



ENEWS

A Monthly Forum for Sharing and Interchange



**29 Years &
Counting**

October, 2015 (Vol. 20 #1)

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



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



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

WHAT'S HERE THIS MONTH

****Current Concern**

> *How do students judge whether the new year is off to a good start?*

****News from around the country**

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

> *Enhancing student engagement*

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

****UCLA Center Resources Update**

****Access links about:**

>Upcoming initiatives, conferences & workshops

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

>Calls for grant proposals, presentations & papers

>Training and job opportunities

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

****Additional recent publications relevant to**

>School, family, & community

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

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

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

Current Concern

How do students judge whether the school year is off to a good start?

At this point in the school year, the question most parents are asking their kids:

How do you like school this year?

Not:

“Are you learning?”

Not:

“Is Common Core helpful?”

Not:

“How are your test scores?”

Everyone knows that student engagement is critical. So now that the new school year is off and running, it is time to look at students through the lens of motivation.

Some are engaged and eager; some are making an effort to accomplish what is asked; some may be reluctant to engage (perhaps because they are in need of a more personalized approach). Some are disconnected. Unfortunately, poor engagement often is not flagged until later in the year, especially for students in middle and high school because they have multiple teachers.

With all this in mind, you will see in this ENEWS that this month’s special focus for schools to address barriers to learning is on *enhancing student engagement*. Please share this with colleagues to help raise awareness about and improve practices for engaging all students in learning.

Also, please share your take on student engagement and re-engagement and additional suggestions for addressing this constant concern.

Weigh in on all this!

Send your comments for sharing to Ltaylor@ucla.edu

For a range of resources related to this concern, see
2015 National Initiative for Transforming Student and Learning Supports
<http://smhp.psych.ucla.edu/newinitiative.html>

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Success is the ability to go from one failure to another with no loss of enthusiasm.

Winston Churchill

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NEWS FROM AROUND THE COUNTRY

Moving away from zero-tolerance discipline policy. Federal data show as a national group, students who are suspended are losing about 18 million days of school. Some districts -- including Los Angeles, New York City and Miami -- are embracing alternate strategies. 9/14/15
<http://r.smartbrief.com/resp/gYqVCNzxBknUlgnfDiDfYfCvIzV?format=standard>

Schools serving homeless children in record numbers. Federal data show the number of homeless children served in public schools during the 2013-14 school year reached a record of 1.36 million, or 3% of all US public-school students. 9/14/15
https://www.washingtonpost.com/local/education/number-of-us-homeless-students-has-doubled-since-before-the-recession/2015/09/14/0c1fadb6-58c2-11e5-8bb1-b488d231bba2_story.html
https://www.washingtonpost.com/local/education/number-of-us-homeless-students-has-doubled-since-before-the-recession/2015/09/14/0c1fadb6-58c2-11e5-8bb1-b488d231bba2_story.html

PA schools adopting suicide prevention policies. Educators across Pennsylvania will be trained to recognize signs of depression, self-injury, low self-esteem and other risk factors of teen suicide. 9/8/15
<http://triblive.com/neighborhoods/yoursouthhills/yoursouthhillsmore/8957292-74/suicide-district-prevention#axzz3LWMPpJb>
<http://triblive.com/neighborhoods/yoursouthhills/yoursouthhillsmore/8957292-74/suicide-district-prevention#axzz3LWMPpJb>

NJ Schools work to keep kids in class. Thousands of New Jersey students are "chronically absent," meaning they miss at least 18 days of school a year, which can put their academic futures at risk. But schools are tackling absenteeism with success by holding family meetings, creating classroom incentives and mentoring students among other methods. About 1 in 10 students were "chronically absent" in the 2013-14 school year, according to the report, "Showing Up Matters: The State of Chronic Absenteeism in New Jersey." The problem was greatest for low-income students, with 55 percent missing at least 18 days, or about 10 percent of the school year. Students in low-income households can face health, transportation or family obstacles that keep them home. 9/10/15
<http://www.northjersey.com/news/education/n-j-schools-work-to-keep-kids-in-class-1.1407230>

