

School Practitioner Community of Practice
(A network for sharing & exchange)
May 23, 2018

"I never thought it would happen here," said Tyler Turner (a student at Santa Fe High School in Texas)

GRIEVE WE WILL, ACT WE MUST!

See the discussions in the 4/18 and 5/9 School Practitioners' exchanges. <http://smhp.psych.ucla.edu/practitioner.htm>

Some Resource Updates From the Field

Links are provided to the following:

- (1) *Social determinants and high school graduation*
- (2) *Theory, programs, and research on school-based family support*
- (3) *School engagement, disengagement, learning supports and school climate*
- (4) *Bringing mental health to schools: A curriculum resource for grades 8-10*
- (5) *Adolescent Health: Think, Act, Grow® (TAG) Successful Strategies*

Topical Exchange:

>How can schools provide more help to challenged students?

Invitation to Listserv Participants to Share Perspectives

Learning from Others:

- >Places moving toward a comprehensive system of learning supports*
- >About Looking for Solutions to School Shootings*

Note: Go to <http://smhp.psych.ucla> for links to other resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

**This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA**

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Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

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Some Resource Updates From the Field:

- > *Social determinants and high school graduation* – <https://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2017/01/13/social-determinants-and-graduation>
- > *Theory, programs, and research on school-based family support* – [https://depts.washington.edu/pbhjp/downloads/projectsD/Family_Support_ProgramD/Pullmann%20Wiggins%20%20Bruns%20\(2011\)%20Family%20Support%20Literature%20Review%209%2030%2011.pdf](https://depts.washington.edu/pbhjp/downloads/projectsD/Family_Support_ProgramD/Pullmann%20Wiggins%20%20Bruns%20(2011)%20Family%20Support%20Literature%20Review%209%2030%2011.pdf)
- > *School engagement, disengagement, learning supports and school climate* – <https://youth.gov/shared-resources/school-engagement-disengagement-learning-supports-school-climate>
- > *Bringing mental health to schools: A curriculum resource for grades 8-10* (online course) – <http://ets.educ.ubc.ca/curriculum-development-and-support/special-projects/mental-health-course/>
- > *Adolescent Health: Think, Act, Grow® (TAG) Successful Strategies* – As part of its national call to action, the Office of Adolescent Health in the U.S. Department of Health and Human Services has identified a number of successful strategies for improving adolescent health throughout the country. Access at <https://www.hhs.gov/ash/oah/tag/in-action>

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Topical Exchange:

> **How can student support staff provide more help to the most challenged students?**

"I was searching for information on how other school districts are utilizing student support staff in addressing students with behavioral problems. Our district is asking all the school social workers, psychologists and counselors for ways we can more effectively support our most challenged students. In searching the web I came across your resources on how student support staff roles are changing. You have great information that is very pertinent to our daily roles as student support staff."

Center Comments: We were pleased to see in the U.S. Department of Education's OSHS PREVENTION NEWS DIGEST-Vol. 14, No. 9 an announcement about a webinar on *Building a Comprehensive System of Student Supports*. The accompanying blurb states:

When rethinking discipline, schools and districts often implement a range of strategies and interventions, including, for example, updating codes of conduct, implementing multi-tiered system of supports, social emotional learning, and restorative practices. To efficiently implement the strategies and interventions, as well as ensure students, especially those at risk for involvement in the juvenile justice system, do not fall between the cracks, schools and districts are increasingly working to create a comprehensive system of student supports that integrates policies and practices.

As this school year ends, it is important to take the time to think of what the local schools/districts can do to build a unified, comprehensive, and equitable system of learning supports.

We know that schools and districts already feel they have too many demands and not enough time or resources to focus on this. But consider Winnie Pooh's dilemma. As Milne describes it:

"Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he know, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it."

The opportunities and challenges stemming from ESSA make this a critical time for taking steps forward in unifying and then developing a unified, comprehensive, and equitable system of learning supports.

Getting Started

Get clear about the nature and scope of a unified, comprehensive, and equitable system of learning supports. See, for example, how the state of Alabama envisions such a system.

