



## A Resource for Information, Sharing, and Interchange

July, 2017 (Vol. 21 #10) – 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.*



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



**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
- \*July: A good time to focus on strengthening ways to address barriers to learning and teaching
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- \*Access links about:
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  - >Training and job opportunities
- \*A few recent publications relevant to
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  - >Child, adolescent, and young adults' mental and physical health
- \*Updates on transforming student/learning supports
- \*Comments, requests, information, questions from the field

## Helpful resources accessible from the internet

- > *Need a quick wake-up call about how school improvement policy and practice continues to marginalize efforts to address barriers to learning and teaching?* See *Education Week's* analysis of 17 ESSA plans submitted to the U.S. Department of Education for approval – [http://blogs.edweek.org/edweek/campaign-k-12/2017/06/ESSA\\_struggling\\_schools\\_fix\\_state\\_plans.html?r=1409705668&\\_ga=2.51711264.824537108.1497467403-73097259.1459180298](http://blogs.edweek.org/edweek/campaign-k-12/2017/06/ESSA_struggling_schools_fix_state_plans.html?r=1409705668&_ga=2.51711264.824537108.1497467403-73097259.1459180298)
- > *Future of Children: Social Emotional Learning* – <http://www.futureofchildren.org/news/social-and-emotional-learning>
- > *Conditions of Education 2017* – <https://nces.ed.gov/programs/coe/>
- > *Indicators of School Crime and Safety: 2016* (May 2017) – <https://nces.ed.gov/pubs2017/2017064.pdf>
- > *Family Resilience and Traumatic Stress: A Guide for Mental Health Providers* – [http://www.nctsn.org/sites/default/files/assets/pdfs/family\\_resilience\\_and\\_traumatic\\_stress.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/family_resilience_and_traumatic_stress.pdf)
- > *Mental Health of Transgender Youth: The Role of Family, School, and Community in Promoting Resilience* – <http://www.extension.umn.edu/family/about/docs/mhtg-youth.pdf>
- > *K-12 Toolkit for Mental Health Promotion and Suicide Prevention* – <http://www.heardalliance.org/help-toolkit/>
- > *New Individuals with Disabilities Education Act (IDEA) Website* – <https://sites.ed.gov/idea/?src=pr>
- > *Chronic Absenteeism: A key indicator of student success* – <http://www.ecs.org/chronic-absenteeism-a-key-indicator-of-student-success/>
- > *Behavioral Health Barometer* – <https://store.samhsa.gov/product/SMA17-BAROUS-16>
- > *Equity in Education: Key Questions to Consider* – <http://www.ecs.org/equity-in-education-key-questions-to-consider/>
- > *Effective Teacher Professional Development* – [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf)
- > *State Requirements for School Personnel Suicide Prevention Training: Where Do We Go from Here?* – <https://link.springer.com/article/10.1007%2Fs40894-017-0057-0>
- > *Performance Assessment: Fostering the Learning of Teachers and Students* – <http://vue.annenberginstitute.org/issues/46>

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*Do the best you can until you know better.  
Then when you know better, do better.*

Maya Angelou

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**An optimist thinks this is the  
best of all possible worlds.**



**A pessimist fears that this is true!**

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

### **July: A good time to focus on strengthening ways to address barriers to learning and teaching**

Over a school year, it is hard to find enough time to stop, think, and plan better ways of doing things. Summertime allows staff who work year round to further develop student/learning supports into a more effective system for addressing factors that continue to interfere with equity of opportunity for student success at school and beyond.

The aim is to set a process into motion that can lead to development of a system that is unified, comprehensive, and equitable (increasing referred to across the country as a learning supports component). Planning and developing such a component can end fragmented approaches and eliminate competition for resources and end the marginalization of student support staff.

#### ***Start by establishing a Learning Supports Leadership Team.***

A Learning Support Leadership Team is a mechanism that focuses specifically on improving and enhancing the way student and learning support resources are used. This includes analyzing how existing resources are deployed and clarifying how they can be unified and developing into a comprehensive and equitable system. The focus involves the community with a view to weaving together human and financial resources from public and private sectors.

