Resources for Sharing, Interchange, & Personnel Development

October, 2017 (Vol. 22 #1) – *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 THIS MONTH

*This month's special focus for schools to address barriers to learning

  >Enhancing Student Engagement

*ESSA planning at districts and schools

*News from around the country related to addressing barriers

*UCLA Center resources update

*Access links about relevant:

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

*A few recent journal publications

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

*Other resources for information and personnel development

*Updates on transforming student/learning supports

*Comments, requests, information, questions from the field

>Enhancing Student Engagement

Everyone wants students to be engaged in learning at school. A variety of instructional approaches are effective when a student is motivated to learn. When students are not engaged, behavior, learning, and emotional problems arise.

Research suggests that engagement is facilitated in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and personalized guidance and support. Conversely, the seeds of significant problems are planted when instruction is not a good fit for a student. Of particular concern are activities students perceive as unchallenging, uninteresting, overdemanding, or overwhelming.

Clearly, while engagement is a fundamental concern for all students, for those with learning, behavior, and emotional problems a nuanced emphasis on motivation is essential. This involves attention to enhancing motivation as related to readiness, processes, and outcomes, as well as countering negative attitudes toward school and teaching. Examples of conditions that can have a negative impact on a student's motivation are activities that are a bad fit, sparse resources, overcontrolling and coercive rules, and a restrictive daily emphasis on drill and remediation.

Students experiencing problems at school usually have extremely negative perceptions of and avoidance tendencies toward school staff and activities that look like "the same old, same old." Change in their perceptions require significant shifts in practice. Successful (re)engagement usually depends on the degree to which the student views the program as personally valuable and obtainable and perceives the adults at school and in the classroom as supportive, rather than indifferent or controlling.

From a psychological perspective, the key is to maximize classroom and schoolwide experiences that enhance *intrinsic* motivation and minimize practices that decrease it. This requires (1) promoting feelings of competence, self-determination, and connectedness to significant others and (2) lessening threats to such feelings. To these ends, an essential aim of staff development is to enhance ways to

- avoid *overreliance on extrinsics* to entice and reward since such strategies can decrease intrinsic motivation
- minimize practices that produce *negative psychological reactions* and unwanted behavior
- ensure there are a broad range of *options* with respect to content, outcomes, and processes
- involve learners in *decision making*
- adopt nonthreatening practices for providing information about learning and performance

The increased focus on Response to Intervention (RtI) is an opportunity to incorporate practices for enhancing student engagement and re-engaging those who have disconnected from schooling.

Some Staff Development Resources for Enhancing Student Engagement

Feel free to adapt any of the following:

>*Intrinsic Motivation: Engaging and Re-engaging Students, Families, & Staff*
(powerpoint) http://smhp.psych.ucla.edu/rebuild/rfl/sessiv.ppt

>*About Motivation* (brief set of Practice Notes)
http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf

>*Engaging and Re-engaging Students in Learning at School*
http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf

>*School Engagement, Disengagement, Learning Supports, & School Climate*
http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf

For more, see the Center's Quick Find on *Motivation, Engagement, Re-engagement*
http://smhp.psych.ucla.edu/qf/motiv.htm

ESSA planning at districts and schools

>ESSA and Addressing Barriers to Learning and Teaching

ESSA recognizes that significant numbers of students require supports to successfully meet challenging state academic standards. The legislation clearly underscores that student and learning supports permeate efforts to enable every student to succeed.

Unfortunately, the act muddies the nature and scope of such supports by scattering references to them throughout the various Titles, Parts, Subparts, and Sections. By addressing barriers to learning and teaching in a piecemeal and mostly indirect manner, ESSA conveys a fragmented picture and a lack of coherence with respect to essential supports. This perpetuates long-standing problems related to improving student/learning supports (e.g., fragmented planning and implementation, marginalization, counterproductive competition for sparse resources).

