School Practitioner Community of Practice
(A network for sharing & exchange)
October 24, 2018

Topic for Discussion
>**Handling Misbehavior: Building Positive Relationships**

Links to Center resources on the topic
>*Designing School Improvement to Enhance Classroom Climate for All Students*
>*Schools as Caring, Learning Communities*
>*Enhancing Classroom Climate for All Students*
>*Enhancing Classroom Climate for All Students*
>*Natural Opportunities to Promote Social-Emotional Learning and MH*
>*Rethinking Discipline to Improve School Climate*
>*About Empirically Supported Therapeutic Relationships*
>*Concerns = Opportunities: Addressing Student Disengagement, Acting Out,*
>   *and Dropouts by Moving in New Directions*

Invitation to listserv participants to share perspectives

Learning from Others
>**Students' reactions to safety measures**

Links to a few other relevant resources & other topics of concern

Note: Go to http://smhp.psych.ucla **for links to other Center resources including**
>Upcoming initiatives, conferences & workshops
>Calls for grant proposals, presentations, and papers
>Training and job opportunities
>Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm

Topic for Discussion

>Handling Misbehavior: Building Positive Relationships

Evidence about positive relationships and reduced problems/discipline from:

"It's All about the Relationships": Educators' Rationales and Strategies for Building Connections with Students to Prevent Exclusionary School Discipline Outcomes
https://academic.oup.com/cs/article/40/4/221/5077473

> This qualitative study identified nonpunitive and nonexclusionary discipline strategies used in schools with low out-of-school suspension rates. Interviews and focus groups with 198 educators from 33 low-suspending schools in a large urban district were conducted to learn more about the approaches that were essential to their school's success.

Excerpt:

> *Promising new shifts have occurred as school districts begin moving away from exclusionary practices toward those focused on building relationships and treating discipline as an opportunity to support students' healthy social–emotional development. This movement is aligned with research indicating that supportive and genuine relationships are essential in creating a positive school climate, reducing problem behaviors, and lessening racial discipline gaps. Students' perceptions of positive relationships at school are predictors of a variety of behavior outcomes, such as fighting, substance use, skipping school, and academic success as measured by student grades.*
>
> *Conversely, the absence of strong positive relationships is a predictor of negative psychological outcomes like depression, suicide attempts, and low self-esteem, along with adverse academic outcomes such as grade retention. Building positive and meaningful relationships is important for all students; however, it is imperative that school staff intentionally cultivate relationships with students of color as these students often report feeling less safe among, and less connected to, adults in schools...*
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> *In defining strategies for relationship building between school staff members and students, several practices were outlined: home visits, positive contact with caregivers, greetings, morning meetings, advisory periods, and staff visibility....*
>
> *Another consistently noted approach for relationship building was to use the beginning of the school day as an opportunity to check in with students, learn about their lives, build community, and set a positive tone for the rest of the day. Specific practices included personal greetings as students enter school or the classroom, advisory periods that integrate social–emotional learning activities, and regularly held classroom-based, grade-level, or schoolwide morning meetings...*
>
> *Some schools encouraged teachers to make themselves visible during lunches and passing periods, and administrators deepened their involvement with students by leading activities in classrooms. School staff also used time outside of school to get to know students by attending school-sponsored or community-based sporting events, recitals, or field trips. These approaches created opportunities for students and staff to identify common interests and supported discussions around topics outside of academics....*
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> *A secondary school teacher observed, "It used to be check for dress code or gum, and now it's check for tears; check for an angry countenance; ...and figure out why.*

Invitation to listserv participants to share perspectives

What strategies are your local schools using to strengthen relationships?
What changes have you seen as a result?

Let us hear whatever you want to share about the above or other related matters!!

Send your responses to Ltaylor@ucla.edu

Links to Center resources on the topic

Designing School Improvement to Enhance Classroom Climate for All Students
  http://smhp.psych.ucla.edu/pdfdocs/schoolclimate.pdf

Schools as Caring, Learning Communities http://smhp.psych.ucla.edu/pdfdocs/caring.pdf

Enhancing Classroom Climate for All Students
  http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall11.pdf

Concerns = Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions
  http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring06.pdf

Enhancing Classroom Climate for All Students
http://smhp.psych.ucla.edu/pdfdocs/relations.pdf

Natural Opportunities to Promote Social-Emotional Learning and MH
  http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf

Rethinking Discipline to Improve School Climate
  http://smhp.psych.ucla.edu/pdfdocs/disciplineclimate.pdf

About Empirically Supported Therapeutic Relationships
  http://smhp.psych.ucla.edu/pdfdocs/aboutmh/therapyrelationships.pdf

Learning from Others

>**Students reactions to safety measures (**Follow up to 10/17/18 practitioner on School Resources Officers – SROs and school safety)
  http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(10-17-18).pdf

Excerpted from *Some school security measures make kids feel less safe –*
https://www.reuters.com/article/us-health-education-safety/some-school-security-measures-make-kids-feel-less-safe-idUSKCN1M72P5