The team's work encompasses the following functions:

- >Aggregating data across students and from teachers to analyze needs by schools
- >Mapping resources at school and in the community
- >Analyzing resources & formulating priorities for system development
- >Recommending how resources should be deployed and redeployed
- >Coordinating and integrating school resources & connecting with community resources
- >Planning and facilitating ways to strengthen and develop new programs and systems
- >Developing strategies for enhancing resources
- >Establishing work groups as needed
- >Social marketing of a learning supports component

For more details on such a system development mechanism, see

- >*What is a Learning Supports Leadership Team?* <http://smhp.psych.ucla.edu/pdfdocs/resource>

Note: It is important to integrate this team with the infrastructure mechanisms focused on improving instruction and management/governance and to incorporate the focus into planning for professional development for teachers, student/learning supports personnel, and administrators.

- Teachers need to learn more about how to address barrier to learning and to work with others in doing so
- Support staff need to learn more about how to work with teachers and other staff (and to do so in classrooms as much as is feasible), as well as learning how to work more productively with district and community resources to enhance practices for prevention and for responding quickly when common problems arise
- Administrators need to learn more about leading the way by expanding policy, enhancing operational infrastructure, and redeploying resources to ensure development of a comprehensive system of learning supports for addressing barriers to learning, development, and teaching

For tools and aids for this work, see the Toolkit –

- <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>
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*For tens of millions of children, a trusted teacher is  
the most consistent, nurturing adult in their lives.*

Elias Vlanton

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## Relevant news from around the country

**Summer food service at the library.** MidPointe Middletown, OH, is a site for the Summer Food Service Program. The Summer Food Service Program (SFSP) is possible by the partnership between the United States Department of Agriculture and the Ohio Department of Education and provides meals to anyone 18 years old and younger throughout the Summer. The sponsor is Window Arts Enrichment, which is a non-profit organization based out of Cincinnati. This program is another way to connect school and community and to see what the Library has to offer during Summer, and beyond. 6/7/17 <http://www.midpointelibrary.org/blogpost.aspx?ID=100093>

**Being a student immigrant takes heavy mental toll.** Mental health is generating more and more discussion in Maine schools. Studies report MH concerns are of particular importance related to refugee and immigrant students, who have often experienced trauma, both in their home countries and as they resettle in a new culture. Advocates say many of these families aren't accustomed to identifying MH problems or knowing where to seek help for them. A project designed to bring these students together and help them talk about issues is proving successful. Because the program is limited at schools, schools endeavor to connect with other organizations and try to get more specialized, one-on-one care. So far, these interventions appear to be working, as measured by improved grades and fewer behavioral problems for these students. 6/13/17 <http://bangordailynews.com/2017/06/13/news/state/being-a-student-immigrant-takes-a-heavy-mental-toll-maine-schools-are-trying-to-help/>

**Calls for beefed up apprenticeship programs.** President Trump says he wants every high school in America to offer apprenticeship opportunities and hands-on learning. He described his push to get private companies and universities to pair up and pay the cost of such arrangements. The White House said the idea is to train workers for particular jobs that employers say they can't fill. There are shortages in agriculture, manufacturing, information technology and health care. Participants in some apprentice programs get on-the-job training while going to school, sometimes with companies footing the bill. Apprenticeships are few and far between. Of the 146 million jobs in the United States, about 0.35 percent, or slightly more than a half-million, were filled by active apprentices in 2016. 6/13/17 <http://www.pressherald.com/2017/06/13/trump-pushes-beefed-up-apprenticeship-system/>

**More school districts sharing superintendents to save on expenses.** The number of Iowa school districts that share superintendents more than tripled over the past decade as more small, rural districts, in particular looked to save money. The number of full-time superintendents in Iowa whose work and salary was shared by multiple school districts has increased from 16 during the 2007-08 school year to 52 this year, according to state Department of Education. The biggest driver in the spike in shared superintendents is the state incentive program, created in 2007, that adds state funding to districts that share administrative personnel. The program provides additional funding by counting extra students for each administrative position a district shares, up to 21 students. 6/5/17 <http://www.thegazette.com/subject/news/education/k-12-education/more-iowa-school-districts-sharing-superintendents-to-save-on-expenses-20170604>

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*The more any quantitative social indicator is used for social decision making, the more subject it will be to corruption pressures, and the more apt it will be to distort and corrupt the social processes it is intended to monitor.*

Campbell's Law

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## **UCLA Center resources update**

*In response to the continued marginalization of efforts to address barriers to learning and teaching, we have developed the following two major resources.*

(Note: The first is being provided free for a period of time.)

