30 Years & Counting

ENEWS

A Monthly Forum for Sharing and Interchange

Mental Health in Schools
UCLA Center
Program and Policy Analysis

October, 2016 (Vol. 21 #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.

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

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

WHAT'S HERE THIS MONTH

**Continuing Issue

>*Working on the edges of school improvement won't enable whole child development*

**News from around the country

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

>*October: Enhancing student engagement*

**National Initiative for Transforming Student & Learning Supports in 2016

**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

CONTINUING ISSUE

>Working on the Edges of School Improvement
Won't Enable Whole Child Development

Are you a concerned advocate for school improvement? Then you know that every day various advocates are calling for different and often conflicting system changes. Some want to add specific programs to improve how and what teachers teach. Others, concerned about what interferes with student learning, continuously call for bringing community health and social services to schools. And there are advocates for more after school programs, greater parent involvement in school governance ... and on and on.

Most proposals have merit and are well-intentioned. Many are motivated by a commitment to whole child development.

Unfortunately, most of what is advocated amounts to working on the edges of fundamental school improvement. The reality is that equitable whole child development requires whole school transformation. And such transformation requires changes not only in teaching and governance/management, but in how schools address barriers to learning and teaching.

Think about how many students need significant student and learning supports in order to benefit from what goes on in the classroom. Consider the degree to which teachers would benefit from having more of these supports in the classroom. Clearly, in many schools, teachers need considerable assistance in addressing barriers to learning and teaching and re-engaging disconnected students. But, attention to such matters continues to be marginalized in school improvement policy and practice.

Thus, despite good intentions, the irony is that much of what advocates are calling for won't substantively transform student and learning supports. Indeed, too often their agenda unintentionally colludes with the ongoing marginalization of this essential component for school improvement. The end result is that too little is being done to enhance equity of opportunity, especially in those schools where inequities rule the day.

For more on this see:

>*Piecemeal policy advocacy for improvement schools amounts to tinkering and work against fundamental system transformation –*
http://smhp.psych.ucla.edu/pdfdocs/tinkering.pdf

Send your comments for sharing to Ltaylor@ucla.edu

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

The following recent articles are continuing indicators of the imperative for transforming student and learning supports**.**

DIVIDED AMERICA: In recovery, many poor schools left behind. In the years following the 2008 financial crisis, school districts serving poor communities generally have been hit harder than more affluent districts, according to an Associated Press analysis of local, state and federal education spending. The result has been a worsening of America's rich schools, poor schools divide, and its racial divide, because many poor districts are also heavily minority. It also perpetuates the perception that the system is rigged in favor of the haves, at the expense of the have-nots, a major driver of America's angst in this election year. The AP found that aid to local districts from the federal government surged after the economic downturn, as part of the stimulus, but then receded. Schools were left to rely more on state funding that has not bounced back to pre-recession levels. And poorer districts that cannot draw on healthy property tax bases have been left in the lurch. 9/6/16
http://www.richmond.com/news/national-world/government-politics/ap/article_13de36c7-d056-595b-b2d5-e9a08d1d3c94.html

Benchmark led to special education services denials. More than a dozen teachers and administrators from across Texas say they delayed or denied special education to disabled students in order to stay below the benchmark state officials set for the number of students who should get such services. A Houston Chronicle investigation found the Texas Education Agency's enrollment benchmark for special education services of 8.5 percent has led to the systematic denial of services by school districts. In the years since Texas' 2004 implementation of the benchmark, the rate of students getting special education dropped from near the national average of 13 percent to the lowest in the country. It fell to 8.5 percent in 2015. If Texas provided services at the same rate as the rest of the U.S., 250,000 more kids would be getting services such as therapy, counseling and one-on-one tutoring. The newspaper said records show Texas is the only state to set such a benchmark, which was never publicly announced or explained. The newspaper found that the effort saved TEA billions of dollars but denied support to children with autism, attention deficit hyperactivity disorder, dyslexia, epilepsy, mental illnesses, speech impediments, traumatic brain injuries and even blindness and deafness. The teachers and administrators said that in order to stay below the benchmark they've done everything from putting kids into a cheaper alternative program to persuading parents to pull their children out of public school altogether. 9/11/16
http://www.richmond.com/news/ap/article_d5a049a9-7281-5e0b-9f09-9370eb9cc808.html

