



ENEWS

A Monthly Forum for Sharing and Interchange



**28 Years &
Counting**

October, 2014 (Vol. 19 #1)

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

****Ongoing Concern**

> *Standards Debates Continue to Ignore Student and Learning Supports*

****News from around the country**

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

> *October: Enhancing Student Engagement*

****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

****A few 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**

ONGOING CONCERN

Standards Debates Continue to Ignore Student and Learning Supports

The main focus these days with respect to school standards is on curriculum. Some attention also has been given to standards for teaching. *Little of no attention is given to standards for student and learning supports.* This is ironic when viewed from the perspective of how many students are experiencing external and internal barriers that interfere with their benefitting from “high standards” curricula.

Providing all students an equal opportunity to succeed is the foundation of civil rights. Equity of opportunity requires more than higher expectations, greater teacher accountability, differentiated instruction (and certainly more than refining social control and school safety practices). School standards clearly must account for the broad range of student differences (including interests, strengths, weaknesses, and limitations). Without a unified set of standards for student and learning supports, schools will continue to give short shrift to developing a cohesive and comprehensive system that directly focuses on (a) addressing barriers to learning and teaching and (b) re-engaging students who have become disconnected from classroom instruction.

For more on this, see <http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall%2014.pdf>

What do you suggest about how to focus policy makers on the need for a unified set of standards for student and learning supports?

We look forward to sharing your comments. Send to Ltaylor@ucla.edu .

NEWS FROM AROUND THE COUNTRY

Volunteers fan out to find absent students. It's time again for Operation Comeback, a Dallas Independent School District effort to track down students listed as missing the first few weeks of school. Volunteers started late last week by making lots of phone calls. The students they couldn't reach were targeted to get a face-to-face visit. This is the fifth year the district has participated in Operation Comeback. Other school districts do similar outreach campaigns. Lancaster ISD recently dispatched staff members to share upcoming events and district information. The effort is called the Tiger Community Walk. The event allowed the district and staff to connect with parents, former parents and even some potential parents. 9/20/14
<http://www.dallasnews.com/news/education/headlines/20140920-volunteers-fan-out-to-locate-absent-dallas-isd-students.ece>

Choice schools become the norm in district. The trend toward school choice in Miami-Dade has been accelerated by steadily increasing competition from charter schools. In response, the school district has launched ads on TV and in movie theaters, and established its own marketing office. It has launched more choice programs than ever, with 52 debuting this year alone. Others caution that the district should not lose focus on traditional neighborhood schools, which are the best option for

some kids. With glossy brochures and advertising campaigns behind many magnet programs, the president of the teachers union said, the district has to avoid the perception that neighborhood schools are inferior. 9/8/14 <http://www.miamiherald.com/news/local/education/article1980326.html>

New education ombudsman in DC has busy first year. The Office of the Ombudsman for Public Education in D.C, which was revived this year after a four-year hiatus, fielded 150 complaints or concerns in its first six months. The office's first report, provided a snapshot of the types of matters that D.C. parents were trying to resolve: credits lost during school transfers, poor services for students with disabilities, long-term suspensions, fears about bullying. The ombudsman's office is designed to be a neutral third party that can address concerns so that they do not fester or escalate into court cases, but the present occupant also hopes to elevate the role that parents play in a world of educators and administrators filled with rules and acronyms. Washington is one of a handful of U.S. jurisdictions that have independent ombudsmen dedicated to education. 9/16/14 http://www.washingtonpost.com/local/education/new-dc-education-ombudsman-has-a-busy-first-year-in-reactivated-office/2014/09/16/ccd308b2-3dc2-11e4-b0ea-8141703bbf6f_story.html

School district police stock up free military gear. School police departments across the country have taken advantage of free military surplus gear, stocking up on mine resistant armored vehicles, grenade launchers and scores of M16 rifles. At least 26 school districts have participated in the Pentagon's surplus program, which is not new but has come under scrutiny after in Ferguson, MO, last month with tear gas, armored military trucks and riot gear. 9/17/14 <http://www.ctpost.com/default/article/School-police-stock-up-on-free-military-gear-5761866.php>