<http://web.alsde.edu/general/ALDOEDesignDocument.pdf>

Also see their findings:

http://dropoutprevention.org/wp-content/uploads/2017/11/Alabama_DOE_LS_Compndium_11-17-Solutions-Resource.pdf

Establish a leadership mechanism for the process. Currently, many schools do not have an administrator and leadership team that has responsibility for mapping existing efforts, analyzing how well resources are being used to meet needs, and planning how to develop a system that improves such efforts. Example of key mechanisms designed for these purposes can be found at

http://smhp.psych.ucla.edu/pdfdocs/report/resource_oriented_teams.pdf

Build on but don't be limited by current thinking. For example, see

>*Moving Beyond the Three Tier Intervention Pyramid Toward a Comprehensive Framework for Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf>

For Aids and Tools

Use the Center's System Change Toolkit – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Examples of what's there:

>*Mapping and analyzing learning supports* –

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

>*Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff* – <http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>

>*What is a Learning Supports Leadership Team?* –

<http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf>

>*What is a Comprehensive Approach to Student Supports?* –

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

>*Standards & Quality Indicators for an Enabling or Learning Supports Component* –

<http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf>

Call to Action -- See <http://smhp.psych.ucla.edu/whatsnew/call.htm>

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Invitation to Listserv Participants to Share Perspectives

Now it's your turn!

What can you share about how local schools are planning to improve how they support every students to succeed?

Send your responses to Ltaylor@ucla.edu

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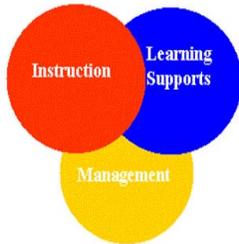
Learning from Others:

>About Improving systems of student/learning supports: *Places moving toward a comprehensive system of learning supports*

The following provide examples of how places around the country are starting to move toward a comprehensive system of learning supports.

- >>Gainesville (GA) City Schools Learning Supports – <http://www.gcssk12.net/learning-supports.html>
- >>>Case Study – <http://teacher.scholastic.com/products/face/pdf/my-books/gacasestudy2013.pdf>
- >>>Brochure – <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/gainesvillebroch.pdf>
- >>Implementing The Florida Standards: Role of Student Services Personnel Action Brief – http://sss.usf.edu/resources/format/pdf/FL_Standards_StudentServices.pdf
- >>Central Rivers AEA Learning Supports – <https://www.centralriversaea.org/curriculum/learning-supports/>
- >>Cedar Rapids Community School District Learning Supports – <http://www.cr.k12.ia.us/departments-services/learning-supports/>
- >>Grant Parish (LA) Comprehensive Learning Supports System – <http://gpsbtech.ipower.com/cls.htm>

From our perspective, this is an important time for schools to avoid adding yet one more special initiative; the need is to embed the many concerns about addressing barriers to teaching and learning and re-engaging disconnected students into a transformed system of learning supports.



***For information about the National Initiative for Transforming Student and Learning Supports go to <http://smhp.psych.ucla.edu/newinitiative.html>**

Just published:

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

>About Looking for Solutions to School Shootings

Excerpt from “**Looking at youth risk factors to guide policy change**”

What causes mass shootings or other violent incidents. Is it relaxed gun laws? A culture of violence? Lack of mental health resources? What about violent movies and video games? For extreme violence, such as any type of homicide, there are always multiple risk factors in play. There is no one cause; there is no one solution. There are numerous personal risk factors that can be identified in youth such as gender, age, aggression in early childhood, personality and emotional regulation, and obsession with weapons and death. 3/24/18

<http://www.amestrib.com/news/20180324/isu-professors-look-to-use-youth-violence-risk-factors-to-guide-policy-change>

If you missed the following, you can access them and more from the Center's homepage –

<http://smhp.psych.ucla.edu>

>The quarterly *ejournal* for Spring 2018.

Contents:

>Time for Straight Talk about Mental Health Services and MH in Schools

>Improving School Climate Starts with Understanding that it's an Emerging Quality

>Hot Topics & Hot Issues

>The May *ENEWS*' discussion of: *End-of-the-Year Celebrations at All Levels:*

Hope, Congratulations, Safe Exuberance

>The new free book: *Addressing Barriers to Learning: In the Classroom & Schoolwide*

>Also online is the recent report: *ESSA and Addressing Barriers to Learning and Teaching: Is there Movement toward Transforming Student/Learning Supports?*

<http://smhp.psych.ucla.edu/pdfdocs/2018%20report.pdf>

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the *Net Exchange*

on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>

and on *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)