

School Practitioner Community of Practice
(A network for sharing & exchange)
(12/8/20)

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Note: Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

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

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>**

For discussion and interchange:

- > **Enhancing teaming to strengthen support for students and teachers**

Request from a colleague:

We are conducting a pilot/research project to try and increase supports for classroom teachers in the area of social, emotional and behavioral supports for students. We are working with Public Schools, a charter school district and our Boys and Girls Clubs. Our model is to shift an existing staff person's role away from a percentage of time spent one-on-one with students to coaching the classroom teacher. We know this works in academics and have not witnessed it with social, emotional, and behavioral supports. For example, a school social worker who is used to spending 90% of their time one-on-one with students will now spend 30% of their time coaching teachers around that teacher's goals for social, emotional and behavior results in their classroom. We hope to demonstrate increased social, emotional, and behavior improvements in classrooms without added positions. Instead this would be accomplished by a paradigm shift for some current staff roles. We are certifying these staff in coaching through our local college. Are you aware of something like this being done or researched elsewhere?

Center Comments:

Teaming, collaboration, in-classroom coaching and personnel development – are receiving more and more attention. Moving away from teachers working alone in their classrooms is an essential step in enhancing how schools address barriers to learning and teaching. It is noteworthy that California recently changed special education teacher preparation and credentialing to enable them to co-teach in "mainstream" classrooms.

https://edsource.org/2020/less-siloed-more-inclusive-changes-to-special-education-teacher-preparation-expected-to-have-big-impact-on-schools/644367?utm_source=ECS+Subscribers&utm_campaign=09081c59cc-ED_CL_IPS_12_01_2020&utm_medium=email&utm_term=0_1a2b00b930-09081c59cc-53599575

In our work, we stress the importance of transforming the roles and functions of student/learning support staff so they can spend more time teaming with teachers in the classroom. This is reflected

in the policy brief just released by PACE entitled:

>Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond

https://edpolicyinca.org/publications/restructuring-california-schools-address-barriers-learning-and-teaching-covid-19?utm_source=PACE+All&utm_campaign=61b8aabde4-EMAIL_CAMPAIGN_2020_11_17_07_36_COPY_05&utm_medium=email&utm_term=0_9f1af6b121-61b8aabde4-522725185

(The content of this brief, of course, is applicable to other states.)

And each of the following resources discusses the matters covered in the brief in detail (including personalizing instruction and learning supports):

>Improving School Improvement

>Addressing Barriers to Learning: In the Classroom and Schoolwide

>Embedding Mental Health as Schools Change

All three resources can be accessed at no cost at

http://smhp.psych.ucla.edu/improving_school_improvement.html

Other brief Center's resources related to enhancing teaming and collaboration in classrooms include:

>Opening the classroom doors <http://smhp.psych.ucla.edu/pdffdocs/newsletter/spring01.pdf>

Excerpt: One reason for opening the classroom door is to invite in support staff. The intent in doing so is to have them play a greater role in redesigning classrooms and working collegially with teachers and others in the classroom. Some of this involves direct interventions with students, some involves program development. All of it requires a major restructuring of the current roles and functions of school psychologists, counselors, social workers, and other pupil service personnel.

Another arrangement is for schools to use specialist personnel (e.g., school psychologists, counselors, special education resource teachers) to mentor and demonstrate rather than pursuing traditional consultant roles. That is, instead of telling teachers what they might do to address student learning, behavior, and emotional problems, specialists could be trained to go into classrooms to model and then guide teachers in implementing new practices to engage and reengage students in learning.

>Teachers Can't Do it Alone! <http://smhp.psych.ucla.edu/pdffdocs/alone.pdf>

>Framing New Directions for School Counselors, Psychologists, & Social Workers

<http://smhp.psych.ucla.edu/pdffdocs/report/framingnewdir.pdf>

>Preparing All Education Personnel to Address Barriers to Learning & Teaching

<http://smhp.psych.ucla.edu/pdffdocs/preparingall.pdf>

Comments from the Field:

We sent the request to a range of colleagues and here is a sample of what they said:

- (1) I have not heard of this Social Emotional Behavioral supports (SEB) being practiced or researched anywhere. It sounds like a worthwhile experiment. And probably as most new things there will be mistakes and points being missed. But also trying out new things like this that do not appear harmful is how we advance and discover useful and effective approaches.

