

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
*October 10, 2018*

**Topic for Discussion**

**>Transforming credentialing standards for student/learning supports**

**Links to some Center resources on the topic**

- >Preparing All Education Personnel to Address Barriers to Learning & Teaching*
- >Standards for a Learning Supports Component (includes quality indicators)*

**Invitation to listserv participants to share perspectives**

**Learning from Others**

**>Reading about feelings; will it enhance coping and resilience?**

**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 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).*

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For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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

## Topic for Discussion

### >Transforming credentialing standards for student/learning supports

We received the following request:

*Several of us have submitted a proposal to the state Commission on Teacher Credentialing. The proposal is for the creation of a set of critical Generic Pupil Personnel Services Program Standards & Performance Expectations (for Pupil Personnel Services candidates). We along with over 20 other educators have been selected to serve on a work group to update the current "Standards for Quality & Effectiveness for Pupil Personnel Services Credentials: School Counseling, School Social Work, School Psychology, and Child Welfare & Attendance."*

*The goals and objectives of our proposal are to insure that all Pupil Personnel Services candidates are exposed early on in grad school to the rest of the professions in the Pupil Personnel Services/Student Learning Supports system so they can begin early to learn the mutual and unique competencies each brings to the supports component and function effectively as a viable system. There has not been a serious focus of uniting the Pupil Personnel Services/Learning Support System component since the standards were last updated in 2001 thus resulting in a continued disjointed, unnecessarily competitive, less effective effort which contributes to our being marginalized.*

*The current standards had a section of Generic Standards which were common to all Pupil Personnel Services Approved Programs. We are very concerned that whatever "glue" may have existed to unite us will for sure be eliminated if we don't adopt something Generic and required like we are proposing.*

*We know that you advocate for a united, comprehensive, and equitable Student/Learning Support component which can function on a par with administration and teaching to ensure all students succeed in and beyond school. We have used many of your concepts and some of your language in our proposal. We would like some feedback and guidance.*

**Center Response:** We really appreciate all you are doing. As to your invitation for feedback, here are a few quick suggestions:

- (1) Stress that positive *school climate and culture* emerge, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff. Therefore, school climate is not a separate arena; rather it is an emergent quality.
- (2) Stress that addressing barriers to teaching and learning is essential to enhancing equity of opportunity for all students to succeed at school and beyond.
- (3) Stress that all student/learning support personnel must be prepared to provide cohesive leadership for school improvements that address barriers to teaching and learning in a unified, comprehensive, equitable, and systemic manner.
- (4) Stress that all student/learning support personnel must be prepared to
  - >collaborate with teachers, all other specialized personnel, and administrators
  - >provide not only out-of-classroom services, but also assume collegial roles directly in classrooms and in other schoolwide activities
  - >participate not only on student-specific teams, but also in establishing a leadership team for improving how schools address barriers to teaching and learning and re-engage disconnected students and families (e.g., such a leadership team is needed to enable schools to fully integrate a focus on unifying student/learning supports and then develop them into a comprehensive and equitable system).
- (5) Stress that the above roles and functions all call for generic abilities.

In formulating the standards, be sure they are detailed enough to convey why a generic focus is an essential facet. Below is a quick example:

## Generic Pupil Personnel Services Performance Expectations

- Inter-professional engagement and knowledge of how to develop a unified, comprehensive, and equitable school-based system for addressing barriers to learning and teaching and re-engaging disconnected students.
- All Pupil Personnel Services Candidates will be able to function effectively to promote healthy development and prevent problems, respond quickly when problems arise, and assist in treating chronic conditions by
  - (1) framing and delineating intervention functions related to
    - (a) *enhancing regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)
    - (b) *supporting transitions* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)
    - (c) *increasing home and school connections*
    - (d) *responding to, and where feasible, preventing school and personal crises*
    - (e) *increasing community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)
    - (f) *facilitating student and family access to effective services and special assistance as needed.*
  - (2) clarifying how operational infrastructure can be reworked to ensure system development and effective daily operation,
  - (3) helping weave together school and community resources to enhance system implementation and development,
  - (4) ensuring continuous capacity building, and
  - (5) ensuring continuous evaluation and appropriate accountability.
- All Pupil Personnel Services Candidates will be prepared for roles on multidisciplinary system development leadership teams as well as on student-specific teams/ They will be able to
  - (1) participate effectively on a leadership team for improving how school's design, develop, and implement a unified, comprehensive, and equitable school-based system for addressing barriers to learning and teaching and re-engaging disconnected students.
  - (2) collaborate effectively on teams designed to improve a school-based system for addressing barriers to learning and teaching and re-engaging disconnected students.
  - (3) collaborate effectively on case-specific teams designed to facilitate student and family access to effective services and special assistance as needed.

