

Students & Schools: Moving Forward*

April, 2022 (Vol. 26 #7) – 36 Years & Counting

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***Concerned about addressing barriers to student learning and teaching & reengaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.**



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact: Ltaylor@ucla.edu



For more on resources from our national Center, see <http://smhp.psych.ucla.edu>

>Transitions to the Next School Year Begin Now

The past two years have forced school staff, students, and families mainly to *react* to events. Now, the necessity and opportunities for *proactive* planning are here, especially with respect to the increased number of learning, behavior, and emotional problems.

Our Center has been highlighting the importance of transforming student/learning supports to better address barriers to learning and teaching. We emphasize the need to weave together a full continuum of school and community resources, organize them into six domains of support, and develop a unified, comprehensive, and equitable system of student/learning supports.

One of the six domains we stress is *Supports for Transitions*. Transitions are ever present and risky. They can be natural opportunities to promote positive learning and attitudes and reduce alienation; they can also exacerbate learning, behavior, and emotional problems. Schools need to build their capacity to address transitions proactively and, in the process, to be guided by their goals for enhancing personal and social functioning. A comprehensive focus on transitions requires schoolwide and classroom-based systems and programs designed to

- >enhance successful transitions,
- >prevent transition problems, and
- >use transition periods to reduce alienation and increase positive attitudes toward school and learning.

While not the only transition calling for supports, one major transition that schools regularly address are the transitions students and their families make as they move on to the next grade.

Planning and implementation of well-conceived and designed supports for transitions are needed for students and their families as they move to the next teacher(s) and setting and to post school living and work (e.g., from the first grade-to-grade transitions to the move to middle school, high school, college, any move to a new school, as well as moves to and from special education). This

year many districts plan to offer summer learning programs. Such programs will benefit from planning transition and other student supports.

All this calls for coordinated planning that prepares students and their families for the transitions and ensures effective follow-up mechanisms and supports are in place to make the transition successful. The focus is on such matters as

- providing closure related to what the student is leaving behind
- enhancing articulation between the old and the new
- orienting and welcoming newcomers and ensuring they have the type of social supports that facilitates positive acceptance and adjustment in the new setting
- assessing initial transition success
- implementing timely corrective interventions when transitions are not successful

Ideally, transition supports facilitate (a) positive expectations, (b) the beginnings of strong working relationships in the new setting, and (c) successful adjustment.

Anticipated overall outcomes of supporting transitions include reduced alienation and enhanced motivation and increased involvement in school and learning activities. Over time, effective articulation transitions can play a major role in reducing school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work. Supports for transition can enhance perceptions of a caring school climate, and this can play a significant role in reducing student transiency and dropouts.

What the Support for Transitions Domain Encompasses

- Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, volunteers)
- Daily transition programs for (e.g., before school, breaks, lunch, afterschool)
- Articulation programs (e.g., grade to grade, new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- Summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education (e.g., counseling, pathway, and mentor programs; broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education)
- Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building to enhance transition interventions

For more, see:

> *Transitions to and from Elementary, Middle, and High School*
<http://smhp.psych.ucla.edu/pdfdocs/transitionstoandfrom.pdf>

> *Support for Transitions Self-study Survey*
<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/transitionssurvey.pdf>

> *Transition Programs/Grade Articulation/Welcome*
http://smhp.psych.ucla.edu/qf/p2101_01.htm

> *Transition to College* <http://smhp.psych.ucla.edu/qf/Transitiontocollege.htm>

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Irish schools already welcoming Ukrainian children

<https://www.independent.ie/irish-news/education/irish-schools-already-welcoming-ukrainian-children-41429336.html>

We are currently managing very well. We are putting plans in place and, as the numbers rise, we will meet the challenge. I really want to salute school leadership and school communities who are just automatically taking children in. There is enormous flexibility within our schools. We have a tradition of making space for students who come, for a variety of different reasons, from other countries.