VA spending drop squeezes schools. A new legislative report shows a decline in Virginia state spending on K-12 public education in the past decade, with 7 percent less spent per pupil since 2005. The Joint Legislative Audit and Review Commission found an increasing financial burden on local school divisions, a decreasing ratio of teachers to students, and fewer support services for teachers faced with a huge swell in the number of students living in poverty or unable to speak English. The Secretary of Education described "a trifecta of challenges": reduced resources, more students who require extra effort to teach, and higher expectations for success. Many school divisions already find it harder to hire and retain qualified teachers, and the gap is growing in achievement between the best-performing school divisions and those that face greater challenges in helping students who live in poverty or face other barriers to achievement. The number of students living in poverty increased by 45 percent in the past 10 years, while the number of students not proficient in English soared by 69 percent, the report found. 9/14/15
http://www.richmond.com/news/virginia/government-politics/article_2d3cb98c-40bb-5f04-bcba-db520d9ea0e5.html

WA State Supreme Court declares charter schools unconstitutional. After nearly a year of deliberation, the Washington state Supreme Court ruled 6-3 that charter schools are unconstitutional, creating chaos for hundreds of families whose children have already started classes. The ruling, believed to be one of the first of its kind in the country, overturns the law voters narrowly approved in 2012 allowing publicly funded, but privately operated, schools. 9/4/15
<http://www.seattletimes.com/seattle-news/education/state-supreme-court-charter-schools-are-unconstitutional>

IN poised to pass WI for number one in vouchers. This could be the year that Indiana eclipses Wisconsin for the most general education students attending private schools using publicly funded tuition vouchers. Information obtained from the Indiana Dept. of Educ. showed 32,955 students applied to use vouchers this year, which would be a gain of more than 3,800, or about 13 percent.

Last year Wisconsin had 29,609 students using vouchers. Vouchers in Indiana are not restricted to just students who live in cities with low-scoring school districts or attend schools with poor academic performance, as they are in other places. An enrollment cap from the first two years was lifted as was a requirement that students must first try out a public school in their neighborhood before they used a scholarship. Ohio also has a large program that has been expanded statewide. Some states, notably Florida, have voucher programs that target particular groups of students, such as disabled children. Vouchers, billed by the state as “choice scholarships,” are controversial. Proponents say they expand quality options for poor children, and opponents say the state shouldn’t use tax dollars to pay for private, mostly religious, schools while draining the coffers of public schools. 9/8/15

<http://in.chalkbeat.org/2015/09/08/indiana-poised-to-pass-wisconsin-as-national-no-1-for-vouchers/#.VfGslMtRHQO>

TX Engineers help students launch math, science careers. The United Way of Metropolitan Dallas kicked off its yearly fundraising effort by pairing engineers with kids to work on math and science projects. Volunteers from engineering firms helped more than 100 elementary school students design roller coasters, replicate fossils and build catapults. 9/1/15 <http://www.dallasnews.com/>

Heroin epidemic puts pressure on schools to get antidote. The heroin epidemic that has been taking the lives of teenagers for years is creeping into even younger age groups and putting pressure on the nation's schools to keep a fast-acting overdose antidote within reach of every nurse and teacher. Nurses are increasingly thinking of the drug naloxone as an essential part of their first-aid kits. At least five states this year adopted laws on the use of naloxone in schools, including Rhode Island, which now requires it to be available in all middle, junior high and high schools. Laws in Kentucky and New York explicitly allow school employees to obtain and administer naloxone and excuse them from liability for using it in an emergency. Illinois does not require schools to carry it but allows nurses to administer it. Delaware passed a resolution this year endorsing expanded access to naloxone in schools. In Massachusetts, nurses in more than 200 school districts have been trained to use the antidote. 9/11/15

http://www.richmond.com/news/latest-news/ap/article_823b50c2-66ba-55e1-860c-48395a1ad18f.html