Administration Pushes to Limit Police in Schools. School discipline should be handled by trained educators, not law enforcement officers, said U. S. Dept of Ed administration officials. The administration is pushing school districts to ensure that school discipline is being handled by trained educators, not by law enforcement officers, the most recent in a series of efforts to curb the school-to-prison pipeline. The Department of Education and Department of Justice on Thursday sent letters to states and school districts emphasizing the importance of well-designed training programs for school resource officers, law enforcement officials who work inside schools. The goal is to ensure that anyone who is in charge of discipline has the proper training, limits suspensions and expulsions and creates a more trusting environment between students and administrators. The letters suggest school districts adopt memorandums of understanding among local law enforcement, juvenile justice administrators and the civil rights community. 9/8/16
http://www.usnews.com/news/articles/2016-09-08/obama-administration-pushes-to-limit-police-in-schools

The White House Wants K-12 Schools to Address Sexual Assault. The White House and the Department of Education unveiled a series of new materials aimed at helping elementary, middle, and high schools address sexual assault on Monday. The materials include a list of considerations aimed at helping K-12 schools develop sexual misconduct policies, including guidance on reporting options, confidentiality, and support services for victims. Sept.19
http://motto.time.com/4497927/white-house-secondary-schools-sexual-assault/

1.3 Million Students in U.S. Are Homeless. School administrators this year are being pushed to get better at recognizing homeless students – those "hidden" in other people's homes or whose families are staying in places like campgrounds, motels and cars – and to keep them in school even if they're missing paperwork or move around. (Associated Press, Sept. 5)

Chronic Absentee Problem. A new analysis of data collected by the Education Department's Office of Civil Rights from the 2013-14 school year shows that more than 6.5 million students, or about 13 percent in grades K-12, missed 15 or more days of school. (Sept. 6)
https://www.washingtonpost.com/local/education/american-schools-have-a-chronic-absentee-problem/2016/09/03/566e0b42-7063-11e6-9705-23e51a2f424d_story.html

Back to school: Four key questions. Educational leaders will be straddling the old and new federal laws during the school year. Some policies forged under NCLB are still in place as states and local districts shift toward the Every Student Succeeds Act, signed into law by President Obama last December. The new legislation gives much more flexibility to the states. Whereas NCLB focused on student progress in math and reading scores, the new accountability plans must include multiple measures of academic performance, such as graduation rates, as well as one nonacademic measure, such as school climate and safety. And states get to decide what to do, if anything, when schools aren't measuring up. NCLB mandated certain responses. 9/6/16
http://www.csmonitor.com/USA/Education/2016/0906/Back-to-school-4-key-questions

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Note: Each week the Center draws from a variety of news clip sheets to highlight 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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quote from news item on poverty

> *Anywhere you go, you are going to find kids who are deeply affected by poverty. Most teachers are going to come across kids who are foster children, kids with special needs, kids who have been in and out of the juvenile justice system.... It's really hard for a 21st-century teacher to do all the things they are trying to do ..., particularly when they've had little preparation or training in how to best support those kids.*

Katrina Boone, Collaborative for Student Success

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Of special note:

Achieving Social Justice for Children:
How Can Children's Rights Thinking Make a Difference?
An article by Anne B. Smith in the *American Journal of Orthopsychiatry, 86,* 500-507.

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> October: Enhancing Student Engagement

Now is the right time for schools to:

(1) increase staff understanding of the motivational bases for enhancing school engagement

(2) implement new ways to enhance school engagement and minimize problems arising from low or negative student motivation.

A good starting place is to engage teachers in discussing the following question:

Most days, how many of students come to your class motivationally ready and able to learn what you have planned to teach them?

Our experience is that the responses often 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.

Even for students 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 become apparent at that time.

Whatever the numbers, teachers always need help in enhancing engagement of some students, and they need considerable help in re-engaging disconnected students.

About Engagement

Research consistently finds that engagement is associated with positive academic outcomes, including achievement and persistence in school. Findings indicate that engagement is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and personalized guidance and support.

We also know that a continuous focus on engagement is critical for minimizing problems. And we know that students may learn some things at school (e.g., some basic skills) and still 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. This calls for ensuring that most classroom and school-wide experiences are designed to (1) promote feelings of competence, self-determination, and connectedness to significant others and (2) minimize threats to such feelings.

To these ends, it is essential to
- avoid overreliance on extrinsics
- emphasize intrinsic motivation
- minimize practices that produce negative psychological reactions and unwanted behavior.

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.

In general, all school staff not only need to focus on enhancing engagement – especially intrinsically motivated engagement – but also to avoid practices that decrease it. For students 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 overreliance on extrinsics to entice and reward since such strategies can decrease intrinsic motivation.