**>Addressing Barriers to Learning: In the Classroom and Schoolwide**

Access at no cost from the Center's homepage – <http://smhp.psych.ucla.edu/>

**>Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System** (just published by Cognella) –

<https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

Also recently featured are the following aids which can be freely accessed from our toolkit (<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>) or can be accessed directly as noted below:

>What Is a Unified and Comprehensive System of Learning Supports?

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

>Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching

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

>What is a Comprehensive Approach to Student Supports?

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

>It's Good that Some Students Did Well this Year; Now Let's Enable All Students to Succeed at School

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

>What are Learning Supports?

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

>School Improvement? . . . fully addressing barriers to learning and teaching is the next step!

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

**Articles in the quarterly ejournal:** <http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer17.pdf>

>Escaping Old Ideas to More Effectively Address Barriers to Learning and Teaching

>Re-engaging Students in Classroom Instruction

>Making Motivation a Primary Focus

>The Challenge of Ensuring Equity of Opportunity

**Discussed as part of the Weekly School Practitioner Community of Practice Listserv – see** <http://smhp.psych.ucla.edu/practitioner.htm>

>How to help large numbers of struggling students?

>What supports are provided to vulnerable youth after high school?

**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.

## **On the Center's Homepage (<http://smhp.psych.ucla.edu>) Access Links About:**

>Upcoming initiatives, conferences & workshops

>Calls for grant proposals, presentations, and papers

>Training and job opportunities

>Upcoming and archived webcasts and other professional development opportunities

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*Technology alone isn't the solution. Sometimes it's even part of the problem...  
I'm worried about people thinking like computers without values or compassion.*  
Tim Cook

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### **A few recent publications relevant to:**

#### **School, Family & Community**

- >How school climate relates to chronic absence: A multi-level latent profile analysis. K. Van Eck, S. Johnsona , A. Bettencourt, S. Johnson (2017). *Journal of School Psychology*, 61, 89–102. <http://dx.doi.org/10.1016/j.jsp.2016.10.001>
- >Fostering student interest development: An engagement intervention. A. Abbott (2017). *Middle School Journal*, 48, 34-45. <http://dx.doi.org/10.1080/00940771.2017.1297666>
- >*Self-determination theory: Basic psychological needs in motivation, development, and wellness.* R. Ryan & E. Deci (2017). New York: Guilford Press.

#### **Policy, systems, law, ethics, finances & statistics**

- >Racial/ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. T. Konold, D. Cornell. K. Shukla, F. Huang (2017). *Journal of Youth and Adolescence*, 46, 1289-1303. <https://link.springer.com/article/10.1007/s10964-016-0576-1>
- >Toward a research agenda: Building character strengths in school settings. A. Sokatch. (2017). *Journal of Youth and Adolescence*, 46, 1238–1239. <https://link.springer.com/article/10.1007/s10964-017-0657-9>
- >State P-20 councils and collaboration between K-12 and higher education. J. Rippner (2017). *Educational Policy*, 31, 3–38. <http://journals.sagepub.com/doi/pdf/10.1177/0895904814558008>

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

- >Theoretical and empirical bases of character development in adolescence: A view of the issues. S. Seider, E. Jayawickreme, R. Lerner (2017). *Journal of Youth and Adolescence*, 46, 1149–1152. <https://link.springer.com/journal/10964/46/6/page/1>
- >Making a difference with at-risk students: The benefits of a mentoring program in middle school. S. Lindt & C. Blair (2017). *Middle School Journal* 48, 34-39. <http://www.tandfonline.com/doi/full/10.1080/00940771.2017.1243919>

**Note FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. [Http://www.safetylit.org](http://www.safetylit.org)



*With all the budget problems,  
we have to do everything  
on a shoestring.*

*Are you saying you  
still have a shoestring?*





## An update on transforming student/learning supports

*School boards are critical stakeholders in moving forward to transform student/learning supports into a unified, comprehensive, and equitable system of learning supports.*

Below are some comment on this from colleagues around the country:

>*From a district in GA* – "School boards can be 'brought along' by the Superintendent demonstrating the system.... For example, organizing the meeting agendas into the 3 components, placing a graphic organizer in poster form on the walls of the Board Room that have the goals in the 3 components and either the 'spokes' or a chart of the six areas and the learning supports in each of them."

