School Practitioner Community of Practice
(A network for sharing & exchange)
(4/14/21)

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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:
>Resilience and the Pandemic

A year of coping with overwhelming challenges has demonstrated considerable resilience among students, families, and schools staff.

From: *World Happiness Report*
https://www.washingtonpost.com/lifestyle/wellness/world-happiness-report-united-states/2021/03/22/6343edac-8b28-11eb-9423-04079921c915_story.html

"In a conclusion that even surprised its editors, the 2021 World Happiness Report found that, amid global hardship, self-reported life satisfaction across 95 countries on average remained steady in 2020 from the previous year. The United States saw the same trend — despite societal tumult that yielded a national drop in positive emotions and a rise in negative ones.

The report is good news regarding global resilience, experts say.

'I don't want to leave an impression that all was well, because it's not,' said one of the report's editors, Jeffrey Sachs, an economics professor at Columbia University. But while the use of national averages masks individual well-being disparities, Sachs said, the data suggests that 'people have not thrown up their hands about their lives.'

The happiness report relies on the Gallup World Poll, which asks respondents to rate their current life satisfaction on a zero-to-10 'ladder' scale, with a 10 representing 'the best possible life for you.' It's a 'longer view' of happiness, as Sachs put it, and its steadiness aligns with what other U.S. Gallup polling and some European polling has found during the pandemic.

In five surveys since the pandemic began, between 65.8 and 69.2 percent of respondents said they expected their life satisfaction to be an 8 or above five years into the future, higher than before the pandemic. That suggests an optimism for the future.

It's not so much that people are doing precisely as well as they were before, experts explain, as that many have adapted to their new situations in ways that might have roughly evened out their well-being. Stressors such as those we've experienced this year can encourage people to craft a different, big-picture concept of happiness. And this, psychologists say, can improve resilience...."

From: *Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19* https://link.springer.com/article/10.1007/s42844-020-00010-w

> "Pandemics, including COVID-19, are disasters with enormous impact. This pandemic has upended the lives of people in communities across the world, with huge and mounting costs measured in human lives and economic damage, as well as altered hopes and dreams. As a multisystem, cascading disaster, it calls for multisystem responses and coordinated integration of the best science we have for application to solutions. In this commentary, we focus on the needs of children in an effort to glean guidance from resilience science that has focused on children....
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> Reviews in the resilience literature on children and youth have consistently implicated a recurring set of factors associated with more positive adaptation in the context of diverse kinds of adversity exposure...For children, these include close relationships, psychological skills and capacities, and community-based supports. When individual children are the focus of study, the quality of the parent-child relationships, parent management skills, or family cohesion are frequently identified as protective factors...
>
> The resilience of children in disasters depends on many systems and adaptive capacities within the child, in relationships with caregivers, families, or friends, and in resources and capacities provided by families, schools, and communities. Each of those systems depends on other systems and resources as well as internal capabilities. Disasters can overwhelm many of the systems that children and families depend on, either simultaneously or in a devastating cascade of challenges. However, disasters also mobilize responses across many systems and motivate better responses in the future. ..."

For links to a wide range of resources on resilience, see our online clearinghouse Quick Find on *Resilience/Protective Factors at* http://smhp.psych.ucla.edu/qf/resilience.html

Listserv Participants: *Please share experiences working with students and families that show resilience*. Send to Ltaylor@ucla.edu

Request from the Field

>About Moving forward with a Comprehensive System of Learning Supports

We regularly receive requests for guidance, coaching, and technical assistance related to this matter. Here's a recent request from a district superintendent:

> " I am looking for a bit of guidance as we begin to plan and build out a Comprehensive System of Learning Supports in our district. I am hoping that you might help provide me with some coaching/support to get our planning process started."

Center Response:

Great to hear from you, and it's wonderful that you are planning to move forward with the Comprehensive System of Learning Supports in your district.

We, of course, want to help. We do offer free mentoring, coaching, and technical assistance online for teams and administrative leaders. http://smhp.psych.ucla.edu/pdfdocs/coach.pdf . And, we have guides and tools designed to aid at each step along the way (see the Center's system change tool kit http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

In recent years, we have found that the first step is for a district's team that is assigned to do the work do some shared reading and discussion to be sure they are ready and committed to moving forward. Then, we would be pleased to enter into a discussion with you and your district team about what is needed and how we can help move the district's student/learning supports into a unified, comprehensive, and equitable system.

