Students & Schools: Moving Forward*

December, 2019 (Vol. 24 #3) – *33 Years & Counting*

What's Here

>**Minimizing Stress Reactions & Preventing Student and Staff "Burnout"**

Quick Links to Resources from Across the Country

About transforming student/learning supports

Comments, requests, information, questions from the field

and more

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*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.

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We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact: Ltaylor@ucla.edu
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For more on resources from our national Center, see
http://smhp.psych.ucla.edu
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For discussion:

>**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. At this time of the year, the pressure mounts. Everyone needs to play a role in addressing this concern; support staff can bring their expertise to minimizing the problem.

About Morale Problems and Burnout

Theorists posit three psychological needs that as major intrinsic motivational determinants of behavior. These are the need to *feel* (a) competent, (b) self-determining, and (c) interpersonally connected to significant others. From this perspective, morale problems and burnout can be viewed as among the negative outcomes that result when these needs are threatened and thwarted. And, such needs are regularly threatened and thwarted by the prevailing culture of schools.

Given that many staff members experience threats to their feelings of competence, self-determination, and interpersonal connection, burnout should not be presumed simply as any individual staff member's personal problem. This is the least effective way to alleviate what must be done over the long-run to address the matter on a schoolwide basis. The problems are multifaceted and complex. While stress-reduction activities often are prescribed, they are unlikely to be a sufficient remedy. Reducing environmental stressors and enhancing job supports are more to the point, but again, alone these are insufficient. The solution requires reculturing schools in ways 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.

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 the following:
  >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 resources related to minimizing stress reactions & preventing student and staff burnout, see the Center's Online Clearinghouse Quick Find on
>*Burnout* http://smhp.psych.ucla.edu/qf/burnout.htm
    This Quick Find provides easy access to a variety of online resources from our center and elsewhere. See, for example:
    >*Understanding and Minimizing Staff Burnout*
            http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf
    >*Student Burnout* http://smhp.psych.ucla.edu/pdfdocs/studentburnout.pdf

Also see the Quick Find:
>*Environments that Support Learning* http://smhp.psych.ucla.edu/qf/environments.htm

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Did you miss the following discussions?

These were explored in November as Part of the Weekly School Practitioner Community of Practice. See http://smhp.psych.ucla.edu/practitioner.htm

- **About strengthening student and staff connections at school**
- **Broader understanding of attendance problems enhances interventions**
- **How effective is youth mental health support?**
- **Is poverty a risk factor for learning, behavior, and emotional problems?**

Teachers deserve more credit.

Sure, but they wouldn't need it if we paid them better.

Quick Links to Resources from Across the Country

A few relevant resources, reports, and journal publications

2019 Nation's Report Card   https://www.nationsreportcard.gov/

Stop Blaming Mental Illness
https://www.psychologicalscience.org/observer/stop-blaming-mental-illness?utm_source=APS+Emails&utm_campaign=82155387a1-PSU_11152019&utm_medium=email&utm_term=0_d2c7283f04-82155387a1-62625175

Addressing a Crisis: Cross-Sector Strategies to Prevent Adolescent Substance Use and Suicide
https://www.tfah.org/report-details/adsandadolescents/

Students' Perceptions of Bullying https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020040

I'm a Peace Teacher. Here's How Brain Science Helps My Kids Handle Conflict
https://www.edsurge.com/news/2019-11-14-i-m-a-peace-teacher-here-s-how-brain-science-helps-my-kids-handle-conflict

How Parents Can Help Their Kids With Studying
https://www.edutopia.org/article/how-parents-can-help-their-kids-studying?utm_source=Psych+Learning+Curve&utm_campaign=c17cdb4d75-roundup-nov-15-2019&utm_medium=email&utm_term=0_ff6044c3a5-c17cdb4d75-174482877

2018 School Health Profiles https://www.cdc.gov/healthyyouth/data/profiles/index.htm

Wildfires: Information for Parents
https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Wildfires-Information-for-Parents.aspx

Breaking SEL Down Into Manageable Practices
https://www.edutopia.org/article/breaking-sel-down-manageable-practices?utm_source=Psych+Learning+Curve&utm_campaign=c17cdb4d75-roundup-nov-15-2019&utm_medium=email&utm_term=0_ff6044c3a5-c17cdb4d75-174482877