About Engagement and Response to Intervention

The increasing focus on response to intervention provides a great opportunity to stress the importance of 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. Thus, it must be a primary focus in applying response to intervention.

The seeds of significant and multifaceted problems are planted when instruction is not a good fit motivationally. For example, a poor motivational fit can generate learning problems, which in turn generate an emotional overlay and usually also reactive behavior problems. So, while motivation clearly is a fundamental engagement concern for all students, it is both a problem prevention and correction concern in every classroom.

From the perspective of enhancing engagement, response to intervention must include a broad range of *options* with respect to *content*, *outcomes*, and *processes* that facilitate learning.

With real options comes real opportunities for engaging reluctant learners in decision making. A motivational focus for response to intervention also stresses development of nonthreatening and intrinsically-oriented ways to provide information about learning and performance.

Remember: most 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." Response to intervention requires major changes in approach so that students change their perceptions. Ultimately, enabling the learning of students who have become disengaged depends on the degree to which they come to view the adults at school and in the classroom as supportive, rather than indifferent or controlling and the program as personally valuable and obtainable.

See the September issue of our Quarterly e-journal for a discussion of

> **(1)** *Motivation as a readiness concern*
> **(2)** *Motivation as a key ongoing process concern*
> **(3)** *Minimizing negative motivation & avoidance reactions as process and outcome concerns*
> **(4)** *Enhancing intrinsic motivation as a basic outcome concern*
> **(5)** *Working with disengaged students.*
> > http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall16.pdf

Looking for staff development resources related to enhancing student engagement?

For a quick introduction see any of the following:

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

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

For lengthier continuing education, see *Engaging and Re-engaging Students and Families* –
(4 education modules) – http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf

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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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    Weeds are flowers too, once you get to know them.
                                                    A. A. Milne
                                                    @#@#@#

*NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS**

(1) From the website of the Muskingum Valley Education Service Center (Ohio)
https://www.mvesc.org/202

"PRO-Muskingum, Families and Children First, in partnership with Muskingum Valley ESC, created the Care Team Collaborative (CTC) framework (K-12 services) by merging the research-based practices from UCLA Center for Mental Health in Schools, Search Institute's 40 Developmental Assets and Ohio Department of Education's Comprehensive System of Learning Supports. CTC's purpose is to promote systemic alignment and blend funding to increase access to educational, social, emotional, behavioral and physical health services (universal prevention, early intervention, intensive intervention) to develop healthy, resilient youth who succeed in school and life. ... schools can no longer focus only on improving instruction and management to reach every child. Schools must include 'enabling components' directed at addressing children's non academic barriers to learning. Schools and communities must work together to build the infrastructure not just to provide services, but to ensure that addressing barriers to learning is as much of a leadership priority as curriculum, instruction and management. CTC's training and support offer school leaders tools to revisit infrastructure and make strategic changes to comprehensively address non academic barriers...."

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(2) On September 8, a presentation was made at the Georgia Education Leaders Institute on our Center resources and Scholastic's role in providing coaching/support for districts and states. Its title: *Mental Health Barriers to Learning: How Schools Can Promote and Prevent Mental Health Problems.*

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(3) From: Trust for America's Health, Healthy Schools Campaign, and Mental Health America – *Mental Health Promotion to Advance the Conditions for Learning in Schools and Early Care and Education* (May 2016)

The group highlighted the Gainesville City Schools (GA) implementation of our Center's framework for a transformed learning supports system to overcome barriers to learning and teaching. They described the work there as follows: "The focus ... is on aligning systems so schools can work together to foster child development regardless of resources. It also distributes leadership so it is not on teachers alone to do this, everyone is working in teams to integrate what they're already doing, and the leaders help to organize and break down barriers to coordination, so people go beyond compliance. The program also brought in outside stakeholders and helped them work together and support the school system. It also cost the school system less, and they were able to coordinate various funding streams for support, as part of the 21st Century Community Learning Centers...."

