

Students & Schools: Moving Forward*

June, 2019 (Vol. 23 #9) – 33 Years & Counting

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Quick Links to Resources from Across the Country

A special focus on

>Using Summer to Help Students Avoid Falling Behind

>The Continuing Trend to Overspecialize Special Assistance

About transforming student/learning supports

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



For more on resources from our national Center, see <http://smhp.psych.ucla.edu>

Quick Links to Resources from Across the Country

A few relevant resources, reports, and journal publications

>Center to Improve Social and Emotional Learning and School Safety <https://selcenter.wested.org/>

>Authentic Youth Civic Engagement <https://www.nlc.org/program-initiative/authentic-youth-civic-engagement>

>Special Education: Varied State Criteria May Contribute to Differences in Percentages of Children Served <https://www.gao.gov/products/GAO-19-348>

>Early adolescents' adjustment at school: A fresh look at grade and gender differences (2019). N. Brass, S. McKellar, E. North, & A. Ryan. *Journal of Early Adolescence*, 39, 689–716. <https://journals.sagepub.com/doi/abs/10.1177/0272431618791291>

>Positive emotions, learning behavior and teacher support in self-directed learning during adolescence: Do age and gender matter? (2019). S. Schweder & D. Raufelder. *Journal of Adolescence*, 73, 73-84. <https://www.sciencedirect.com/science/article/pii/S0140197119300703>

>Loneliness, social anxiety, and depressive symptoms in adolescence: Examining their distinctiveness (2019). S. Danneel, P. Bijttebier, M. Bastin, et al. *Journal of Child and Family Studies*, 28, 1326–1336. <https://link.springer.com/article/10.1007/s10826-019-01354-3>

>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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It always seems impossible until it is done. Nelson Mandela

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A special focus on –

>Using Summer to Help Students Avoid Falling Behind

*Research has shown that student's skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses. Rand Report**

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.

Summer provide many opportunities for relevant and active learning that both counters summer learning loss and provides enriched learning. If classroom programs are available, summer is a good time to emphasize problem based and discovery learning, special projects, and involvement in classroom, school-wide, or community service. As appropriate students may be involved in "internships" or a range of service learning experiences. (Service learning involves students in identifying a real community need, ties the community work with academic goals, encourages the students to reflect on and evaluate their learning, and strengthens the relationship between community and school <http://smhp.psych.ucla.edu/pdfdocs/service.pdf> .)

For a range of examples of what schools and their communities provide for summer in addition to summer school, see

>Enhancing Summer Learning <http://smhp.psych.ucla.edu/pdfdocs/sumlearn.pdf>

Besides examples of programs currently in play across the country, this resource highlights mechanisms that locales use to organize social and human capital in addressing the concern, such as collaboratives that help pull together community/school resources into a potent program (e.g., the resources of libraries, parks, schools, malls, community centers, youth groups, community-based and service organizations, businesses, etc.).

For more, see our online clearinghouse Quick Find on

>Expanded Learning Opportunities <http://smhp.psych.ucla.edu/qf/afterschool.htm>

Provides links to other resources from our Center and from others

(**Making Summer Count: How Summer Programs Can Boost Children's Learning* – <http://www.rand.org/pubs/monographs/MG1120.html>)

Did you miss the following discussions?

These were explored in April as Part of the Weekly School Practitioner Community of Practice.

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

- Teaching about mental health; being sensitive to feelings that arise
- Summer Learning
- When good research becomes an oversimplified trend: The author of "growth mindset" says education has misused the concept
- How are schools helping students who don't make it to graduation?
- Helping Parents Deal with the "tween" years

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I spent a lot of time doing outreach to families where kids were chronically absent. Sometimes kids were sick. I suspect there may be other health illness issues with young children. Sometimes there are children taking care of younger children. Family members depend on them.... There's nothing like human contact with the family to figure out what their barrier is.

