School Practitioner Community of Practice
(A network for sharing & exchange)
April 11, 2018

Some Resource Updates From the Field
Links are provided to the following:
(1) Strategies and activities for reducing racial prejudice and racism
(2) Promoting diversity and inclusion in student groups
(3) Looking to near peers to guide student discussions about race
(4) Indicators of school crime and safety 2017
(5) Eliminating Lead in Schools and Child Care Facilities
(6) Race and Economic Opportunity in the United States:
   An Intergenerational Perspective

Topical Exchange:

>*Racial conflict at school and in the community*

Invitation to Listserv Participants to Share Perspectives

Learning From Others:

> *Building a sense of community for staff and students and their families*

Note: *Go to* http://smhp.psych.ucla **for links to other 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).

****

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

###

Some Resource Updates From the Field:

> *Strategies and activities for reducing racial prejudice and racism*
https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/reduce-prejudice-racism/main

>*Promoting diversity and inclusion in student groups*
https://www.mga.edu/student-affairs/docs/Promoting_Diversity_and_Inclusion_in_Student_Groups.pdf

>*Looking to near peers to guide student discussions about race*
http://journals.sagepub.com/doi/pdf/10.1177/0031721718754814

>*Indicators of school crime and safety 2017*
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018036.

>*Eliminating Lead in Schools and Child Care Facilities* – http://bit.ly/2GWcXby

>*Race and Economic Opportunity in the United States: An Intergenerational Perspective*
http://www.equality-of-opportunity.org/assets/documents/race_paper.pdf

#######################

Topical Exchange:

Concern a colleague shared from his organization's listserv.

Our school and community has been inundated with re-invigorated racism since the student walkout (a long standing issue in this community between Caucasian and Latino groups, specifically the "Aggies" and "Mexicans"). Our school ended up being sheltered in place for over three hours yesterday due to threats. Does anyone have good experience with any curriculum or resource we can turn to for students at the high school level, and/or parents? Any feedback would be greatly appreciated.

From the local news: *" The problems at the High School began during the nationwide student walkout when a group of female students had a fight over political issues surrounding gun control. During the demonstration at the High School campus there were some opposing views regarding gun control and items surrounding those issues. During the week following the walkout, police had multiple students reporting threatening social media posts, some of which contained racial slurs. 'Social media really played a part in the dissemination of this information,' the Police Chief said. As the threats continued to come and minor skirmishes broke out on campus during the end of the week, police decided to post an officer on campus full-time for the week. On one day, they posted two officers at the school because of rumors that there would be a fight...."*

Center Comments: Whatever triggers a racial confrontation, schools must first respond by dealing with the immediate situation in ways that

(1) use school and community resources to ensure all students and staff are safe and cared for

(2) invite and mobilize students to establish a cooling off period and engage in problem-solving (e.g., facilitate dialogues between factional leaders that generate specific plans to reduce conflict; utilize "respected" mediators from the community; post positive messages on social media; etc.)

(3) invite and mobilize families to play a productive immediate role and then to participate with staff, students, and other community stakeholders in long-term efforts to reduce racial conflict.

After the immediate situation is effectively worked through, it is time to revisit the school's crisis response and prevention plan, with particular attention to prevention and how the school addresses barriers to learning and teaching and promotes social and emotional development.

Some of our online resources should be helpful. See, for example, our Quick Finds on:

>*Crisis Prevention and Response* – http://smhp.psych.ucla.edu/qf/p2107_01.htm

>*Conflict resolution in schools* – http://smhp.psych.ucla.edu/qf/p2108_02.htm

>*Hate groups* – http://smhp.psych.ucla.edu/qf/hategroups.htm

>*Racism and schools* – http://smhp.psych.ucla.edu/qf/racism.htm

Comments from the Field: We asked a few colleagues to share their experience/advice.

Here are two responses:

(1) "Immediately convene a community/school committee that specifically includes the faith community and large employers in the area. They need to take action to send a community-based message about intolerance in the workplace, at home, in church and throughout the community. It might be good to invite the local press/TV station to be present as well. The focus for convening the group should begin with problems students experience as a result of intolerance and threats. Knowing that such issues go beyond the school walls, this committee must help to address the problems to ensure that ALL STUDENTS feel safe and have the opportunity to take advantage of the education that is available to them. A skillful facilitator needs to plan an agenda that results in action steps for all stakeholders involved and includes follow-up. A good rule of thumb I use is "What, So What, and Now What". The "what" provides information so everyone is on the same page. The "So What" is the value or level of importance this information carries. Or, why should I care about this issue? The "Now What" are the actions to be taken. In the wake of current school violence, I can't imagine that any community would stand idly by and allow intolerance to fester and create an environment ripe for more violence. Some of the best information and classroom resources on intolerance come from the Southern Poverty Law Center."
https://www.splcenter.org/teaching-tolerance

(2) "The Anti-Defamation League, has many resources and lessons about hate and discrimination. – https://www.adl.org/ . Teaching Tolerance also offers some good resources. https://www.tolerance.org/award/award-for-excellence-in-teaching . My recommendation is to do this in social studies classes. Our principals and counselors provided the lessons and went from room to room to have small group discussions rather than spray and pray type of assembly."