Experts Worry Active Shooter Drills In Schools Could Be Traumatic For Students
https://www.npr.org/2019/11/10/778015261/experts-worry-active-shooter-drills-in-schools-could-be-traumatic-for-students?utm_source=Psych+Learning+Curve&utm_campaign=c17cdb4d75-roundup-nov-15-2019&utm_medium=email&utm_term=0_ff6044c3a5-c17cdb4d75-174482877

Examining the mental health outcomes of peer-led school-based interventions on young people aged between 4 and 18 years old: A systematic review protocol. (2019) T. King & M Fazel. *Systematic Reviews, 8.*
https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-019-1027-3

Defend, stand by, or join in?: The relative influence of moral identity, moral judgment, and social self-efficacy on adolescents' bystander behaviors in bullying situations. (2019) R. Patrick, W. Rote, J. Gibbs, & K. Basinger. *Journal of Youth and Adolescence, 48*, 2051–2064. https://link.springer.com/journal/10964/48/10

Defining homelessness in the transition to adulthood for policy and prevention (2019) P. Fowler, K. Marcal, J. Zhang, O. Day, J. Landsverk. *Journal of Child and Family Studies, 28*, 3051–3061. https://link.springer.com/article/10.1007/s10826-019-01480-y

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>For more resources, see our website
http://smhp.psych.ucla.edu
>For info on upcoming conferences, initiatives, workshops
http://smhp.psych.ucla.edu/upconf.htm
>For info on webinars
http://smhp.psych.ucla.edu/webcast.htm

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i don't suffer from stress. i'm a carrier.
dilbert
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About Transforming Student and Learning Supports

We are pleased to see dissertation research on efforts to unify and develop a comprehensive, and equitable system of learning supports. Here is an excerpt from recently completed work at Virginia Tech:

>*Leadership in School Improvement:*
 Planning and Providing for Barriers to Student Learning
  by Erin Boothe Lenart (7/23/19) https://vtechworks.lib.vt.edu/handle/10919/91937

School improvement reform requires "substantive systemic change" that considers the "current culture of schools and intended school **improvements" (Adelman and Taylor, 2007). This study used a qualitative, multiple case-study methodology, a semi-structured interview protocol, and a document review to identify how school leaders in five, accredited high or mid-high poverty Virginia middle schools both identified and provided resources to address barriers to student learning. The instrumentation tool for this study was based on the learning or enabling components of the Adelman and Taylor improvement model (2008). The tool was used to qualify the school leaders' site-based school resource allocation and then analyzed for common themes. The study found that some learning or enabling supports were more represented than others. The study also found that there were three key leadership traits among school leaders who had effectively resourced the learning supports: instructional leadership; human-resource leadership; and culture and expectations leadership. Implications from this study include the need for further research on models for school improvement that require schools and districts to identify, plan, and provide for barriers to student learning. A second implication is the need for further study on leadership traits that might exist in school leaders who not only recognize but are able to inspire the implicit and explicit need to plan and provide for overcoming barriers to student learning.**

Tell Us ...

About efforts you know about focused on transforming student/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/learning supports, we can help. Send all info to ltaylor@ucla.edu

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It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.
Nelson Mandela

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

> job and training opportunities
http://smhp.psych.ucla.edu/job.htm

News from around the country related to addressing barriers

As teen stress increases, teachers look for answers. Seventy percent of teens say stress is a major problem. Research backs that up—and teachers are beginning to offer solutions. https://www.edutopia.org/article/teen-stress-increases-teachers-look-answers?utm_source=Psych+Learning+Curve &utm_campaign=5a9810b862-roundup-nov-22-2019&utm_medium=email&utm_term=0_ff6044c3a5-5a9810b862 -174482877

Holiday giving project. For over 30 years, the Holiday Giving Project of Montgomery County (MD) has provided Thanksgiving and December holiday assistance to low-income households. A network of social workers, school counselors, and other human service professionals refer families in need for holiday assistance to the County's Department of Health and Human Services. The Department then distributes validated referrals among the Holiday Giving Coalition, made up of local non-profits, faith-based organizations, and governments. Each member of the coalition adopts specific zip codes in the county to serve referred families in need, including by providing food, gift cards, and toys collected through donations. In 2018, the project successfully matched 10,328 families (incl. 21,117 children) for Thanksgiving and 10,962 families (incl. 23,095 children) for December with 31 Coalition members. Schools provided half of all referrals. https://www.montgomerycountymd.gov/HHS/PACS/Holiday-Giving.html

Social workers help homeless students find safe place to rest. A school district in Idaho and one in Washington state are working together to get students without stable housing the resources they need, such as clothing and transportation, says social worker Cynthia Nunez. Social worker Jil Taylor says it's important to focus on students' mental health, adding, "To get up and go to school when they are tired, or if they don't know where they are staying, that's a lot of stress for them." https://lmtribune.com/northwest/help-for-homeless-students/article_bd9b3a61-ac34-5efb-a699-b55a7bbdbf24.html

Student performance lags on Nation's Report Card. America's eighth graders are falling behind in math and reading, while fourth graders are doing slightly better in reading, according to the latest results from the Nation's Report Card . Nationwide, a little more than a third of eighth graders are proficient in reading and math. About a third of fourth graders are proficient in reading, while more than 40% of fourth graders are proficient in math. The nationwide test is given to a random sampling of students in the fourth and eighth grades every two years. Students made big gains in math in the 1990s and 2000s but have shown little improvement since then. Reading scores have risen a little since the tests began in 1992. The nation's large-city public schools — they educate more poor students and English language learners — still performed below the nation as a whole, but further narrowed the gap. https://apnews.com/565be54d26354e72b02a813593923fef

School apps track students from the classroom to bathroom. Hundreds of applications, big and small, are being used at schools across the country to do everything from track homework to modify behavior. They can collect data about intelligence, disciplinary issues, personalities and schedules....There are classroom management tools like Google's G Suite for Education that tracks school work and helps teachers, parents and students communicate via messaging and email. Smaller apps such as ClassDojo, which claims to be in use at 90 percent of K-8 schools in the United States, tackle specific subjects or problems. That app lets teachers communicate with parents and grant students virtual points for positive behaviors like teamwork or subtract them for negative actions like being out of their chair. Newer "personalized learning" programs attempt to develop custom education plans based on data they collect about their interests and skills.... It is common for families to take precautions outside of school, enforcing screen time rules at home and limiting what photos they post of their children on social media. But controlling what happens at school is harder, in part because districts are not required to inform parents of every type of software students use. https://www.washingtonpost.com/technology/2019/10/29/school-apps-track-students-classroom-bathroom-parents-a re-struggling-keep-up/?arc404=true

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Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity? Cesar Chavez

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Comments and sharing from the field

(1) The Institute of Education Sciences has released "New Data Point Reports on Bullying Online or by Text, Bullying Components, and Student Perceptions of School Discipline in 2016-17. " To view the full reports, visit:
> http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020040
> http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020041
> http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020042

(2) Franklin Schargel wants to share his new book entitled: *Who will Teach the Children: Recruiting, Retaining and Refreshing Highly Effective Educators*. The book explores:
- Why are educators leaving? (It's not mainly about salary)
- What, if anything, can be done to retain them?
- What states are most affected?
- What subject areas face the greatest shortages?
- What are schools and states doing to fill the void?

(3) Some feedback from a colleague regarding mapping and enhancing learning supports

Here's a resource showing how schools could use GIS maps to build understanding of assets surrounding a school which could be part of the partnerships you are advocating for. https://drive.google.com/file/d/1_mIn
New mapping applications make doing this work easier than in the past. I keep advocating for this work to be part of a service learning project where students do the information collection, mapping, communications, needed to bring people together and develop action plans that fill all parts of the school neighborhood with needed programs. In this page on my web site I point to a variety of uses of mapping. http://www.tutormentorexchange.net/mapping-the-programs

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*Information is online about the
**National Initiative for Transforming Student and Learning Supports**
http://smhp.psych.ucla.edu/newinitiative.html

Also online are two free books
Improving School Improvement
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

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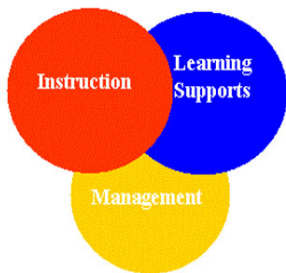
THIS IS THE END OF THIS ISSUE OF ENEWS

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   or adelman@psych.ucla.edu

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