As districts and schools revisit their school improvement plans, they have an opportunity to innovate and evolve the way schools handle factors that interfere with students learning and teachers teaching. As an aid for this, the Center has developed a brief document entitled:

>*Evolving School Improvement Planning for*
  Addressing Barriers to Learning and Teaching
      http://smhp.psych.ucla.edu/pdfdocs/evolving.pdf
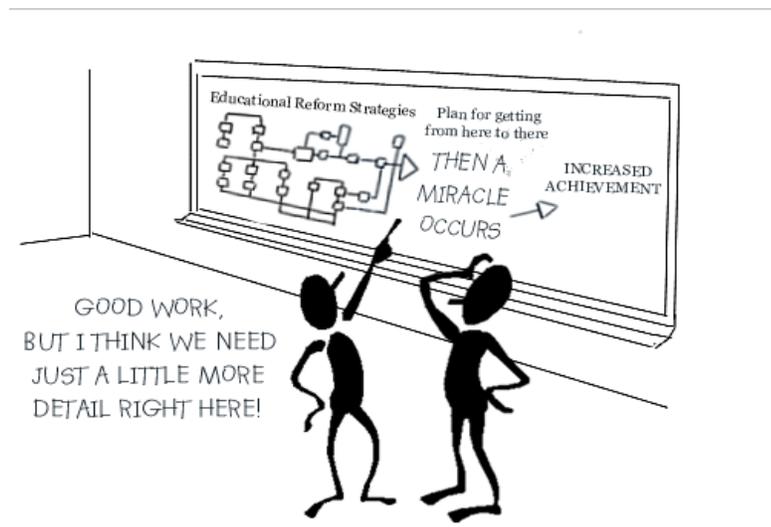
News from around the country **related to addressing barriers**

>New ACT scores show huge achievement gaps. New results from the nation's most widely used college admission test highlight in detailed fashion the persistent achievement gaps between students who face disadvantages and those who don't. Scores from the ACT show that just 9 percent of students in the class of 2017 who came from low-income families, whose parents did not go to college, and who identify as black, Hispanic, American Indian or Pacific Islander are strongly ready for college. But the readiness rate for students with none of those demographic characteristics was six times as high, 54 percent. 9/6/17
https://www.washingtonpost.com/local/education/we-didnt-know-it-was-this-bad-new-act-scores-show-huge-achievement-gaps/2017/09/06/c6397f36-9279-11e7-aace-04b862b2b3f3_story.html?utm_term=.375592cac411

>Paraeducators Eyed To Fill Special Ed Teacher Vacancies. In Washington state, about 27,000 paraeducators cover a wide variety of essential classroom duties. They provide the bulk of instruction in programs that serve some of the neediest students, including children with special needs and those who are learning English or live in low-income households. After a five-year lobbying effort, lawmakers agreed to create new rules for how school districts train paraeducators. The state also will simplify what it takes for a paraeducator to become a fully certified teacher. 8/22/17 https://www.disabilityscoop.com/2017/08/22/paraeducators-special-ed-vacancies/24063/

Stories related to hurricane recovery:

>The serious and long lasting impact of disaster on school children. Children caught in natural or man-made disasters can suffer from trauma and bereavement far longer than adults realize, and this can affect not only how well they perform at school but also the trajectory of their lives. Researchers say academic performance and graduation rates generally drop after a disaster, although precise numbers on how many children are affected and in what ways are not available, and great variability exists in how children respond. In poor communities and those that have no post-disaster plans, kids suffer more. (A meta-analysis of 96 studies that examined post-traumatic stress disorder or post-traumatic stress symptoms in nearly 75,000 youths found that in many cases, the effects of the disaster last years.) 9/11/17 https://www.washingtonpost.com/news/answer-sheet/wp/2017/09/11/the-serious-and-long-lasting-impact-of-disaster-on-schoolchildren/?utm_term=.be85303c09b6

>Victoria High School West Band Members clean the homes of first responders. While the first responders' were out working to help Victoria residents, the Band went to the homes of those First Responders to clean up some of the damage made by Harvey. 9/1/17
http://www.visd.net/apps/pages/hurricane-harvey-relief

>Students in towns hardest hit by Harvey are still in the eye of the storm. Five school districts north of Corpus Christi remain shuttered, and two of them are not expected to open until mid-October. The extended closures have raised concerns about how students will catch up as the state recovers from its worst natural disaster. Then there are money concerns: How will school districts fare when they confront the cost of rebuilding and the potential loss of state money if enrollment drops? Children from some of the hardest-hit communities streamed into schools in neighboring towns to register, anxious to get back into the classroom. But many of those schools are running out of room. 9/18/17 https://www.washingtonpost.com/local/education/students-in-towns-hardest-hit-by-harvey-are-still-in-the-eye-of-the-storm/2017/09/18/981d7098-9a3b-11e7-87fc-c3f7ee4035c9_story.html?utm_term=.fdaec761c383

