

(11/2/22) **This resource is from the national Center for MH in Schools & Student/Learning Supports at UCLA**

Featured:

(1) How can schools enhance efforts to increase home connections and engagement?

(2) Excerpt from: Reimagine Education-Related Parental Involvement among Low–Socioeconomic Status Families

(3) Links to a few other relevant shared resources

Learning Loss and Addressing Barriers to Learning and Teaching

As schools address concerns about learning loss and mental health, those that have adopted an MTSS framework now need to expand that framework.

MTSS highlights that a full continuum of interventions is essential. However, addressing barriers to learning and teaching also requires organizing the supports cohesively into a well-designed and delimited set of interventions that reflect a school's efforts to provide student and learning supports in the classroom and schoolwide.

Our analyses indicate the supports can be grouped into the following six domains:

- *In-classroom supports*
- *Supports to increase home connections and engagement with the school*
- *Crises – from awareness to prevention, mitigation, protection, response and recovery*
- *Supports to increase community involvement and engagement with schools*
- *Facilitating student and family access to special assistance*
- *Supports for transitions*

In the last issue of the Center's Practitioner, we featured strengthening *in-classroom supports*. This week we focus on *Supports to increase home connections and engagement with the school*. Over the coming weeks, we will feature each of the remaining domains.

For discussion and interchange:

How can schools enhance efforts to increase home connections and engagement?

Instead of just focusing on parent involvement, consider the differences in primary caretakers of students. Some students are being raised primarily by grandparents, aunts, older siblings, “nannies,” and in foster homes. That is why we stress the term home involvement.

It is helpful to conceptualize the school's role in enhancing home connections and engagement along a continuum that differentiates the state of affairs at home. While the continuum is not strictly a hierarchy of needs, consider the following intervention reality:

When those in the home need significant help in meeting their personal basic needs and obligations, such needs must be met before these individuals are motivated and able to engage effectively in helping address the school's agenda.

So, at one end of the continuum, we stress

>a focus on addressing the basic needs of the student's primary caregivers (e.g., parents, other relatives, foster parents).

At the other end,

>the emphasis is on in addressing the needs of the school (e.g., increasing home involvement in improving what goes on at schools and supporting public education).

In between, there are interventions to

>help those in the home improve how they meet basic obligations to children

>improve basic communications with the home

>enhance participation by those in the home to help with student learning, problem solving, and decision making

A Few Examples of Supports Intended to Increase Home Involvement

Ultimately, enhancing home involvement requires

- >establishing authentic collaborations,
- >countering inherent inequities in power and resources,
- >empowering homes and communities, especially in impoverished neighborhoods.

Here are some examples related to the continuum outlined on the previous page:

- To enhance the learning and support needs of adults in the home, schools have offered
 - >adult classes (e.g., focused on basic literacy and vocational skills, English as a Second Language, citizenship preparation)
 - >mutual support groups
 - >assistance in accessing outside help for personal needs.
- To help those in the home improve how basic student obligations are met, schools have offered a range of programs (e.g., focused on child-rearing/parenting, creating a supportive home environment for students, reducing factors that interfere with a student's school learning and performance, helping a student deal with challenges at home and school and in the neighborhood).
- In improving basic communications with the home, schools have included family members and foster care parents in designing and implementing the schools communication mechanisms (e.g., helping to improve front office interactions, newsletters, websites, email messages and other forms of messages to the home).
- To engage those in the home in participating in problem solving and making decisions essential to the student's well-being, schools have designed all interactions with those at home as natural opportunities for focusing on such matters.
- To recruit those at home to collaborate in strengthening school and community, schools have offered a variety of volunteer opportunities.

For an overview discussion, see

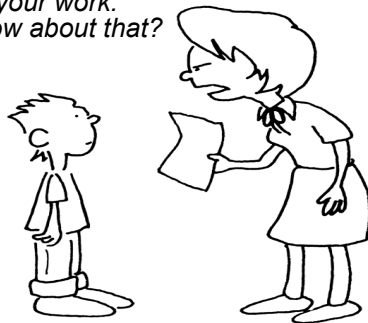
“Home Involvement, Engagement, and Re-engagement in Schooling.”
Chapter 15 in *Embedding Mental Health as Schools Change*
<http://smhp.psych.ucla.edu/pdfdocs/mh20a.pdf>

And for links to many resources on the topic, see the Center's Quick Find at
Home Involvement <http://smhp.psych.ucla.edu/qf/homework.htm>

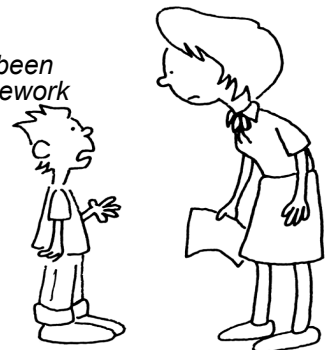
How is this home involvement pursued in your locale?

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

*Your mom said that she never saw this report
I sent her about your work.
What do you know about that?*



*Gee, I guess the dog has been
eating more than my homework*



Excerpt from: **Reimagine Education-Related Parental Involvement among Low-Socioeconomic Status Families**

<https://academic.oup.com/cs/article/44/4/224/6694066>

“...the concept of parental involvement should be more broadly defined to accurately capture the efforts of low-SES parents to directly support their children’s academic progress. That is, school leaders should weigh family involvement as a valuable aspect of parental involvement. This finding has implications for professional development at school sites. Schools can provide trainings to broaden teachers’ and school staff sociocultural understanding of family needs in school community settings. Trainings can include different perspectives and limitations of conventional parental involvement definitions....