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

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> *As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.*
>
> Nelson Mandela
>
> **@#@#@#**

UCLA CENTER DEVELOPED RESOURCES – UPDATE

Policy Note:
> *>Using ESSA to EMBED Mental Health into School Improvement –*
> http://smhp.psych.ucla.edu/pdfdocs/aasa.pdf

Policy Analysis:
> *>A Concerned Analysis of Arizona's ESSA Draft Plan for Supporting All Students –*
> http://smhp.psych.ucla.edu/pdfdocs/arizrep.pdf

Information Resources:
> *>The Impact of Parent Expectations and Home and Neighborhood Influences on Education Goals –* http://smhp.psych.ucla.edu/pdfdocs/parexp.pdf

> *>Schools and Closing the Gender Gap Related to Science, Technology, Engineering, and Math –* http://smhp.psych.ucla.edu/pdfdocs/gengap.pdf

> *>About Social Anxiety and Schools –* http://smhp.psych.ucla.edu/pdfdocs/socanx.pdf

Article in Special Issue of *Education Science:*

> *>Immigrant Children and Youth in the USA: Facilitating Equity of Opportunity at School.* http://www.mdpi.com/2227-7102/5/4/323/pdf

***School Practitioner Community of Practice Interchange*: Weekly Listserv**
http://smhp.psych.ucla.edu/practitioner.htm

9/5/16: >What do you think about the decision to assign no homework?
>What helps make inclusion successful?

9/12/16: >Preventing staff burnout by providing supports every day

9/26/16: >What is the most pressing issue facing the field of mental health in schools?

Note: The latest School Practitioner and archived previous ones are 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

Recently Featured Center Resources

>Providing student and learning supports in classrooms

For easy links to resources from our Center and from others, begin with the Center's online clearinghouse Quick Find on *Classroom based learning supports* –
http://smhp.psych.ucla.edu/qf/classenable.htm

For example, here are a few Center resources you will find there:

>*Classroom based learning supports* –
http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/classroomsurvey.pdf

>*Enhancing Classroom Teachers' Capacity to Successfully Engage All Students in Learning: It's the Foundation of Learning Supports* –
http://smhp.psych.ucla.edu/pdfdocs/enhanceteachers.pdf

>*Enhancing Classroom Approaches for Addressing Barriers to Learning* –
http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf
- 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
- Module III explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.

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

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OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

>A special Issue of *Education Sciences* focuses on
*Place-based Partnerships and New School Designs to Address Poverty, Social Exclusion,
and Social Isolation* (edited by Hal Lawson)
http://www.mdpi.com/journal/education/special_issues/place-based_partnerships

>*Striving to Reduce Youth Violence Everywhere –*
http://vetoviolence.cdc.gov/apps/stryve/

>*Using Evidence to Strengthen Education Investments –* (Federal Guidance)
http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

>*School Choice: Private School Choice Programs Are Growing and Can Complicate Providing
Certain Federally Funded Services to Eligible Students –*
http://www.gao.gov/products/GAO-16-712
http://www.gao.gov/assets/680/678993.pdf

>*Family Interventions for Youth Experiences or at Risk for Homelessness –*
https://aspe.hhs.gov/family-interventions-youth-experiencing-or-risk-
homelessness?ed2f26df2d9c416fbddddd2330a778c6=wrpfqweweq-wdcwqeqp

>*A School Based Transition Program for Adolescents Returning to High School after a Mental
Health Emergency –*
http://www.scattergoodfoundation.org/sites/default/files/innovation-submissions/BRYT%20-
%20Gold%20Award-%20Psychiatric%20Services_0.pdf

>*Evaluation of Judicially Led Responses to Eliminate School Pathways to the Juvenile
Justice System –*
http://www.ncjfcj.org/resource-library/publications/report-evaluation-judicially-led-responses-
eliminate-school-pathways?ed2f26df2d9c416fbddddd2330a778c6=snbhlxhxll-sdlcoxob

Some Resources related to School-Business partnerships:

>*Getting Schooled: How Business Can Help K-12 Education –*
http://news.harvard.edu/gazette/story/2014/12/getting-schooled/

>*Business Aligning for Students: The Promise of Collective Impact –*
http://www.hbs.edu/competitiveness/research/Pages/research-details.aspx?rid=75

>*A How-to Guide for School-business Partnerships –*
http://www.nhscholars.org/School-Business%20How_to_Guide.pdf

Some Resources related to the homework debate:

>*The Homework Pendulum: Teachers' Perspectives on the Costs and Benefits of
Assigning Homework –* https://tspace.library.utoronto.ca/handle/1807/72179

>*Homework and Family Stress: With Consideration of Parents' Self Confidence,
Educational Level, and Cultural background –*
http://www.tandfonline.com/doi/abs/10.1080/01926187.2015.1061407

>*Research spotlight on homework: NEA reviews of the research on best practices
in education. –* http://www.nea.org/tools/16938.htm

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I used to be indecisive, but now I'm not quite sure.
Tommy Cooper
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ADDITIONAL RECENT PUBLICATIONS

