

School Practitioner Community of Practice

(A network for sharing & exchange)

June 13, 2018

Some Resource Updates From the Field

Announcing a new book from Adelman & Taylor:

Improving School Improvement

In keeping with our efforts to make resources free and accessible, this new resource has been placed online at

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

This practitioner provides links to the following resources:

- (1) Association between Adolescent School Climate and Perceived Quality of Life***
- (2) Career/Education Plans and Student Engagement in Secondary School***
- (3) Youth Participatory Action Research in the High School Curriculum: Education Outcomes for Student Participants in a District-Wide Initiative***
- (4) Strategies for supporting immigrant students and families: Guidelines for school personnel***

Topical Exchange:

>Effectiveness of school support staff compared to community providers

Learning from Others:

>Student perceptions of their connectedness to teachers

Invitation to Listserv Participants to Share Perspectives

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

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>

Some Resource Updates From the Field:

New book from Adelman & Taylor:

Improving School Improvement

In keeping with our efforts to make resources free and accessible, this new volume has been placed online at

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

Here is what the work uniquely brings to policy and planning tables:

- (1) An expanded framework for school improvement - We highlight that moving from a two to a three component policy and practice framework is essential for closing the opportunity and achievement gaps. (That is, expanding from focusing primarily on instruction and management/government concerns by establishing a third primary component to improve how schools address barriers to learning and teaching.)
- (2) An emphasis on integrating a deep understanding of motivation - We underscore that concerns about engagement, management of behavior, school climate, equity of opportunity, and student outcomes require an up-to-date grasp of motivation and especially intrinsic motivation.
- (3) Clarification of the nature and scope of personalized teaching - We define personalization as the process of matching learner motivation and capabilities and stress that it is the learner's perception that determines whether the match is a good one.
- (4) A reframing of remediation and special education - We formulate these processes as personalized special assistance that is applied in and out of classrooms and practiced in a sequential and hierarchical manner.
- (5) A prototype for transforming student and learning supports - We provide a framework for a unified, comprehensive, and equitable system designed to address barriers to learning and teaching and re-engage disconnected students and families.
- (6) A reworking of the leadership structure for whole school improvement -- We outline how the operational infrastructure can and must be realigned in keeping with a three component school improvement framework.
- (7) A systemic approach to enhancing school-community collaboration - We delineate a leadership role for schools in outreaching to communities in order to work on shared concerns through a formal collaborative operational infrastructure that enables weaving together resources to advance the work.
- (8) An expanded framework for school accountability - We reframe school accountability to ensure a balanced approach that accounts for a shift to a three component school improvement policy.
- (9) Guidance for substantive, scalable, and sustainable systemic changes - We frame mechanisms and discuss lessons learned related to facilitating fundamental systemic changes and replicating and sustaining them across a district.

Previously put online as a free resource:

Addressing Barriers to Learning: In the Classroom and Schoolwide --

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

Please let others know about the availability of these free volumes.

Links to Recent Resources from the field:

- (1) *Association between Adolescent School Climate and Perceived Quality of Life*
<https://link.springer.com/article/10.1007/s12187-017-9521-4>
- (2) *Career/Education Plans and Student Engagement in Secondary School*
<https://www.journals.uchicago.edu/doi/abs/10.1086/695608>
- (3) *Youth Participatory Action Research in the High School Curriculum: Education Outcomes for Student Participants in a District-Wide Initiative*
<https://www.tandfonline.com/doi/abs/10.1080/19345747.2018.1431345>
- (4) *Strategies for supporting immigrant students and families: Guidelines for school personnel*
<http://www.dropoutprevention.org/wp-content/uploads/2017/10/supporting-immigrant-students-and-families-2017-10.pdf>

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Topical Exchange:

>Effectiveness of school support staff compared to community providers

From a Colleague: “I am interested in learning about the effectiveness of school counselors, and how data from these providers compare to data from health care options outside of the schooling system.”

Center response: The question seems straightforward but may suggest that one group of professionals is more effective than the other. And a broader perspective first asks: *How effective are student and learning supports in addressing the needs of all students experiencing barriers to learning and teaching?*

Currently, supports to students are provided by a range of school personnel (e.g., counselors, psychologists, social workers), co-located community providers (e.g., staff of school based health centers), and through referrals to community providers.

Available analyses make it evident that too few students are receiving the supports they need to succeed at school, and the current approach to addressing factors that are interfering with their success is not well conceived. See, for example, our recent book on *Addressing Barriers to Learning: In the Classroom and Schoolwide* – available at this time as a free resource at <http://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf>.

For a discussion specifically related to student support staff, see *Framing New Directions for School Counselors, Psychologists, & Social Workers*
<http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf>

Taking the question as stated, note that good process and outcome studies are sparse.

Here are a couple of recent reports:

>*What Adolescents Seeking Help Teach us About a School -Based Counseling Service*
<https://link.springer.com/article/10.1007/s10560-017-0503-7>

Abstract: Adolescents are reluctant to seek help, especially those at psychopathological risk. School may represent the ideal setting to intercept teens in trouble by reducing some barriers to help-seeking behavior; despite this, some obstacles remain difficult to overcome. The present study, involving a large sample (N = 2235) of secondary school students, aims to investigate the effectiveness of a counseling service as part of a multifaceted school-based prevention program. The counseling service is assessed by comparing students who asked for help with their peers in terms of their psychosocial characteristics, risk profiles and

perceptions of the strategies that professionals adopt in order to reduce the barriers to individual counseling. Our findings reveal the capacity of individual counseling to serve the most vulnerable adolescents, with the exception of students who might be at risk of school drop-out. The effectiveness of the program implementation theory and the strength of particular strategies used to reduce barriers are discussed.