Parental involvement through assumed pathways—direct support of academics, classroom involvement, parent–teacher communication—are more challenging and sometimes alienating due to common barriers among low-SES families....

...Low-SES parents define parental involvement to include the vital role of siblings, limited communication with teachers unless behavioral or academic problems arise, and activating informal enrichment activities. Factors that hindered their involvement include having limited time for engaging in education-related activities and poor proficiency in educational materials. These findings suggest that the concept of parental involvement ought to be conceptualized in more nuanced ways to support the closure of the academic achievement gap between students from low- and high-SES families...”

Also see:

>*American Family Policy Is Holding Schools Back*

<https://www.theatlantic.com/family/archive/2022/09/education-performance-gap-solutions-support-parents/671580/>

A child’s ability to succeed in the classroom is powerfully influenced by their home environment. Giving parents the support they need could be key to fixing American education. Many of the elements fostering children’s academic success have roots outside of school. If America wants to help teachers, it will have to do a better job of supporting parents.

>*Family, School and Community Engagement* – <https://education.mn.gov/MDE/dse/fsce/>

Links to a few other relevant shared resources

It Depends’: A qualitative study on how adolescent students explain bystander intervention and non-intervention in bullying situations

<https://journals.sagepub.com/doi/full/10.1177/0143034318779225>

Reexamining Social Media and Socioemotional Well-Being Among Adolescents

<https://journals.sagepub.com/doi/full/10.1177/17456916211014189>

Social Media Browsing and Adolescent Well-Being

<https://academic.oup.com/jcmc/article/27/1/zmab015/6413702>

Fiscal Federalism & K–12 Education Funding: Policy Lessons From Two Educational Crises

https://www.era.net/Newsroom/Fiscal-Federalism-and-K12-Education-Funding-Policy-Lessons-From-Two-Educational-Crises?utm_source=Informz&utm_medium=email&utm_campaign=test

What Does It Mean To Be Neurodivergent?

<https://www.forbes.com/health/mind/what-is-neurodivergent/>

Young people need experiences that boost their mental health
<https://www.nature.com/articles/d41586-022-03172-y>

How to Help Students Manage Their Emotions
<https://www.edutopia.org/article/how-help-students-manage-their-emotions>

Spotlight on Youth Homelessness <https://cbexpress.acf.hhs.gov/>

Treating Symptoms of Trauma in Children and Teenagers
https://childmind.org/wp-content/uploads/2022/10/Trauma_Report_2022.pdf

Exploration and Risk-Taking: Hallmarks of Adolescence That Increase Well-Being
https://www.psychologicalscience.org/news/exploration-and-risk-taking-in-adolescence.html?utm_source=APS+Emails&utm_campaign=a3c337bf97-PSU_10142022&utm_medium=email&utm_term=0_d2c7283f04-a3c337bf97-62625175

Backlash to Prevailing Support Services?
<http://smhp.psych.ucla.edu/ongoinghotissues.htm>

Adolescent mental health in the digital age: facts, fears, and future directions -- Annual Research Review <https://acamh.onlinelibrary.wiley.com/doi/10.1111/jcpp.13190>

The Psychological Toll of High-Stakes Testing
<https://www.edutopia.org/article/psychological-toll-high-stakes-testing>

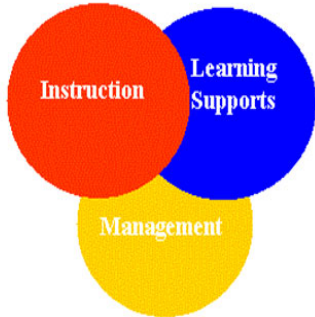
Making Sure Students' Struggles Are Productive
<https://www.edutopia.org/article/making-sure-students-struggles-are-productive>

Re-envisioning, Retooling, and Rebuilding Prevention Science Methods to Address Structural and Systemic Racism and Promote Health Equity
https://www.dropbox.com/s/f6xjmxax53y6soc/Re%E2%80%91envisioning%2C%20Retooling%2C%20and%20Rebuilding%20Prevention%20Science%20Methods%20to%20Address%20Structural%20and%20Systemic%20Racism%20and%20Promote%20Health%20Equity_Murry%20et%20al.%2C%202022.pdf?dl=0

A Few Upcoming Webinars

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

- 11/7 Paving the Way to College for Students Experiencing Homelessness
- 11/7 Maximize student learning
- 11/8 Leading through and after crisis
- 11/8 Strengthen family connections
- 11/9 Cyberbullying: what we can do
- 11/9 Trauma-responsive Community Based Violence Intervention practice: What does it mean and what does it look like?
- 11/9 Proactive Crisis Planning for Children with Mental Health Challenges
- 11/10 How to find the resources your school community needs
- 11/10 Foster supportive learning environments
- 11/10 Let's Talk About Grief
- 11/16 Leadership playbook for success
- 11/16 Helping special education students
- 11/17 Building bridges to equity: part four
- 11/17 Serving grieving students
- 11/17 Transformational change for mentoring
- 11/30 What educators needs from their administrators
- 11/30 Understanding Doubled Up



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/>)