New definition of homeless would give kids more help. They are families, out of economic necessity, that share a dwelling with another family. Some live out of their cars or couch surf with someone they may or may not know. Some bed down in tents along the river or other places hidden from view. Others stay in hotels as they are able. Because they live outside of shelters, they're not eligible for federally funded programs that could connect them with supportive housing, food and mental health services. A bill before Congress aims to amend the U.S. Department of Housing and Urban Development's definition of "homelessness," which would help children and families living in motels, cars or temporarily with others to obtain needed services. National advocates say passage of the Homeless Children and Youth Act of 2014 "would eliminate the definitional obstacles and funding restrictions that effectively deny most homeless children basic assistance," according to the First Focus Campaign for Children. Children whose parents don't have a place to call home may end up enrolling in multiple schools in a given school year. According to the First Focus Campaign for Children, there are 1.1 million homeless children enrolled in the nation's schools. If they are ineligible for services under HUD or can't "prove" their homelessness, they are denied access to services. 9/15/14 <http://www.deseretnews.com/article/865611012/New-definition-of-homeless-would-give-kids-more-help.html?pg=2>

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From the above article about homeless students

"I have a student right now who's already been in three schools this year, and we're in the third week of school. If we get them into school, we serve them breakfast, lunch and a snack, if they stay for after school programs. Some of our schools even serve dinner.... But if these kids aren't in school, it becomes a huge issue. ...You're not going to be able to read if you can't keep your eyes open. Sometimes we tell them 'Just go sleep for an hour and come back and then we'll work on your homework'.... The research shows the more they change schools, the more they fall behind. With a lot of these kids, they're behind at the get-go. Once you get them to school, you want to keep them there."

Mike Harman , Salt Lake School District
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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

October: Enhancing Student Engagement

What's the situation in your local schools? Most days, how many students come to class motivationally ready and able to learn what the teacher have planned to teach them? When teachers are asked this question the responses of too many are surprising and disturbing. In urban and rural schools serving economically disadvantaged families, teachers tell us they are lucky if 10 to 15% of their students fall into this group. In suburbia, teachers usually say 75% fit that profile.

During this month, make the theme for schools *Enhancing Engagement*. To focus everyone on this topic, share the following with school staff and parents.

SOME NOTES ABOUT ENHANCING STUDENT MOTIVATION

Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure. Unfortunately, even for those who have made a reasonably good adjustment to a new school and a new classroom, a month or two into a school year may see positive motivation subside. Many behavior, learning, and emotional problems arise at this time.

The key to minimizing such problems is to aggressively focus on enhancing and maintaining student engagement. This calls for maximizing classroom and school-wide experiences that (1) promote feelings of competence, self-determination, and connectedness to significant others and (2) minimize threats to such feelings. To these ends, this month provides a critical time to focus on increasing ways for the school to

- avoid overreliance on extrinsics
- emphasize intrinsic motivation
- minimize practices that produce negative psychological reactions and unwanted behavior.

The increasing focus on response to intervention provides a great opportunity to stress enhancing student engagement. Many instructional approaches are effective when a student is motivated to learn what is being taught. And, for students with learning, behavior, and emotional problems, motivation for classroom learning often is the primary concern.

The seeds of significant problems are planted when instruction is not a good fit. For example, learning problems generate an emotional overlay and usually behavior problems. Thus, while motivation is a fundamental concern for all students, for those with problems a nuanced classroom focus on motivation is essential.

Fundamental implications for classrooms include ensuring there are a broad range of options with respect to:

- content
- outcomes
- processes (including a personalized structure to facilitate learning)

With real options comes real opportunities for involving learners in decision making. A motivational focus also stresses development of nonthreatening ways to provide information about learning and performance.

In transforming classrooms, the following points about motivation warrant particular attention:

- *Motivational Readiness.* Optimal performance and learning require motivational readiness. Motivation is a key antecedent condition in any learning situation. Readiness is understood in terms of offering stimulating and supportive environments where learning can be perceived as vivid, valued, and attainable. It is a prerequisite to student attention, involvement, and performance. Poor motivational readiness may be a cause of poor learning and a factor maintaining learning, behavior, and emotional problems. Thus, the need for strategies that can produce a high level of motivational readiness (and reduce avoidance motivation and reactance) so students are mobilized to participate.
- *Motivation as both a process and an outcome concern.* Individuals may value learning something, but may not be motivated to pursue the processes used. Many students are motivated to learn when they first encounter a topic but do not maintain that motivation. Processes must elicit, enhance, and maintain motivation so that students stay mobilized. Programs must be designed to maintain, enhance, and expand intrinsic motivation so that what is learned is not limited to immediate lessons and is applied in the world beyond the schoolhouse door.
- *Countering negative motivation.* Negative motivation and avoidance reactions and any conditions likely to generate them must be circumvented or at least minimized. Of particular concern are activities students perceive as unchallenging, uninteresting, over-demanding, or over-whelming. Most people react against structures that seriously limit their range of options or that are over-controlling and coercive. Examples of conditions that can have a negative impact on a person's motivation are sparse resources, excessive rules.

