School Practitioner Community of Practice
(A network for sharing & exchange)
January 15, 2020

Topics for discussion –

>Hate Crimes

>Cyberbullying

Resource Request

>Related to youth of color adopted by white families

FYI – Evidence focus for federal agencies

Links to a few other relevant resources & other topics of concern

Note: Go to http://smhp.psych.ucla **for links to other Center 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 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).

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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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Topic for Discussion –

>Hate Crimes

With growing concern about the rise in hate crimes, the focus on Martin Luther King's day provides a good opportunity for discussion about the problem. It certainly is time to reflect on his commitment to nonviolence and peace. Here are some quotes from his speeches that can be used as a stimulus for discussion:

We adopt the means of nonviolence because our end is a community at peace with itself. We will try to persuade with our words, but if our words fail, we will try to persuade with our acts.

I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits.

Courage is an inner resolution to go forward despite obstacles; Cowardice is submissive surrender to circumstances. Courage breeds creativity; Cowardice represses fear and is mastered by it. Cowardice asks the question, is it safe? Expediency asks the question, is it politic? Vanity asks the question, is it popular? But conscience asks the question, is it right? And there comes a time when we must take a position that is neither safe, nor politic, nor popular, but one must take it because it is right.

Topic for Discussion –

>Cyberbullying

We received a request for resources that address cyberbullying by parents and school officials. This seems like a topic worth discussion by those on this listserv. The following are some excerpts from resources shared in response to the request and that can be used as stimuli for discussion.

Note: While most of the resources on cyberbullying focus on students bullied by peers, a few resources do explore cyberbullying of teachers. There are also guidelines related to adult victims of cyberbullying. Understanding the problem is a good starting place. Then, it is time to discuss "advice" usually given to students and adults about how to protect themselves from cyberbullying.

(1) From: *Teachers Can Be Bullied Too: My Story & How I Stopped the Bullies*
https://study.com/blog/teachers-can-be-bullied-too-my-story-how-i-stopped-the-bullies.html

"...My own experience with cyberbullying came during a year of turmoil in our school. ... it was one of those years where new programs, standards, and new grading scales are rolled out.... Unfortunately, we also had a group of parents who had created their own Facebook page to talk about our school and programs. Many teachers I knew were on the page, never commenting of course, but just to see what was being said. However, unhappy with the school's changes, those parents started to use that page as a forum to bully myself and other teachers. Suddenly, we found ourselves splashed across it names and all. A couple of students struggled on a test? They called out teachers, claiming we weren't teaching and all our kids were failing. None of us were immune to their rants, and some of us who had unwisely 'friended' the parents on Facebook were even being tagged in posts so they appeared in our feeds. It was a firestorm - and it went on for months.

To survive, the first step I took was to ignore it as we were encouraged strongly to do by our school district. Regardless of what anyone around me said was posted, I stopped visiting the page and reading what was being said. I just kept reminding myself that it was untrue, our administrators knew that, and that was a major step in defeating the bullying. I and many teachers I worked with unchecked our 'like' of their page, so we didn't see it pop on our social media accounts. Some teachers I knew left Facebook altogether, while others like me went through the process of unfriending, and in some cases blocking, certain parents to avoid being tagged. Unfortunately, nothing they said was considered 'bad' enough to get Facebook to intervene. Our administrators, however, took up our defense and after several meetings over a six month period managed to bring the worst of cyberbullying to an end. It was not easy, and it took the support of our school to help end it...."

(2) *When the teacher is the bully* https://www.greatschools.org/gk/articles/when-the-teacher-is-the-bully/

"...Amid mounting data that bullying is on the rise, there's a glaring absence of statistics on adult school bullies. In part, perhaps, because bullying by a teacher or principal is far more complex to identify, address, and rectify.... Two key elements of the antibullying laws and policies are the purpose and scope of the bullying. Understanding what violates the law can help parents as they document what they see and hear.

If the situation isn't too egregious, meet with the teacher to see if you can find a resolution... Resist storming the principal's office right away. Follow the chain of command, starting with, say, a senior teacher or the head of that teacher's department, then the vice principal, principal, principal's supervisor, and superintendent. This approach works in your favor for two reasons: One, the closer someone is to the problem, the more likely they'll be able to take swift, effective action; and two, when you go to the top, one of the first questions will be, 'Who have you talked to about this, and what did they say?' If you can't answer effectively, you're likely to be directed back to those you've skipped. And always document every bullying incident.