We all, School Social Workers and other Student and Learning Supports Professionals, say that the way to have effective School Mental Health supports, services, and programs that span the MH spectrum is to develop a paradigm that promotes "therapeutic" school climates, cultures, programs that reach more students with developmental and resiliency supports and encouragement built in - instead of the auto-body-repair paradigm: drop off, straighten-out, fix-up, pickup, and see you after the next collision. Let's build resiliency and resources to avoid most of the next collisions.

This SEB approach seems to fall in the area of direct practice in support of improving teaching and learning and improving social, emotional, behavioral long-range personal strengths and health. As you point out, we know this works in academics and have not witnessed it with SEB. That seems encouraging, but I suspect that the science of human relationships and engagement is not quite as concrete as some taught-subject-matters and is fraught with good intentions, misinterpretations, misunderstandings, emotions and the SEB SSWs will have to be highly skilled, informed, have strong

values, and have well developed empathy and patience. I didn't use the term "coach" because to me it reeks of amateurism, and flying-by-the-seat-of-your-pants approach. Yet, the SEB SSWs will need special guidance, consultation, and a group to debrief with. This is new and sounds exciting and sincerely worth trying.

- (2) I am not aware of such a model but somehow it reminds me of the so called "therapeutic classroom" model where a mental health person works with the teacher in the classroom to assist both the students and the teacher in addressing behavioral issues that come up in the classroom. Most teachers I know do not want to be "coached" but rather "assisted" in their classroom and to work collaboratively with them to address the needs of the students. Personally I don't like the idea of a mental health trained person being the "expert" who is going to help the teacher indirectly by "coaching" rather than someone who rolls up their sleeves and joins them as an ally in the classroom.
- (3) This is precisely the model we have been studying, although in our case it is with community mental health providers and we proposed this as an alternative model for community mental health services. In our case, the providers bill Medicaid on behalf of kids on their caseload but the majority of their time is spent with teachers and parents, rather than 1:1 with kids. The work we did with teachers focused on classroom management (good behavior game), parent outreach (good news note), and academic performance (daily report card)....

Is this topic being discussed in your locale?

What types of teaming and collaboration are happening to strengthen supports for teachers and students (online, hybrid, and in person)?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

For further discussion and interchange:

>Response to: *Outsourcing, Contracting Out – PRIVATIZATION OF EDUCATION*
<http://smhp.psych.ucla.edu/pdfdocs/november2020.pdf>

"Thanks for bringing attention to this matter. I'm currently a contracted school psychologist. To my district's credit, they haven't made any significant staffing cuts that I'm aware of and have contracted several service providers (such as myself) to help with corona virus related service backlogs. However, as someone who's been active in the job market the last twelve months or so, I've definitely noticed a trend toward outsourcing, even prior to the pandemic (at least within my own field). In addition to the negative impacts this practice may have on educational outcomes, which you point out, it also creates labor issues which I believe also impacts the quality of education. I'm specifically referring to the practice by school districts of using agencies (or "market facilitators" as they're technically known by) to contract out employees. How does this affect the composition school communities? Primarily through significantly reduced compensation levels.

The arrangement between districts and these market facilitators works as follows. A district will contract with a facilitator for a service provider and pay the facilitator an hourly rate close to that of what a district employee in a similar capacity would make (minus health benefits and retirement fund of course). However, the facilitator keeps about 30% of that amount for itself as a service fee. For my specific field the compensation is almost universally capped at \$50 (max) per hour regardless of agency (reduced working hours notwithstanding). When taking into account out-of-pocket costs for healthcare and retirement savings, this obviously has a substantial effect on one's life.