>Officials, parents discuss school year plans for students displaced by Harvey. Kingwood, Texas - Hurricane Harvey took a toll on several area schools, leaving some in such bad shape that they'll likely be closed for the entire school year. One such district is Humble Independent School District, which held a special meeting to discuss consolidating two high schools. The issue at hand is the nearly 2,800 students from Kingwood High School who are now set to attend Summer Creek High School. The district weighed a handful of options and sought parent input. In the end, district leaders made some adjustments to their options and are expected to move forward with having both sets of students attend half-day sessions. 9/5/17
https://www.click2houston.com/news/officials-parents-discuss-school-year-plans-for-students-displaced-by-harvey

Quote from impact of disaster story

They don't catch up in the sense that they can do everything they would have done in the absence of the crisis and make up for all of the lost time, but they will catch up in their rate and capacity to learn, and that is really what your goal is. ... Just meet your kids where they are and help them get as far as they can. That is what education is.

David Schonfeld,
National Center for School Crisis and Bereavement, University of Southern California

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UCLA Center resources update

Some staff development resources for improving student/learning supports this year:

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

>*Personalizing Learning* – http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf – includes:

>>Personalizing Structure for Learning

>>Conferencing as a Key Strategy

>>Assessment to Plan; Feedback to Nurture

>>Moving a Classroom Toward Personalized Learning

>>Turning Big Classes into Smaller Units

>>Volunteers as an Invaluable Resource

>*Matching Students and Instruction: the Dilemma of Grouping Students* –
http://smhp.psych.ucla.edu/pdfdocs/grouping.pdf

>*Minimizing Referrals out of the Classroom* –
http://smhp.psych.ucla.edu/pdfdocs/referralspn.pdf

>*About School Engagement and Re-engagement* –
http://smhp.psych.ucla.edu/pdfdocs/reengagestudents.pdf

Also see the articles in the fall issue of the Center's quarterly ejournal –
http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall17.pdf

For other resources that may be helpful, see the Center's Quick Finds –
http://smhp.psych.ucla.edu/quicksearch.htm

Note: The Center's Quick Find online clearinghouse has a menu of over 130 topics that provide direct links to Center materials and to other online resources and relevant centers. Go to http://smhp.psych.ucla.edu/quicksearch.htm to scroll the menu.

School Practitioner Community of Practice Topics During September
http://smhp.psych.ucla.edu/practitioner.htm

>*Re-engaging disconnected students*

>*Redesigning School, District, and State Websites to Highlight School Improvement Efforts for Addressing* Barriers to Learning & Teaching

New Information Resource

>*About Diagnosing Selective Mutism Among English Language Learners*
http://smhp.psych.ucla.edu/pdfdocs/mutism.pdf

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The paradox of education is precisely this, that as one begins to become conscious one begins to examine the society in which (s)he is being educated.

James Baldwin

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Access Links About:
>**Upcoming initiatives, conferences & workshops**
>**Calls for grant proposals, presentations, and papers**
>**Training and job opportunities**
>**Upcoming & archived webcasts & other professional development opportunities**

Links are on the Center's homepage -- http://smhp.psych.ucla.edu

A few recent journal publications

School, Family & Community

>Promoting a positive middle school transition: A randomized controlled treatment study examining self-concept and self esteem. V. Coelho, M. Marchante, & S. Jimerson (2017). *Journal of Youth Adolescence, 46,* 558-569. https://link.springer.com/content/pdf/10.1007%2Fs10964-016-0510-6.pdf

>Collaboration: A partnership solution in rural education. H. Harmon (2017). *The Rural Educator, 38*, 1-5. http://epubs.library.msstate.edu/index.php/ruraleducator/article/view/409

>Protective factors and processes contributing to the academic success of students living in poverty: Implications for counselors. J. Williams, J. Bryan, S. Morrison, & T. Scott (2017). *Journal of Multicultural Counseling and Development, 45*, 183-200. http://onlinelibrary.wiley.com/doi/10.1002/jmcd.12073/epdf

Policy, systems, law, ethics, finances & statistics

>Adaptation and validation of the life events and difficulties schedule for use with high school dropouts. V Dupere, E. Dion, K. Harkness, et al. (2017). *Journal of Research on Adolescence, 27,* 683-689. http://onlinelibrary.wiley.com/doi/10.1111/jora.12296/epdf

