

**ENEWS -- Another Center Resource for ADDRESSING BARRIERS TO LEARNING\***

**December, 2017 (Vol. 22 #3) – 31 Years & Counting**

***\*Concerned about addressing barriers to student learning and teaching & re-engaging 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](mailto:Ltaylor@ucla.edu)**



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

***What's Here***

**Topic: Addressing barriers to learning by**

**> *Preventing student and staff burnout***

**Did you see these news items?**

**Updates on advancing efforts to transform student/learning supports**

**Resource Updates**

**Comments, requests, information, questions from the field**

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

**>Upcoming initiatives, conferences & workshops**

**>Upcoming and archived webcasts, video, & PD**

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

## **Topic: Addressing barriers to learning by**

### **>Minimizing Stress Reactions & Preventing Student and Staff “Burnout”**

When school staff don't feel good about themselves, it is unlikely they will be effective in making students feel good about themselves. As the year progresses, the pressure mounts on everyone at a school. Everyone needs to play a role in reducing stress and enhancing hope.

#### **Understanding Burnout**

As with so many problems, there is a tendency to view burnout as a personal condition, and, as with so many other problems, this can be the least effective way to understand what must be done over the long-run to address the matter. Burnout is a multifaceted and complex set of behaviors.

In addressing this barrier to learning and teaching, we emphasize that burnout is a psychological phenomenon, and we suggest approaching it with an intrinsic motivational perspective. From this perspective, think in terms of three psychological needs that are major intrinsic motivational determinants of behavior: (1) the need to *feel competent*, (2) the need to *feel self-determining*, and (3) the need to *feel interpersonally connected*. Burnout can be viewed as among the negative outcomes that result when these needs are threatened and thwarted, as they often are at schools.

#### **Dealing with Burnout**

While stress-reduction activities frequently are prescribed, they are an insufficient remedy for the widespread draining of motivation experienced by staff and students. Reducing environmental stressors and enhancing supports are more to the point, but again, are insufficient strategies.

The solution requires systemic changes at schools that minimize the undermining and maximize the enhancement of intrinsic motivation. This involves policies and practices that ensure a daily focus on (1) promoting staff and student well-being and (2) addressing barriers to teaching and learning.

(1) *About Promoting Well-Being and Preventing Burnout*. School-based programs should include the following key elements:

- Inducting newcomers into the school culture in a welcoming and socially supportive way.
- Opening classroom doors and creating appropriate teams of staff and students who support, nurture, and learn from each other every day.
- Personalized staff development and support, including:
  - >In-service programs that account for interests strengths, weaknesses and limitations;
  - >Approaches that overcome avoidance motivation;
  - >Structure that provides personalized support and guidance;
  - >Instruction designed to enhance and expand intrinsic motivation for learning and problem solving.
- Restructuring school governance to enable shared decision-making.

For a variety of relevant resources, see the Center’s Online Clearinghouse Quick Find on *Burnout* – <http://smhp.psych.ucla.edu/qf/burnout.htm>

The Quick Find provides easy access to resources such as:

>*Understanding and Minimizing Staff Burnout*  
<http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf>

(2) *About Addressing Barriers to Teaching and Learning*. The Center’s many resources on this topic are available online by accessing the Center’s webpage – <http://smhp.psych.ucla.edu/>. For our latest book on the topic, see

>*Addressing Barriers to Learning: In the Classroom and Schoolwide* –  
Available at this time as a free resource  
<http://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf>

### Other Topics Explored this Month

- >As screening of students “at risk” expands, the discussion includes analyzing internet & social media use
- >Creating a family of schools to enhance student/learning supports
- >Exchange about MTSS (Multi Tiered System of Support)

See November’s Weekly School Practitioner Community of Practice  
<http://smhp.psych.ucla.edu/practitioner.htm>

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*Almost every successful person begins with two beliefs: the future can be better than the present, and I have the power to make it so.*