Ireland Education Minister Norma Foley

“Ukrainian children who have fled war in their country are already enrolling in Irish schools. Of the 2,500 Ukrainians who arrived in Ireland to date, about one third are children. Many more are expected in the weeks and months ahead. additional resources, including English language teaching and psychological supports, would be made available to schools as necessary while the helpline for principals was also being boosted.

Among the resources behind made available by the National Educational Psychological Service was material detailing how families can cope with war. A Department of Education spokesperson added that there were already significant resources developed by the National Council for Curriculum and Assessment for schools for to help them support children who do not have English language skills. Further guidance about these resources will issue to schools shortly. It will include also information for schools on how to respond if they don’t have capacity in their school, so that the department can make accessing a school as easy as possible for these families that have endured so much. The Department will be putting in place a helpline for schools and putting information online and on social media for parents in relevant languages to support them in accessing schooling for children.”

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>Quick Links to Online Resources

A Leadership Team for Transforming Student/Learning Supports

<http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>

Character Strengths Predict an Increase in Mental Health and Subjective Well-Being Over a One-Month Period During the COVID-19 Pandemic Lockdown

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7609545/>

Adversity and Opportunity—The Pandemic’s Paradoxical Effect on Child Health and Well-being

<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2789950?resultClick=1>

Summer Learning and Beyond

<https://learningpolicyinstitute.org/product/summer-learning-creating-equity-report>

Summer Learning Enrichment Collaborative

<https://compcenternetwork.org/national-center/summer-learning-enrichment-collaborative>

More states are allowing students to take mental health days, but could the practice backfire?

<https://www.the74million.org/article/more-states-are-allowing-students-to-take-mental-health-days-but-could-the-practice-backfire/>

Reflections Learned Through Trauma to Better Support Emergent Learners

<https://voices.njtesol-njbe.org/annual-voices-journal-2022/reflections-learned-through-trauma/>

Child Tax Credit (CTC) Outreach in Schools: Resources & Info Sessions to Help Schools Connect Families to Thousands of Dollars this Tax Season

https://docs.google.com/document/d/1_PywoUEfQ_RT8GXVJkPqCY5jsxI87up5pkXy8jwTAiQ/edit

Understanding and addressing racial stress and trauma in schools: A pathway toward resistance and healing <https://onlinelibrary.wiley.com/doi/10.1002/pits.22615>

School Discipline: Dismantling Racism against Black Youth and Promoting Restorative Practices https://aasa.org/uploadedFiles/Childrens_Programs/MUSCSchoolDiscipline.pdf

Smithsonian American Art Museum (SAAM) Expands Distance Learning Program to Underserved Rural Communities <https://aasa.org/idea-blog.aspx?id=47714&blogid=84005>

Violence, Threats, and Harassment Are Taking a Toll on Teachers, Survey Shows <https://www.edweek.org/leadership/violence-threats-and-harassment-are-taking-a-toll-on-teachers-survey-shows/2022/03>

Full-Service Community Schools Are Critical Investments for Children and Families in Poverty <https://www.childtrends.org/blog/full-service-community-schools-are-critical-investments-for-children-and-families-in-poverty>

Evolving Community Schools and Transforming Student/Learning Supports <http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf>

Ed Department Issues Guidance On How IDEA Applies To Private Schools <https://www.disabilitycoop.com/2022/03/10/ed-department-issues-guidance-on-how-idea-applies-to-private-schools/29747/>

Will a universal screening test for dyslexia mislabel California's English learners? <https://edsources.org/2022/will-a-universal-screening-test-for-dyslexia-mislabel-californias-english-learners/668435>

A Toolkit for Advancing College Opportunity for Justice-Impacted Students <https://edtrust.org/beyond-the-ban/>

School Shootings and Settlements Soar: 5 Disturbing Perspectives and 5 Positive Prevention Strategies <https://www.campusafety.com/safety/school-shootings-settlements/>

The Promise of Population Health: A Scenario for the Next Two Decades <https://nam.edu/the-promise-of-population-health-a-scenario-for-the-next-two-decades/>

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It's a very very difficult time in the world. More difficult than most of us have known in our lifetimes. We need to help individuals meet other individuals with basic human kindness. We need basic humanity.