Students experiencing problems at school usually have extremely negative perceptions of and avoidance tendencies toward teachers and activities that look like "the same old thing." Major changes in approach must be made if such students are to change these perceptions. Ultimately, success may depend on the degree to which the students view the adults at school and in the classroom as supportive, rather than indifferent or controlling and the program as personally valuable and obtainable.

School staff not only need to try to increase motivation – especially intrinsic motivation – but also to avoid practices that decrease it. Although students may learn a specific lesson at school (e.g., some basic skills), they may have little or no interest in using the new knowledge and skills outside of the classroom. Increasing such interest requires procedures that can reduce negative and increase positive feelings, thoughts, and coping strategies.

With behavior, learning, and emotional problems, it is especially important to identify and minimize experiences that maintain or may increase avoidance motivation. Of particular concern is the need to avoid over-reliance on extrinsics to entice and reward since such

strategies can decrease intrinsic motivation. The point is to enhance stable, positive, intrinsic attitudes that mobilize ongoing pursuit of desired ends, throughout the school, and away from school. Developing intrinsic attitudes is basic to increasing the type of motivated practice (reading for pleasure).

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Resources for Staff Development Related to Enhancing Student Engagement

For staff development to improve understanding of the motivational bases for many behavior, learning, and emotional problems and what to do about them, the Center has several resources.

For a quick introduction to discussions of the above topics, see any of the following:

>*Intrinsic Motivation: Engaging and Re-engaging Students, Families, & Staff*
(powerpoint) <http://smhp.psych.ucla.edu/rebuild/rfl/sessiv.ppt>

>*About Motivation* (Practice Notes)
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf>

>*Engaging and Re-engaging Students in Learning at School*
<http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>

>*School Engagement, Disengagement, Learning Supports, & School Climate*
<http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf>

For more in depth professional development, see our continuing education modules on:

>*Engaging and Re-engaging Students and Families*
<http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf>

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

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Before extrinsic rewards come to matter:

Grandfather to four year old: "Would you like me to give you a quarter."

Four year old: "No thanks, I already have one."

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NEW DIRECTIONS FOR STUDENT & LEARNING SUPPORTS

Our approach to new directions for student/learning supports is to develop a unified and comprehensive system for addressing barriers to learning and teaching and re-engaging disconnected students as a primary and essential component of school improvement. We emphasize:

- rethinking and coalescing existing student and learning support programs, services and personnel in order to develop a unified and comprehensive system
- reworking operational infrastructure to weave together different funding streams, reduce redundancy, and redeploy available resources at school and from the community.

Fortunately, enough work has been done in recent years to provide specific prototypes and guidance for districts and schools.*

Where it's Happening

Upcoming presentation by Gainesville City Schools (GA). Scheduled for November's Dropout Prevention Conference in Louisville, KY.

Systemic Leadership to Reduce Student Drop-out Rates: The UCLA Center for Mental Health in Schools' Framework

The presentation will describe and demonstrate how the application of the UCLA Center for Mental Health in Schools Framework for a Unified System of Learning Supports can be used with any continuous improvement model to increase student engagement and support of families and communities.

Alabama State Department of Education update: Attendance was a focus of the ten school districts in Cohort I that implemented a unified and comprehensive system of learning supports last year. A recent news release from the Dept. of Education encourages districts statewide to use learning supports to target this barrier to learning. See

<http://www.alsde.edu/sec/comm/News%20Releases/08-29-2014%20Attendance%20Awareness%20Month.pdf>

As it continues to phase in a systemic approach to learning supports, Alabama has added a second cohort of thirty school systems. State Superintendent Tommy Bice has set a goal of having all systems trained in the approach in five years. A description of the philosophy behind the learning supports system and how it is implemented in schools can be found online at <http://web.alsde.edu/general/ALDOEDesignDocument.pdf>.

See other updates at <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>

*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***

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Policy and Practice Note

Concerned about School Improvement? It's Time and it's Essential to Transform Student/Learning Supports

At the state and regional levels, it is time and it is essential for education agencies to reorganize student and learning supports into a cohesive unit and provide guidance and capacity building support for districts to build a comprehensive, multifaceted, and integrated system of learning supports.

At the district and school level, it is time and it is essential to go beyond thinking in terms of providing traditional services, linking with and collocating agency resources, and enhancing coordination. These all have a place, but they do not address how to unify and reconceive ways to better meet the needs of the many, rather than just providing traditional services to a relatively few students.