Tony Thurmond, CA State Superintendent of Public Instruction

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>The Continuing Trend to Overspecialize Special Assistance

On July 10, 2018, Hawai'i passed a law regulating the practice of behavior analysis (https://www.capitol.hawaii.gov/session2018/bills/GM1314_.pdf). While focused on special education (i.e., autism), it raises a variety of concerns. For example: Such legislation may accelerate the trend toward overpathologizing student behavior problems and overspecializing practices for addressing the problems. The legislation states:

teachers are encouraged to continue to employ general classroom management techniques in classroom management plans, modifications of content, process, and product. However, a licensed behavior analyst or a licensed psychologist is required to conduct functional behavior assessments and to design and oversee applied behavior analysis services when what the classroom teacher is doing is not resulting in increased learning or improved behavior and the student's behavior impedes their learning or the learning of others. Teachers are not permitted to independently conduct functional behavior assessments, or to design, develop, or independently oversee applied behavior analysis services.

Of immediate concern is that such legislation colludes with the notion that the only practitioners who are seen as capable of, and thus allowed to, deal with students manifested severe behaviors are licensed or certified professionals specially trained to offer behavioral interventions. It also reifies specific practices (i.e., Functional Behavioral Assessment and ABA).

And in the long-run, as history demonstrates, too often such special education policies and practices lead to inappropriate and unnecessary applications to students manifesting common behavior, learning, and emotional problems.

Our Center sees this as a critical issue for school improvement.

Let's hear what you have to say. Send comments to Ltaylor@ucla.edu

For more on this, see the December 12, 2018 School Practitioner Community of Practice <http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner>

And for a range of resources related to this matter, see: *National Initiative for Transforming Student and Learning Supports*
<http://smhp.psych.ucla.edu/newinitiative.html>

About Transforming Student and Learning Supports



As you may have noted, we are contacting legislators (mainly Education Committee members) in every state about moving school improvement policy from a two to a three component framework to end the ineffective way schools address barriers to learning and teaching. The message and resources we are sending are reproduced in the boxed material online at <http://smhp.psych.ucla.edu/newinitiative.html>

Here an example the type of responses we are receiving:

Thanks for sending this. I'm on our education committee (and have been a life-long education entrepreneur). Could we set up a call to talk more about your work? I'm starting to get together a list of bills I want to work on over the summer to be introduced at the start of our next session in January 2020.

Others asked for how they could help. For example, from the Minority Whip in a state Assembly:
Thank you for your e-mail. Please let me know if I can assist you in any way.

For those indicating an interest, we are pursuing phone calls and/or sending the following message:

“Thanks for your response and offer of assistance.

Our hope is that relevant legislative committees will consider how to play a role in ending the marginalization ts to address barriers to learning and teaching that permeates current school improvement policy.

- (1) As you know, our view is that a critical step, at this time, would be for state legislation that reframes school improvement from a two to a three component approach. (As indicated, the need is for a policy that makes efforts to address barriers to learning and teaching a primary component of school improvement that is treated as essential and fully integrated with the instructional and management/governance components.)
- (2) Short of that, we think the legislature could hold hearings on the policy and practice marginalization of efforts to address barriers to learning and teaching since it is one of the major deterrents to enhancing equity of opportunity for student success.
- (3) Minimally, we are hoping that concerned legislators will please share what we sent with members of the State and local Boards of Education, Chief State School Officers, and anyone else who should be discussing the matter.

We are ready to help with any of the above and look forward to opportunities to work with you.”

Let Us Know:

- (1) About any state legislators you think we should contact**
- (2) About efforts you know about focused on transforming student/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/learning supports, we can help. Send all info to ltaylor@ucla.edu

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My kids have overcome some tremendous odds and been through some traumatic, horrific circumstances, yet they still triumph, they still have dreams.... Helping kids channel all that energy and dreams into something positive to where they can see an outcome and a result, that is what I love most about teaching.

Rodney Robinson, 2019 National Teacher of the Year

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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>

News from around the country related to addressing barriers

Release of "13 Reasons Why" associated with increase in youth suicide rates. The Netflix show "13 Reasons Why" was associated with a 28.9% increase in suicide rates among U.S. youth ages 10-17 in the month (April 2017) following the shows release.... The number of deaths by suicide recorded in April 2017 was greater than the number seen in any single month during the five-year period examined by the researchers. When researchers analyzed the data by sex, they found the increase in the suicide rate was primarily driven by significant increases in suicide in young males.... The findings of this study add to a growing body of information suggesting that youth may be particularly sensitive to the way suicide is portrayed in popular entertainment and in the media..." <https://www.nih.gov/news-events/news-releases/release-13-reasons-why-associated-increase-youth-suicide-rates>