Some school security measures make kids feel less safe: Schools that install a lot of indoor cameras may not be improving security while in fact making children feel less safe.
  Surveys of more than 54,000 middle and high school students found that the presence of security officers as well as outdoor cameras made kids feel safer, according to the report published in the Journal of Adolescent Health.* But cameras indoors made them feel more vulnerable.
  "We've been focusing on physical safety in our schools, but we also need to consider emotional safety," said the study's lead author, Sarah Lindstrom Johnson of the School of Social and Family Dynamics at Arizona State University in Tempe. "If we're not careful in our efforts to improve physical security of our schools, there may be an impact on students' emotional safety."...
  When they analyzed the data, the researchers found, the higher the number of cameras in a school, the less safe and supported the kids said they felt. While cameras inside the school might have been installed for safety reasons, students had the sense they were being spied upon, Lindstrom Johnson said. "And the administrators did see an additional benefit to these cameras in allowing them to see who might be committing vandalism, cutting class and things like that," she added.
  Given the way that students perceive indoor cameras, "administrators and school districts need to be thoughtful about why and where they are putting cameras," she said. Intriguingly, indoor cameras were less likely to make black students feel unsafe, Lindstrom Johnson said. "We think the reason may be mimicking more the national movement of black youth recording interactions."
  Nonetheless, Lindstrom Johnson added, with no proof "that these measures deter extreme

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school shootings, even peer to peer, a community's money might be better spent providing emotional support to students." There is evidence that support of this kind can reduce violence, she noted....

Perhaps the heart of the discussion should be the question of whether the added security measures actually make students physically safer.

Currently "there are few firm conclusions on the role of security apparatus and school safety," said Aaron Kupchik, a professor of sociology and criminal justice at the University of Delaware in Newark. "Most find no effect or detrimental effects from additional security measures."

And balanced against that is the impact on students' psyches. "If security is implemented poorly they might feel policed rather than protected; they might feel like they are viewed as criminals; they might feel like prisoners," Kupchik said....

Some strategies can backfire, "if the students feel that they're going into a hostile climate," Kupchik said. "One thing research has shown, going back decades, is one way to maintain safe schools is to have an inclusive school social climate," Kupchik said. "That is, a school where students feel valued and respected and included. The adults are still in charge but the students feel cared for and connected. In those schools a student is much less likely to hurt other people and one would think there would be less of a chance of a school shooting by a student for the same reasons."

*See the journal article *Surveillance or Safekeeping? How School Security Officer and Camera Presence Influence Students' Perceptions of Safety, Equity, and Support* at
https://www.jahonline.org/article/S1054-139X(18)30246-5/fulltext

For links to Center resources and resources from others related to this concern, see our online clearinghouse Quick Find on

>*Violence prevention and safe schools* http://smhp.psych.ucla.edu/qf/p2108_03.htm

Here is a sample of Center resources included there:

School and Community Collaboration to Promote a Safe Learning Environment
http://smhp.psych.ucla.edu/publications/school&communitycollaboration.pdf

Safe Schools in the Context of School Improvement
http://smhp.psych.ucla.edu/publications/safe%20schools%20in%20the%20context%20of%20school%20improvement.pdf

Violence Prevention and Safe Schools http://smhp.psych.ucla.edu/pdfdocs/violence/violence.pdf

Invitation to listserv participants to share perspectives

What strategies are your local schools using to enhance students' sense of safety?

Let us hear whatever you want to share about this or other related matters!!

Send your responses to Ltaylor@ucla.edu

How was school today?

Well, if it's true we learn from our mistakes, I had a great day!

Links to a few other relevant resources & other topics of concern

>*Creating and sustaining a positive and communal school climate: contemporary research, present obstacles, and future directions* https://www.ncjrs.gov/pdffiles1/nij/250209.pdf

>*Equity, connection, and engagement in the school context to promote positive youth Development* https://onlinelibrary.wiley.com/doi/abs/10.1111/jora.12083

>*Expanding collaboration at school* http://smhp.psych.ucla.edu/pdfdocs/collaboration.pdf

>*Beyond awareness: student-led innovation in campus mental health* https://www.mentalhealthamerica.net/beyond-awareness-student-led-innovation-campus-mental-health

>*A personal look at at self-reliance and help seeking* http://smhp.psych.ucla.edu/pdfdocs/helpseek.pdf

>*California Rural Education Network* http://caruraled.net

>*Recent books from our Center:*

>>*Improving school improvement*

>>*Addressing barriers to learning: In the classroom and schoolwide*

(To ensure free and immediate access, these two books can be downloaded from our Center's website can be readily accessed at:
http://smhp.psych.ucla.edu/improving_school_improvement.html

>>a third book – *Transforming student and learning supports: Developing a unified, comprehensive, and equitable system* – has been published by Cognella
https://titles.cognella.com/transforming -student -and -learning -supports -9781516512782.html

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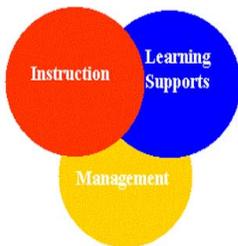
For information about the

National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

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

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THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!
For new sign-ups – email Ltaylor@ucla.edu
Also send resources ideas, requests, comments, and experiences for sharing.
We post a broad range of issues and responses to the *Net Exchange*
on our website at http://smhp.psych.ucla.edu/newnetexchange.htm
and on *Facebook* (access from the Center's home page http://smhp.psych.ucla.edu/)