David Brooks

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### News from around the country related to addressing barriers

**Retroactive high school diplomas.** People who didn’t graduate from a Nevada high school because they failed proficiency exams are now eligible for a retroactive diploma. The Reno Gazette-Journal reports that thousands of students who left high school as far back as the 1980s could be affected. A memo from state Superintendent of Public Instruction Steve Canavero to school district superintendents says references to the high school proficiency exams have been removed from Nevada state laws. (10/22/17) <https://www.reviewjournal.com/news/education/retroactive-high-school-diplomas-available-says-nevada-official/>

**High poverty schools don't have the same opportunities for student.** There are “striking deficiencies” in educational opportunities for students in high-poverty Virginia schools, a new report has found. Students in high-poverty schools, or schools where at least 75 percent receive free and reduced-price lunch, have less access to core subjects like math and science, lower levels of state and local funding for instructors, who are less experienced in these schools, according to a report from The Commonwealth Institute for Fiscal Analysis, a research organization based in Richmond that focuses on economics and policy. The report includes three proposed solutions to the problem, including funding, local enrollment policies and private school options. A state-funding program called the At-Risk Add-On, targets divisions based on students eligible for free and reduced-price lunch. The report calls on a boost in support for the program while also recommending a broad examination of school funding. (10/30/17) [http://www.richmond.com/news/local/education/report-virginia-s-high-poverty-schools-don-t-have-same/article\\_4d781bcd-8cff-5284-b594-3970c3071e09.html](http://www.richmond.com/news/local/education/report-virginia-s-high-poverty-schools-don-t-have-same/article_4d781bcd-8cff-5284-b594-3970c3071e09.html)

**SAT scores show vast disparity among Illinois high schools.** About two-thirds of Illinois public high schools posted below-average to rock-bottom scores on the SAT college entrance exam, given for free for the first time to 11<sup>th</sup>-graders last spring at school, revealing that thousands of students are still struggling even as the state pushes kids to achieve at higher levels. Average scores ranged from the low 740s to the high 1300s, reflecting wide disparities in performance at more than 700 high schools statewide, according to data released Tuesday as part of the state’s annual picture of public schools, called the Illinois Report Card. Illinois will now be using the SAT to determine whether students are meeting academic standards in reading, math and writing. That will require at least a 540 on each section of the exam to be considered proficient. (10/30/17) <http://www.chicagotribune.com/news/local/breaking/ct-met-illinois-school-report-card-20171030-story.html>

**Schools calling for aid for Puerto Rican students.** A parent advocacy group is calling on Massachusetts policymakers to provide adequate support to hundreds of students from Puerto Rico

arriving in the state following Hurricane Maria. Massachusetts Parents United said Friday that about 880 Puerto Rican students have enrolled in public schools in five cities that already face significant educational challenges. The organization says state lawmakers should provide "immediate assistance" to those public school systems. Republican Gov. Charlie Baker's is proposing supplemental appropriations for the remainder of the 2018 fiscal year to ensure schools can draw down additional state aid for the students. Massachusetts has among the highest concentrations of Puerto Rican families in the country. Thousands of the island territory's U.S. citizens are still homeless weeks after the hurricane hit. (11/10/17) [http://www.richmond.com/news/ap/parent-group-schools-need-aid-for-puerto-rican-students/article\\_c78910bc-08bf-5c11-951f-2a0c5eca9bfc.html](http://www.richmond.com/news/ap/parent-group-schools-need-aid-for-puerto-rican-students/article_c78910bc-08bf-5c11-951f-2a0c5eca9bfc.html)