Forty percent school “dropouts” in mideast conflict areas. Forty percent of children from five conflict-scarred Middle Eastern countries are not attending school. An estimated 13.7 million school age children from Syria, Iraq, Yemen, Libya and Sudan are not in school, out of a total of 34 million. Close to 9,000 schools in Syria, Iraq, Yemen and Libya have either been destroyed in fighting, turned into shelters for displaced people or been commandeered by fighters. In Syria and Yemen, one in four schools can no longer be used for education. In Syria, 50,000 teachers no longer report to work, while thousands of children have to cross front lines to take their school exams. There is a call for greater efforts to educate children in conflict zones, including through self-learning kits and an e-learning program which would teach Arabic, English, math and science, with a system of online assessments and certification. 9/2/15

http://www.richmond.com/news/latest-news/ap/article_3b92e0f6-5a84-5472-a7cd-d8fb906270b8.html

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.

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The great aim of education is not knowledge but action.

Herbert Spencer

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

October: Enhancing Student Engagement

A special focus for interventions this month is on:

- (1) increasing staff understanding of the motivational bases for enhancing school engagement
- (2) implementing new ways to enhance school engagement and minimize problems arising from low or negative motivation

Engagement is associated with 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. 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 problems is to effectively enhance and maintain student engagement. This calls for maximizing classroom and schoolwide 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 & unwanted behavior*

Engagement and Response to Intervention

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 personalized 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. Concern for motivation also stresses use of nonthreatening ways to provide info 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, overdemanding, or overwhelming. Most people react against structures that seriously limit their range of options or that are overcontrolling and coercive. Examples of conditions that can have a negative impact on a person's motivation are sparse resources, excessive rules, and a restrictive day-in, day-out emphasis on drill and remediation. 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. In addressing 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 overreliance 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 for example) that is essential for mastering and assimilating what has just been learned.

Resources for Staff Development Related to Enhancing Student Engagement

Center resources include:

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

>*About Motivation*
<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>

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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If you're not failing every now and again, it's a sign you're not doing anything very innovative.
Woody Allen

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2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS

Reports indicate that districts in Alabama, California, Colorado, Georgia, Louisiana, Massachusetts, Minnesota, Nevada, South Carolina, Texas, and Wisconsin are moving toward a unified, comprehensive and equitable system of student and learning supports. Others across the country are considering transforming student and learning supports.

For a snapshot view, take a look at the following:

- (1) About the work in Gainesville (GA) City schools, see the overview provided by Merrienne Dyer, former Superintendent
<http://pt.slideshare.net/MerrienneDyer/improving-schools-and-communities>
- (2) In turning around low performing schools, the Nevada State Department of Education has developed an external provider plan focusing on Learning Supports; see
http://www.doe.nv.gov/SchoolImprovement/External_Providers/SholasticSCCG-RFQ/
- (3) In Alabama, scale-up continues; see the summer megaconference Learning Supports presentations by
>Shelby County, AL
<http://simplifmy.s3-website-us-east-1.amazonaws.com/c%2Falsde%2Fsched%2Ffiles%2Fmaterials%2FSession%20162%20-%20CommunityCollab..pdf>
>Merrienne Dyer who now is one of the state's coaches
<http://simplifmy.s3-website-us-east-1.amazonaws.com/c%2Falsde%2Fsched%2Ffiles%2Fmaterials%2FSession%20117%20-%20Outcomes%20of%20LS%20System.pdf>
- (4) We noted the following about the earlier design work in Louisiana; see *Louisiana's Comprehensive Learning Supports System* (dated 8/15/15)
<http://slideplayer.com/slide/5948565/>

For more information on all this, we refer folks to the webpages for the initiative
<http://smhp.psych.ucla.edu/newinitiative.html> .

Note: We can help, and what our Center offers can make a big difference – see
<http://smhp.psych.ucla.edu/pdfdocs/coach.pdf>

Feel free to contact either of us at: adelman@psych.ucla.edu or Ltaylor@ucla.edu .

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

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

UCLA CENTER DEVELOPED RESOURCES – UPDATE

Updated

Cultural Concerns in Addressing Barriers to Learning

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

Evaluation and Accountability: Getting Credit for All You Do!