(3) From: *Responding to Cyberbullying: Top Ten Tips for Adults Who Are Being Harassed Online* by Hinduja & Patchin (2018). Online at the Cyberbullying Research Center.
https://cyberbullying.org/Responding-to-cyberbullying-top-ten-tips-for-adults.pdf

1. DO NOT RETALIATE. Those who cyberbully want you to react. The problem is that if you respond angrily, the one doing the bullying may feed off of that response and continue (and even escalate the severity of) the cyberbullying. Plus there could be consequences for your response.

2. RECORD EVERYTHING. Keep evidence of all content (pictures, texts, emails, tweets, status updates) that the person has sent or posted about you....

3. TALK TO YOUR EMPLOYER. Let your employer know if the person harassing you is a co-worker, or if the bullying is occurring on a work-related forum or blog....

4. CONTACT LAW ENFORCEMENT. If threats of physical harm are made, or if the cyberbullying starts to get more dangerous, make a police report....

5. TALK ABOUT IT. Speaking with trusted friends about what you are going through could be cathartic. ....

6. CONSULT WITH AN ATTORNEY. If you feel like major damage has been done to your reputation due to cyberbullying, contact a lawyer and see what your options are....

7. REPORT ABUSE. Every reputable website has a "Report" feature that allows you to tell them about behaviors that violate their terms of use....

8. CUT TIES. Don't befriend those who are mean, or try to get them to warm up to you. If you feel like you need to respond to the person who is mistreating you, do it respectfully. ....

9. BLOCK THE PERSON WHO IS BULLYING YOU. Block the cyberbullying at its source....

10. CHANGE YOUR CONTACT INFO. Change your email, phone number, or online account completely. This would be a last resort because it greatly inconveniences you, but it may be necessary to terminate the problem.'

(4) From: *States move to protect teachers from cyberbullying*
http://neatoday.org/2013/07/24/states-move-to-protect-teachers-from-cyberbullying-2/

"In December 2012, the first and only law in the nation that criminalizes cyberbullying of teachers by students went into effect in North Carolina. Under the "School Violence Prevention Act of 2012," students are prohibited from intimidating or tormenting school employees online. .. According to the 2010 National Survey of Violence Against Teachers, developed by a special task force of the American Psychological Association, 50% of 4,735 K-12 teachers were victimized by students, parents, or colleagues in the past year. Many of these attacks came in the form of cyberbullying. In addition to the obvious psychological harm, the costs of teacher victimization – which impact not only educators, but students, taxpayers and school systems as well – include lost wages, diminished classroom productivity, litigation, and negative publicity for the school...."

(5) From: *Cyberbullying of teachers* – https://www.teachingtimes.com/articles/cyber-bullying-teachers.htm

"... As prevention is generally better than cure, school leaders must ensure that they have appropriate measures in place to guard against cyber bullying. Effective policies and reporting procedures and proper training of staff are particularly important. All schools should have an anti-bullying policy which covers teachers as well as pupils, and which includes specific information on cyber bulling. Any anti-bullying policy should set out clear disciplinary sanctions for cyber bullying and specify the member of staff to whom

incidents of cyber bullying should be reported. A member of the senior management team should be designated to deal with cyber bulling issues and should receive training in new technologies, the possible dangers and how to deal with them...."

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Please let us hear from you

As you know, a positive and support school climate includes support
for parents/families and for school staff, as well as for students.
What is in place at your local schools to spot and stop negative school/home interactions?

Share your perspective about this topic!

And send it and any other comments to Ltaylor@ucla.edu

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Resource Request:

>Related tor youth of color adopted by white families

The request stated: *Please advise if you have any resources for youth of color adopted by White parents. Any supports around education, family engagement and mental health supports. (cultural competency or cultural humility)*

We noted the following. If you have other recommendations, let us know. Send to Ltaylor@ucla.edu

>*Transracial adoption* https://www.childwelfare.gov/topics/adoption/adoptive/family-type/transracial/

>*The realities of raising a kid of a different race*
https://time.com/the-realities-of-raising-a-kid-of-a-different-race/

>*What it is like to be adopted by white parents*
https://archive.attn.com/stories/18446/what-its-be-adopted-white-parents

>*Black adoptees on racial identity after growing up in a white family*
https://www.theroot.com/3-black-adoptees-on-racial-identity-after-growing-up-in-1790858603

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FYI – Evidence focus for federal agencies

Excerpt from a 12/4/19 newsrelease (https://www.gao.gov/assets/710/702997.pdf)

Evidence-based Policymaking: Selected Agencies Coordinate Activities,
but Could Enhance Collaboration

"Federal decision makers need evidence about whether federal programs and activities achieve intended results as they set priorities and consider how to make progress toward national objectives. The five agencies reviewed ... are: the Departments of Education, Health and Human Services, and Labor; the Corporation for National and Community Service; and the U.S. Agency for International Development....