As Congress considers reauthorizing the Elementary and Secondary Education Act (ESEA), it is time and it is essential to include a unifying and comprehensive focus on addressing barriers to learning and re-engaging disconnected students.

Thinking about increasing the capacity of local districts and schools with respect to developing a unified and comprehensive system of student supports?

We can help. See <http://smhp.psych.ucla.edu/need.htm>

And feel free to contact us by emailing ltaylor@ucla.edu

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For these are all our children, we will all profit by or pay for what they become.
James Baldwin

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**Now that you're in third grade,
how do you like school?**



UCLA CENTER DEVELOPED RESOURCES UPDATE

New

Quarterly e-journal/newsletter (Fall, 2014) is online at

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall%2014.pdf>

Contents:

- > *Standards Debates Continue to Ignore Student and Learning Supports*
- > *Improving Schools? Not Another Special Initiative!*
- > *Prevention and Schools*

“Best Practices in the Use of Learning Supports Leadership Teams to Enhance Learning Supports” (2014) by H.S. Adelman & L. Taylor, In Best Practices in School Psychology: System-Level Services, a publication of the National Association of School Psychologists.

Updated

Information Resource "About Youth Gangs"

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

School Practitioner Community of Practice Interchange: Weekly Listserv

<http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)

Topics explored last month:

- > *Children's mental health crises plummet in summer and rise in the school year*
- > *Satisfied with schools? Most parents are, but the wider community isn't – some implications and the challenge ahead*

Note: Recent interchanges are archived at <http://smhp.psych.ucla.edu/practitioner.htm>

Follow up exchanges are posted at <http://smhp.psych.ucla.edu/newnetexchange.htm>

Center Featured Resource

> *Guides for Developing Operational Infrastructure for a Learning Supports Component at All Levels*

Section B of the Center's Systems Change Toolkit is devoted to Designing and Planning a Unified and Comprehensive System of Learning Supports – Reworking Leadership Infrastructure. See:

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Included there are links to resources that provide prototypes and tools for reworking operational infrastructure at all levels. See for example:

> *Leadership Infrastructure: Is What We Have What We Need?*

This tool outlines a four step process that can be used by planners and decision makers to map and analyze current infrastructure.

<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

> *Education Leaders' Guide to Transforming Student and Learning Supports*

<http://smhp.psych.ucla.edu/pdfdocs/transguide.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>

>First Steps at State Ed Agencies and School Dists in Developing a Comprehensive
System of Learning Supports as an Essential Component for School Improvement &
Student Success <http://smhp.psych.ucla.edu/pdfdocs/firststeps.pdf>

In addition, we have many reports, analyses, etc. that have focused on this and
interrelated topics. Let us know what you need, and we will respond quickly. Send to
Ltaylor@ucla.edu

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](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

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Management is doing things right; leadership is doing the right things.

Peter Drucker

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A FEW OTHER HELPFUL INTERNET RESOURCES

- > *Absences Add Up: How School Attendance Influences Student Success*
http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up_September-3rd-2014.pdf
- > *How Does Unemployment Affect Family Arrangements for Children*
<http://www.urban.org/publications/413214.html>
- > *Collective Impact for Policymakers: Working together for children and youth*
http://forumfyi.org/files/collective_impact_for_policymakers.pdf
- > National Prevention Science Coalition to Improve Lives <http://www.npscoalition.org/>
- > *How do states define alternative education?*
http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2014038.pdf
- > *Fixing our national accountability system*
<http://www.ncee.org/wp-content/uploads/2014/08/FixingOurNationalAccountabilitySystemWebV4.pdf>
- > *Year Up: Empowers low income young adults* <http://www.yearup.org/>
- > *Review of the Efficiency Index* <http://nepc.colorado.edu/thinktank/review-efficiency-index>

If you know of reports or resources relevant to addressing barriers to learning, let us know so we can share them with others. Send a link to ltaylor@ucla.edu

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RECENT PUBLICATIONS

(In print and on the web)

School, Family & Community

- > Equity, connection, and engagement in the school context to promote positive youth development. K. J. Debnam, et al. *Journal of Research on Adolescence* (2014) Special Issue: Forward Thinking: Preparing Our Youth for the Coming World . Volume 24, Issue 3, pages 447–459 <http://onlinelibrary.wiley.com/doi/10.1111/jora.12083/full>
- > School climate, peer victimization, and academic achievement: Results from a multi-informant study. Wang W, Vaillancourt T, Brittain HL, McDougall P, Krygsman A, Smith D, Cunningham CE, Haltigan JD, Hymel S. *School Psychol. Q.* 2014; 29: 360-377
<http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2014-37079-003>
- > Media time = family time: Positive media use in families with adolescents. Coyne, S. et al. *Journal of Adolescent Research* . September 2014 29: 663-688
<http://jar.sagepub.com/content/29/5/663.full.pdf+html>
- > Linking community, parenting, and depressive symptom trajectories: Testing resilience models of adolescent agency based on race/ethnicity and gender. Williams AL, Merten MJ. *J. Youth Adolesc.* 2014; 43: 1563-1575. <http://link.springer.com/article/10.1007%2Fs10964-014-0141-8>

Policy, systems, law, ethics, finances & statistics

>Involving youth in program decision-making: How common and what might it do for youth?

