



# ENEWS

A Monthly Forum for Sharing and Interchange



**29 Years &  
Counting**

September, 2015 (Vol. 19 #12)

*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](mailto:Ltaylor@ucla.edu)**



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

## WHAT'S HERE THIS MONTH

### **\*\*Continuing Concern**

**>When budgets shrink, so do student and learning supports**

### **\*\*News from around the country**

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

**>Welcoming, Supporting, and Enabling School Adjustment!**

### **\*\*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**

## Continuing Concern

### WHEN BUDGETS SHRINK, SO DO STUDENT AND LEARNING SUPPORTS

*The most recent data from the U.S. Department of Education shows that, as of 2012, there were nearly 30,000 people working in health and student services at the K-12 level. While schools and communities recognize their value, many of these positions are in jeopardy, as shrinking budgets push people to the unemployment line or grant money used to fund these positions ends, reducing staff capacity. (NeaToday – 8/12/15)*  
<http://neatoday.org/2015/08/12/as-budgets-shrink-schools-struggle-to-deliver-health-and-counseling-services/>

As always, when budgets are tight, student and learning supports are among the first cuts. This reduces the already much-too-limited efforts to address barriers to learning and teaching and re-engage disconnected students. And it makes a sham of stated goals to enhance the type of equity of opportunity that is essential to closing the achievement gap, reducing dropout rates, and slowing the school-to-prison pipeline.

It is imperative for policy makers to reverse trends toward lopsided cutbacks that decimate direct efforts to address factors interfering with learning and teaching. Furthermore, it is essential to move forward in more cost-effective ways by unifying student and learning supports and braiding remaining categorical funding in ways that reduce redundancy and counterproductive competition for sparse resources. (See Center Brief entitled *Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools* – <http://smhp.psych.ucla.edu/pdfdocs/financebudget.pdf>).

As part of the 2015 National Initiative to Transform Student and Learning Supports, we suggest that September is the time for ***Relaunching Student and Learning Supports***, and as an aid for making it happen, we have developed a brief set of Guidance Notes with links to resources – see <http://smhp.psych.ucla.edu/pdfdocs/relaunch.pdf>.

The following statements stress the imperative for moving forward with this:

***School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.***

Carnegie Task Force on Education

***Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity and promoting whole child development.***

2015 National Initiative to Transform Student and Learning Supports

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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*Want to weigh in on all this?* Send your comments for sharing to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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*Justice will not be served until those who are unaffected are as outraged as those who are.*

Benjamin Franklin

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## **NEWS FROM AROUND THE COUNTRY**

**Eliminating out of school suspensions.** Miami-Dade County Public Schools plan to eliminate out-of-school suspensions this year, preferring to keep kids in class and address behavior problems. School districts around the country have made similar decisions because research and experience shows suspended students often find more trouble outside of school while on suspension. That can mean more neighborhood crime and more suspended students getting arrested and charged. Miami-Dade schools have included \$3.2 million dollars in the district budget to eliminate out-of-school suspension. The district is setting up “success centers” so suspended students don’t disrupt classrooms. The centers are staffed by teachers, social workers and other service providers to work with the students — and keep them on their class-work. 7/29/15

<https://stateimpact.npr.org/florida/2015/07/29/miami-dade-schools-eliminating-out-of-school-suspensions/>

**State requires cameras in some special ed classrooms.** Texas special education advocates say a new law requiring video cameras in some classrooms will protect students at risk of being abused. School districts must install cameras in special education classrooms if parents, teachers or school staffers request them. The law also requires that parents be allowed to view the videos. School officials worry that the law, believed to be the first in the nation, will require districts to spend millions without the state providing additional dollars. The new requirement takes effect in the 2016-17 school year. While official state estimates peg the cost of the program as comparatively small, others say it could run districts millions of dollars. 7/30/15

<http://www.dallasnews.com/news/education/headlines/20150730-texas-to-require-cameras-in-some-special-ed-classes-but-who-foots-bill.ece>

**Private school families using state's tax-credit program.** Arizona created the nation’s first tax credit for private education 18 years ago in a move hailed by school-choice advocates and replicated across the country. Its architects, who promised the program would primarily benefit special-needs and low-income students, have watched it grow far larger than they ever imagined. A program that legislative budget staff in 1997 estimated would cost \$4.5 million a year now tops \$140 million. Despite its explosive growth, the program has failed to keep its promise of primarily aiding special-needs and low-income students, and of expanding school choice. Meanwhile, as it grows, critics say, it is further depleting funding for public schools. 7/26/15