Lauren Escott Pavlis

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Here's what was discussed in the Community of Practice during March

<http://smhp.psych.ucla.edu/practitioner.htm>

Note: All community of practice editions contain Links to relevant shared resources.

- > About redesigning classrooms so every student has equity of opportunity to succeed at school and beyond
- > Students Helping Students
- > What about universal suicide screening in schools?
- > Working with communities
- > About Students Supporting Ukraine
- > Perspectives on addressing the teacher shortage

If you missed the resources and news in the Special Editions of the Community of Practice prepared in relation to the crisis, see <http://smhp.psych.ucla.edu/practitioner.htm>

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The work is not going to get easier, it's going to get different. I'm excited about this next chapter. We have an opportunity and responsibility to disrupt systems that didn't work in the past. So while I want to allow educators to catch their breath, because really they've been doing heroic work, especially during omicron, I really want to make sure that we're shifting now to transformative change, to innovation, to really boldly addressing inequities.

Miguel Cardona, U.S. Secretary of Education

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Our Center emphasizes the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students. See the

National Initiative for Transforming Student and Learning Supports

<http://smhp.psych.ucla.edu/newinitiative.html>

If anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student/learning supports, we can help. Send all info to ltaylor@ucla.edu

And let us know about what ideas are being proposed for transforming schools.

Recent Center Reports focused on Transformative Changes at Schools

- > *How School Boards Can Pursue New Directions to Help Schools Address Barriers to Learning and Teaching* <http://smhp.psych.ucla.edu/pdffdocs/boardrep2022.pdf>
- > *Transforming Student/Learning Supports: What We've Learned so Far* <http://smhp.psych.ucla.edu/pdffdocs/reworkinfra.pdf>
- > *Improving Student/Learning Supports Requires Reworking the Operational Infrastructure* <http://smhp.psych.ucla.edu/pdffdocs/reworkinfra.pdf>
- > *We won't Argue Against Adding More Counselors, BUT... Addressing Student Mental Health Concerns Involves Much More than Increasing the Number of Mental Health Providers* <http://smhp.psych.ucla.edu/pdffdocs/morethan.pdf>
- 2021-22: *Addressing Learning, Behavior, and Emotional Problems Through Better Use of Student and Learning Support Staff* <http://smhp.psych.ucla.edu/pdffdocs/supports.pdf>
- Enhancing Student/Learning Supports in Classrooms* <http://smhp.psych.ucla.edu/pdffdocs/classroomredes.pdf>
- About Connecting Students with the Right Forms of Mental Health Assistance* <http://smhp.psych.ucla.edu/pdffdocs/connect.pdf>
- Evolving Community Schools and Transforming Student/Learning Supports* <http://smhp.psych.ucla.edu/pdffdocs/evolvecomm.pdf>
- New Directions for School Improvement Policy* <http://smhp.psych.ucla.edu/pdffdocs/policynd.pdf>
- Implementation Science and Complex School Changes* <http://smhp.psych.ucla.edu/pdffdocs/implemreport.pdf>

Also see the free books at http://smhp.psych.ucla.edu/improving_school_improvement.html

- > *Improving School Improvement*
- > *Addressing Barriers to Learning: In the Classroom and Schoolwide –*
- > *Embedding Mental Health as Schools Change*

For an update on how the center is responding to the Coronavirus crisis, see <http://smhp.psych.ucla.edu/pdfdocs/centercorona.pdf>

>For more resources in general, see our website
<http://smhp.psych.ucla.edu>

>For info on the status of upcoming conferences
<http://smhp.psych.ucla.edu/upconf.htm>

>For info on webinars
<http://smhp.psych.ucla.edu/webcast.htm>

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To make a great dream come true, the first requirement is a great capacity to dream; the second is persistence.

