opportunity* – <http://smhp.psych.ucla.edu/pdfdocs/bullying.pdf>

Practice Notes – *Back-to-School Anxiety* – <http://smhp.psych.ucla.edu/pdfdocs/backtoschanx.pdf>

Guidance Notes – *Notes about the Learning Supports Facilitator Position* – <http://smhp.psych.ucla.edu/pdfdocs/lrfacilitator.pdf>

Information Resource – *Getting the School Year Off to a Good Start* – <http://smh.psych.ucla.edu/pdfdocs/newschoolyr.pdf>

Quarterly Journal/Newsletter – *Enhancing Classroom Climate for All Students* – <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Fall11.pdf>

## This Month's Featured Center Resource

Teacher Learning Supports Resources – Enhancing the capacity of classroom teachers to successfully engage all students in learning is the fundamental base of learning supports. Here are some Center resources to share with teachers and that can guide personnel development:

- > *What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?* – <http://smhp.psych.ucla.edu/summit2002/whatmightfully.pdf>
- > *Challenges and Opportunities in the Classroom* – <http://smhp.psych.ucla.edu/pdfdocs/Newsletter/winter08.pdf>
- > *Addressing School Adjustment Problems* – <http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>
- > *Engaging and Re-engaging Students in Learning at School* – <http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>
- > *Natural Opportunities to Promote Social-Emotional Learning* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>
- > *Turning Big Classes into Smaller Units* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/smallclasses.pdf>
- > *Volunteers as an Invaluable Resource* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/voluntresource.pdf>
- > *Working with Disengaged Students* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/disengagedstudents.pdf>

For a guide to continuing capacity building, see

- > *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling* – Module I provides a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. Module II focuses on classroom practices to engage and re-engage students in classroom learning. Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning – <http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>

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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>

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## REQUESTS AND COMMENTS FROM THE FIELD

Below are sample responses to the September ENEWS Emerging Issue:

**>If socioeconomic factors account for 60% of student achievement, why don't schools do more to address these factors?**

(1) "Schools have enough to do.....addressing socioeconomic factors is a societal issue. Enhancing and supporting the schools/teachers in relating to the kids and the challenges they bring with them to school is relevant, trainings and workshops and on going support is needed, but they are not a social service agency."

(2) "There is very limited political will to address socioeconomic factors that impede academic achievement because the parents of children of poverty are not influential politically. Even addressing the special needs of mentally and physically challenged children, many of whom do have parents who know how to be politically influential, is limited, uneven, and inconsistent. Reason: academic failure of the poor and minorities reinforces stereotypes of many people who are white and Asian middle class while poor outcomes of mentally challenged kids reinforces the ideas of many teachers and the general public that bad kids should be punished. The only special groups that get some breaks are the physically challenged because that can't be made into a moral issue by judgmental types who condemn those who don't look or act like themselves."

(3) "...For children who come from very culturally disrupted circumstances (long term disruption to the typical cultural practices of either literacy-oriented or not literacy-oriented families), there's an additional cognitive impact that teachers can help students overcome.

All that is to say, when teaching just 'the curriculum,' the 60% socioeconomic impact is very real. However, if teachers learn to **also** intentionally and explicitly help struggling learners develop proficiency in the "hidden" curriculum--that is, the cultural, cognitive and linguistic skills of literacy oriented students that enable them to be successful in school learning--then I believe that 60% can be reduced fairly dramatically. But that requires a shift of thinking from the way schools and teachers typically think about what school is there for: a move away from helping students 'consume the curriculum' to helping students learn how to learn in a school setting, or at least balancing the 2 during the instructional day."

(4) "I am always baffled as to why agencies and funders will spend thousands of dollars to provide 'services' to a family, but balk at providing families with the concrete necessities of life. There is a program in San Bernardino County called 'Children's Fund' which is a non-profit entity whose operating costs are funded by each of the child serving county agencies. This non-profit fund raises to pay for the necessities of life for children in San

Bernardino County. One year they raised 1.3 million dollars to pay for things like food, beds, electricity, Boy Scout uniforms, etc. and their operating costs are about \$340,000 annually. This is what I call 'bang for the buck'.

Every county should have a 'Children's Fund'. Families need more 'stuff' and less services. It does us no good to spend \$7,000 in a year to provide mental health treatment for a family living in a car when for \$5,000 we could have given them the 1<sup>st</sup> and last down-payment to get into an apartment and enough money to supplement their minimum wage earnings. People would feel a lot less depressed if they had their basic needs met than if they had weekly therapy.

And, finally, people need jobs that pay a living wage. But schools don't want to talk about what is out of the scope of practice, they should, we all should, make this our number one priority."

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## **THIS IS THE END OF THIS ISSUE OF E-NEWS**

**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 or about ENEWS, contact us at:  
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Box 951563, Los Angeles, CA 90095-1563  
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