Governor brings back children's cabinet. Maine's governor is bringing back the state's children's cabinet in hopes of reducing youth drop-out, recidivism and incarceration rates. Gov. Mills says ... that she wants to focus on helping Maine children succeed in school, enter the workforce and live healthy lives. The Children's Cabinet dates back to 1996 and last met in 2010. The Children's Cabinet was formed of the Commissioners of the Departments of Health and Human Services, Education, Labor, Public Safety, and Corrections, in addition to the Governor's office and various staff. <https://apnews.com/60903229536f4334b3956e3810ccaec2>

Education Accelerated by Service and Technology Program in AR. EAST, which stands for education accelerated by service and technology, allows students to do projects that benefit their community. An EAST classroom is equipped with the latest technology, from cameras and computers to software for things such as 3-D animation and computer-aided design. <https://www.apnews.com/c0de5f3320aa4db6a3c2e0066bc8c3ed>

Districts Swamped by Cost of Hard-Fought Teacher Contracts. Amid the teacher strikes and activism that roiled the nation last fall, school districts in California, Colorado, and Washington signed labor contracts they now say they cannot afford. In order to avoid budget deficits as a result of negotiated increases in teacher salaries and overall school spending, administrators in districts as large as Los Angeles and as small as Puyallup, Wash., say they will have to lay off hundreds of teachers and central office staff, increase class sizes, shutter after-school programs. <https://www.edweek.org/ew/articles/2019/05/01/districts-swamped-by-cost-of-hard-fought-teacher.html>

District announces layoffs. The Sacramento City Unified School District will eliminate a total of 178 certificated positions. Among those who will be laid off include the district's only visual and performing arts coordinator and its only Gifted and Talented Education coordinator, and its Advanced Placement coordinator. The district is up against a \$35 million budget deficit and expects to run out of cash by November. Some layoffs among classified employees in the district have already been made. The certificated layoffs were first announced less than a week after a court-appointed arbitrator ruled in favor of the Sacramento City Teachers Association in a disagreement over a pay increase brokered in November 2017. <https://www.sacbee.com/news/local/education/article230238729.html>

Girls outpace boys on national technology and engineering exam. Newly released scores on NAEP's 2018 Technology and Engineering Literacy (TEL) exam, which is administered every four years, found that America's eighth-graders scored overall two points higher than they did in 2014, and that girls outpaced boys.... According to the new results, female eighth-graders in 2018 not only scored higher than their male peers overall but also scored higher than their male peers in more content areas and practices compared with 2014. Girls did better than boys in 2014, too, by three percentage points, but in 2018, the difference widened to five percentage points.
https://www.washingtonpost.com/education/2019/05/01/girls-outpace-boys-national-technology-engineering-exam/?utm_term=.2c84e4967be8

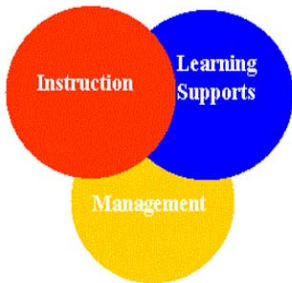
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Always take your job seriously, never yourself. David Brooks

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Comments and sharing from the field

- (1) “I have been following your research on moving school improvement from a two component to three component approach. I would like to learn more and talk about ways to collaborate to share the strengths of this approach to shifting school improvement strategy to address the needs of the whole child and adults that are stakeholders in the process.”
- (2) And, we were pleased to hear from folks that the Center’s resources are being helpful. (From a superintendent: “I will certainly take a look at your new book. I have been using the Center’s materials since I left the Safe Schools, Health Students Action Center in Washington. Thanks again for your work!” Re. the school practitioner community of practice 5/8/19 discussion of mental health education in schools: “This is awesome information. I have forwarded to all my folks in the County for Child Welfare and Attendance. I am grateful for your resources.” In response to the 5/15/19 school practitioner: “Your articles are always an excellent source of resources to go to.”)



*Information is online about the

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

Also online are two free books

Improving School Improvement

http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide

http://smhp.psych.ucla.edu/improving_school_improvement.html

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