>And from RAND -- *Interventions to Improve Student Mental Health*
https://www.rand.org/content/dam/rand/pubs/technical_reports/2012/RAND_TR1319.pdf

Excerpt: "...Given the high prevalence of mental health disorders among children and adolescents, schools have developed programs to meet students' mental health needs. These student mental health (SMH) programs can range from universal to highly targeted. Universal programs are designed to increase awareness of and sensitivity to mental health issues in students -for example, by supporting students coping with stress and encouraging student help -seeking behaviors. The more -targeted programs are designed to provide staff or faculty skills to identify and respond to specific mental health issues or populations (e.g., suicide prevention, substance use). Evaluating the diverse array of SMH programs is critical to improving their effectiveness. ..."

>For more on evaluating effectiveness of student support staff,

>>from the American School Counselor Association, see *Empirical Studies on the Value of School Counseling* –
<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>

>>from the National Association of School Psychologists, see *Evaluating School Psychological Services* –
<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-iv-evaluating-school-psychological-services-utilizing-the-nasp-practice-model/part-2-systems-level-evaluating-school-psychological-services-delivery-programs>

>>from the School Social Work Association of America, see *National Evaluation Framework for School Social Work Practice* –
<https://www.sswaa.org/copy-of-school-social-worker-evalua-1>

>For more on the topic of staffing student/learning supports, see the Center's online clearinghouse Quick Find page on the topic. It provides links to resources from our Center and others – <http://smhp.psych.ucla.edu/qf/staffingsupp.htm>

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Invitation to Listserv Participants to Share Perspectives

Now it's your turn!

What can you share about evidence on effectiveness of student/learning supports that can be provided to those making budget decision?

Send your responses to Ltaylor@ucla.edu

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Learning from others:

>Student perceptions of their connectedness to teachers

From "She calls me by my last name: Exploring Adolescent Perceptions of Positive Teacher/Student Relationships" 2018 *Journal of Adolescent Research*
<http://journals.sagepub.com/doi/pdf/10.1177/0743558416684958>

Excerpt:

"...Our findings emphasize the importance of the student perspective and that capitalizing on positive teacher student relationships during adolescence can be a powerful way to promote positive youth development...."

Adolescents' perceptions of their school-learning environment (e.g., quality of relationships with teachers) predicted not only their achievement (i.e., grade point average [GPA]) but also their motivation and emotional functioning even after controlling for prior adjustment measures (e.g., poor academic motivation, delinquency) and demographic factors. Consistent with these findings ... students who perceive teachers as caring, supportive, and invested in their learning were more likely to report ongoing engagement in school and more positive reactions to school-related challenges, which in turn were associated with higher attendance and test scores. ...

(From interviews with 13-17 year olds)

[About] Teachers noticing

>“In class when she calls me by my last name. It just makes me feel accepted, that she notices me a lot. And so, yeah, those types of things make me feel especially close to her.”

>“If she seen that I was upset . . . she wouldn't harass me or make me talk about it. She'd leave me be if I said I didn't want to talk about it.”

[About] Teacher Investment

>“If I ask her a question she'll really make sure I understand it before letting me go and trying to do it on my own and that's just really nice because some teachers will be like, “Okay do you have it now?” or “Okay here's the answer go see if you can do it” but she'll be like, “Okay do you actually know or do you have any more questions?”

>“He always has something—some good advice to give you about whatever problems you have. And if he doesn't then he'll point you to someone who does.”

>“I feel like if anything ever happens, I can go to see him outside of class, and I know he'll always take a minute from what he's doing and talk to me in private about whatever it is.”

>“He doesn't treat us like little kids. He treats us like peers, he'll have discussions with us, and it won't be like he's talking down to us. He's talking at the same level.”

>“It is nice going into his class because he promotes a good vibe, you could walk-in sleepy [but] once you get in there you just feel happy, awake, and ready to learn and improve.”

Research has found that when teachers make efforts to form a personal connection with a student, they can dramatically enhance student motivation in school and emotional functioning outside of school....

Based on the characteristics of positive teacher student relationships that our adolescent participants identified, we argue that schools must create opportunities for teachers and students to interact more meaningfully. This effort should include providing a space and time for teachers to connect with their students to engage in interactions such as “free” and “same-level” conversations—both school and non-school related—in order to learn about their students' academic and social-emotional dispositions, backgrounds, interests, and goals. Indeed, the more teachers understand the adolescents they work with, the more likely they are to focus on students' growth and possibilities. This process includes helping teachers implement classroom-friendly activities that can readily show increases in student engagement....”

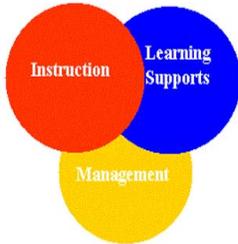
Why do you say you're wasting your time by going to school?

Well, I can't read or write – and they won't let me talk!



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>

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 June ENEWS' discussion of: Using the Summer to do More to Keep Students from Falling Behind*

>*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/>)