Comments from Former Center Students (now in graduate school):

(1) "It seems like now more than ever our school systems are seeing an increase in violence due to the political and social changes that are being seen in our surrounding communities. One thing that we talk a lot about in my classes is multicultural competency. Although my classes pertain mainly to undergrad students, I believe that being multicultural competent is something that should be taught in high schools. There are various ways to go about this. One way can be through a series of workshops for students, parents, and/or community members where there is an open dialogue about the racial issues that are facing the school. In order for this to take place, the person moderating the workshop should be someone who understands the intersectionality of racism and is prepared to answer the hard questions and facilitate the discussion in a respectful way. I think it is important to learn the history and roots of racism in this country and be able to teach our students why racism is so prevalent today; students must understand the foundation of racism before we can even begin to address the issue. In my Politics of Difference class, we read the book " A Different Mirror: A History of Multicultural America" by Ronald Takaki that really outlines why certain racist ideologies exist to this day. Another book that I think is helpful is "Readings for Diversity and Social Justice" by Adams, M., W. Blumenfeld, R. Castaneda, H. Hackman, M. Peters, and X. Zuniga. This book has chapters that explain the concepts of privilege and power and how that dominates a lot of the racism and marginalization. Although this book we read as grad students, it does have some reflective exercises and suggestions on how to overcome racism as a perpetrator or victim that are useful. For example, it has Peggy McIntosh's essay on white privilege. I would also recommend James Baldwin's "A Letter to my Nephew" which carries all three topics of privilege, power, and racism. These types of readings are easy to follow but can get the conversation started in the classroom/workshops about the history and implications of racism.
Given that we are talking about high school students, and reminiscing about my own experiences, it may be useful to have a visual of the consequences that racism can have. For example, I remember that in high school and college we were shown movies like "Freedom Writers" and "Crash" that would be followed with intentional questions for specific scenes. Personally, I think

that providing a safe space on campus where students can share their concerns and possible frustrations with qualified staff is very important. Sometimes there is much focus on the trouble that may be stirred up by a group of students, that we forget about the possible fear that may be instilled in the rest of the students. Lastly, an exercise I have participated in is the Privilege Walk, where everyone in the class stands in a line and takes a step forward/backward depending on whether the question asked applies to them or not. The questions vary in terms of different privileges a person may or may not have (e.g.did you have more than 30 books growing up?). At the end, the students see where everyone stands noticing that they may be more similar or different to each other than they thought. The purpose of this game and the questions is to reflect on the self and our perceptions of others. There are various forms of this game whose questions can be found online, but I think the most important thing is that after the game there is a discussion with the students about how they felt during and after the game in terms of where they stood in comparison to others and the overall purpose of the exercise. Having a dialogue about racism can be uncomfortable for many, but I believe that high schools often shy away from addressing the underlying issues of racism instead of being proactive. By having relevant curriculum and discussions in and out of the classroom about racism, students will be exposed to material that make them question the way they think and hopefully make them change their behavior and way of thinking for the better."

(2) "It seems like microaggressions based on racial and ethnic differences are part of the issue. I have looked for some resources online and have included them below. One of them is designed for higher education, but I feel like some important themes may also be useful for k-12 education. I would suggest that some ways to address student divide is to engage in workshops about micro-aggressions, as well as the history of race-based discrimination. Since ethnic studies, for example, is not often a part of the curriculum in schools, the history of ethnic divides in the US may not be very salient to the students' immediate context. Here are some resources I found that seem like they might be of help:
https://www.higheredtoday.org/2016/07/27/understanding-and-combatting-microaggressions-in-postsecondary-education/
https://www.adl.org/sites/default/files/documents/microaggressions-in-our-lives.pdf

###

Invitation to Listserv Participants to Share Perspectives

**How are local schools dealing with racial/political tensions?
What do you suggest?**

Send your responses to Ltaylor@ucla.edu

##################################

Learning From Others:

>Andy Hargreaves has long stressed the importance of relieving "the uncertainty and open-endedness that characterizes classroom teaching." His focus has been on the creation of "communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional limits and standards, while still remaining committed to continuous improvement." He sees such communities as bringkng together professional and personal lives "in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment."

Listserv Participants: *How are schools working to foster a sense of community for all staff, students, and their families?* Send the information for sharing to Ltaylor@ucla.edu
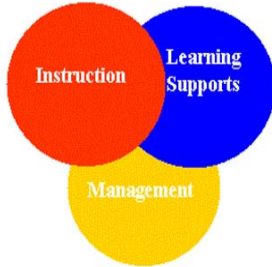
*For information about the
National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

Just published:
>*Transforming Student and Learning Supports:*
  Developing a Unified, Comprehensive, and Equitable System –
https://titles.cognella.com/transforming-student -and learning -supports -
9781516512782.html

If you missed the following, you can access them and more from the Center's homepage –
    http://smhp.psych.ucla.edu
>**The *quarterly ejournal* for Spring 2018.**
Contents:
    >*Time for Straight Talk about Mental Health Services and MH in Schools*
    >*Improving School Climate Starts with Understanding that it's an Emerging Quality*
    >*Hot Topics & Hot Issues*
>**The April *ENEWS'* discussion of helping students and families plan successful transitions to a new grade or a new school**

>The new report: ***ESSA and Addressing Barriers to Learning and Teaching:***
    Is there Movement toward Transforming Student/Learning Supports?
    http://smhp.psych.ucla.edu/pdfdocs/2018%20report.pdf

 >The new free book: ***Addressing Barriers to Learning: In the Classroom & Schoolwide***

**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/)**