

Students & Schools: Moving Forward*

January, 2019 (Vol. 23 #4) – 33 Years & Counting

What's Here

Quick Links to Resources from Across the Country

A special focus on
Re-engaging students & Addressing Attendance Problems

Transforming student/learning supports
Making it Happen!

Comments, requests, information, questions from the field
and more

***Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.**



We encourage you to forward this to others.
If this has been forwarded and you want to receive it directly,
contact: Ltaylor@ucla.edu



Quick Links to Resources from Across the Country

A few relevant special reports and journal publications

- > *With a little help from my friends – the importance of peer relationships for social-emotional development* – https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2018/rwjf450248
- > *Revenues and expenditures for public K-12 education* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019301>
- > *Business engagement to promote healthy communities through child and family well-being* – <http://nam.edu/business-engagement-to-promote-healthy-communities-through-child-and-family-well-being/>
- > *Psychosocial factors in children and youth with special health care needs and their families* – <http://pediatrics.aappublications.org/content/early/2018/12/13/peds.2018-3171>
- > *Listen to them! The challenge of capturing the true voice of young people within early intervention and prevention models: A youth work perspective.* (2019). M. Healy & L. Rodriguez. *Children and Youth Services Review*, 96, 27–33. <https://www.sciencedirect.com/journal/children-and-youth-services-review/vol/96/suppl/C>
- > *Promoting positive parenting for families in poverty: New directions for improved reach and engagement* (2018). D. Lakind & M. Atkins. *Children and Youth Services Review* 89, 34-43. <https://www.sciencedirect.com/science/article/pii/S0190740917310484>

- >Blueprints for Healthy Youth Development, *Blueprints Programs Quarterly eNewsletter*
<https://www.blueprintsprograms.org/newsletter>
- >Barriers to school-based parent involvement while living in public housing: A mother's perspective (2018). S. Lechuga-Peña & D. Brisson. *The Qualitative Report*, 23, 1176-1187.
<https://nsuworks.nova.edu/tqr/vol23/iss5/11/>
- >The relationship of school climate with out-of-school suspensions (2018). F. Huang & D. Cornell. *Children and Youth Services Review*, 94, 378-389.
<https://www.sciencedirect.com/science/article/pii/S0190740918300185?via%3Dihub>

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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If we don't stand up for children, then we don't stand for much.

Marian Wright Edelman

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A Special Focus on

Re-engaging Students & Addressing Attendance Problems

Real pathology as the cause of student disengagement at school is relatively rare. Factors away from school can be barriers, but often there are common school-related reasons. These include:

- not experiencing sufficient success in learning, so the student gives up
- not having a good relationship with the teacher, so the student reacts/resists
- not having connected with a supportive group of friends, so the student feels isolated/alienated.

To enhance understanding about the motivational bases for student disengagement and what to do about it, see our most recent syntheses in

>*Addressing Barriers to Learning: In the Classroom and Schoolwide – Chapter 5. Classroom Behavior Management: It's Not Just About Controlling Kids; It's About Engaging and Re-engaging Them in Learning.*

This resource can be freely accessed at http://smhp.psych.ucla.edu/improving_school_improvement.html

Building a strong, positive relationship with difficult students is a challenge. Looking for the strengths, building on their competence, and re-establishing relationships of mutual respect is best achieved when student support staff and teachers work as a team. Support staff often have the opportunity to get to know these students and can take the lead in helping others see what is "special" in a student who hasn't yet made good connections with teachers, school staff, peers. (For many students there is nothing as important in school as their relations with other students: Who's in and who's out? Who is my friend? Who likes me and who do I like? Students who haven't found a supportive group of friends feel isolated/alienated.)

While the initial focus may be on a particular student, it is valuable to think more generally about that student as one of a type who experiences learning or relationship problems and

think about school changes that can ameliorate problems. In this respect, consider how the school is promoting social and emotional development. There are programs and curriculum designed for this important area of development, but every day there also are many natural opportunities to enhance students' positive relations with each other, in class, during breaks, before and after school, during lunch, at student activities, in the community. Some students need just a bit more help in connecting with other students in a positive way. Teachers working with student and learning supports staff can create a range of opportunities both inside the classroom, schoolwide, and in the neighborhood to address these concerns.