>Community resilience, psychological resilience, and depressive symptoms: An examination of the Mississippi Gulf Coast 10 years after Hurricane Katrina and 5 years after the Deepwater Horizon oil spill. J. Lee, B. Blackmon, D. Cochran, et al. (2017). *Disaster Medicine and Public Health Preparedness*, 1-8. ePub https://www.cambridge.org/core/services/aop-cambridge-core/content/view/2B9E6CB8D5749D866D7FF75DA9011E5D/S1935789317000611a.pdf/community_resilience_psychological_resilience_and_depressive_symptoms_an_examination_of_the_mississippi_gulf_coast_10_years_after_hurricane_katrina_and_5_years_after_the_deepwater_horizon_oil_spill.pdf

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

>Adapting and Implementing a school-based resilience-building curriculum among low-income racial and ethnic minority students. R. Ijadi-Maghsoodi, L. Marlotte, E. Garcia, et al. (2017). *Contemporary School Psychology, 21, 223-239.* https://link.springer.com/content/pdf/10.1007%2Fs40688-017-0134-1.pdf

>Protective Factors for youth exposed to violence in their communities: A review of family, school, and community moderators. E. Ozer, I. Lavi, L. Douglas & J. Wolf (2017). *Journal of Clinical Child & Adolescent Psychology, 46,* 353-378. http://www.tandfonline.com/doi/pdf/10.1080/15374416.2015.1046178?needAccess=true

>Adolescent social media use and mental health from adolescent and parent perspectives. C.T. Barry, C.L. Sidoti, S.M. Briggs, S.R. Reiter, R.A. Lindsey (2017). *Journal of Adolescence, 61,* 1-11. http://www.sciencedirect.com/science/ar ticle/pii/S0140197117301318

>Boys do(n't) cry: Addressing the unmet mental health needs of African American boys. Lindsey, M.A., Brown, D.R., & Cunningham, M. (2917). *American Journal of Orthopsychiatry, 87*, 377-383. http://psycnet.apa.org/record/2017-28921-001

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

If you can't stop thinking about it, don't stop working for it.

Michael Jordan
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Other resources for information and personnel development

>*Meaningful Local Engagement Under ESSA: A Handbook for LEA and School Leaders*
http://partnersforeachandeverychild.org/wp-content/uploads/2017/08/LEA-and-SL-Handbook_8.10.17.pdf

>*Results from the school health policies and practices study 2016*
https://www.cdc.gov/healthyyouth/data/shpps/pdf/shpps-results_2016.pdf

>*Portraits of change: Aligning school and community resources to reduce chronic absence*
http://www.attendanceworks.org/research/portraits-of-change/

>*Teacher collaboration in perspective* http://www.in-perspective.org/pages/teacher-collaboration

>*Embedding social and emotional learning in high school classrooms*
http://engagingschools.org/white-paper-embedding-social-and-emotional-learning-in-high-school-classrooms/

>From the National Center on Homeless Education

 (1) *Connecting Schools and Displaced Students series (briefs)* https://nche.ed.gov/briefs.php
 >Meeting the Educational Needs of Students Displaced by Disasters: Youth on Their Own
 >What Relief Agencies Should Know About the Educational Rights of Children Displaced
   by Disasters
 >What School District Administrators Should Know About the Educational Rights of
   Children Displaced by Disasters

 (2) *Connecting Schools and Displaced Students Handbook Series* https://nche.ed.gov/pr/dis_hb.php
 This handbook series explains how the McKinney-Vento Homeless Assistance Act
 applies to students displaced by disaster and how the Act can assist these students and
 their families. Each handbook in the series targets information to either parents of
 displaced children, relief agencies, or educators.
 >After the Storm: Information for Parents on How Schools Can Help After Disasters (A
   Handbook for Parents)
 >Disaster Relief Agencies and Schools: Working Together to Ensure School Enrollment
   and Success* (A Handbook for Local Liaisons and State Coordinators)
 >From the School Office to the Classroom: Strategies for Enrolling and Supporting
   Students Experiencing Homelessness (A Handbook for Local Liaisons, Enrollment Staff,
   and District Administrators)
 >School as a Safety Net: Connecting Displaced Children With Educational and Support
   Services (A Handbook for Relief Agency Staff and Volunteers)

>For resources for planning and responding to a crisis, see the Center's Quick Find on
   Crisis Prevention and Response http://smhp.psych.ucla.edu/qf/p2107_01.htm

There's never time to
plan things right.