Akiva T, Cortina KS, Smith C. J. *Youth Adolesc.* 2014; ePub

<http://link.springer.com/article/10.1007%2Fs10964-014-0183-y>

>Examining the role of social media in effective crisis management the effects of crisis origin, information form, and source on publics' crisis responses. Jin Y, Liu BF, Austin LL. *Communic. Res.* 2014; 41(1): 74-94. <http://crx.sagepub.com/content/41/1/74>

>Public health approaches to protecting vulnerable populations: A public health response to data interoperability to prevent child maltreatment. Nguyen LH. *Am. J. Public Health* 2014; ePub

<http://www.ajph.org/>

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

>Responses to children's sadness: Mothers' and fathers' unique contributions and perceptions

Cassano MC, Zeman JL, Sanders WM. *Merrill Palmer Q.* 2014; 60(1): 1-23.

<http://muse.jhu.edu/journals/mpq/>

>Impact of early intervention on psychopathology, crime, and well-being at age 25. *Am. J.*

Psychiatry 2014; ePub <http://ajp.psychiatryonline.org/>

>A review of evidence-based follow-up care for suicide prevention: Where do we go from here?

Brown GK, Green KL. *Am. J. Prev. Med.* 2014; 47(Suppl): S209-S215.

<http://www.sciencedirect.com/science/article/pii/S0749379714002748>

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 or 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

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In some public schools, children who are entering the sixth grade with the measured proficiency of first graders are mixed in with children who perform well above the sixth grade standard. Schools struggle to teach this mix. Teachers are frustrated: Almost half leave the profession within five years.

Eduardo Porter

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COMMENTS AND SHARING FROM THE FIELD

Sharing

(1) "For our 31st edition, Pac Rim is merging and partnering with another conference. The Pacific Rim International Conference, considered one of the most 'diverse gatherings' in the world, encourages and respects voices from 'diverse' perspective across numerous areas, including: voices from persons representing all disability areas; experiences of family members and supporters across all disability and diversity areas; responsiveness to diverse cultural and language differences; evidence of researchers and academics studying diversity and disability; stories of persons providing powerful lessons; examples of program providers, and; action plans to meet human and social needs in a globalized world. In 2015, new topic areas will promote thoughtful discussion and suggest new ways to integrate education, technology, advocacy, activism and interdisciplinary research. We all strive to strengthen communities and enhance the lives of all human beings. Together, we can harness the tremendous synergy generated by the intermingling and cross-fertilization of diverse perspectives, and 'spread the word' as we continue our professional and personal life journey. Take your first steps to the islands by visiting the website: www.pacrim.hawaii.edu We welcome your ideas, suggestions and enthusiasm. Then join us in Waikiki, Hawaii, May 18 & 19, 2015."

(2) "Just looking at what is happening in schools regarding linkages with community organizations. The work we completed in Iowa and captured in the publication entitled 'Practical Evaluation for Collaborative Services' still remains a great resource for school administrators and community organization leaders. The resource will be used this fall for training administrators in Iowa. The publication offers leaders a framework to guide efforts in schools."

<http://www.amazon.com/Practical-Evaluation-Collaborative-Services-School-Based/dp/0761978445>

(3) "Franklin Schargel is a featured speaker on School Leadership Briefing for September speaking about Creating Safe Schools: Addressing Truancy and Out-of-School Suspensions Franklin's latest book, *Creating Safe Schools: A Guide for School Leaders, Teachers, Counselors and Parents*. published by Routledge Press." Access the presentation by going to:

<http://schoolbriefing.com/5661/creating-safe-schools-addressing-truancy-and-out-of-school-suspensions/>

(4) "The California Association of School Social Workers (CASSW) is pleased to announce its 2014 State Conference on Friday, Nov. 7, 2014 from 8 a.m. – 8 p.m. in Lakewood, CA." . The conference will provide up to 5.5 CEUs, 16 sessions addressing key school areas.

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