School, Family & Community

>"Somebody who was on my side": A qualitative examination of youth initiated mentoring. Spencer, R., Tugenberg, T., Ocean, M., Schwartz, S.E.O., & Rhodes, J.E. (2016). *Youth and Society, 48*, 402-424. http://yas.sagepub.com/content/48/3/402

>Social media: Challenges and concerns for families. & O'Keeffe, G.S. (2016). *Pediatric Clinics of North America, 63,* 841-849. http://www.sciencedirect.com/science/article/pii/S0031395516410321

>Evidence-based parenting interventions to promote secure attachment: Findings from a systematic review and meta-analysis. Wright, B., & Edginton, E. (2016). *Global Pediatric Health, 3,* e16661888. http://gph.sagepub.com/content/3/2333794X16661888

Policy, systems, law, ethics, finances & statistics

>The kids are all right? Income inequality and civic engagement among our nation's youth. Godfrey, E.B., & Cherng, H.S. (2016). *Journal of Youth and Adolescence*, ePub http://link.springer.com/article/10.1007%2Fs10964-016-0557-4

>An integrated public health and criminal justice approach to gangs: What can research tell us? Gebo, E. (2016). *Preventive Medicine Reports, 4,* 376-380. http://www.sciencedirect.com/science/article/pii/S2211335516300833

>Effectiveness of positive youth development interventions: A meta-analysis of randomized controlled trials. Ciocanel, O., Power, K., Eriksen, A., & Gillings, K. (2016). *Journal of Youth and Adolescence*. ePub http://link.springer.com/article/10.1007%2Fs10964-016-0555-6

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

>Perceived and objectively-measured neighborhood violence and adolescent psychological distress. Goldman-Mellor, S., Margerison-Zilko, C., Allen, K., & Cerda, M. (2016) *Journal of Urban Health*, ePub http://link.springer.com/article/10.1007%2Fs11524-016-0079-0

>Personal development and empowerment of adolescents at risk by way of prosocial altruistic and anonymous activity: A qualitative perspective. Einat, T., & Michaeli, N. (2016). *International Journal of Offender Therapy and Comparative Criminology,* ePub http://ijo.sagepub.com/content/early/2016/04/06/0306624X16641073

>Positive psychology intervention to alleviate child depression and increase life satisfaction: A randomized clinical trial. Kwok, S.Y.C.L., Gu, M., & Kit, K.T.K. (2016). *Research in Social Work Practice, 26*, 350-361. http://rsw.sagepub.com/content/26/4/350

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

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Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning.

Albert Einstein
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COMMENTS AND SHARING FROM THE FIELD

We were asked to share the following:

(1) About Compassionate Schools. See *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success* http://www.k12.wa.us/compassionateschools/. "I often share this resource with Teachers and Administrators in the Schools where I work. Especially chapter two about *Self Care for School Staff*."

(2) "What do students need in order to learn? Books? A teacher? A school? Actually it is more complex than that. There are 7 primary factors that need to be working so that a student can focus on engaging and learning in school. These 7 factors are discussed in my new post, *What will it take to engage students?* http://app.getresponse.com/click.html?x=a62b&lc=st31g&mc=IC&s=yRJVRb&u=mogb&y=k& Let me know what you think and if you can add to the possible interventions that will help students."

Every once in a while we like to share some of the encouraging comments folks send us about the Center's work. Here are a couple we received last week.

(1) "About two years ago I started receiving your emails and information on student learning supports and the social emotional aspects of learning. These online resources have transformed the way I lead! The changes that have occurred at my school have been noteworthy. The school community and students, and teachers are working together accelerate the trajectory of our students."

(2) "I have been a longtime subscriber to the wonderful UCLA Dept.of Psychology website. It was a source of inspiration and application to me as an elementary school administrator, and now as a retiree who mentors new principals, I make sure that they are introduced to your website as a 'must see' resource for purposes of discussion, planning, and implementation-related to the academic,social-emotional, and other mental health aspects of educating children. Although it is pariah to state so, I see our children's mental health as the number one challenge that academia must admit to, and face head-on. Year by year, I see an erosion in addressing and fulfilling this critical need. I appreciate and value your courage to step beyond the typical educational miasma, in order to support means toward a new day and a new vision. If the ultimate is not about a safe and healthy mental life for kids, our ventures and designs will bear no fruit. I hope that you are daily energized and renewed in order to further the cause. Please do not grow weary in your well-doing."

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