True, but there's always time
to do things wrong!

Updates on transforming student & learning supports

Call to Action: End the Marginalization! It's Time for Direct Action!

Now is the time for everyone concerned about ending the marginalization of student and learning supports to act. Be a voice for
>ending the marginalization of student and learning supports
>developing a unified, comprehensive, & equitable system of student/learning supports.

Consider the following:
• Participate at decision making and planning tables focused on school improvement so you can clarify the need to
>expand from a two to a three-component policy framework
>unify student/learning supports
>develop the unified component into a comprehensive and equitable system
• Advocate the system changes to those shaping school improvement policy (e.g., principals, superintendents, mayors, governors, assocaitions/organizations, unions, guilds, business and philanthropic leaders).
• Encourage groups recommending changes in education policy for addressing barriers to learning and teaching to stop generating initiatives that further fragment, marginalize, and result in counterproductive competition for sparse resources.
• Communicate directly with policy makers about the need to end the marginalization of student and learning supports and expand from a two to a three-component policy framework for school improvement in ESSA planning and implementation
• Focus the attention of governors, mayors, superintendents, principals, and other leaders on the need to help schools unify and develop a comprehensive system of student and learning supports.
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For strategic action steps, see ***Call to Action*** – http://smhp.psych.ucla.edu/whatsnew/call.htm

If you want us to send information to anyone, just let us know. At a minimum, let us know your thoughts about direct action to elevate student and learning supports in policy as a nonmarginalized and unified system. That will help us in mobilizing others.

For information about the *National Initiative to Transform Student and Learning Supports*, see http://smhp.psych.ucla.edu/newinitiative.html

And send your ideas and any information about what you see happening to Ltaylor@ucla.edu or to adelman@psych.ucla.edu

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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

Comments and sharing from the field

(1) About our disaster response resources:
>"I am using your wonderful resources to provide tips for schools to meet the needs of students and families once school starts in Houston."
>"I would like to request your permission to post any of your articles on our Lone Start State School Counselor website."
>"Thank you for always sending these resources to us! I appreciate all the time (over the many years) and energy you give to help support educators like me across the nation!"

(2) "I am writing a book chapter in *Behavioral and mental health care policy and practice: A biopsychosocial perspective.* My book chapter is specifically on adolescent mental health and as a recommendation for the future, I build upon your Interconnected Systems for Meeting the Needs of All Children. I am requesting your permission to reprint your graphic as it is extremely well done and incredibly comprehensive."

(3) Feedback on September 6 School Practitioner – "I support all the suggestions about how to re-engage disconnected students as expressed in the September 6 Community of Practice. I particularly valued the 7th grade science teacher saying that relationship building is the most important part of working with students. But in the teacher's comments as well as in the comments of other contributors, there was one important factor left out on how to re-engage the disconnected students. That factor is the 'authenticity' factor. This is where the teacher shares with the student, in a private conversation, judgment-free feedback about what he or she has observed about the student in the classroom ('I've noticed that you often have a blank look on your face and that you sometimes talk to other students when they are trying to pay attention to the lesson.') Assessing the cause of such behavior is less important than providing a building block to get the student to take charge of his or her own behavior. In addition, the teacher can share his or her frustration and goal ('I'm at a loss to figure out how to help you and I really want to keep you in my class because I think you have the power to change, contribute and learn.') Coming up with a mutually agreed upon plan to help the student can often be stimulated by saying to the student, 'I've worked with students who seem disengaged before and some take longer than others to get back into learning mode. How long do you think it will take you to get into learning mode? And what would help speed up that process or what will slow it down?'"

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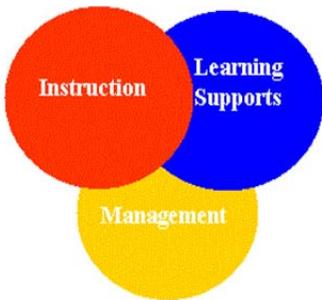
*Information is online about the

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

Also see
**>Transforming Student and Learning Supports:
Developing a Unified, Comprehensive, and Equitable System**
https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.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