To be clear about the focus of such an effort, here are some matters the team needs to think about:

Our approach is meant to first unify the resources, strategies, and practices for addressing barriers to learning and teaching and reengaging disconnected students. We see this as a policy decision and as a basis for building a comprehensive and equitable system.

The transformation process involves

    (1) expanding school improvement policy so that student and learning supports are fully integrated as a primary and essential component,

    (2) reframing interventions to create a unified and comprehensive classroom and school wide system,

    (3) reworking operational infrastructures to ensure effective daily implementation and ongoing system development

    (4) ensuring effective implementation, replication to scale, and sustainability.

The team can get a sense of what is involved by reading our recent policy brief :

    >*Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond*
    https://edpolicyinca.org/sites/default/files/2020-11/pb_adelman_nov2020.pdf

For more in-depth details, they can browse the following:

    >*Improving School Improvement*
    >*Addressing Barriers to Learning: In the Classroom and Schoolwide*
    >*Embedding Mental Health as Schools Change*
    All three of these resources can be accessed at no cost at
    http://smhp.psych.ucla.edu/improving_school_improvement.html

After doing some reading and discussion, most teams have a variety of specific matters they want to discuss with us. We can do this at first with a series of email exchanges and then move on to online discussions.

Those working on unifying and developing a comprehensive and equitable system of learning supports have found it particularly helpful when we assist them in preparing a design document and strategic plan for building the system in ways that integrate the transformation into district and school strategic plans and implementation.

We know that this work involves major system changes and is extremely challenging (especially with everything else that has to be done these days), but the need to do better in addressing barriers to learning and teaching is evident and the pandemic has increased the opportunity to move forward. Moving forward with a unified, comprehensive, and equitable system of learning supports also fits well with the growing calls for change in schools as reflected in the recent report: *An American Imperative: A New Vision of Public Schools*

    http://aasacentral.org/wp-content/uploads/2021/04/CommissionReportFINAL_040821.pdf

We stand ready to do what we can to help.

Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

>Links to a few other relevant shared resources

COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (U.S. Department of Education) https://www2.ed.gov/documents/coronavirus/reopening-2.pdf

The Pandemic's Impact on At-risk Students, Schools, And graduation Rates
    https://custom.cvent.com/4A512429C2B24763AFBB13CAE190D43A/files/f6b2a652dd874debbe25914d56aa2a2f.pdf

P-20 Council Learning Renewal Resource Guide
    https://www2.illinois.gov/sites/P20/Documents/P-20-Learning-Renewal-Resource-Guide-March2021-v19.pdf

Association of Children's Mode of School Instruction with Child and Parent Experiences and Well-Being During the COVID-19 Pandemic https://www.cdc.gov/

K–12 Teachers Share How They Keep Students Engaged While Learning Remotely
https://edtechmagazine.com/k12/article/2021/03/k-12-teachers-share-how-they-keep-students-engaged-while-learning-remotely

Science Lessons That Tap Into Student Curiosity About COVID-19
https://www.edutopia.org/article/science-lessons-tap-student-curiosity-about-covid-19

AI and the Future of Learning: Expert Panel Report
https://circls.org/wp-content/uploads/2020/11/CIRCLS-AI-Report-Nov2020.pdf

Confronting Inequity / Getting the Endings Right
http://www.ascd.org/publications/educational-leadership/apr21/vol78/num07/Getting-the-Endings-Right.aspx
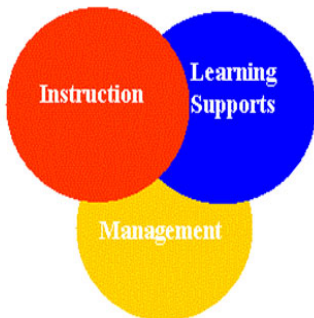
Mental Health and Substance Use Disorders in the Era of COVID-19: The Impact of the Pandemic on Communities of Color: Proceedings of a Workshop—in Brief
https://www.nap.edu/login.php?record_id=26102&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F26102

A Few Upcoming Webinars

4/14 Committed: Supporting Attendance and Participation to the Very Last Day of School

4/20 Determining Eligibility for McKinney-Vento Rights and Services

5/12 Equity, Recovery, & Resilience

5/13 Understanding Doubled up

5/13 The Role of Preventionists in Accelerating Health Equity and Communities of Well-being

5/14 Student led professional development

5/18 Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education

5/25 Paving the Way to College for Students Experiencing Homelessness

5/26 Engaged: Using Summer to Connect with Students and Families

Webinar recording: Unpacking the Impacts of Structural Racism on Youth
https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
http://smhp.psych.ucla.edu/webcast.htm

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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

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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