Cesar Chavez

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>Calls for grant proposals
<http://smhp.psych.ucla.edu/upcall.htm>

>Job and training opportunities when available
<http://smhp.psych.ucla.edu/job.htm>

>**A Few News Stories** (excerpted from various news sources)

High school students discuss invasion of Ukraine. As tensions in Ukraine intensify, some Jefferson County teachers are incorporating the Russian invasion into their lessons. Earlier in the year, students learned about the relationship between Russia, Ukraine and Crimea as part of a case study. Students discussed Ukraine's desire to join NATO and how Russia actions impact broader geopolitics. Some students wanted to know about the past history, and how the situation escalated. Others wanted to know what could progress from here.

<https://www.whas11.com/article/news/education/louisville-kentucky-high-school-students-ukraine-russia-discussion-invasion-nato-history-class-lesson/417-7094887b-9c49-42e2-b344-34d170d5a7db>

All LAUSD First Graders To Get Savings Accounts With \$50. The program — aimed at expanding higher education opportunities for all children — is the largest of its kind in the nation. <https://patch.com/california/los-angeles/all-laUSD-first-graders-get-savings-accounts-50>

High school students in Indiana can accelerate completion of educational opportunities. Hoosier high school students have the opportunity again this summer to further their educations through the Crossing the Finish Line Program. Qualifying students can accelerate the completion of a high-quality credential, including the Indiana College Core, an associate degree, or a career and technical education (CTE) certificate, for free. The initiative is a partnership between the Indiana Department of Education, the Commission for Higher Education, the Governor’s Workforce Cabinet, Ivy Tech Community College and Vincennes University. The Crossing the Finish Line initiative is available this summer to any high school student who is just a few

classes away from completing a postsecondary certificate or a high-demand credential. School counselors will be provided with a list of eligible students this week so that they can help empower students and families through this process.

https://www.wthitv.com/news/education/high-school-students-in-indiana-can-accelerate-completion-of-educational-opportunities/article_23198c74-9efe-11ec-9fff-8be97fca287f.html

Braiding funds for summer learning. Oregon legislators have announced plans to spend \$150 million on summer learning programs for the state’s students. The 2022 Summer Learning Package consists of grants through three programs aimed at K-8 enrichment, high school programs to help students stay on track to graduate, and grants for community organizations. Last fall, the Oregon Department of Education released a Best Practices Guide that encouraged officials to “braid” federal money with other funding sources, “a strategy that ensures consistency, eliminates duplication of services, and allows districts to strategically direct federal grants, especially those that may not have been expended during the school year because of impacts due to COVID-19.”

<https://www.opb.org/article/2022/03/01/oregon-invests-150-million-in-summer-learning-programs/>

Half of Superintendents Want to Quit Amid Political Battle Over Schools. The poll, conducted by education company EAB, found that 46 percent of superintendents are considering or planning to leave their role in the next two to three years and that more than a third of experienced superintendents, those with six or more years of tenure, are planning on retiring within that time frame. It also found that eight in 10 superintendents say that navigating politically divisive conversations is the most challenging part of their job today. The EAB report highlights the correlation between superintendents' perceptions of success and strong relationships within the school community, including stakeholders like parents, teachers, principals and students.

<https://www.newsweek.com/half-superintendents-want-quit-amid-political-battle-over-schools-1679874>

Layoff notices are back in some California school districts in a year of plenty. How come? The board of San Francisco Unified voted last week to eliminate positions for 300 staff; in Mt. Diablo Unified in Contra Costa County, the number of cuts is 99. And more jobs in more districts will be on the line in coming days as school boards decide whether to scale back teachers and administrators, janitors and office staff in a rush to meet a March 15 deadline to formally notify employees who could be out of work next year. What’s also different this year is that for the first time, classified employees, including kitchen workers, janitors and special education aides, must also be given notices by March 15, or else their jobs will be shielded from layoffs. Oakland Unified’s board is not planning to consider any layoff notices for teachers, but it did vote to tentatively eliminate 80 classified jobs, including 16 funded by grants.

<https://www.siskiyoudaily.com/story/news/2022/03/09/layoff-notices-are-back-in-some-california-school-districts-west-contra-costa-sacramento-vallejo/9442657002/>

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From the Oregon summer funding story:

This budget will support our students and teachers who have been through so much these last two years with increased stress from the pandemic. We are focused on ensuring our students can continue meeting in-person and that we are recruiting and retaining teachers so they have more time to give our kids the education they deserve.