## Links to some Center resources on the topic

>*Preparing All Education Personnel to Address Barriers to Learning & Teaching*

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

>*Standards for a Learning Supports Component (includes quality indicators)*

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

## Invitation to listserv participants to share perspectives

*Let us hear whatever you want to share about the above or other related matters!!*

Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

## Learning from Others

### >Reading about feelings; will it enhance coping and resilience?

[http://www.joplinglobe.com/news/local\\_news/donated-school-books-to-focus-on-feelings](http://www.joplinglobe.com/news/local_news/donated-school-books-to-focus-on-feelings)

As reported in the Joplin Missouri Globe:

*School and community leaders in the Joplin area have focused their efforts in recent months on the issue of teenage suicide. At least 10 teens from Southwest Missouri have died by suicide in the past 12 months, with the most recent death, of an 18-year-old.*

*The Joplin area isn't alone in the fight. Superintendents in six school districts in Johnson County, Kansas, last week announced plans to work together to combat teen suicide, consulting mental health providers, parents, religious leaders and local businesses along the way. The executive director of Johnson County Mental Health, said it's an unprecedented collaboration for the area, as school leaders and community groups have typically worked separately on mental health and suicide prevention programs. "It's not just a school issue," he said. "It's not just a mental health issue. It's a community issue, and if we are going to impact it we are going to need to take a community response."*

As an example, they highlight a community effort to help. They report that the Alliance of Southwest Missouri donated nearly 400 books to the Joplin School District to enhance the schools' focus on feelings and broaden efforts to find solutions to teen suicide.

Three examples of the donated books are:

- >*What To Do When You Grumble Too Much* – a kid-friendly guide to overcoming negativity
- >*Brave* – a child-sized superhero helps kids face uncertainty and stand up for what's right
- >*Don't Be Afraid To Drop* – promises to teach young children how to view change positively and take risks

The books will be used in a variety of settings to teach young pupils how to process and manage their feelings. School counselors are quoted as applauding the donation saying:

*"We desperately needed the resources to be able to help our students. We're so excited to have them to use with all of our grade levels."*

*"A book is such an easy way to make a connection with a child, and we can use them in a one-on-one setting, in a group or in a classroom. Also, a book is a good way to get a child to talk about something going on in their lives. If we can start them early, giving them coping mechanisms, then it will equip them for the rest of their lives."*

The paper further states that *The counselors expect the books to help them talk with their pupils about skills, such as anger management, how to deal with disappointment, overcoming failure or reaching out to an adult for help. Those types of skills are crucial to being successful later in high school and beyond, they said.*

*The executive director of student services for the district, said the donation of the books represented a "collective" approach that has brought the community and the schools together to find solutions for teenage suicide and, more broadly, teenage distress and crises. The district's hope, she said, is that pupils who learn resiliency early in their lives will be better equipped to get through tough times without feeling as if the most drastic options are the only options.*

*"It's being proactive," she said. "When [teenagers] need to know how to respond to failures, they can reflect back on what they've learned instead of trying to do that in a moment of distress."*

**Your mom said that she never saw this report  
I sent her about your work.  
What do you know about that?**



**Gee, I guess the dog has been  
eating more than my homework.**



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

- >Suicide prevention in schools: What are state doing?  
<https://www.ecs.org/suicide-prevention-in-schools-what-are-states-doing-to-prevent-youth-suicide>
- >Suicide prevention: Quick find [http://smhp.psych.ucla.edu/qf/p3002\\_02.htm](http://smhp.psych.ucla.edu/qf/p3002_02.htm)
- >Community in education: Ideas to bring businesses, schools and communities together  
[https://learningfirst.org/sites/learningfirst/files/LFA-project-digital-FINAL%20\(1\).pdf](https://learningfirst.org/sites/learningfirst/files/LFA-project-digital-FINAL%20(1).pdf)
- >Compulsive exercise and kid's health <https://kidshealth.org/en/parents/compulsive-exercise.html/>
- >National Student Attendance, Engagement, and Success Center <https://sites.ed.gov/nsaes/>
- >Recent books from our Center:
  - >>Improving school improvement
  - >>Addressing barriers to learning: In the classroom and schoolwide  
(To ensure free and immediate access, these two books can be downloaded from our Center's website can be readily accessed at:  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)
  - >>a third book – Transforming student and learning supports: Developing a unified, comprehensive, and equitable system – has been published by Cognella  
<https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>



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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>

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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.**

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

**For new sign-ups – email [Ltaylor@ucla.edu](mailto: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/> )**