

## School Practitioner Community of Practice

(A network for sharing & exchange)

September 11, 2019

### Topics for discussion –

**>Are you playing a role in transforming student/learning supports?**

### Follow-up on previous discussions –

**>What's the difference between teasing and bullying?**

**>What is school adjustment?**

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

Given the frequency of community crisis events, we urge a review of the recent (7/17/19) practitioner discussion of **plans for schools after a crisis event.**  
[http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(7-17-19\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(7-17-19).pdf)

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

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

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### Topic for Discussion –

**>Are you playing a role in transforming student/learning supports?**

**Colleagues are asking:** We frequently hear from colleagues that they want to connect disparate student/learning support programs, personnel, and special projects into a more effective unified, comprehensive, and equitable system. However, they don't know how to help others (e.g., policy makers, administrators, and other stakeholders) understand the importance of developing such a system and moving forward.

**Center Response:** Here are some resources anyone might use to inform others and stimulate discussion of system transformation to improve how schools address barriers to learning and teaching.

(1) Share the following brief overview of a unified, comprehensive, & equitable system of learning supports:

**>Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching –**  
<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf> )

(Note: if this document doesn't seem to fit your situation, there are others to choose from in Section A of the Center's System Change Toolkit –

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>)

Another option will be available next week when we distribute the Center's Fall quarterly e-journal. The lead article discusses *Rethinking MTSS to Better Address Barriers to Learning*.

(2) Follow-up with administrators and school boards:

> *Introducing the Idea of Developing a Comprehensive System of Learning Supports to a New Superintendent or to One Who May Be Ready to Move Forward*  
<http://smhp.psych.ucla.edu/pdfdocs/introtosups.pdf>

> *Enhancing a School Board's Focus on Addressing Barriers to Learning & Teaching*  
<http://smhp.psych.ucla.edu/pdfdocs/schoolboardfocus.pdf>

(3) For those wanting more in-depth information and to place the new direction into the broad context of school improvement:

> *Addressing Barriers to Learning: In the Classroom and Schoolwide*  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

> *Improving School Improvement*  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

(4) For examples of design and other documents developed by state and district trailblazers, see:

> *Design Document Examples* <http://smhp.psych.ucla.edu/toolkitb1a.htm>

> *Brochures Examples* <http://smhp.psych.ucla.edu/toolkita1a.htm>

(5) As evidence of the need to rethink student/learning supports and fill critical gaps, schools can map and analyze current efforts to address barriers to learning and teaching and re-engage disconnected students. See the resource aid:

> *Mapping & Analyzing Learning Supports*  
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

(6) Anyone interested in moving forward to transform student and learning supports can find other resource aids in the Center's System Change Toolkit at

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

(7) And feel free to contact the Center co-directors to discuss ways we can help with the transformation; just email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

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**Please let us know:**

***What you need to help others understand the importance of moving forward to develop a unified, comprehensive, and equitable system of learning supports?***

***What are challenges you experience in playing such a role?***

**Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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### **Follow-up on a previous discussion –**

([http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(8-14-19\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(8-14-19).pdf))

**> *What's the difference between teasing and bullying?***

**From a listserv participant:** *Our staff is discussing the differences between teasing and bullying. Can you provide resources to support the discussion?*

**Center Comments:** Such distinctions help remind all of us about differentiating student behavior and how schools address such differences. From our perspective, teasing presents a natural opportunity for facilitating positive social-emotional development and, therefore, can be an early intervention in efforts to prevent bullying.

Here are some popular literature resources that might be helpful in discussing the differences:

- (1) *Teasing is a social exchange that can be friendly, neutral or negative. Done in the right spirit, it can actually be positive.... There are two main types of teasing: endearment teasing and influence teasing. Endearment teasing is a way to bond or form a relationship... Influence teasing is intended to change someone's behavior... Verbal bullying is different from teasing. It's not done as a way to relate, or to make friends. Just the opposite. The goal is to embarrass the victim and make the bully look better. It may start out as negative teasing. But when it's done repeatedly with the intent of being hurtful or threatening, it becomes bullying....*  
<https://www.understood.org/en/friends-feelings/common-challenges/bullying/difference-between-teasing-and-bullying>
- (2) *If you think about it on a continuum, teasing in general is playful as long as both parties agree and the kids involved know it is not meant to harm them. It acts as a way to communicate and is usually done among friends. Hurtful teasing is no longer playful. Comments are made between people where one begins to get offended or asks the person to stop and they do not. Hurtful teasing can be painful and uncomfortable for the person being teased, especially if it is done in front of their peers....*  
<http://www.cobbk12.org/bully/MidHighCCSD.pdf>
- (3) *It is not uncommon for friends to playfully and affectionately tease each other. If someone in the group does something silly or has a funny quirk, friends naturally like to rib him about it. Overall, most people are good-natured about getting poked fun of because of the trust and friendship that already exists. But sometimes teasing can strike a nerve and the person on the receiving end is hurt.... At times, when people are "just teasing" or "just joking," they are really being malicious and are bullying. They hide behind the words "just teasing" to get away with using subtly mean phrases. In these instances, the teasing crosses the line and becomes bullying....*  
<https://www.verywellfamily.com/how-to-deal-with-teasing-and-subtle-forms-of-bullying-4065070>
- (4) *Talk with the child who is teasing about why they are teasing. Use that information to inform a discussion of alternate ways of connecting with peers. Does the child know how to engage with others, or is he/she resorting to teasing or bullying as a way of getting attention and connecting with peers? Maybe this child has learned to use power to hurt others by observing similar dynamics at home, in which case it will be important to discuss that those behaviours are not tolerated in the group and must be adjusted. Talk with the child who is being teased to find out how they are feeling. Let them know they deserve to be treated with respect. If the child has trouble asserting himself/herself, discuss and practice ways he/she can confidently tell a child who is teasing or bullying to stop....*  
<https://www.prevnet.ca/bullying/educators/the-difference-between-teasing-and-bullying>
- (5) *Bullying is a complex phenomenon that requires a complex solution — not the simple solutions that schools often implement, such as assemblies and poster campaigns. Effective bullying prevention programming includes strong policies and procedures, ongoing training for staff and educators, involvement of parents, skill training for youth, youth-driven interventions, and school climate improvement....* <https://www.psychologicalscience.org/observer/banishing-bullying>