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

Evaluation and Accountability Related to Mental Health in Schools

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

Confidentiality and Informed Consent

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

Early Development and Learning from the Perspective of Addressing Barriers

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

New

Addressing Barriers to Learning -- the quarterly issue of the Center's e-journal/newsletter

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall15.pdf>

Contents

> *Want Equity of Opportunity for All Students?*

> *Move Beyond Tweaking School Improvement Policy and Practice*

> *Focus on School Adjustment Problems: INVEST NOW . . . OR PAY LATER!*

> *About Motivation*

> *Saving Starfish and Keeping Students from Drowning*

> *About Center Assistance for Transforming Students & Learning Supports*

Information Resources

> *Self-determination Theory: Implications for parenting*

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

> *What are Parents told about Autism on the Internet?*

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

School Practitioner Community of Practice Interchange: Weekly Listserv

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

Topics explored last month included requests about:

> Transforming student and learning supports: challenges and overcoming them.

> Fifth graders into middle school: Concerns?

Note: The latest interchange is on our website at

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

Follow-up exchanges are posted on the Center website's Net Exchange –

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

Center Featured Resources

As the school year gets underway, referrals for individual students who need support exceeds resources available very quickly. In thinking about how best to use limited learning support resources, practitioners in schools have to think and act beyond what they have learned to do working one-to-one with a student. With this in mind, our Center resources always focus on problems from the perspective of best practices within the school context for prevention, early intervention, and programs to address commonly occurring problems and stress the need for transforming student and learning supports as essential to school improvement.

With respect to best practices, see the Center's online clearinghouse Quick Find menu at <http://smhp.psych.ucla.edu/quicksearch.htm> . This menu includes such topics as:

- > *Empirically Supported/Evidence Based Interventions* – <http://smhp.psych.ucla.edu/qf/ests.htm>
- > *Special Education: Accommodations/Inclusion* – <http://smhp.psych.ucla.edu/qf/idea.htm>
- > *Systems of Care* – <http://smhp.psych.ucla.edu/qf/syscare.htm>
- > *Social and Emotional Development and Social Skills* – http://smhp.psych.ucla.edu/qf/p2102_05.htm
- > *Classroom Climate/Culture* – <http://smhp.psych.ucla.edu/qf/environments.htm>
- > *Classroom Management* – <http://smhp.psych.ucla.edu/qf/clssroom.htm>
- > *Collaboration - School, Community, Interagency; community schools* – http://smhp.psych.ucla.edu/qf/p1201_01.htm and more.

With respect to transforming student/learning supports, the Quick Finds include such topics as:
> *Systemic Change, and the Diffusion of Innovation in Schools (the Implementation Problem)*
<http://smhp.psych.ucla.edu/qf/systemicchange.html> .

ACCESS LINKS ABOUT:

- > **Upcoming initiatives, conferences & workshops** – <http://smhp.psych.ucla.edu/upconf.htm>
- > **Calls for grant proposals, presentations, and papers** – <http://smhp.psych.ucla.edu/upcall.htm>
- > **Training and job opportunities** – <http://smhp.psych.ucla.edu/job.htm>
- > **Upcoming and archived webcasts and other professional development opportunities** – <http://smhp.psych.ucla.edu/webcast.htm>

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

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

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- > Mental disorders and disabilities among low income children – http://books.nap.edu/openbook.php?record_id=21780&page=12
- > The educational, psychological and social impact of discrimination on the immigrant child – <http://www.migrationpolicy.org/research/educational-psychological-and-social-impact-discrimination-immigrant-child>
- > Bright Futures: Early Childhood Tools. Parent Education Handouts – <http://brightfutures.aap.org>
- > School Readiness Tips and Tools. Zero to Three – <http://www.zerotothree.org>
- > Promoting social-emotional development tip sheets. Zero to Three -- <http://www.zerotothree.org>
- > Advancing School Discipline Reform – <http://www.air.org/sites/default/files/downloads/report/Advancing-School-Discipline-Reform-Sept-2015.pdf>

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Mother: *How do you like your new teacher?*