<http://www.azcentral.com/story/news/arizona/investigations/2015/07/26/private-school-families-arizona-tax-credit-program/30647833/>

**Suicide prevention in schools.** The Titusville (PA) Area School Board announced a new suicide prevention policy. State legislation requires all Pennsylvania schools to adopt an appropriate suicide prevention program, and inform both staff, parents and students. The policy aims at educating staff and students about suicide awareness, prevention and early indications of risk, methods of intervention, and how to respond to a student or staff suicide or suicide attempt. The policy also includes the appropriate methods of reporting an at risk student, suicide attempt or suicide. Staff will be required to undergo four hours of training, every five years, in order to be better prepared to handle an at-risk student, suicide or suicide attempt. The training sessions will also be open to parents. In addition, the legislation states that the policy adopted by each school must include training in child exploitation awareness, as well as materials made available to the public that increase child exploitation awareness. 7/21/15

[http://www.titusvilleherald.com/news/article\\_cf075694-2f5f-11e5-9603-cb6634cb38a1.html?utm\\_source=Weekly+Spark+7%2F31%2F15&utm\\_campaign=Weekly+Spark+July+31%2C+2015&utm\\_medium=email](http://www.titusvilleherald.com/news/article_cf075694-2f5f-11e5-9603-cb6634cb38a1.html?utm_source=Weekly+Spark+7%2F31%2F15&utm_campaign=Weekly+Spark+July+31%2C+2015&utm_medium=email)

**Poverty & Equity for School Success.** Almost half of public-school students in the U.S. go to schools where more than 50% of their classmates live below the federal poverty line, according to nonprofit EdBuild. The group calls for more equitable education funding. 8/24/15

<http://www.washingtonpost.com/news/education/wp/2015/08/24/map-how-student-poverty-has-increased-since-the-great-recession/>

**Note:** Each week the Center highlights newsworthy stories online at  
<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

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*We can't always build the future for our youth,  
but we can build our youth for the future.*

Franklin D. Roosevelt

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

### **>Welcoming, Supporting, and Enabling School Adjustment!**

After a welcoming start to the new school year, the focus is on social supports and ensuring that students, their families, and school personnel are engaged and successful.

#### **Making it Happen – Plan Transition-in Supports.**

Think of the first month of a school year as a period of transitioning-in (especially for newcomers). For some students and families, the transition is straightforward because they are motivationally ready and able to engage and succeed. Some individuals, however, need a bit more personalized assistance. Here are some things to plan and implement:

- (1) Welcoming and Facilitating Social Supports.** Staff (e.g., front office, teachers, student support staff, administrators, custodians, bus drivers) all can provide initial supports for transitioning-in (e.g., welcoming, making introductions, orienting, facilitating connections). Veteran students and parents also can play a role in welcoming, providing information, and becoming part of an effective social support network (e.g., they can be peer “buddies” and mentors over the first month). An active social support network is a gateway to learning about school and community activities and resources and entering in and becoming part of the school community.
- (2) Monitoring for Successful Transition.** Over the first weeks, as staff members interact with students and families (and new colleagues), they inevitably notice those who are having adjustment problems. In such instances, the natural first steps are to designate someone to reach-out in a personalized way and make additional efforts to invite and help specific student/families to enter in and experience personal acceptance and support.
- (3) Enabling Classroom Adjustment.** Over the first weeks, teachers realize quickly who has and hasn't made a good adjustment to their classroom and to the school. This is the time to address any problems before they get worse. What appears as a school problem may be the result of problems at home. If adjustment problems are not addressed, student motivation for school dwindles, and behavior problems increase. Misbehavior often arises in reaction to learning difficulties.

To facilitate a strong focus on school adjustment, use a staff development session to encourage structured staff discussions about what teachers can do and what other staff (e.g., student support staff, resource teachers, etc.) can do to team with teachers in their classrooms to enhance school adjustment. Also clarify ways to use aides, volunteers, peer tutors/coaches, mentors, those in the home, etc. to help with additional strategies designed to enhance social, emotional, and cognitive engagement.