>*From a district in CA* – "We are lucky to have a school board that is easy to access and we can have discussions. Some of our school board members have an interest in [frameworks for] "Addressing Barriers to Learning." Because of this, it is important to provide them information on the three component model, range of learners, systems of support, the six content arenas, etc. If decision makers have an understanding of the theory around the organizational structure of managing site and district supports, they will have an easier time supporting and building policies that support this work. I'm a big believer in developing relationships with both administration and the school board, in order to have discussions and share ideas about this work."

>*From a state department perspective in IA* – "A good way to approach a school board to discuss policy is to first educate members about the academic benefits that an organized system of learning supports can provide. I'm sure that many of your on-line resources could be used to provide basic information. I would follow that information with a status of the learning supports available in the district and how effective they've been (or not been) using data. Then, I would follow with specific recommendations for policies that could help increase their effectiveness and how these policies or practices could support student achievement/performance. These policies could include standards for hiring as well as expectations for how existing staff can utilize and support the efforts that exist.

When board members care and understand the connections between learning supports and academic performance, they will likely be supportive. In fact, board members may find creative ways to support efforts that didn't occur to learning supports staff. They just need information, understanding of the science behind learning supports and the opportunity to make positive change."

Note: Our School Practitioner Community of Practice for 7/5/17 will feature resources and a broad range of strategies for mobilizing school boards to take leadership in enhancing a unified and comprehensive system of learning supports. <http://smhp.psych.ucla.edu/practitioner.htm>

**If you have strategies you can share for working with school boards to advance efforts to transform student/learning supports, let us know. Contact: [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

***Easy changes seldom are enough to meet complex needs.***

## Comments and sharing from the field

Thanks to all who sent in helpful suggestions about how best to get our free resources into the hands of more folks who can make a difference in the lives to children and youth. We will be incorporating many suggestions as we move forward.

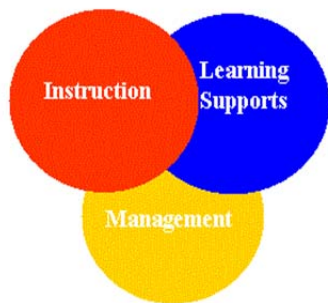
In addition to the suggestions, we received encouraging comments such as the following:

- (1) "I received the ENEWS and forwarded it to my staff. I suggested they subscribe if they wanted more. As a student services director, I found this to be a great resource."
- (2) "We have a Children's Policy Council that is chaired by our Family Court Judge. I have forwarded your information to her so that she can send it out to our 70 plus member team of educators/community stakeholders within our community. I use your resource all the time and believe it can help others!"
- (3) "We love your emails and valuable resources. We appreciate that it comes to us by email."
- (4) "I am a school counselor and I think your resources are amazing. The book you sent was really great and I forwarded it to all my co-counselors as well as teachers and staff. The newsletter and information is great too. I like the way the new changes have been done already it helps to streamline and reads better."
- (5) "I teach graduate school and always share your site with my students. When I teach a course on child advocacy, your book is required reading."
- (6) "Keep up your great work! So helpful. Thanks so much for reaching out to our community."
- (7) "Great resources!!!! Thanks for sharing!!! I'm using the Barriers book with my Social-Emotional learning stakeholders group as a resource for their discussion."

### We were asked to share the following:

"The CA State Dept of Education sent out AB2246 Youth Suicide Prevention Policy mandate to all School District Superintendents throughout Ca. The link to the K-12 Toolkit for Mental Health Promotion and Suicide Prevention to help implement this policy is found at: <http://www.heardalliance.org/help-toolkit/> If you have any questions, please feel free to contact me. Linda Lenoir RN, BSN, MSN, CNS

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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](mailto:ltaylor@ucla.edu)

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***If you had three apples and four oranges in one hand  
and four apples and three oranges in the other hand,  
what would you have?***



***Very large hands!***

### **THIS IS THE END OF THIS ISSUE OF ENEWS**

Who are we? The *national Center for MH in Schools & Student/Learning Supports*; we are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor. Our origins as an established entity date back to 1986.

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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

**Send info to share with others or requests for assistance to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**