**Students segregated at lunch based on grades.** A controversial new program at a Pasco County high school segregates students, during lunch time, based on their grades. The basic principle of the program is to flag students who may not be on track to graduate and give them an incentive to improve. But some people say the changes are just creating division instead of fostering encouragement. "You have to have a 2.0 GPA, can't have four or more excused or unexcused absences, you can't have any Fs and you have to earn all attempted credits," one student said of the program's rules. On-track students get an ID and wristband, plus perks like free admission to sporting events and special privileges like being able to eat lunch outside the cafeteria. But students who don't meet the on-track criteria are forced to stay in the crowded lunchroom for the entire period. Students in that not-on-track group say this isn't pushing them to try harder in their classes. Instead, it's distracting and dividing the student body. (11/2/17) <http://www.fox13news.com/news/local-news/hudson-lunch-segregation>

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*I am enough of a realist to understand that I can't reach every child, but I am more of an optimist to get up every morning and try.* Preston Morgan

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### **Updates on advancing efforts to transform student & learning supports**

- (1) Presentations at the National Dropout Prevention Conference in October 2017  
[https://www.dropbox.com/s/b63djlq6e2tbr7/NDPNC\\_CA\\_Program-2017.pdf?dl=0](https://www.dropbox.com/s/b63djlq6e2tbr7/NDPNC_CA_Program-2017.pdf?dl=0)  
 >*Read, Learn, Succeed: A School-community Initiative for Early Learning Foundations* – Describes the United Way, Gainesville-Hall County Schools' initiative, applying UCLA's Unified System of Learning Supports.  
 >*A Systemic Approach: Structuring School Improvement to Meet The Needs of a Diverse Group of Learners* – Describes processes for implementing a systemic approach.
- (2) A special webinar sponsored by the National Dropout Prevention Center  
 >*Ensuring All Students Succeed: The Imperative for a Learning Supports Framework*  
<https://www.youtube.com/watch?v=dYDg4alT1Dk>
- (3) Resources cited as part of the webinar:  
 >*Learning Supports Pathway: An Integrated Model of School Improvement*  
[http://dropoutprevention.org/wp-content/uploads/2017/11/Learning\\_Supports\\_Pathway\\_Overview\\_11-17-Solutions-Resource.pdf](http://dropoutprevention.org/wp-content/uploads/2017/11/Learning_Supports_Pathway_Overview_11-17-Solutions-Resource.pdf)  
 >*The Alabama State Department of Education's Learning Supports Initiative : A Compendium of Practice & Findings*  
[http://dropoutprevention.org/wp-content/uploads/2017/11/Alabama\\_DOE\\_LS\\_Compendium\\_11-17-Solutions-Resource.pdf](http://dropoutprevention.org/wp-content/uploads/2017/11/Alabama_DOE_LS_Compendium_11-17-Solutions-Resource.pdf)  
 >*Using a Unified System of Learning Supports to Boost High School Completion*  
 (a National Dropout Prevention Specialist Certification Project)  
[http://dropoutprevention.org/wp-content/uploads/2017/09/Merriane.Dyer\\_NDPS\\_.pdf](http://dropoutprevention.org/wp-content/uploads/2017/09/Merriane.Dyer_NDPS_.pdf)

(Cont.)

(4) Article about Sumter School District in South Carolina's School Administrators *Resource*  
>Leading by way of alignment: Building a comprehensive and unified system of supports  
(pages 28-32) – <http://www.scasa.org/Files/Magazine%20-%20Final%20copy.pdf>

(5) From a report on the progress by Louisiana's Grant Parish School Board:  
*The Grant Parish school district continues our quest to build a system of Comprehensive Learning Supports that supports the diverse needs of our rural student population. ... Because Grant Parish realizes the Comprehensive Learning Supports framework is an effective vehicle for driving learning development that builds a culture of continuous improvement, we continue to strive to improve in all aspects of learning supports.*

### ***Let Us Know What You See Happening to Transform Student and Learning Supports***

And 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 supports, *we can help*. Send all info to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

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*Sam is always late for school.  
When we studied the Hundred Years War,  
he only showed up for the last three years.*

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### **Resource Updates** (useful for school improvement & personnel development)