All this has major implications for improving attendance – see

>*School Attendance: Focusing on Engagement and Re-engagement*

<http://smhp.psych.ucla.edu/pdfdocs/schoolattend.pdf>

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Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting. Ivan Illich

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Why do you think we'll do better at school this year?



Because I heard that Congress passed a law that says every student will succeed!

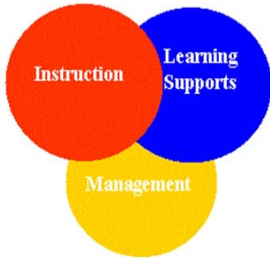
>Calls for grant proposals & presentations
<http://smhp.psych.ucla.edu/upcall.htm>

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

Transforming Student and Learning Supports

Making it Happen!

Over the last two decades, work on transforming student and learning supports has blossomed across the country. Changes being discussed include (a) a fundamental shift in school improvement policy, (b) development of a unified, comprehensive, and equitable system of intervention, (c) reworking of operational infrastructure, and (d) strategic implementation that accounts for replication to scale and sustainability. See National Initiative <http://smhp.psych.ucla.edu/newinitiative.htm>



Resources for making it happen can be freely accessed from the Center's system change toolkit, which is a constant work-in-progress. It offers materials, tools, specific guides, and other resources as aids and to deepen learning about the substance and processes of the work to be done. We have grouped the tools in an order that roughly approximates moving from creating readiness, through initial implementation, to sustaining and scaling-up. Browse the tool kit at

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Let Us Know:

- (1) About any presentations on this topic*
- (2) 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

Moving Forward or Moving Backward?

Recent legislation certifying Behavioral Specialists was the focus in one of December's School Practitioner Community of Practice.

Questions raised included:

- >Are policy makers overspecializing special assistance?*
- >Who is qualified to provide special assistance?*

See <http://smhp.psych.ucla.edu/practitioner.htm>

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Creating a village that raises its children occurs when a civic group of community assets identifies the local learning capital and institutes a process that connects youth to that capital. John McKnight

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News from around the country related to addressing barriers

More Than a Quarter of Schools Could Be Flagged as in Need of Improvement Under ESSA, States are beginning to release their lists of schools that need extra help and there's a particular group of schools that experts are watching closely: Additional Targeted Schools. It could end up describing anywhere from 30 to 70 percent of schools. [edweek.org](http://blogs.edweek.org/edweek/campaign-k-12/2018/12/essa-schools-improvement-target-additional-subgroups.html)
<http://blogs.edweek.org/edweek/campaign-k-12/2018/12/essa-schools-improvement-target-additional-subgroups.html>

'The Single Biggest Risk Factor in Getting Expelled Is Being a Preschooler' . Preschoolers are eight times, on average, more likely to get kicked out. States are starting to notice and intervene. (Governing)

http://www.governing.com/topics/education/gov-california-preschool-discipline-expulsion-suspension.html?utm_source=newsletter&utm_medium=email&utm_campaign=cb_bureau_colorado

See also *Suspension and Expulsion* a related Education Commission of the States Resource: <https://www.ecs.org/suspension-and-expulsion/>

Federal Commission on School Safety Releases Resource Guide. After months of research, visiting successful programs around the nation, and receiving testimony from experts and concerned citizens, today the Federal Commission on School Safety (Commission) released a 177-page report detailing 93 best practices and policy recommendations for improving safety at schools across the country. Utilizing the information gathered, the Commission report offers a holistic approach to improving school safety, ranging from supporting the social and emotional well-being of students to enhancing physical building security. Acknowledging there can be no one-size-fits-all solution to this complex problem, the final report serves as a resource guide for families, educators, law enforcement officers, health professionals, and elected leaders to use as they consider the best ways to prevent, mitigate, and recover from acts of violence in schools. The recommendations are based on efforts that are already working in states and local communities.

