

School Practitioner Community of Practice

(A network for sharing & exchange)

March 14, 2018

Some Resource Updates From the Field

Links are provided to the following:

- (1) *New federal assistance for schools and students impacted by hurricanes and wildfires*
- (2) *About using special initiative funding to further develop and sustain a system of student and learning supports*
- (3) *Can there be too much emphasis on gathering more data?*
- (4) *Designing School Improvement to Enhance Classroom Climate for All Students*
- (5) *School Climate Improvement Action Guides*
- (6) *Loving Cities Index*
- (7) *Guidelines for Adolescent Depression in Primary Care*

Topical Exchange:

>Enhancing Parent Engagement using Home Visits

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

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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

>*New federal assistance for schools and students impacted by hurricanes and wildfires.* The Bipartisan Budget Act of 2018 authorizes an additional \$2.7 billion to support K-12 school districts and schools as well as institutions of higher education (IHEs) with post-emergency recovery. (Read the full press release.) The following programs will be funded through the new Federal assistance announced: (1) Immediate Aid to Restart School Operations (Restart), (2) Emergency Impact Aid for Displaced Students, (3) Assistance for Homeless Children and Youth, (4) Emergency Assistance to Institutions of Higher Education, (5) Defraying Costs of Enrolling Displaced Students in Higher Education.

For additional information on the programs for K-12 schools and school districts, please contact David Esquith, Director, Office of Safe and Healthy Students, at David.Esquith@ed.gov

For additional information on the programs for IHEs, please contact Adam Kissel, Deputy Assistant Secretary for Higher Education Programs, Office of Postsecondary Education, at Adam.Kissel@ed.gov.

>*About using special initiative funding to further develop and sustain a system of student and learning supports*

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

>*Can there be too much emphasis on gathering more data?*

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

>*Designing School Improvement to Enhance Classroom Climate for All Students*

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

>*School Climate Improvement Action Guides*

<https://safesupportivelearning.ed.gov/scirp/action-guides>

>*Loving Cities Index*

<https://lovingcities.schottfoundation.org/wp-content/uploads/2018/02/loving-cities-report.pdf>

>*Guidelines for Adolescent Depression in Primary Care:*

Part I. Practice Preparation, Identification, Assessment, and Initial Management

<http://pediatrics.aappublications.org/content/early/2018/02/22/peds.2017-4081>

Part II. Treatment and Ongoing Management

<http://pediatrics.aappublications.org/content/early/2018/02/22/peds.2017-4082>

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Topical Exchange:

>*Are home visits a cost effective way to strengthen family involvement with schools?*

This topic was generated by two requests this week:

>(from TN) *Parent engagement has been a perennial struggle. We have tried different times, programs and places. We recently tried the central library. We thought about home visits but it was not "in the budget".*

>(from WI) *We are looking to incorporate home visiting as a practice. Do you have any research on the specific components of home visiting that aid in successful transition to school.*

Center Comments: Research on home visiting programs generally has come from public health programs where nurses focus on children's healthy development and safety at home as well as enhancing maternal life. For information on these programs, see *Evidence based home visiting models* – <https://www.mdrc.org/evidence-based-home-visiting-models>. Reviews of the research on these programs indicate:

>None of the models ... showed impacts on a primary measure of reductions in juvenile delinquency, family violence, and crime. Most models had favorable impacts on primary measures of child development and school readiness and positive parenting practices....

(“Home Visiting Evidence of Effectiveness Review: Executive Summary”

<https://www.mathematica-mpr.com/-/media/publications/pdfs/earlychildhood/2017/homvee-evidence-effectiveness-es.pdf>

Proposals for home visits from school staff often come in response to the desire to reach parents who have not responded to a range of regular school-based contacts (e.g., open house, teacher meetings, student performance events, community meals, etc.). Given a focus on those who are not participating, the challenge is to prepare staff to meet the challenges of home visits (especially the problem of having the family view the home visit in a positive light).