>Mass Violence and Behavioral Health –

<https://www.samhsa.gov/sites/default/files/dtac/srb-mass-violence-behavioral-health.pdf>

>Promoting Social and Emotional Learning in the Middle and High School Years –

<https://www.rwjf.org/en/library/research/2017/10/social-emotional-learning-in-the-middle-and-high-school.html>

>Preventing Multiple Forms of Violence: A Strategic Vision for Connecting the Dots –

[https://www.cdc.gov/violenceprevention/pdf/strategic\\_vision.pdf](https://www.cdc.gov/violenceprevention/pdf/strategic_vision.pdf)

>Peer Coaching That Works: The Power of Reflection and Feedback in Teacher Triad Teams –

<https://www.mcrel.org/peer-coaching-that-works/>

>School Health Profiles (2016) –

[https://www.cdc.gov/healthyyouth/data/profiles/pdf/2016/2016\\_Profiles\\_Report.pdf](https://www.cdc.gov/healthyyouth/data/profiles/pdf/2016/2016_Profiles_Report.pdf)

>The Impact of Alternative Grade Configurations on Student Outcomes Through Middle and High School – <http://www.sciencedirect.com/science/article/pii/S0047272712001107>

>Trauma Informed Classrooms –

[http://www.ncjfcj.org/sites/default/files/NCJFCJ\\_SJP\\_Trauma\\_Informed\\_Classrooms\\_Final.pdf?ed2f26df2d9c416fbddddd2330a778c6=gpeqqpdtqj-glksdst](http://www.ncjfcj.org/sites/default/files/NCJFCJ_SJP_Trauma_Informed_Classrooms_Final.pdf?ed2f26df2d9c416fbddddd2330a778c6=gpeqqpdtqj-glksdst)

### **A few recent journal publications**

>Teacher support, peer acceptance, and engagement in the classroom: A three-wave longitudinal study in late childhood. Weyns T, Colpin H, De Laet S, Engels M, Verschueren K. *J. Youth Adolesc.* 2017; ePub <https://link.springer.com/article/10.1007%2Fs10964-017-0774-5>

- >Leveraging the pushes and pulls of gang disengagement to improve gang intervention: Findings from three multi-site studies and a review of relevant gang programs. Roman CG, Decker SH, Pyrooz DC. *J. Crime Justice* 2017; 40(3): 316-336.  
<http://www.tandfonline.com/doi/full/10.1080/0735648X.2017.1345096>
- >Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. Taylor RD, Oberle E, Durlak JA, Weissberg RP. *Child Dev.* 2017; 88(4): 1156-1171.  
<http://onlinelibrary.wiley.com/doi/10.1111/cdev.12864/abstract>
- >Promoting the well-being of urban youth through drama-based peer education. Chung HL, Monday A, Perry A. *Am. J. Health Behav.* 2017; 41(6): 728-739.  
<http://www.ingentaconnect.com/content/png/ajhb/2017/>

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*You can't get ahead while getting even.*

Armeý's Axiom to Murphy's Law

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### **Comments and sharing from the field**

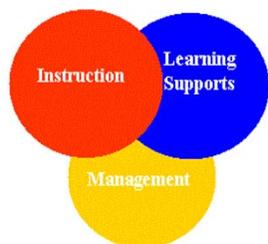
The Learning Disabilities Association extends an invitation to the 55th Annual LDA International Conference in Atlanta, GA February 21-24, 2018. <https://ldaamerica.org/events/annual-conference/>

Appreciation from two Principals:

*>Thank you for sharing the work you are doing in schools. I am applying many of your principles as a researcher-practitioner, myself, at my school and my school district.*

*>We have been following with great interest your work on Transforming Student and Learning Supports. I happened upon it first. I shared a few articles with my Superintendent and she made them mandated reading and points of discussion for our Principals' meetings.*

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\*Information is online about the

**National Initiative for Transforming Student and Learning Supports**

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

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#### **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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)