A Resource for Information, Sharing, and Interchange

June, 2017 (Vol. 21 #9) – 31 Years & Counting

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? That's the focus of this resource.

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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

WHAT'S HERE THIS MONTH

*Helpful resources accessible from the internet

*Ways to use summer to help students avoid falling behind

*Using sparse budgets to address barriers to learning and teaching

*Relevant News from around the country

*UCLA Center Resources Update

*Access links about:

> >Upcoming initiatives, conferences & workshops
> >Upcoming and archived webcasts, video, & PD
> >Calls for grant proposals, presentations & papers
> >Training and job opportunities

*A few recent publications relevant to

> >School, family, & community
> >Policy, systems, law, ethics, finances & statistics
> >Child, adolescent, and young adults' mental and physical health

*Updates on transforming student & learning supports

*Comments, requests, information, questions from the field

>_Addressing chronic absenteeism through Every Student Succeeds Act –_
https://healthyschoolscampaign.org/wp-content/uploads/2017/05/Framework-for-Action-Addressing-Chronic-Absenteeism-through-ESSA-Implementation.pdf

>_New Report on the Condition of Education in the United States –_
https://nces.ed.gov/programs/coe/

>_Indicators of school crime and safety 2016 –_
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017064

>_K-12 Education: Education needs to improve oversight of Its 21st Century program. –_
http://www.gao.gov/products/GAO-17-400

>_A literature review of afterschool mentoring programs for children at risk –_
http://dropoutprevention.org/wp-content/uploads/2015/05/JARI191.pdf

>_Evaluating youth development programs: Progress and promise –_
http://www.tandfonline.com/doi/abs/10.1080/10888691.2015.1113879

>_Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children –_ http://onlinelibrary.wiley.com/doi/10.1111/cdev.12739/epdf

>_California Department of Mental Health cultural competence plan requirements –_
http://www.dhcs.ca.gov/services/MH/Documents/CCPR10-17Enclosure1.pdf

>_Youth with autism: Federal agencies should take additional action to support transition-age youth –_ http://www.gao.gov/products/GAO-17-352

>_Thriving schools –_ https://thrivingschools.kaiserpermanente.org/

>_Creating linguistically and culturally competence suicide prevention materials –_
http://www.sprc.org/sites/default/files/resource-program/CalMHSA-CulturalGuide-v10.pdf

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Life has no remote. Get up and change it yourself.

Mark Cooper
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Ways to Use Summer to Help Students Avoid Falling Behind

Learning loss and increases in risky behavior are major summer worries for schools and communities. Now is the time for schools and communities to work together to ensure youngsters access programs that help address barriers to learning, promote healthy development, and enhance equity of opportunity.

As Johns Hopkins University's Center for Summer Learning stresses in _Primer on Summer Learning Loss:_

> If policymakers are serious about improving excellence and equity in public education, social science research suggests that high-quality summer programs must become a significant and central component in school reform efforts.

Summer provides an opportunity to introduce many ideas for making both the content and the process of teaching and learning more relevant to students. Active learning is especially important. There are many ways to promote active learning at all grade levels. It can take the form of class

discussions, problem based and discovery learning, a project approach, involvement in learning centers, experiences outside the classroom, and independent learning in or out of school. Students may become involved in classroom, school-wide, or community service or action projects. Older students may be involved in "internships" or service learning. Service learning involves students in identifying a real community need, ties the community work with academic goals, encourages the students to reflect on and evaluate their learning, and strengths the relationship between community and school. In general, research suggests that the quality of such interactions between teachers and students distinguishes which teachers are most effective.

For more links to resources from our Center and others, see the Center's Quick Finds:
>*Expanded Learning Opportunities* – http://smhp.psych.ucla.edu/qf/afterschool.htm
>*Enhancing Summer Learning* – http://smhp.psych.ucla.edu/pdfdocs/sumlearn.pdf

For reflection, here are some excerpts from their *Primer on Summer Learning Loss:*
- Elementary schools and youth development organizations should form partnerships to prevent summer loss in reading among low-income students. ... Teachers and youth development professionals should use the summers to collaborate and bridge gaps between schools and youth programs. Summer programs should incorporate research-based practices for improving cognitive development from high-quality after-school enrichment programs. . . . Summer learning should be a community-wide, inter-agency priority. There are a wide variety of roles that public agencies, community-based organizations, cultural institutions, and colleges and universities can play in improving the quality and quantity of summer learning opportunities for all young people. Improved collaboration and leveraging of funds from multiple sources will help ensure greater levels of access to programs.
- Program models should maintain a strong academic focus, but also acknowledge the unique role that summers play within American culture. Summer programs can demonstrate the power of informal learning experiences such as reading and discussing books for pleasure and gaining exposure to new cultures and ideas.
- Summer programs should be used to support the recruitment, professional development, and retention of teachers and youth program staff. ... Summers should be used to encourage teachers to try new techniques, teach different subjects or grades, acquire new skills and mentor new colleagues. Simultaneously, summers could be used to attract current college students or recent graduates to internship experiences in public school classrooms and with non-profit youth development organizations.
http://www.roeachievementconference.org/Handouts/Betances_Handouts_Workshop/Primer_on_Summer LearningLoss.pdf

From: *Summer School: Unfulfilled Promise* (by the Southern Regional Education Board)

"...It is impossible to overemphasize the importance of innovation and creativity in meeting the needs of struggling student. ... What is the 'something different' that summer schools need to do? Doing 'something different' often means connecting subject matter to real-life situations that are relevant to students. It might mean finding books about baseball to read and using baseball statistics in math instruction for a student who lives and breathes the sport. It could involve using musical themes to engage a student who constantly drums on his desk or incorporating a lot of physical movement to reach the aspiring dancer. It might mean using technology that presents materials in a game-like format. It might mean simply giving a student the opportunity to discuss the material with teachers and peers to an extent not possible in the regular classroom..." http://www.sreb.org

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

A leader is one who knows the way, goes the way, and shows the way.

John C. Maxwell

Continuing Concern
Using sparse budgets to address barriers to learning and teaching

District and school budget and hiring and lay-off decisions must be made while there is still uncertainty about resources, such as district funds and federal dollars (e.g., ESSA Title IV Part A Student Support and Academic Enrichment grants).

With tight funding, it is more essential than ever to wisely use whatever limited resources are available for student and learning supports.

This can be done by moving toward a *unified system* of student and learning supports that reduces (1) current fragmentation and redundancy and (2) the overemphasis on expensive services. (Designed as a in-classroom and school-wide learning supports component, such a system can reduce the need for out-of-classroom referrals.)

The reality is that many schools have had to spend a considerable amount of money on student and learning supports.

The task ahead involves mapping and analyzing what is in place for addressing barriers to learning and teaching and then transforming the current ad hoc, piecemeal approach into a unified component that is designed to operate as a system of interventions and has a strategic plan for redeploying available resources and ongoing systemic development.

With this in mind, every school improvement plan needs a substantial section that focuses on how it will improve use of available resources to more effectively address barriers to learning and teaching and re-engage disconnected students.

A Few Center Resources that May be Useful:

>*What will it cost? — No New Dollars!*
http://smhp.psych.ucla.edu/pdfdocs/what%20will%20it%20cost.pdf

>*Balancing Cut-backs at schools is essential to Ensuring Equity of Opportunity*
http://smhp.psych.ucla.edu/pdfdocs/cut-backs.pdf

>*Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools*
http://smhp.psych.ucla.edu/pdfdocs/financebudget.pdf

>*About ESSA Funding and Funding Integration*
http://smhp.psych.ucla.edu/pdfdocs/fundinginteg.pdf

Send your comments for sharing to Ltaylor@ucla.edu
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For a range of other resources related to this matter, see
National Initiative for Transforming Student and Learning Supports
http://smhp.psych.ucla.edu/newinitiative.html

You will find the key to success under the alarm clock. Benjamin Franklin

Teachers take to the streets, meeting the neighbors. Kankakee, IL school teachers and administrators spent an afternoon improving the school district's relationship with the community one knock at a time. Staff members walked through city neighborhoods to talk to community members about the district's summer programs. The overall goal was to get the community more engaged with the schools .For the district, it was another chance to set the tone for summer. Last year, its high school students conducted a peace march throughout the city to discourage violence. Among the events the district promoted on a flier were summer school programs and a STEM camp at Kankakee Community College. Superintendent Genevra Walters, who also walked the streets, said the district plans on doing another community walk on Aug. 14 that will lead into its back to school bash. 5/11/17 http://www.daily-journal.com/news/local/kankakee-teachers-take-to-the-streets-meeting-the-neighbors/article_c63fdf36-abb1-5474-9298-c157c3c9c8e9.html

Dress code crackdown suspends 150 students. A one-day sweep in which over 150 high school students were suspended for dress code violations is bringing new criticism to a Connecticut district of predominantly Hispanic and black students that was already under scrutiny for having low numbers of minority teachers. The students, summoned dozens at a time, were called out of class by loudspeakers and ordered to sit out the next school day for wearing hoodies, forbidden colors or other violations. School districts around the country have been revising policies to reduce suspensions and expulsions. Federal government studies have shown blacks and Hispanics are far more likely to face such harsh punishments, and as a result of more police involvement with schools, instances more frequently lead to arrests in what is known as the "school-to-prison pipeline." 5/5/17 http://www.richmond.com/news/national-world/ap/dress-code-crackdown-suspends-high-school-students/article_eebb4e93-8c82-556b-b9d5-7831702b9dfa.html

Despite law, young students still being suspended. A year after Connecticut passed a law prohibiting out-of-school suspensions of students in grade two or below unless the offense is of a violent or sexual nature, 1,672 young students state-wide still received the sanction, a state report revealed. The number is down from the 2,365 students in prekindergarten through second grade suspended the year before the law was passed but is still too high, state school board members said. .Commissioner of Education Dianne Wentzel said violating the law carries no clear penalty and that her department doesn't have the staff to make sure all districts are fully complying with the law. Typically, the reasons given for the suspensions of prekindergarten students through second graders were fighting, followed by violating school policy. 5/4/17 http://www.ctpost.com/local/article/Despite-law-young-students-still-being-suspended-11119702.php

Expensive, grueling fights in store for US special education. Thousands of parents each year clash with their children's school districts over the level of special education services. In the wake of a U.S. Supreme Court ruling seen as empowering parents, some districts are expecting only more challenges as cash-strapped schools are called upon to meet higher standards. As much as districts might like to be more generous, a shortfall in federal reimbursement leaves many struggling to afford services they are required by law to provide under the Individuals with Disabilities Education Act. The U.S. government has never met its target of covering 40 percent of the excess cost of educating the nearly 6.5 million students with disabilities. In 2014, federal funding covered about 16 percent. Across the country, there were 18,011 due process complaints filed in the 2013-14 school year, along with 9,688 requests for mediation and an additional 4,997 written complaints, according to the latest data from the U.S. Department of Education. Most address the level of services offered and the child's placement in the district or elsewhere. 5/6/17 http://hosted.ap.org/dynamic/stories/u/us_special_education_disputes_ctol-?site=ap&section=home&template=default

High school students motivated in summer leadership program. Generation Inspiration is a program that helps Gainesville City GA high school students with life skills, volunteer experience and opportunities to learn about the area's history and economy. Students take part in programs each Saturday, including a personal finance class and leadership training. One highlight this year is a diplomacy program simulating a refugee crisis, said Ashley Bell, a GHS alumnus who has risen through government and politics. 5/7/17 http://www.gainesvilletimes.com/section/6/article/123393/

From the above article on the Gainesville City Leadership Program:

What I hope you get out of this is an understanding that the world and these issues are difficult. There's never really a right answer, but …… you'll get to understand how to advocate a position, a chance to fight for your argument and understand how the world works together to solve problems. Ashley Bell

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UCLA Center Resources Update

a New (And Free) Book for You and Your Colleagues

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
Access this from the Center's homepage – http://smhp.psych.ucla.edu/

Also just published From Cognella -- *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*
https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html

Recently Featured

Learning Supports for immigrant/refugee and other newcomer students

Below are links to a range of resources from our Center related to immigrant/refugee and other newcomer students. Start with our online clearinghouse Quick Finds:

>*Immigrant Students* – http://smhp.psych.ucla.edu/qf/immigrantkids.htm
>*Transitions...Welcoming* – http://smhp.psych.ucla.edu/qf/p2101_01.htm
>*Barriers to Learning* – http://smhp.psych.ucla.edu/qf/barriers.htm

Here are some of the resources from our Center that are listed in these resources:

>*Cultural Concerns in Addressing Barriers to Learning*
>*Easing the Impact of Student Mobility: Welcoming & Social Support.*
>*Welcoming and Involving New Students and Families*
>*Immigrant Children and Youth: Enabling Their Success at School*
>*International Students: Addressing Barriers to Successful Transition*
>*Being an International Student in the U.S.A.: In Her Own Words Center*
>*Immigrant Youth: Some Implications for Schools*
>*Addressing the Language Barrier: English Language Learners, Bilingual Education, and Learning Supports*

As part of the Weekly School Practitioner Community of Practice Listserv
http://smhp.psych.ucla.edu/practitioner.htm

>*Attendance is emerging as an expanded accountability indicator*

>*New ideas for summer learning*

>*Staffing patterns for student & learning supports*

>*About guidelines for evaluating a program's focus on cultural competence*

Note: See the Center's Quick Find online clearinghouse at http://smhp.psych.ucla.edu . Currently there are over 130 alphabetized topics with direct links to Center materials and to other online resources and relevant centers.

An update from Alabama on transforming student & learning supports
Learning Support sessions at the Education Mega Conference, July 10-14, 2017
https://www.alsde.edu/ofc/ols/MEGA/MEGA-PRELIM-2017.pdf

- *Winning the War on attendance. Using the Learning supports Framework.* Two schools in Limestone County, one high school and one elementary, will share what they have done this past year to fight absenteeism and truancy with great success.

- *Building relationships - Moving in the same Direction.* Implementing Learning Supports in the Anniston City School System fostered improvement in attendance, graduation and student achievement, all through building relationships. Learning supports also provided the impetus for positive cultural change. This presentation focuses on (1) how we identified strategies, processes, and challenges faced by a district with schools on the failing list; (2) how we applied the Learning Supports Framework to operationalize and align our multiple initiatives and strategies of school improvement and accreditation.

- *The Learning supports Framework: A transformative approach.* This presentation provides an overview of how specialized training in the Learning Supports Framework helped Russell County High School to optimize resources and deliver a transformative approach for a systemic, integrated and sustainable solution so that all children reach their full potential.

- *Energizing rural schools for success: Using the Learning supports Framework to boost achievement.* This session will describe the innovative approach that Pike County Schools has taken to engage students, address challenges of poverty, and utilize successful community partnerships using the learning supports framework. Pike County will share how their improvement results from strategies specifically selected in the collaborative approach of the Learning Supports Framework, emphasizing how participants can organize their resources to impact student achievement and maximize learning outcomes.

- *School climate training and the Learning Supports Framework: Why adult-student relationships matter .* This presentation will focus on School Climate Training and the Learning Supports Framework: the Who, What, and Why.

- *Success through attendance!!* The presentation will focus on the impact of Learning Supports on student attendance and achievement.

- *Talladega County Central High school's instructional challenge: From a Frame to a House.* This session will explain implementation strategies used within a Learning Supports Framework that specifically targeted poverty and instructional barriers to learning.

A weed is a plant that has mastered every survival skill except for learning how to grow in rows.
Doug Larson

A Few Recent Publications Relevant to:

School, Family & Community

>Truancy: it's not about skipping school. (2016). Mallett, C.A. *Child and Adolescent Social Work Journal, 33,* 337-347. http://link.springer.com/article/10.1007%2Fs10560-015-0433-1

>Developing "whole school" bystander interventions: The role of school-settings in influencing adolescents responses to dating violence and bullying. (2017). Storer, H.L., Casey, E.A., & Herrenkohl, T.I. *Children and Youth Services Review, 74*, 87-95. http://www.sciencedirect.com/science/article/pii/S0190740917300713

Policy, systems, law, ethics, finances & statistics

>Positive youth development practices and better outcomes for high risk youth. (2017). Sanders, J., Munford, R.,& Liebenberg, L. *Child Abuse and Neglect, 69*, 201-212. http://www.sciencedirect.com/science/article/pii/S0145213417301783

>Child and adolescent use of mobile phones: An unparalleled complex developmental phenomenon. (2017). Yan, Z. *Child Development*, ePub http://onlinelibrary.wiley.com/doi/10.1111/cdev.12821/ abstract;jsessionid=DC61C5F539AC9DD95161CCE9EA31BA68.f02t02

Child, adolescent, and young adult's mental and physical health

>It gave me ways to solve problems and ways to talk to people: Outcomes from a combined group and one-on-one mentoring program. (2017). Deutsch, N., Reitz-Krueger, C., Henneberger, A., et al. Journal of Adolescent Research, 32, 291-322 http://journals.sagepub.com/doi/pdf/10.1177/0743558416630813

>The meaningful roles intervention: An evolutionary approach to reducing bullying and increasing prosocial behavior. (2016). Ellis, B.J., Volk, A.A., Gonzalez, J.M., & Embry, D.D. *Journal of Research on Adolescence, 26,* 622-637. http://onlinelibrary.wiley.com/doi/10.1111/jora.12243/abstract;jsessionid=2A77D0C28E23B 87F95729CC56D8B962B.f03t01

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. Http://www.safetylit.org

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An update From Wisconsin on transforming student & learning supports

2017 Rebuilding for Learning Summit VII scheduled for August 31
http://www.lacrossepartnersinlearning.com/

This summit is designed to advance the work of the Family and Youth Subcommittee (Rebuilding for Learning Steering Committee) which is a subcommittee of the La Crosse Community Collaboration. The collaboration is a partnership between three local governmental entities: (1) The School District of La Crosse, (2) the City of La Crosse and (3) La Crosse County.

To advance the mission of strengthening collaboration and improving communication within the family and youth services area, the Family and Youth Subcommittee adopted the conceptual framework outlined in Adelman and Taylor's book *Rebuilding for Learning.* Using the framework, the Steering Committee focuses on ensuring all children have the opportunity to succeed by addressing barriers students face that prevent them from coming into the classroom "ready to learn."

COMMENTS AND SHARING FROM THE FIELD

We constantly worry about whether the Center's resources are being found helpful. We were reassured by the following emails:

>Regarding the *School Practitioner* – "Thanks for this awesome list serv. I follow it in NY where thanks to your incredible resource list we've been able to create programs services in health and wellness with great fidelity and frequency and dosage to make a difference for thousands."

>Regarding *ENEWS* – "I had the pleasure of reading the May issue from your center and the emerging issue, Is strategic planning maximizing resources to support all students to succeed? Putting meat behind learnng supports in a comprehensive systemic way is just what is needed, yet most state departments and districts fail at either the strategic planning or the implementation where the system needs to be nimble enough to make timely adjustments to realize results. Dr. Sam Redding and I have been working on a strategic performance management process that links state district and school perfromance and implementation data to realize systemic change. The link to our latest article, Casting a Statewide Strategic Performance Net, is below. We are currently working in 2 states and one U.S. territory using our process." http://www.bscpcenter.org/casting

>Regarding the free new online book -- *Addressing Barriers to Learning: In the Classroom and Schoolwide* –

>>"Thanks so much for sharing your book. The topics covered are in line with the work of my division-wide School Climate Leadership Team. I would love to have access or receive more information and resources from the Center at UCLA." (From an Assistant Superintendent of Student Services)

>>"I am enjoying reading the new book about barriers to learning, and we have a fairly successful schoolwide program at our school that utilizes the framework and strategies explained in the book. Our challenge has been in changing the thinking and automatic reactions to students triggered by emotions or habit that many of our support staff who come from traditional school structures have. We're working on it!"
Principal

>>"I just finished your book ... I could not put it down! We are a struggling school. We serve what I sometimes call 'the perfect storm of challenging students.' We often get the students the rest of public education has given up on. We try desperately to meet the needs of all of our students, we have done extensive work on being a trauma informed, trauma sensitive environment. We have extensive school and community-based resources where we connect our families, and we try very, very hard to be successful with each child. Some of our metrics are amazing. We get almost all of our students accepted to a four year colleges and universities. We turn around many, many students who have been otherwise unsuccessful. And yet, we don't succeed with every child. And our teachers and admin and support staff are largely burnt out. I would like ask for your coaching and support to help me lead this organization into an even more successful direction."

We were asked to share the following:

"The 33nd Annual Pacific Rim International Conference on Disability and Diversity will be held on October 9-11, 2017 at Hilton Hawaiian Village Waikiki Beach Resort & the Modern Honolulu. The Call for Proposals is NOW OPEN, so be sure to submit your ideas early! For more information, please visit www.pacrim.hawaii.edu. Contact cccrocke@hawaii.edu for more information .

**What's easy to get into,
But hard to get out of?**   **Trouble!**

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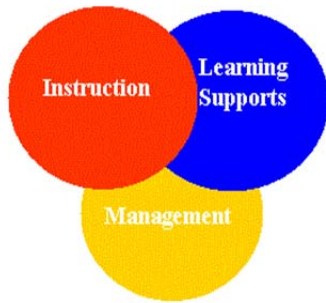
*Information is online about the

National Initiative for Transforming Student and Learning Supports
http://smhp.psych.ucla.edu/newinitiative.html

Also online is the report from the National Summit on the

*Every Student Succeeds Act and
Learning Supports: Addressing Barriers to Learning and Teaching
to Enhance Equity of Opportunity* –
http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf

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

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THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* 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 Project and Center are 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

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