But here's the kicker and my main point. This practice is just not necessary. Districts have the ability to, and, in the past would, often hire contracted employees directly. Under this arrangement at least contractors do not give up a sizable portion of their earnings to a third party and are given the dignity of earning a similar pay to that of district employed colleagues. Instead, the substance of market facilitator model amounts to the contracted employee subsidizing the HR costs to the district of contracting out employees, which comes directly out of the employee's wages. Regardless of if a district chooses to hire directly or use an agency, the cost differences to the district are likely

negligible, and certainly don't amount to 30% of a contractor's pay. This is a disturbing trend which lies squarely within the control of school districts.

While contracting in general may not ideal, hiring directly is obviously a healthier practice and arguably results in better outcomes for both employee and quality of education. These may include school staffing stability, employee's investment in the school community, extended working hours and efficiency of service delivery.

Thanks for reading my rant. I hope this brings a little bit more awareness and detail to the contracting trend in general."

Support the Resilience of Youngsters During the Coming Holiday Season

From: *The holidays will be extra hard for kids. How to maintain magic of rituals amid COVID-19*
<https://www.courier-journal.com/story/opinion/2020/11/12/how-help-your-kids-cope-holiday-ritual-loss-amid-coronavirus/6215089002/>

I'm inspired every day by children's great capacity for resilience and growth. They face hardship beyond their control and yet find ways to bounce back and emerge stronger. This resilience occurs through a beautiful network of internal and external resources in the lives of children...So the question we now face is how can we support the resilience of our children this holiday season? A good time to start is today. Help our children cope ahead. Start talking about the holidays to prepare children for what to expect and what will be different. Help them understand, as they have likely learned already this year, that plans may change at the last minute due to an unforeseen illness or last-minute travel cancellations.... Allow children a sense of control by offering them choices...."

>Links to a few other relevant shared resources

Distance Learning Challenges Providing Services to K-12 English Learners and Students with Disabilities during COVID-19 <https://www.gao.gov/assets/720/710779.pdf>

Coronavirus Pandemic: How Can We Reduce Long-Term Impact on Children's Mental Health?
<https://www.chkd.org/Blog/Coronavirus-Pandemic--How-Can-We-Reduce-Long-Term-Impact-on-Childrens-Mental-Health/>

10 Ways to Support Children's Emotional Well-Being During COVID-19 (Video)
<https://www.youtube.com/watch?v=vBdtb883nbA>

How Reopening Plans Changed the Vaccination Conversation
https://ednote.ecs.org/how-reopening-plans-changed-the-vaccination-conversation/?utm_source=ECS+Subscribers&utm_campaign=97219624b0-ED_CLIPS_11_30_2020&utm_medium=email&utm_term=0_1a2b00b930-97219624b0-53599575

What role will schools play in COVID-19 vaccine distribution?
https://www.educationdive.com/news/what-role-will-schools-play-in-covid-19-vaccine-distribution/589604/?utm_source=ECS+Subscribers&utm_campaign=97219624b0-ED_CLIPS_11_30_2020&utm_medium=email&utm_term=0_1a2b00b930-97219624b0-53599575

What Happens to Some L.G.B.T.Q. Teens When Their Parents Reject Them
<https://www.nytimes.com/2020/11/11/nyregion/nyc-lgbtq-foster-care.html>

How Racism Can Affect Child Development
<https://developingchild.harvard.edu/resources/racism-and-ecd/>

COVID-19: Caring For Children and Youth With Special Health Care Needs
<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/COVID-19-Youth-with-Special-Health-Care-Needs.aspx>

A Kid's Guide to Coronavirus <https://www.apa.org/pubs/magination/kids-guide-coronavirus>

Countering the Over-pathologizing of Students' Feelings & Behavior: A Growing Concern Related to MH in Schools <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/pathology.pdf>

On Youtube is a series called *Jump Start Early Childhood Consultation*

<https://www.youtube.com/playlist?list=PL-6-K6NVbMiqIUBqZoLsSee-s83WZR8MK>

Here's are acouple of examples of what's there:

>*A Social Distancing Story*

English:

<https://www.youtube.com/watch?v=IQDYDUJO56k&list=PL-6-K6NVbMiqIUBqZoLsSee-s83WZR8MK&index=4>

Spanish:

<https://www.youtube.com/watch?v=VxqJt382IaI&list=PL-6-K6NVbMiqIUBqZoLsSee-s83WZR8MK&index=5>

Creole:

<https://www.youtube.com/watch?v=PSBQ6t8DCB8&list=PL-6-K6NVbMiqIUBqZoLsSee-s83WZR8MK&index=6>

>*Back to School*

English:

<https://www.youtube.com/watch?v=yrt1DAk6ZYg&list=PL-6-K6NVbMiqIUBqZoLsSee-s83WZR8MK&index=10>

Spanish: <https://www.youtube.com/watch?v=JJbSst5xDDQ&feature=youtu.be>

Iowa approves new rules for school seclusion and restraint

Iowa's State Board of Education approved new rules Wednesday for secluding and restraining school students, marking a compromise between civil liberty advocates and teachers. The ACLU of Iowa, which filed a complaint in 2017 after reports showed some students had been secluded for only minor infractions, applauded the new rules.

"We're relieved to see these changes in the final proposed rules, which are an essential and hard-fought improvement in the protections for countless Iowa students and their families," Mark Stringer, the group's executive director, said in a public comment period before the unanimous vote.

Margaret Buckton, legislative analyst for the Urban Education Network, said educators didn't get everything they wanted with the revision, but "this is a good step for students and putting student safety first."

https://www.thegazette.com/iowa-state-school-seclusion-rules-civil-rights-compromise-20201118?utm_source=ECS+Subscribers&utm_campaign=845be2cba8-ED_CLIPS_11_20_2020&utm_medium=email&utm_term=0_1a2b00b930-845be2cba8-53599575

Why so sad?



A Few Upcoming Webinars

12/9 Planning to Pivot: Creating Schedules to Enhance Teaming (K-8) in the Era of Covid-19

12/9 Stressed Out

12/9 Serving Children with Disabilities and Special Health Care Needs

12/10 Working Toward Positive Educational Outcomes: Mental Health and Special Education

12/10 Using Telehealth to Respond to Mental Health Challenges during COVID-19

12/11 Supporting the Wellness and Needs of School Staff

12/11 Making Supervision Work

12/11 Build Educator Resilience Through Self-Compassion and Gratitude

Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education

Webinar Series 12/15, 2/16, 5/18, & 7/20

https://www.wested.org/wested_event/ncsi-intersection-race-disability-k12-education-webinar-series/?utm_source=e-bulletin&utm_medium=email&utm_campaign=2020-10-issue-2&mkt_tok=eyJpIjoiTTJFM116azJNeIF5WWpWayIsInQiOiI1RlRlFIQUYyR2U3eWVUy2RjVllcL250R0JJVVNBVTljU3NCVUFaQmNCYmlEMnBVK1hOZ0krckFQM2Fjd002RFZGQ1E2TCtBUVpKUmJ4RlIhbFREeVVIQTh5RU5lQXFMMmo5cVILbHNwQjVvOXp2cFor d245TDM4M3hcL2ZFZFU0MnNaIn0%3D

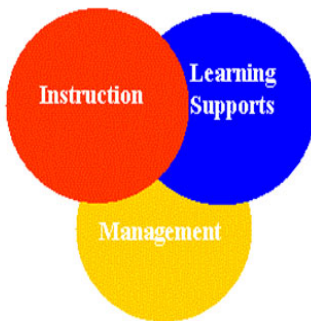
How Learning Happens (Edutopia's updated series of videos explores how educators can guide all students, regardless of their developmental starting points, to become productive and engaged learners.

<https://www.edutopia.org/how-learning-happens>

Webinar recording: Unpacking the Impacts of Structural Racism on Youth

<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&c=b6757fd9d7>

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
<http://smhp.psych.ucla.edu/webcast.htm>



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 promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

Send to Ltaylor@ucla.edu

**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/>)**