*The box on the following page lists some free and easily accessed Center resources that can help get the school year off to a good start.*

## Some Resources for Welcoming, Supporting, and Enabling School Adjustment!

- *Is the School Year Off to a Good Start?* – <http://smhp.psych.ucla.edu/pdfdocs/goodstart.pdf>
- *Supports for Transitions* – Chapter 4 in *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* – <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>
- *Addressing School Adjustment Problems* – <http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>
- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families* – <http://smhp.psych.ucla.edu/WELMEET/welmeetcomplete.pdf>
- *Welcoming Strategies for Newly Arrived Students and Their Families* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/welcomingstrategies.pdf>
- *Welcoming and Involving New Students and Families* – <http://smhp.psych.ucla.edu/pdfdocs/welcome/welcome.pdf>
- *Learning Supports: Enabling Learning in the Classroom* – <http://smhp.psych.ucla.edu/pdfdocs/rtipract.pdf>
- *Engaging and Re-engaging Students* – <http://smhp.psych.ucla.edu/pdfdocs/engagingandreengagingstudents.pdf>

For more, use the Online Clearinghouse Quick Finds to link to other Center resources and to online resources across the country. For example, see:

- *Transition Programs/Grade Articulation/Welcoming* – [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)
- *Classroom Focused Enabling* – <http://smhp.psych.ucla.edu/qf/classenable.htm>
- *Motivation* – <http://smhp.psych.ucla.edu/qf/motiv.htm>
- *Response to Intervention* – <http://smhp.psych.ucla.edu/qf/responsetointervention.htm>

**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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***Knowledge is knowing a tomato is a fruit:  
wisdom is not putting it in a fruit salad.***

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## **2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS**

***More districts are interested*** – We continue to receive inquiries such as the following:

“Our district leadership has begun the process of reading and discussing your publication, *Transforming Student and Learning Supports*; we feel it fits nicely with the vision we have for our students and schools. We would like to set up a time to discuss it further.”

Our Center, of course, is always ready to help. The best way to start is with a conference call with key district leadership. In preparation for the call, districts email us the matters they want to discuss. As a supplement to the above reading, we suggest (a) looking at the brief introductory webinar at <http://smhp.psych.ucla.edu/powerpoint/briefintrosidesrec.pptx> and the accompanying handouts – <http://smhp.psych.ucla.edu/pdfdocs/intropphandouts.pdf> and (b) browsing the resources compiled in our System Change Toolkit – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>.

***Update from Alabama*** – “We are taking on 10-15 new districts for 2015-16 (cohort 3) in order to ensure fidelity of implementation and to be able to continue to deliver to the districts in our first cohorts. We'll hold in-person, site-specific visits as well as regional institutes. We've been holding overview sessions for interested districts this spring and summer. The data from this year is just coming out and looks positive. Some of Cohort 1 (those who began the work in 2013) districts added additional schools/feeder patterns in their second year, so we need to look at the data in a way that accounts for that as well. One of our district learning supports lead staff is working on her Ph.D. and focusing on Learning Supports for her thesis.”

***Outreach message being sent about transforming student and learning supports*** – “This is an essential time for every education leader to ensure that moving toward a unified, comprehensive, and equitable system of student and learning supports for every school be placed as a high priority agenda item in all organizational planning (e.g., emphasizing it in all communications, at meetings and conferences, etc.). Please share what your organization is doing currently about this imperative for school improvement and any plans for the future.”

***The ongoing challenge*** – Getting leaders to end the marginalization of student and learning supports. Everyone who wants this to happen needs to play a role. For more information, see the webpages for the initiative <http://smhp.psych.ucla.edu/newinitiative.html>.

**If you want help in making the case, we can be reached at**  
**[adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu) or [Ltaylor@ucla.edu](mailto: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](mailto:ltaylor@ucla.edu).