Rep. Susan McLain, D-Hillsboro, co-chair
Joint Committee on Ways and Means Subcommittee on Education

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Comments and sharing from the field

- (1) We have been asked to share this announcement:

Urgent Award: COVID-19 Mental Health Research

Funding Opportunity Announcement (FOA) Number:

PAR-22-112 (R01 Clinical Trial Required) PAR-22-113 (R01 Clinical Trial Optional)

The National Institute of Mental Health (NIMH) is issuing this FOA in response to the declared public health emergency issued by the Secretary, HHS, for 2019 Novel Coronavirus (COVID-19). See "Determination that a Public Health Emergency Exists Nationwide as the Result of the 2019 Novel Coronavirus" as renewed in "Renewal of the Determination that a Public Health Emergency Exists Nationwide as the Result of the Continued Consequences of Coronavirus Disease 2019 (COVID-19) Pandemic".

<https://www.phe.gov/emergency/news/healthactions/phe/Pages/2019-nCoV.aspx>

This FOA aims to address urgent, time-sensitive mental health research questions related to COVID-19, including broader secondary impacts of the pandemic as well as research on the intersection of mental health, COVID-19, and HIV. Research supported will improve public health in the near term by informing responses to the current pandemic through rapid acceleration of research to address access, reach, delivery, effectiveness, scalability and sustainability of health assessments and interventions to respond to new and worsening mental illness and HIV-related outcomes among those who experience COVID-19 as well as the broader population impacted by the pandemic. All research is anticipated to focus on particularly vulnerable populations based on existing evidence of increased mental health symptoms and illness and preexisting health disparities.

- (2) We also were asked to share this:

The California School-Based Health Alliance is hosting its statewide school health conference at University of Redlands in San Bernardino on Friday, April 29.... We want to get the word out about this event to as many school health stakeholders as possible. See

<https://www.schoolhealthcenters.org/about-us/conference/>

- (3) Comments related to 3/9/22 practitioner

[http://smhp.psych.ucla.edu/pdfdocs/practitioner\(3-9-2022\).pdf](http://smhp.psych.ucla.edu/pdfdocs/practitioner(3-9-2022).pdf)

"This is in response to your recent question on designing a middle school class... I'm in the process of building such a class (or classes in my case)... I've started a "handbook" for how to create such a class. *Incorporate simple and consistent mindfulness activities....*

Teach to the high and scaffold up. Students learn more when they are taught to the high rigor of their content, as opposed to providing remedial interventions to "catch them up."

Invite students to engage in their learning every day (and be patient). Students disengage for a reason. *Educators are wise to work with the trauma instead of against it.*

Engage families collaboratively, early, and often to help "pivotal" students shift their perspective. ...

Detrack. Students in middle school are often tracked into "core" and "honors" courses. By grades 7-8, the "core" students (i.e., the students who don't like math/English/etc., and think they can't do the subject) are all clumped together. These can be painful classes to teach! It is easier to shape a learning classroom culture when there is a balance of students who like/dislike the subject....

Understand how to work with narcissistic tendencies in teenagers. Narcissism is on the rise in the U.S., and ideal responses to students exhibiting narcissistic tendencies differ from typical responses. They can also feel counter-intuitive, but when implemented well can help such students contribute to successful learning for themselves and their classmates.

Live what you want students to learn. Students will always learn from us, whether we respect or disrespect them. If we yell, they will learn that yelling is okay. If we escalate, they will learn that escalating is okay. As educators, we are responsible for modeling as ideally as possible de-escalating, encouraging, and empowering responses. It is part of our job to respect first and always."

- (4) An appreciation from a superintendent:

I thank you for all you do on behalf of students, you are trendsetters and my district often looks at your work to help navigate our next steps as we continue to build out a robust support system for students. Stay well and thank you for all your resources.

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

So your new here, WELCOME!



Welcome, shmelcome – just tell me how to escape.

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu