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

June, 2018 (Vol. 22 #9) – *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.*

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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

Resource links relevant to school improvement and personnel development

This month's special topic – **Using the Summer to do More to Keep Students from Falling Behind**

Transforming student/learning supports – Updates

Comments, requests, information, questions from the field

and more

Resources from Across the Country

>*School shootings and student mental health –*
   https://www.counseling.org/docs/default-source/vistas/school-shootings-and-student-mental-health.p

>*Summer learning recruitment guide –*
   http://www.wallacefoundation.org/knowledge-center/pages/summer-learning-recruitment-guide.aspx

>*Risk factors for youth violence –*
   https://medicalxpress.com/news/2018-03-factors-youth-violence-policy-response.html

>*Helping children and youth who have traumatic experiences –*
   https://www.samhsa.gov/sites/default/files/brief_report_natl_childrens_mh_awareness_day.pdf

>*What adolescents seeking help teach us about a school-based counseling service –*
   https://link.springer.com/article/10.1007/s10560-017-0503-7

>*Assessing the meaningful inclusion of youth voice in policy and practice: State of the science*
   https://www.pathwaysrtc.pdx.edu/pdf/state-of-the-science-articles-2018-spac.pdf

For Hawaii:
>*Disaster info related to Volcanoes from Department of Homeland Security –*
   https://www.ready.gov/volcanoes
>*Volcano fact sheet for kids*
https://www.fema.gov/media-library-data/a4402e44902b963c8de7ee4ad0586016/FEMA_FS_volcano_508-8-15-13.pdf
>*Red Cross: Volcano (before, during, after)*
http://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/volcano#Before

A few relevant journal publications and special reportsPursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action

>Preventing Summer learning loss: results of a summer literacy program for students from low SES homes (2018). *Reading & Writing Quarterly, 34*, 99-116.
https://www.tandfonline.com/doi/full/10.1080/10573569.2017.1344943

>Resolving conflicts with friends: Adolescents' strategies and reasons behind these strategies. (2018). *Journal of Adolescence, 64,* 72-80.
https://www.sciencedirect.com/science/article/pii/S0140197118300186?via%3Dihub

>Actualizing characteristics of successful schools for young adolescents through co-teaching (2018). *Middle School Journal, 49*, 17-25.
https://www.tandfonline.com/doi/full/10.1080/00940771.2018.1439666

>*Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action.* (2018). Report from The Aspen Institute's Education and Society Program*.*
https://www.aspeninstitute.org/publications/pursuing-social-and-emotional-development-through-a-racial-equity-lens-a-call-to-action/

>Using children's drawings to examine student perspectives of classroom climate (2018). *Elementary School Journal 118*, 384-408. https://www.journals.uchicago.edu/doi/full/10.1086/696194

>To What extent and under which circumstances are growth mind-sets important to academic achievement? Two meta-analyses (2018). *Psychological Science, 29,* 549
DOI: 10.1177/0956797617739704
"This research is important because millions of dollars have been spent on growth mindset interventions in schools," said Alex Burgoyne. "Our results show that the academic benefits of these interventions have been largely overstated. For example, there was little to no effect of mindset interventions on academic achievement for typical students, or for other groups who some have claimed benefit substantially from these interventions, including students facing situational challenges, such as transitioning to a new school."

> **>upcoming conferences, initiatives, workshops**
> http://smhp.psych.ucla.edu/upconf.htm
>
> **>webinars**
> http://smhp.psych.ucla.edu/webcast.htm

Will you do my homework for me?

No! It wouldn't be right!

**That's OK.
I don't get them all right either.**

TRANSFORMING STUDENT AND LEARNING SUPPORTS

The need for systemic changes as shared by a Principal: "Teachers are grappling with discovering ways to help students over come learning obstacles, while also accelerating students who are more proficient traditional learners. ... There are too many systems just putting students all in one room for the purpose of demographic reports, prior to doing the trial, error, analysis, and training…… Some schools are adept at being independent and engaging teacher teams ..., while others are too preoccupied, or over micromanaged with a 'program' that may or may not permit such support discovery, integration, and refinement over time. Full staff, non-negotiable, teacher training and use of professionalized best practices to this end is the solution. Devoid of this sincere work, the chairs are just being rearranged on the deck of the Titanic as they say."

We see summer as a time for professional development to prvide personnel development for enhancing a school's capacity to meet professional challenges this principal is experiencing.

To stimulate thinking and discussion about "ways to help students over come learning obstacles," see the Center Resources in the following section on *Resources for Self-study Over the Summer*.

Also see this month's ENEWS special topic – *Using the Summer to do More to Keep Students from Falling Behind*

Resources for Self-study Over the Summer*

>*Enhancing Classroom Approaches for Addressing Barriers to Learning* –
  http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf
>*Turning Big Classes into Smaller Units* – http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small classes.pdf
>*Volunteers as an Invaluable Resource* –
  http://smhp.psych.ucla.edu/pdfdocs/practicenotes/voluntresource.pdf
>*Engaging and Re-engaging Students in Learning at School*
  –http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf
>*Working with Disengaged Students* –
  http://smhp.psych.ucla.edu/pdfdocs/practicenotes/disengagedstudents.pdf
>*School Engagement, Disengagement, Learning Supports, & School Climate* –
  http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf
>*Classroom Learning Support Survey* –
  http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/classroomsurvey.pdf
    >*Addressing School Adjustment Problems* –
        http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf
  >A four module self-study continuing education package on
  >*Engaging and Re-engaging Students and Families* –
        http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf
        I: *Motivation: Time to Move Beyond Behavior Modification*
        II: *Strategic Approaches to Enhancing Student Engagement and Re-engagement*
        III: *Enhancing Family Engagement and Re-engagement*
        IV: *Embedding Engagement and Re-engagement into a Unified and
            Comprehensive System of Student and Learning Supports*
>A four module self-study continuing education package on
    >*Response to Intervention (RtI)* – http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf
        I: *RtI: Improving Conditions for Learning in the Classroom*
        II: Implementing Response to Intervention Sequentially & Effectively
        III. Response to Intervention: Beyond Personalization
        IV: Pursuing Response to Intervention as One Strategy in a Comprehensive
            System of Student and Learning Supports

*We often are asked if continuing education units can be obtained related to our online resources. While we do not provide CEUs, we note that many of our resources have been turned into online CEU courses by TeachMe – see https://www.teachmeceus.com/ceu-course-search.php?q=ucla

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We are receiving an increasing number of requests about what sites we recommend contacting and perhaps visiting to see efforts that are being made to develop a unified, comprehensive, and equitable system of student/learning supports (i.e., efforts to transform how schools address barriers to learning and teaching). **Please let us know about schools/districts that would be good to contact.** Send to Ltaylor@ucla.edu

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The time is always right to do what is right. Martin Luther King, Jr.
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News from around the country related to addressing barriers

School districts take different safety paths. Florida' s Duval County School Board has became the second in two weeks to approve hiring and training dozens of new, modestly paid, armed "safety assistants" to protect classrooms. Polk County school officials endorsed hiring 90 "safety specialists" a week earlier, while a host of other counties are now considering the idea. In Marion County, law enforcement agencies have posted school resource officers in each school. Lawmakers passed a bill this year requiring armed defenders in every school. Districts were left with a range of options for meeting that requirement, from hiring uniformed law enforcement officers to training volunteer school personnel, including some teachers, as "guardians" authorized to carry weapons on campus. But hiring officers is expensive and arming school employees is highly controversial. Many districts, though, are scrambling to find the millions of dollars needed to meet the new state requirement. School leaders say the state did not provide enough new funding to cover the costs. 5/5/18
http://www.ocala.com/news/20180505/in-florida-school-districts-take-different-safety-paths

School mired in poverty to be overhauled. Indiana's State officials approved a plan put forth by the Kokomo School Corporation to restructure two elementary and one middle school due to their continued lack of academic achievement. The Kokomo School Corp. went before the Indiana State School Board to present the proposal that creates a "Transformation Zone," which is a way for a school district to create a "turnaround zone" and allows the district flexibility with state rules. The board voted unanimously to allow the district to move forward with the plan. There are multiple facets of the Kokomo transformation zone, including improving pre-K enrollment; extending the calendar for those schools in the zone; improving teacher training and retention; more personalized learning; consultation with experts and much more. 5/2/18
http://www.kokomotribune.com/news/kokomo-schools-mired-in-poverty-to-be-overhauled/article_fc276f72-4e35-11e8-afb6-53eb2c29b699.html

Approachable Adults Sought (IA). Approachable Adults Award was launched by the Bee Inspired Program as part of Teen Empowerment Month in May. Youths and adults may nominate individuals in Hamilton, Humboldt, and Wright Counties that they feel are "approachable" adults for youths ages 13 to 19. This is the season when risky behaviors tend to increase for youth. Education is key to prevention. It is important for youth to know skills, and have access to tips, tools, and resources for staying above the influence of drugs, alcohol, and other pressures. Having approachable adults in their lives that encourage and motivate them to stick to their goals, and be healthy and successful are also extremely vital. An approachable adult is someone that youths can talk to in open and honest dialogue. Someone that is considered askable, and actively listens and provides feedback in a nonjudgmental manner. Someone that strives to build bridges with youths by engaging them in conversation and activities. Someone that uses "teachable moments" when opportunity knocks. Someone that not only educates them on healthy behaviors, but covers those "tough topics" like relationships, self-esteem, body image, drugs & alcohol, and other sexual health topics. Someone that continues to learn ways to enhance youth-adult connections; through involvement, positive youth development, service-learning, workshops and classes for ongoing learning, mentoring, and more. Approachable adults help to build healthy and successful youth, as they strive to become our future mentors and leaders. 5/10/18
 http://www.freemanjournal.net/news/local-news/2018/05/approachable-adults-sought/

Special education costs rise. The rising cost of special education in Minnesota is contributing to a dispute over emergency funding for schools. Districts spent $2.2 billion on special education last year, up 26 percent in a decade. More than 141,000 students receive services for things like physical impairments, learning disabilities and behavioral issues. About 16 percent of Minnesota students received services last year, an increase of 1.3 percentage points in a decade. Schools complain that the state mandates certain costs without covering them. Districts are billed for special education students who live in the area, even if they attend a charter school or go to another school district. 5/17/18 https://www.apnews.com/f496ba8d68d74b4b9288f373efbd6e23

Two Studies Point to the Power of Teacher-Student Relationships to Boost Learning. Two studies on how best to teach elementary schools students - one on the popular trend of "platooning" and one on the far less common practice of "looping" - at first would seem totally unrelated other than the fact that they both use silly words with double-o's. "Platooning" refers to having teachers specialize in a particular subject, such as math or English, and young students switch teachers for each class. "Looping" is a term used when kids keep the same teacher for two years in a row. They don't switch teachers for each subject and don't switch each year. (Hechinger Rep.http://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/?utm_source=Psych+Learning+Curve&utm_campaign=00b44f6003-roundup-may-25-2018&utm_medium=email&utm_term=0_ff6044c3a5-00b44f6003-174482877)

University takeover of school district (IN). Ball State University's board of trustees voted unanimously on accepting responsibility for governance of the Muncie Community School District, which has been operated by a state-appointed emergency manager. Ball State will begin accepting applications online for seats on a newly created seven-member school board that the university will appoint to replace the current five-member elected school board. The university announced plans for broad-based community participation in the future of the school district, including establishment of: (a) a panel of 10 to 15 experts in K-12 education and innovation and (b) a community engagement council of 25 to 30 community members to help with advocacy, volunteerism, fundraising, and support for school teachers and families. 5/16/18
https://www.thestarpress.com/story/news/local/2018/05/16/bsu-takeover-raises-nearly-3-million-muncie-community-schools/616611002/

District rolls out new summer school initiative (GA). The Atlanta Public Schools system is rolling out a new summer school initiative. Officials aim to use a creative curriculum in traditional studies, STEM and the arts to get and keep students engaged throughout the summer months. APS Superintendent Dr. Meria Carstarphen said the district-wide program, will not only improve academics but will also help prevent summer slide, an academic gap that some students experience while out of school forcing them to have to re-learn information when they return to the classroom in the fall. 5/1/18 http://www.fox5atlanta.com/news/aps-rolls-out-new-summer-school-initiative

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Quote from Atlanta story
>We figured out that kids far preferred enrichment activities over remediation. We want to get away from a punitive model to something that has them really excited about learning. Meria Carstarphen

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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

Comments and sharing from the field

We were asked to share the following:
"I am writing today to thank you for distributing valuable information via your Center for Mental Health in Schools & Student Learning Supports email distribution channel. I want to bring to your attention the evidence-based resources that my team and I at *TeenMentalHealth.Org* have developed. ....We know mental health literacy is foundational for all mental health improvements. In the junior and senior high school setting, mental health literacy has four unique but integrated components: 1. Understand how to optimize and maintain good mental health; 2. Understand mental disorders and their treatments; 3. Decrease stigma; and 4. Increase help-seeking efficacy. To support this, TeenMentalHealth.Org developed the *Mental Health and High School Curriculum Guide,* the first and only evidence-based mental health literacy curriculum resource designed for use in schools. It is student, teacher, and administration friendly, and is easily integrated into existing school curriculums in any jurisdiction. It is sustainable, affordable, capacity-building and research-proven to be effective for both students and teachers..... Use of The Guide has shown significant improvement in mental health knowledge in both students and teachers; significant stigma reduction in both students and teachers; and significant improvement of intentions to seek help in students.

TeenMentalHealth.Org and the Faculty of Education at the University of British Columbia launched an online professional learning for educators - *Bringing Mental Health to Schools: A Curriculum Resource for Grades 8-10.* This self-guided course http://ets.educ.ubc.ca/curriculum-development-and-support/special-projects/mental-health-course/
is a fully online, modular mental health literacy curriculum resource designed for educators. ...

Additionally, we have developed the freely available on-line resource ***Know Before You Go,*** for high school students. This life-skills resource is designed to help students anticipate, identify and navigate situations they will encounter upon entering the realm of post-secondary education. ..."

And we thank everyone who send us feedback – here's one we thought we'd share:
"I am a NYC School Principal of a 6-12th grade public school. I want you to know how much I appreciate the resources that you share! It is clear to me that your finger is on the pulse of so many timeless, relevant, as well as forthcoming issues that we face in our work helping students, especially adolescents develop."

Topics in May's School Practitioner Community of Practice
http://smhp.psych.ucla.edu/practitioner.htm

>*About Having an Impact on Policy to Enhance School Safety*
>*Including youth in school safety planning*
>*Using End of Year Conferences to Plan the Transition to the next Grade/School year*
>*How can schools provide more help to challenged students?*

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I am always ready to learn although I do not always like being taught. Winston Churchill

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This Month's Special Topic – Using the Summer to do More to Keep Students from Falling Behind

"Low-income children and youth experience greater summer learning losses than their higher income peers. On average, middle-income students experience slight gains in reading performance over the summer months. Low-income students experience an average summer learning loss in reading achievement of over two months."
  (Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research, 66*, 227-268)

"Studies show that out-of-school time is a dangerous time for unsupervised children and teens. They are more likely to use alcohol, drugs, and tobacco; engage in criminal and other high-riskbehaviors; receive poor grades; and drop out of school than those who have the opportunity tobenefit from constructive activities supervised by responsible adults."
  (Carnegie Council on Adolescent Development. A matter of time: risk and opportunity in the out-of-school hours: recommendations for strengthening community programs for youth.)

Learning loss and increases in risky behavior are major worries related to students who aren't in school during the summer. Schools (especially student and learning supports staff), working with the community, need to help develop summer month 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:

"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.

Below are a few excerpts from the Primer on Summer Learning Loss from Johns Hopkins:
  • All young people should have consistent access to high-quality summer enrichment programs throughout their educational careers. Programs should be proactive and offered for multiple summers.
  • 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"

For Resources Related to Using Summer to Help Students Avoid Falling Behind. see our Quick Find online clearinghouse topic page on *Expanded Learning* http://smhp.psych.ucla.edu/qf/afterschool.htm   And see the Resources for Self-study Over the Summer on p. 3 of this ENEWS.

For more information on service learning see "Building Community Through Service Learning" at http://www.ecs.org/clearinghouse/44/03/4403.pdf

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Summer vacation is the time when parents realize that teachers are grossly underpaid.

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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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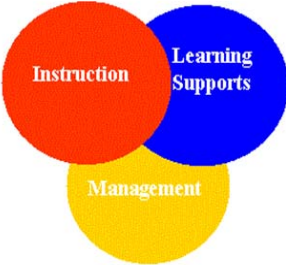
*Information is online about the

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, we are 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 – email Ltaylor@ucla.edu