**There's never time to  
plan things right.**



**True, but there's always time  
to do things wrong!**





## **UCLA CENTER DEVELOPED RESOURCES – UPDATE**

### **New**

- > *Relaunching Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/relaunch.pdf>
- > *A Sociological View of the Increase in ADHD Diagnoses* – <http://smhp.psych.ucla.edu/pdfdocs/sociol.pdf>
- > *Underrepresented Minorities: Making it to and Staying in Postsecondary Education* – <http://smhp.psych.ucla.edu/pdfdocs/postsecond.pdf>
- > *About Intrinsic Motivation from the Perspective of Self-determination Theory* – <http://smhp.psych.ucla.edu/pdfdocs/selfdeter.pdf>
- > *Preventing Teen Dating Violence* – <http://smhp.psych.ucla.edu/pdfdocs/dating.pdf>

### **Updated Resources**

- > *About Mental Health in Schools* – <http://smhp.psych.ucla.edu/pdfdocs/aboutmh/aboutmhinschools.pdf>
- > *Financial Strategies to Aid in Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/financial/fund2000.pdf>
- > *Working Collaboratively: From school based teams to school community connections* – <http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf>
- > *Assessing to Address Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/barriers/barriers.pdf>
- > *Screening/Assessing Students: Indicators and Tools* – <http://smhp.psych.ucla.edu/pdfdocs/assessment/assessment.pdf>
- > *Violence Prevention and School Safety* – <http://smhp.psych.ucla.edu/pdfdocs/violence/violence.pdf>
- > *Evaluation and Accountability: Getting Credit for All You Do!* – <http://smhp.psych.ucla.edu/pdfdocs/evaluation/evaluation.pdf>

### **School Practitioner Community of Practice Interchange: Weekly Listserv**

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

Topics explored in the last month included requests about:

8/10/15: *Special Edition: Social-emotional learning, school climate, and the new school year*

8/17/15: *About guidance for “counseling as a related service”*

8/24/15: *Special Edition: Engaging and re-engaging students with disabilities*

**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 Set of Center Resources**

When leaders from national and state organizations (e.g., for school administrators, school support staff) ask about focusing on moving learning supports forward, we suggest four key strategies and share resources related to each:

- (1) Advocate for policy that will end the long standing marginalization of student and learning supports in school improvement policy and practice; here are a few resource aids:
  - > *Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching* <http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>

- >Fully Integrating Student/Learning Supports into the School Improvement Agenda  
[http://smhp.psych.ucla.edu/pdfdocs/fully integrating student-learning supports.pdf](http://smhp.psych.ucla.edu/pdfdocs/fully%20integrating%20student-learning%20supports.pdf)
- >Part I of *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*  
<http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>
- (2) Act to end the fragmented implementation of student/learning supports; here a few guides:
  - >*First Steps in Transforming Student and Learning Supports into a Unified and Comprehensive System to Address Barriers to Learning and Teaching*  
<http://smhp.psych.ucla.edu/pdfdocs/1ststeps.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>
  - >*Developing a Unified and Comprehensive System of Learning Supports: First Steps for Superintendents Who Want to Get Started*  
<http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf>
  - >*Benchmark Checklist for Monitoring and Reviewing Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching*  
<http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/benchmarktool.pdf>
- (3) Start a process to enhance how schools address barriers to learning and teaching and re-engage disconnected students; here are a few resource aids:
  - >*Five Essential Elements of a Unified and Comprehensive System of Learning Supports*  
<http://smhp.psych.ucla.edu/pdfdocs/essentials.pdf>
  - >*Transforming Learning Supports to Transform Schools*  
<http://smhp.psych.ucla.edu/pdfdocs/transform.pdf>
- (4) Showcase the improvements in communications, at meeting and conferences, in professional development, etc.
  - >See our website for power point presentations, webinar samples, brochures, etc.  
(Access by going to the Center's System Change Toolkit <http://smhp.psych.ucla.edu> )

#### **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](mailto:ltaylor@ucla.edu)

**Let us know if you are looking for a resource.  
Let us know if you see ways to improve the resources we share.  
Let us know how we can do more and do it better!**



## OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- > *Motivation Matters* –  
[http://cdn.carnegiefoundation.org/wp-content/uploads/2015/07/Motivation\\_Matters\\_July-2015.pdf](http://cdn.carnegiefoundation.org/wp-content/uploads/2015/07/Motivation_Matters_July-2015.pdf)
- > *Student Mobility: Causes, Consequences, and Solutions* –  
[http://nepc.colorado.edu/files/pb\\_rumberger-student-mobility.pdf](http://nepc.colorado.edu/files/pb_rumberger-student-mobility.pdf)
- > *2015 Kids County Data Book* –  
<http://www.aecf.org/resources/the-2015-kids-count-data-book/>
- > *Brave Buddies: Helping kids with selective mutism find their voices* –  
<http://www.childmind.org/en/clinics/programs/brave-buddies>
- > *Supportive Relationships and Active Skill Building Strengthen the Foundations of Resilience* –  
[http://developingchild.harvard.edu/resources/reports\\_and\\_working\\_papers/working\\_papers/wp13/](http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp13/)
- > *How to Talk to a Child about a Suicide Attempt in Your Family* –  
<http://www.mirecc.va.gov/visn19/talk2kids/e/>
- > *Project Based Learning: Research Review* –  
<http://www.edutopia.org/pbl-research-learning-outcomes>
- > *Implementation Science Literature Review* –  
[http://www.ojjdp.gov/mpg/litreviews/Implementation\\_Science.pdf](http://www.ojjdp.gov/mpg/litreviews/Implementation_Science.pdf)
- > *Testing Doesn't Measure Up for Americans: Americans look beyond testing when they evaluate schools* – The 47 Annual pdk/gallup poll of the public's attitudes toward the public schools –  
[http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/08/pdkpoll47\\_2015.pdf](http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/08/pdkpoll47_2015.pdf)
- > *Multimetric Accountability Systems: A Next-Generation Vision of Student Success* –  
<http://www.ascd.org/ASCD/pdf/siteASCD/policy/MultimetricAccountability-WhitePaper.pdf>
- > *Disproportionate Impact of K-12 School Suspension and Expulsion on Black Students in Southern States* – <http://www.gse.upenn.edu/equity/SouthernStates>

We were asked by a colleague in Texas to share the following set of resources:

- > *Human Trafficking Prevention Training for Educators* –  
<http://www.tea.state.tx.us/index2.aspx?id=25769818237>
- > *Foster Care & Student Success* – <http://www.tea.state.tx.us/index4.aspx?id=25769817433>
- > *Child Sexual Abuse Prevention, Mandatory Requirements* –  
<http://www.tea.state.tx.us/index4.aspx?id=25769814844>
- > *Foster Care & Student Success website* –  
<http://www.tea.state.tx.us/FosterCareStudentSuccess/>
- > *Foster Care & Student Success Resource Guide* –  
[www.tea.state.tx.us/FosterCareStudentSuccess/resource-guide.pdf](http://www.tea.state.tx.us/FosterCareStudentSuccess/resource-guide.pdf)

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I wondered why the Frisbee was getting bigger -- *then it hit me.*

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## ADDITIONAL RECENT PUBLICATIONS (in print and on the web)

### School, Family & Community

- >The long-term economic benefits of natural mentoring relationships for youth (2015). Z. Timpe & E Lunkenheimer. *American Journal of Community Psychology*, 56, 12–24.  
<http://www.springer.com>
- >Parental involvement across middle and high school: exploring contributions of individual and neighborhood characteristics (2015). S. Bhargava & D.P. Witherspoon. *Journal of Youth and Adolescence*. ePub <http://link.springer.com/article/10.1007%2Fs10964-015-0334-9>
- >School order, justice and education: Climate, disciplinary practices and dropping out (2015). A. Peguero & N. Bracy. *Journal of Research on Adolescence*, 25, 412-426.  
<Http://www.onlinelibrary.wiley.com>

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

- >Testing a model of environmental risk and protective factors to predict middle and high school students' academic success (2015). S. Peters & M. Woolley. *Children and Schools*, 37, 135-143. <Http://cs.oxfordjournals.org>
- >Data and evaluation strategies to support parent engagement programs (2015), S. Portwood, E. Brooks-Nelson, & J. Schoeneberger. *Children and Schools*, 37, 145-153.  
<Http://cs.oxfordjournals.org>

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

- >Contribution of personal and environmental factors on positive psychological functioning in adolescents (2015). D. Fadda, L. Scalas, & M. Meleddu. *Journal of Adolescence*, 43, 119-131. <Http://www.elsevier.com>
- >Context matters for social-emotional learning: examining variation in program impact by dimensions of school climate (2015). M. McCormick, E.Cappella, E.O'Connor, & S. McClowry. *American Journal of Community Psychology*, 56, 101–119.  
<http://www.springer.com>

**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:Send to Ltaylor@ucla.edu)

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*There are two kinds of people, those who do the work, and those who take the credit.  
Try to be in the first group: there is less competition there.*

Indira Gandhi

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## COMMENTS AND SHARING FROM THE FIELD

(1) *About Equity of Opportunity*: “I just read with interest your email regarding “Equity of Opportunity at School: A Civil Right.” I work at [a state] Department of Education as the Equity/Civil Rights Consultant and therefore am very concerned about these issues.