Child: *Well, I thought she'd be good when she told me to sit up front for the present.
But then she didn't give me one.*

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ADDITIONAL RECENT PUBLICATIONS (in print and on the web)

School, Family & Community

>Do poorer youth have fewer friends? The role of household and child economic resources in adolescent school-class friendships. S. Hjalmarsson & C. Mood (2015). *Children and Youth Services Review*, 57, 201–211. <http://www.sciencedirect.com/science/journal/01907409/57>

>Targeting youth at risk for gang involvement: Validation of a gang risk assessment to support individualized secondary prevention. K.M. Hennigan, K.A. Kolnick, F. Vindel, C.L. Maxson (2015). *Children and Youth Services Review*, 56, 86-96.
<http://www.sciencedirect.com/science/article/pii/S0190740915300116>

>Homework and family stress: With consideration of parents' self confidence, educational level, and cultural background R. Pressman, et al.. (2015). *The American Journal of Family Therapy*, 43, 297-313. <http://www.tandfonline.com/doi/pdf/10.1080/01926187.2015.1061407>

Policy, systems, law, ethics, finances & statistics

>The impact of state policy on teen dating violence prevalence. R. Hoefer, B. Black & M. Ricard.(2015) *Journal of Adolescence* 44, 88-96.
<http://www.sciencedirect.com/science/journal/01401971/44>

>From evidence to impact: Recommendations for a dissemination support system. M. Kreuter & M. Wang (2015). In *New Directions for Child and Adolescent Development. Special Issue: The Science, and Art, of Program Dissemination: Strategies, Successes, and Challenges*, Volume 2015, Issue 149, pages 11–23. <http://onlinelibrary.wiley.com/doi/10.1002/cad.20110/full>

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

>Finding their way: Perceptions of risk, resilience, and positive youth development among adolescents and young adults from public housing neighborhoods. S.S. Forrest-Bank, N. Nicotera, E.K. Anthony, & J.M. Jenson (2015). *Children and Youth Services Review*, 55, 147-158.
<http://www.sciencedirect.com/science/article/pii/S0190740915001644>

>Family and school influences on adolescents' adjustment: The moderating role of youth hopefulness and aspirations for the future. J. Gerard & M. Zoller Booth (2015). *Journal of Adolescence* 44, 1-16. <http://www.sciencedirect.com/science/journal/01401971/44>

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

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

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Children aren't happy with nothing to ignore, and that's what parents were created for.

Ogden Nash

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COMMENTS AND SHARING FROM THE FIELD

It's always great to hear our efforts are paying dividends. We thought folks might be interested in what others are finding helpful:

- (1) I am the Deputy Superintendent of Student Support Services, which includes the office of special education, English language learners, and Social-Emotional Learning and Wellness (a new addition we are very excited about). One of my new colleagues shared with me your transforming student and learning supports document because she stated "It sounds just like what you are asking us to re-envision here!" As I review your document I just keep saying to myself- YES! YES! Yes! I have spent over 15 years of my career in education supporting schools, families, districts and other outside agencies in working together to best ensure educational opportunities and success for our students. I believe that the work has to be about working as a team in order to leverage all the student support learning resources that exist in our system, schools, and communities. As I begin my third month here in my new position, let me tell you that the ingredients for success exist here! We just need to make sure we have the right recipe. I have some key strategies for this, however I would greatly value some technical assistance."
- (2) About Relaunching Student and Learning Supports: "I have downloaded the powerpoint slides, and made a copy of the hand outs to share with this year's group of Mission Possible trainees. The work that you do is invaluable to our program, and to the community we serve."
- (3) About the September ENEWS: "Thank you for the newsletter. I found it very information and I especially liked the article about eliminating out of school suspensions."
- (4) "I remember meeting you when I was setting up School Linked Services in Kansas City, KS. I have followed your work since then, and I send out your newsletter to everyone that I can get to express an interest (and to my school counseling candidates regardless). It always has so many things in it that are valuable. This is just a quick note to let you know that I continue to appreciate you and all that you do."

THIS IS THE END OF THIS ISSUE OF ENEWS

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

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

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