### Follow-up on a previous discussion –

([http://smhp.psych.ucla.edu/hottopic/hottopic\(addressingadjustment\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(addressingadjustment).htm))

#### >What is school adjustment?

We received this comment: *For myself, I don't know what "School Adjustment" even means.... I can speculate in many directions. An explanation of the term would be helpful.*

Here are some common definitions from the internet:

- (1) *School adjustment is the degree of school acculturation required or adaptations necessitated for maximizing the educational fit between students' unique characteristics and the distinct nature and requirements of learning environments. Indeed, a student's school adjustment depends on the match between his or her competencies and needs and the demands of the school environment. School adjustment may fluctuate across schools and years or across different domains or classrooms within the same year and is influenced by a myriad of complex and interconnected factors.*  
[https://www.researchgate.net/publication/314045730\\_School\\_Adjustment](https://www.researchgate.net/publication/314045730_School_Adjustment)

(2) *School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may require school counseling. The present study focuses on school adjustment, motivation and academic achievement among school students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict academic achievement. If a child is well adjusted to his environment, then he or she will be motivated to excel in the activities assigned during school, and it leads to academic achievement.*

[https://www.researchgate.net/publication/321741311\\_School\\_Adjustment\\_Motivation\\_and\\_Academic\\_Achievement\\_among\\_Students](https://www.researchgate.net/publication/321741311_School_Adjustment_Motivation_and_Academic_Achievement_among_Students)

(3) *School adjustment is the degree of school acculturation required or adaptations necessitated for maximizing the educational fit between students' unique characteristics and the distinct nature and requirements of learning environments. Indeed, a student's school adjustment depends on the match between his or her competencies and needs and the demands of the school environment. School adjustment may fluctuate across schools and years or across different domains or classrooms within the same year and is influenced by a myriad of complex and interconnected factors.*

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470479216.corpsy0824>

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**Please let us know your views about the above matters.  
And send us any other comments you want to share!**

**Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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

*Mental health issues and conditions in children and youth exposed to human-caused disasters*

<https://www.samhsa.gov/sites/default/files/mental-health-substance-use-issues-exposed-youth.pdf>

*Fact sheets on mentoring and youth development*

<https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=80>

*Communities advancing resilience toolkit*

[https://www.oumedicine.com/docs/ad-psychiatry-workfiles/cart\\_online-final\\_042012.pdf?sfvrsn=2](https://www.oumedicine.com/docs/ad-psychiatry-workfiles/cart_online-final_042012.pdf?sfvrsn=2)

*National Strategy for Youth Preparedness Education: Empowering, Educating and Building Resilience*

<https://www.fema.gov/media-library-data/1428456985820-064c52816fe0bcfd2286acafa62e8ad7/NationalStrategyFinal.pdf>

*How to Help Kids Deal With Embarrassment*

[https://childmind.org/article/help-kids-deal-embarrassment/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=READ%20MORE&utm\\_campaign=Weekly-09-03-19](https://childmind.org/article/help-kids-deal-embarrassment/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-09-03-19)

*Public's attitudes toward public schools* <https://pdkpoll.org/>

*Innovative Financing to Expand Services So Children Can Thrive*

<https://edredesign.org/press/InnovativeFinancingtoExpandProgrammingandServicesSoChildrenCanThriveFinal.pdf>

*Civil Rights Coalition: Time for Action on School Climate*

<https://civilrights.org/2019/09/04/civil-rights-coalition-time-for-action-on-school-climate/>

*Discipline reform through the eyes of teachers*

<https://fordhaminstitute.org/national/research/discipline-reform-through-the-eyes-of-teachers>

*Suicide Prevention: Strategies That Work*

<https://view.joomag.com/2019-awareness-day-final-report-2019-aday-finareport-final-pages/0737281001567622164?short>

*Hidden No More: How States and Districts Are Helping K-12 Homeless Students*

<https://ednote.ecs.org/hidden-no-more-how-states-and-districts-are-helping-k-12-homeless-students/>

**A Few Upcoming Webinars:**

- 9/12 – Data-Based Behavior Plans: What Do They Look Like
- 9/12 – Determining Eligibility For McKinney-Vento Rights And Services
- 9/13 – Supporting Youth and Young Adults Experiencing Homelessness Through Education and Workforce Partnerships
- 9/16 – Children’s Mental Health and the Life Course Model
- 9/18 – Ignite Change for Equity and Inclusion
- 9/24 – Understanding Doubled up
- 9/25 – Aspiring Principals webinar

**For links to register to the above and for other relevant webinars, see <http://smhp.psych.ucla.edu/webcast.htm>**

*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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For information about the

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

*Also online are two related free books*

**Improving School Improvement**

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

**Addressing Barriers to Learning: In the Classroom and Schoolwide**

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

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**THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto: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/>)**