I want to share a related resource: *How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success* from the Regional Equity Assistance Centers. Perhaps you have already seen it. I have been sharing it frequently because I believe it makes a case for the perils of leaving more students further behind without adequate supports in place.”

<http://www.wested.org/resources/how-the-common-core-must-ensure-equity-by-fully-preparing-every-student-for-postsecondary-success/>

(2) *Responses to the weekly Community of Practice, School Practitioner Listserv*:

- “I have thoroughly enjoyed all the stimulating topics and discussion this listserv has provided me over the last 4 years and have suggested to many colleagues that this listserv is truly a ‘must have.’ This has recently prompted me to participate in your Consultation Cadre. In the July 27, 2015 listserv, I read under ‘Regarding community providers working in schools’ that there is a licensed mental health therapist who has had various difficulties with integrating into schools. In addition to your useful comments, I wonder if I might be of specific help in this area. I run a department of counseling serving 5 school districts. I’m now finding many other school districts around the state contacting me in an attempt to emulate our model and success. I mention this in hopes that others can benefit from the heavy lifting we had done early on to specifically address how mental health therapists and educators can better work together (e.g., roles, relationships, integration, etc). Do you envision a way this listserv can serve as a vehicle for getting the critical points of what we’ve done here, into the hands of those who need it?”

Center response: We include information, comments, ideas, resources, etc. in the *Practitioner Listserv* and in the monthly *ENEWS* – as exemplified here.

- Re. 8/10/15 focus on social and emotional learning: “I suggest that persons interested in implementing social skills curriculum contact ‘humanware staff’ in Cleveland OH that has implemented SEL in every school through an effective training and coaching/monitoring model that has been evaluated as to outcomes.”  
<http://www.clevelandmetroschools.org/Page/398>
- We at *Bullies to Buddies* teach children and adults how to turn a hostile environment into a friendly one while increasing social and emotional intelligence. Please review some evidence here: <http://bullies2buddies.com/evidence-testimonials/does-bullies-to-buddies-work/>. We would like to join your effort of enhancing social and emotional growth and increasing positive school environment.”
- “This email is in response to the request for SEL/Character-Building Curricula for students who are not yet in High School. Please feel free to examine our website to get a better sense of what we are all about. <http://campmakebelievekids.com/>. Much of our motivation stems from the understanding that the SEL and Character-Building skills we teach are woven into a complex fabric addressing the whole child.”

We were asked to share the following:

- (1) Jonathan Cohen of the National School Climate Center is trying to engage students from around the world in focusing on “how much mean, cruel and/or bullying behaviors are going on in their school community and most importantly, beginning to develop efforts to do the right thing: being an Upstander.” He hopes that recipients of *ENEWS* will let

interested students know about this opportunity to participate in “international conversations with other students as well as blogging with kids from around the world. The program is for 12-17 year olds. They need to be willing to teach four interactive lessons and/or join a videoconference or team blogging session. To register for free, fill out the form at <https://www.surveymonkey.com/r/THCL3BS>.” For more information, contact Jonathan [jonathancohen@schoolclimate.org](mailto:jonathancohen@schoolclimate.org).

- (2) “I've been receiving your emails and sharing them out for many years. I wanted to share a free resource with you: *Trauma Training For Educators*, that we've developed at Communities in Schools to provide teachers and administrators with a better understanding of childhood trauma, and how that impacts student learning and behavior at school. And, most importantly, how teachers can respond in new and different ways to help support these students and start to build a greater sense of safety and new skills in self regulation. The video is a Storyline video - 43 minutes long - designed to fit into a faculty meeting so that the entire school staff can share in the information and discussion. Here is the link below, and I've attached the Facilitator's Discussion Guide to this email, which goes along with the trauma training video.

[http://www.ciscentraltexas.org/Trauma\\_Training\\_For\\_Educators/](http://www.ciscentraltexas.org/Trauma_Training_For_Educators/)

We are happy to share this out with as many people as possible, as it is our hope that giving educators the understanding (from a brain and nervous system perspective) as well as the simple tools to build greater safety can provide many students with greater success at school.”

#### **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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)