School Practitioner Community of Practice
(A network for sharing & exchange)
(1/13/21)

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(Scroll down to read about the above and for hotlinks to resources)

Note: Go to http://smhp.psych.ucla.edu/ for links to other Center resources.

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

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).

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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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For discussion and interchange:

>*How might schools respond to the violence at the U.S. Capitol?*

Last Thursday we sent out a special edition of the community of practice *Practitioner* focusing on *Schools Responding to the Violence at the U.S. Capitol: A Time to Help, a Time to Model, and a Time to Teach*. It is available at http://smhp.psych.ucla.edu/pdfdocs/1-7-21.pdf .

And here's a sample of a few readily accessible resources from various sources

>*Helping Kids Understand the Riots at the Capitol*
https://childmind.org/blog/helping-kids-understand-the-riots-at-the-capitol/?utm_source=newsletter&utm_medium=email&utm_content=Helping%20Kids%20Understand%20the%20Riots%20at%20the%20Capitol&utm_campaign=The-Scaffolding-Effect

>*Facing History and Ourselves created a Teaching Idea: Responding to Insurrection at the U.S. Capitol with strategies to support educators and students*.
https://www.facinghistory.org/educator-resources/current-events/responding-insurrection-us-capitol

>*Three ways to teach the insurrection at the U.S. Capitol* from PBS News Hour Extra includes video, text, and discussion questions.
https://www.pbs.org/newshour/extra/daily-videos/classroom-resource-insurrection-at-the-u-s-capitol/

>*Share My Lesson* from AFT has curated video clips and lesson plans to help facilitate meaningful discussions with students and communities about the attempt of a mob to infiltrate the capital and impede election certification in Washington, DC, and to put a focus on how crucial the foundations of democracy are to the preservation of a functionalgovernment
https://sharemylesson.com/democracy?fbclid=IwAR241sShKhX0VGTsGBqXZVHJjmb1iZL2WO3poZXWF8CcfzJYtEE3JQ0lPZo

For discussion and interchange:

>How are schools planning to meet the needs of special education students?

Request from the Field:

"Special education students have not been getting the services they need .... We would especially like to know:

- How should school districts that have been closed or those that have been at less than full capacity plan to help students with disabilities who only received remote services or partial remote/partial in person catch up?
- How should they plan to support children who might have become newly disabled during this period or who may have needed to be evaluated and begin services and have yet to receive those?"

Center Comments:

Such reasonable questions! But the reality is that special education has a long-history of doing a less than satisfactory job, and the pandemic has only exacerbated the situation and will make it even harder to improve the situation.

As you know, the most basic problem probably has been poor funding (although it certainly isn't the only problem). While a bill will be introduced once again in Congress to fully fund special education, it is unlikely to pass. And with district general funds tightening, the most fundamental concern is where will the added supports come from to help catch students up.

Catch-up plans undoubtedly will be put in place, but implementing them is a matter of how the available resources are redeployed. That is why we are calling for districts to (a) resist the temptation to focus on student and learning support personnel as a primary group in making decisions about reductions in force and (b) start a process to transform the framework for how available personnel work with all teachers while continuing to meet the mandates of IDEA.

We find that as we ask districts about their plans, we need to ask questions that will clarify how likely the plans will be implemented (e.g., capacity questions, such as funds and qualified personnel allocated to provide additional supports for catching students up and to meet ongoing mandates). Also, we always try to assess if any are taking steps to move in new directions. If not, we think that whatever they are planning will only maintain what is a very unsatisfactory state of affairs.

And, of course, it can be anticipated that the immediate future will continue to reflect the inequities schools in poor neighborhoods have long experienced. So we hope you will gather data that allows you to compare the context for special education students (i.e., schools serving different SES populations).

For a broad perspective on school efforts to address students experiencing problems, see

>*Revisiting Learning & Behavior Problems: Moving Schools Forward*
http://smhp.psych.ucla.edu/pdfdocs/contedu/revisitinglearning.pdf

Listserv Participants: What can you share about what is in place or planned to address these matters? Send the information for sharing to Ltaylor@ucla.edu

Request from the Field:

>What's being done to reach youth and connect them with needed services?

"I am working at a non-profit with AmeriCorps. I am helping develop the health services department and one of the big things that I want to tackle is how we as a community resource can help assist our schools. In a normal year, getting uninsured youth to see doctors or help getting insurance would be our priority. But because of the pandemic, we are still struggling to reach the youth population. We can't help them if we can't reach them. Most of the low-income families don't have access to the resources to connect with us online, and our office is closed to the public because of the pandemic. I really want to start working with our local schools and to be a community support system for the students. We work with a lot of the youth and their families already, but I want to target more toward mental health resources."

Center comments:

The problem first is to find the youngsters and then to connect with them in ways that fit who they are and their current circumstances. The COVID pandemic has made this a growing matter of concern for schools and for those who want to collaborate with them. As a school social worker reported to us recently,

"We are doing home visits, workplace visits, apartment giveaways, communicating with apartment management, peer finding groups, food drives, drive-by meetings, open forum discussions like BLM to get interested kids talking, communicating with new schools to make sure kids land somewhere, etc."

Our Center has put together a resource aid that will be sent out to folks later this week. In it we highlight a series of steps and tasks to guide finding and *reengaging* students who went missing during the COVID pandemic.

Note: We always stress that reengagement of youngsters and there families is a critical facet of connecting and maintaining contact with youth and their families. (See discussion at http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf and http://smhp.psych.ucla.edu/pdfdocs/familyengage.pdf)

In addition to working with schools, agencies outreach to make contact and connect with youngsters through messages from "youth influencers" in the community. Even with the pandemic, such folks remain a conduit for sharing information about mental health resources.

And, of course, social media platforms are being widely used to engage students in exchanges. (See: *A Student's Proposal for Using an Online Chat Room to Facilitate Student Discussion* http://smhp.psych.ucla.edu/pdfdocs/chat.pdf)

As to mental health services, telemental health is not only helping increase availability and access, it may be more attractive to some youngsters – albeit not for everybody. (See the Center's Quick Find on *Technology as an Intervention Tool* http://smhp.psych.ucla.edu/qf/techschool.htm)

We sent the request from the field to a couple of colleagues; they suggest:

(1) Do a mapping of what other agencies in the area are doing

"Doing this kind of resource mapping should provide you with a pretty good understanding of the territory, a list of potential partners, a list of people/agencies who might not like your intrusion into their 'turf' (and might work against you), and a huge file of names/phone numbers/email addresses you can use when you need to ask for help. It's always OK to ask for help, particularly when branching out into a new territory."

(2) Identify "natural helpers"

> "Job titles often do not adequately reveal the capabilities of the employee. A music teacher at the elementary school could be a very accomplished "natural helper" from a mental health standpoint. The local newspaper featured a short piece on how school district bus drivers were helping to reach students who couldn't participate in Zoom meetings. They know where the students who have housing live. Then they partnered with a local NGO that provides mutual aid to the houseless to find out where are the other kids living today. Then they load up the busses with books, materials, assignments, lunches, notes of encouragement, whatever seems to be needed, and drive them out to the students."

Listserv Participants: What is being done in your locale to outreach to support students and their families? Let us know, send to ltaylor@ucla.edu

>Links to a few other relevant shared resources

How to talk to your kids about the chaos at the Capitol
https://www.nationalgeographic.com/family/2021/01/talking-to-your-kids-about-chaos/

https://www.npr.org/sections/congress-electoral-college-tally-live-updates/2021/01/07/954415771/how-to-talk-to-kids-about-the-riots-at-the-u-s-capitol

Talking to Kids in Times of Tragedy
https://www.onoursleeves.org/find-help/tools-for-you/talking-to-kids-in-times-of-tragedy

The Bill of Rights Institute has created a playlist of resources considering principles, processes, and examples of constitutionally guided transitions of power.
https://billofrightsinstitute.org/playlists/peacefultransitions?fbclid=IwAR2QMvLg9a5-sYk7K-xpGM4-zqcQ2yXH0j0PKCDm7Ghlx9wCPRC3DUvPCFU

The Social Studies Chat Network hosted a special discussion where educators crowdsourced resources for classroom use.
https://docs.google.com/spreadsheets/d/e/2PACX-1vRf2ZYyesxg8kYbFkyQizyTe8QfhLwu631GTLL52y1SHV6dMOh5bSaP0kM0lFcEQGtXk0WS9GpHrLJR/pubhtml?fbclid=IwAR18cLubOXxHugqPHsyjx6hLkDQFT-NPj5spctXhVMHCgKqhx6HM4SoxzdI

Telemental Health and Web-based Applications in Children and Adolescents
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3010757/

Research in child and adolescent telemental health
https://pubmed.ncbi.nlm.nih.gov/21092919/

Practice guidelines for telemental health for children and adolescents
https://www.cdphp.com/-/media/files/providers/behavioral-health/hedis-toolkit-and-bh-guidelines/practice-guidelines-telemental-health.pdf?la=en

Help Children Learn at Home (from CDC)
https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/learning.html#:~:text=%20Help%20Children%20Learn%20at%20Home%20%201,The%20transition%20to%20being%20at%20home...%20More%20

Refocus on the SEL Roadmapactions for a Successful Second Semester
https://casel.org/wp-content/uploads/2021/01/Refocus-on-SEL-Roadmap-CASEL.pdf

Modifying an IEP or 504 for Distance or Hybrid Learning
https://childmind.org/article/modifying-an-iep-or-504-for-distance-or-hybrid-learning/?utm_source=newsletter&utm_medium=email&utm_content=Modifying%20an%20IEP%20or%20504%20for%20Distance%20or%20Hybrid%20Learning&utm_campaign=Public-Ed-Newsletter

Questions That Parents of English Language Learners Should Ask Schools
https://childmind.org/article/questions-that-parents-of-english-language-learners-should-ask-schools-this-fall/?utm_source=newsletter&utm_medium=email&utm_content=Questions%20That%20Parents%20of%20English%20Language%20Learners%20Should%20Ask%20Schools&utm_campaign=Public-Ed-Newsletter

Coping After a Natural Disaster https://www.cdc.gov/disasters/teens.html

Longhi, D., Brown, M., and Fromm Reed, S. (Dec 31, 2020). Community-Wide Resilience Mitigates Adverse Childhood Experiences on Adult and Youth Health, School/Work, and Problem Behaviors. *American Psychologist, 2*(999),12/31/2020. doi: 10.1037/amp0000773

A Few New Information Resources from the Center at UCLA

Examples of MTSS in Practice
   http://smhp.psych.ucla.edu/pdfdocs/mtssexamples.pdf

Students Diagnosed with ADHD: Gender Differences and Misdiagnoses
   http://smhp.psych.ucla.edu/pdfdocs/adhddiag.pdf

Neglect Experienced by Children of Substance Abusing Parents: Implications for Schools
   http://smhp.psych.ucla.edu/pdfdocs/neglect.pdf

LGBTQ+ Students: Family Reactions and School Support
   http://smhp.psych.ucla.edu/pdfdocs/lgbtqfamility.pdf

Impact of the COVID-19 Pandemic on Low-Income College Students
http://smhp.psych.ucla.edu/pdfdocs/lowincome.pdf

A Few Upcoming Webinars

1/14 – Learning in a pandemic
1/14 – Facilitate Courageous Conversations in Anti-racist Organizations
1/21 – Basic Requirements of the McKinney-Vento Act
1/27 – McKinney-Vento School Selection Rights
2/9 – Educating your Child with Mental Health Needs: Special Education
2/10 – Mental Health Awareness
2/10 – Transforming Your Leadership And Those You Lead
2/11 – How Parents Can Effectively Communicate with the IEP Team
2/16 – Build a Positive School Culture via a Student Leadership Team
2/16 – Stakeholder and Family Engagement
2/23 – Beyond Equity - the Lens Through Which We Lead
2/23 – The Resiliency Journey

How Learning Happens (Edutopia's updated series of videos explores how educators can guide all
   students, regardless of their developmental starting points, to become productive and engaged
   learners.
      https://www.edutopia.org/how-learning-happens
 Webinar recording: Unpacking the Impacts of Structural Racism on Youth
         https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fe
         a9&e=b6757fd9d7
   For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
                  http://smhp.psych.ucla.edu/webcast.htm

I failed every subject but algebra.

That's not too surprising since you didn't take algebra.

"The National Day of Service will celebrate and honor the spirit of Dr. Martin Luther King Jr. on January 18, 2021. The National Day of Service is an opportunity for all Americans to unite and serve at a time when the global pandemic calls on all of us to work together and support our communities. No matter where you are, you have an opportunity to give back and the agency to do so. Most volunteer activities only require an hour or two of your time, and all events will be virtual or socially distanced, in accordance with CDC protocol."
https://bideninaugural.org/day-of-service

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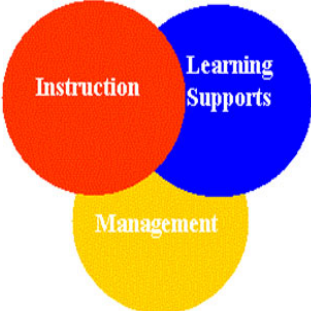
*For i*nformation about the
National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

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Invitation to Listserv Participants:
Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.
Send to Ltaylor@ucla.edu

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/)