https://www2.ed.gov/documents/school-safety/school-safety-report.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

School-Based Counselors Help Kids Cope With Fallout From Drug Addiction. In Massachusetts a growing number of schools are hiring treatment counselors to work with teachers and their students whose families are battling addiction. The counselors work at the schools but are employed by a provider of addiction services. In October, Congress authorized \$50 million a year for the next five years to fund mental health services to help school districts treat students who have experienced trauma due to the opioid epidemic. And an increasing number of school districts across the country are starting not only to screen and treat at-risk kids for opioid addiction, but also access mental health counseling specifically for students whose families and communities are consumed by opioid abuse. The counselors are also there to support the teachers, who must navigate how to educate kids whose families are consumed by addiction. An increasing number of students are living in foster care or have moved in with other family members because their parents are dead, in jail, or struggling with active addiction.

<https://www.npr.org/sections/health-shots/2018/12/05/665307551/school-based-counselors-help-kids-cope-with-fall-out-from-drug-addiction>

Omaha group proposes regional career center for area schools. Some Omaha business, labor and education leaders are trying to persuade school districts to pool resources into a regional center where high school students from across the metro area could learn technical and career skills. The goal is to provide access to more classes so that students could get a head-start on college, a skill certification or a steady job right out of high school. Pooling resources could help school districts afford more expensive equipment and avoid duplication. The group envisions a half-day program where juniors and seniors could still get a traditional high school experience. Students would be able to choose from 24 career paths, including health sciences and nursing, engineering, transportation, culinary and construction. Local businesses could provide equipment, internships and other opportunities, such as job-shadowing. <http://www.omaha.com>

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While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children. Haim Ginott

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Comments and sharing from the field

We were asked to share the following:

(1) “Cyberbullying is a growing problem for students, affecting around a third of middle and high school students according to a 2016 survey. In response to this significant problem, my team collaborated with two experts to create a new, up-to-the-minute guide called 'Cyberbullying in School: Prevention and Support'. You can see our guide here: <https://www.accreditedschoolsonline.org/resources/cyberbullying-prevention-and-support/>

(2) Please share this Op-Ed on arming teachers <https://theglobepost.com/2018/12/21/arming-teachers-schools/>

We received the following responses to our discussion of *School-Community Collaboration: What's Going Wrong?*

(1) “When we studied how and why collaboration broke down, we discovered that too many people and organizations assume they and others know what defines collaboration. Further, we found a common notion that collaboration is a fixed point in time or a particular project outcome. One way of summarizing this is ‘Collaboration is a precise feature of a fuzzy concept.’ To address this, we use Himmelman’s Collaboration Continuum concept as a teaching tool before the collaboration process begins and we use the Collaboration Continuum as a teaching tool to restart struggling collaboration efforts. Understanding that people are not necessarily at the same stage on the Collaboration Continuum at same time helps people evaluate and adjust their participation, communications, and expectations. Keep the good information coming. We all need it.

Interesting research:

>*School climate is associated with cortical thickness and executive function in children and adolescents* <https://www.ncbi.nlm.nih.gov/pubmed/30156357>

>*Effective school leaders need to focus on school climate*
<https://www.k12insight.com/trusted/principals-school-climate/>

(From a state department of education Deputy Superintendent of Policy and External Affairs)

(2) “Regarding your recent writing on "Managing Behavior in the School." My interest was on the stance on a police presence. You included two resources more than 20 years old about police, and I know some literature of contemporary interest and nature is available and more is needed. Today, there is the reality of ‘first responders’ being attuned to the behaviors of all school children and how they may interact with those who are exhibiting difficult behaviors. I taught for many years in an inner-city Philadelphia high school, and we had police assigned to our school, and several male and female behavior assistants (maintaining law and order) in a most difficult era in the 1970's & 80's. You would agree that there is a different ball game today, and an acute look at the realities in various geographic locations and school configurations is required.”

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