The following resources offer some guidance:

>Edutopia’s *Home visits 101* –

<https://www.edutopia.org/article/home-visits-101-cristina-santamaria-graff>

>*A Guide to Team Home Visits* –

<http://www.healthiersf.org/Forms/parentFamily/A%20Guide%20to%20Team%20Home%20Visits.pdf>

>The Teaching Tolerance website has the following:

>>*Meet the Family* – <https://www.tolerance.org/magazine/fall-2014/meet-the-family>

>>*Equity Matters: Engaging Families Through Home Visits* (a video) –

<https://www.tolerance.org/professional-development/webinars/engaging-families-through-home-visits>

At the same time, everyone should be aware that the practice of home visits is not greeted positively by everyone. See *Should teachers visit student homes?* - The Washington Post, https://www.washingtonpost.com/blogs/class-struggle/post/should-teachers-visit-student-homes/2011/08/17/gIQApbz0MJ_blog.html?utm_term=.4916166b8a56

Comments from the Field: We asked a few colleagues to share their experience/advice.

Here’s a sample:

>*Some parent involvement concerns have been best addressed by inviting the parents to a BBQ of some sort that includes a problem solving panel that engages the parents in solving the problem you need them to address. We also go out to large scale children's fairs or health fairs to solicit input on whatever the issue is and ask families if they want to be part of solving their school and subsequent community concerns of what ever the local issue is. I am a big believer in having parents involved in solving the problem. When schools listen to the families and try to take in some of their suggestions, their ownership results in both community and parents carrying the problem, not just the school.*

>*I know of some schools who've had success with "parent advocates". These are caring community volunteers (usually parents themselves) who are trained by school staff (typically social workers or counselors) to make home visits to young families and families who have children considered "high risk" for school failure. These advocates are volunteers who are assigned one or two families and have regular contact that may include emails, phone calls and/or face-to-face meetings. Each school has done this a bit differently depending upon the families and their needs. The school makes the initial contact with the family to explain the program and then pairs them with an appropriate advocate. Once these advocates bond with the family, they become a "go-between" for families who may be disconnected from school or who may be intimidated by the educational system. They can help students transition to new schools, ask questions on behalf of families, attend meetings with parents*

and generally engage parents in the education of their child. Whatever is needed. Some schools have even developed a simplistic "curriculum" where the advocate works with the family to complete tasks together with their student. These can build up to school visits and other family/school engagement strategies to support learning. A couple of things to keep in mind... First, understand that this type of effort places a lot of responsibility on the parent advocate. Not only must they be strongly supported by and connected to a school staff person, but they must also be recognized and celebrated for the work they are doing. This work can be stressful. Volunteers need to understand their role, have access to help when needed and feel appreciated for the work they're doing. Second, if you only target high risk families, the word will get out and some families may not want to participate because they don't want to be perceived as having "problems". It can be better to open a program like this to everyone so that there aren't stereotypes. At the same time, it's best to start small with a few families and build on their success. As families experience benefits, word will spread and others will be more likely to participate. In fact, it's always good to publicize programs by using parents who have participated. It's also helpful if the family who is speaking in support of the program is well-known/respected. That way, others will see that every family can benefit - not just "problem" families.

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Resources on Parent Engagement and Involvement with Schools and Schooling

For more resources focused on family and home, see our online clearinghouse Quick Find:

>Parent/home involvement and engagement in schools
<http://smhp.psych.ucla.edu/qf/homework.htm>

This Quick Find provides are links to Center resources, such as:

- >a chapter entitled: **Home Involvement, Engagement, and Re-engagement in Schooling**
(from *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*)
- >a self-study survey for schools on the topic
- >a policy & practice report on *Enhancing Home Involvement to Address Barriers to Learning: A Collaborative Process*

There are also links to a range of resources from a variety of other sources.

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Invitation to Listserv Participants to Share Perspectives

What's your experience/advice related to home visits?

Send your responses to Ltaylor@ucla.edu

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Next Week watch for **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

Did you miss?

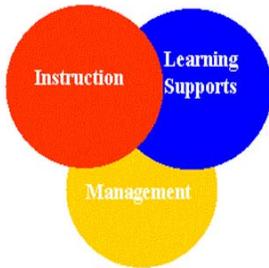
The new report: *ESSA and Addressing Barriers to Learning and Teaching: Is there Movement toward Transforming Student/Learning Supports?*

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

Also if you missed the following, you can access them and more from the Center's homepage – <http://smhp.psych.ucla.edu/>

>The March *ENEWS'* discussion of helping students who experience a *Spring Slump*

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



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](https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html)

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/>)