Evidence-building can involve assessing existing evidence, identifying any new evidence needs, and prioritizing when to fulfill those needs. These efforts are fragmented within each of the five agencies...Effective collaboration can help agencies manage this fragmentation, and lead to improved results...."

## Links to a few other relevant resources & other topics of concern

>*After a week of violent attacks, some New York schools will teach students about hate crime awareness*
https://edition.cnn.com/2019/12/30/us/nyc-schools-anti-semitic-hate-crimes-trnd/index.html?utm_source=Psych+Learning+Curve&utm_campaign=3a13ac203b-roundup-jan-03-2020&utm_medium=email&utm_term=0_ff6044c3a5-3a13ac203b-174482877

>*Beyond Screen Time: Better Questions for Children and Technology in 2020*
https://www.edsurge.com/news/2019-12-28-beyond-screen-time-better-questions-for-children-and-technology-in-2020?utm_source=Psych+Learning+Curve&utm_campaign=3a13ac203b-roundup-jan-03-2020&utm_medium=email&utm_term=0_ff6044c3a5-3a13ac203b-174482877

>*2019 Children's Mental Health Report: Social Media, Gaming and Mental Health*
https://childmind.org/our-impact/childrens-mental-health-report/2019report/

>*Addressing Student Burnout* http://smhp.psych.ucla.edu/pdfdocs/addressstudentdrop.pdf

>*Anxiety in the Classroom*
https://childmind.org/article/classroom-anxiety-in-children/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-01-07-20

>*That Tricky Work-Life Balance: How One Teacher Found a Solution*
https://www.edweek.org/tm/articles/2019/12/31/that-tricky-work-life-balance-how-one-teacher.html?utm_source=Psych+Learning+Curve&utm_campaign=3a13ac203b-roundup-jan-03-2020&utm_medium=email&utm_term=0_ff6044c3a5-3a13ac203b-174482877

>*The current landscape of school district and charter policies that support healthy schoolsSchool Year 2017-18*
https://www.childtrends.org/wp-content/uploads/2019/10/SchoolDistrictCharterPoliciesHealthySchools_ChildTrends_November2019.pdf

>*Motivation for Creation: Understanding the intersection of intrinsic drive and creativity*
http://psychlearningcurve.org/motivation-for-creation-understanding-the-intersection-of-intrinsic-drive-and-creativity/?utm_source=Psych+Learning+Curve&utm_campaign=749e12038b-Motivation+For+Creation&utm_medium=email&utm_term=0_ff6044c3a5-749e12038b-174482877

>*Preventing Adverse Childhood Experiences (ACEs):Leveraging the Best Available Evidence*
https://www.cdc.gov/violenceprevention/pdf/preventingACES-508.pdf

>*The Motivation Paradox: How to encourage passion and joy in your children*
http://psychlearningcurve.org/the-motivation-paradox/?utm_source=Psych+Learning+Curve&utm_campaign=749e12038b-Motivation+For+Creation&utm_medium=email&utm_term=0_ff6044c3a5-749e12038b-174482877

>*Transition to College* http://smhp.psych.ucla.edu/pdfdocs/transcollege.pdf

>Maynard, B. R., Farina, A. S. J., Dell, N. A., & Kelly, M. S. (In Press). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews, 15.* https://onlinelibrary.wiley.com/doi/epdf/10.1002/cl2.1018

>*My Experience as a Foreign Student* http://smhp.psych.ucla.edu/pdfdocs/foreign.pdf

>*Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth* https://www.nap.edu/download/25546#

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*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity, promoting whole child development,
and enhancing school climate.*

Did you make any
New Year's Resolutions?

Sure. I resolved to read more.
So I turned on my TV's captions.

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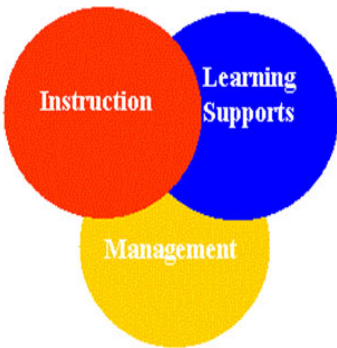
For information about the

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

Also online are two related 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

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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/)