

School Practitioner Community of Practice

(A network for sharing & exchange)

April 25, 2018

Some Resource Updates From the Field

Links are provided to the following:

- (1) *Preparation and support for teachers in public schools*
- (2) *Discipline disparities for black students, boys, and students with disabilities*
- (3) *Learning from summer*
- (4) *SAMHSA Evidence Based Resource Center*
- (5) *A national portrait of the health and education of Hispanic boys and young men*
- (6) *Governance structures for city afterschool systems*
- (7) *Action steps following the march for our lives: A toolkit*

Topical Exchange:

>*How social emotional learning fits into the bigger learning support framework*

Invitation to Listserv Participants to Share Perspectives

Learning From Others:

>*About CASEL's Guides to Effective Social and Emotional Learning Programs*

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

#####

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>

#####

Some Resource Updates From the Field:

- > *Preparation and support for teachers in public schools: Reflections on the first year of teaching* <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018143>
- > *Discipline disparities for black students, boys, and students with disabilities* <https://www.gao.gov/assets/700/690828.pdf>
- > *Action steps following the march for our lives demonstrations: A toolkit* <https://melissainstitute.org/mfold-toolkit>
- > *Learning from summer: Effects of voluntary summer learning programs on low income urban youth* <http://www.wallacefoundation.org/knowledge-center/pages/learning-from-summer-effects-of-voluntary-summer-learning-programs-on-low-income-urban-youth.aspx>
- > *SAMHSA Evidence Based Resource Center* <https://www.samhsa.gov/ebp-resource-center/about>
- > *A national portrait of the health and education of Hispanic boys and young men* <http://www.hispanicresearchcenter.org/publications/a-national-portrait-of-the-health-and-education-of-hispanic-boys-and-young-men/>
- > *Governance structures for city afterschool systems* <http://www.wallacefoundation.org/knowledge-center/pages/governance-structures-for-city-afterschool-systems-three-models.aspx>

#####

Topical Exchange:

We received the following request: *I am working with a state department of education regional support center. They want to get everyone on the same page with regard to social-emotional learning (i.e. justify SEL with research, provide a unified vision of how SEL is integrated into schools/districts, and focus on the role of leadership). I want to show how SEL fits within the context of Learning Supports. I'll reference how we treated the topic and keep the focus on building a comprehensive system. Any resources you can share would be appreciated.*

Center Comments: As the interest in promoting social and emotional learning (SEL) in schools increases, so do the number of links to online resources in our online clearinghouse. See the Quick Find on *Social and Emotional Development* for resources from a variety of sources – http://smhp.psych.ucla.edu/qf/p2102_05.htm

Here are a few points we stress about SEL and schools:

- (1) Social and emotional development clearly are important concerns and schools have a role to play in promoting such development by embedding the focus into
 - (a) daily natural opportunities,
 - (b) the instructional component (e.g., formal curriculum and instruction)
 - (c) a unified, comprehensive, and equitable system of learning supports (the component for addressing barriers to learning and teaching and re-engaging disconnected students, widely labeled the learning supports component).
- (2) With this in mind, care must be taken because folks are starting to present SEL as another panacea and magic bullet. More and more it is being used as just another buzzword related to school improvement discussions.

When we discuss the three roles schools need to play in promoting social and emotional development/learning, we emphasize

- (a) all the natural opportunities, see for example <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

- (b) that as a facet of the instructional component, social and emotional learning can be embedded into much of the day in pursuing the regular curriculum (e.g., social studies, literature, science) and through various instructional processes (e.g., all group work, cooperative learning, class interchanges).
- (c) that the need to focus on social and emotional concerns arises in pursuing every facet of the learning supports component (i.e., in every cell of the matrix outlining the intervention continuum (prevention, early intervention, treatment) and six arenas (classroom, transitions, home involvement, crisis prevention/response, community outreach, student/family support) -- see mapping tool -- <http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

Thus, rather than designating SEL as one more separate focus, we treat it as a fully embedded and overlapping concern in all components of school improvement, just as we do with mental health concerns, efforts to improve school climate, etc.

For more, here is a brief excerpt from *Natural Opportunities to Promote Social-Emotional Learning and MH* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

In some form or another, every school has goals that emphasize a desire to enhance students' personal and social functioning. Such goals can be seen as reflecting views that social and emotional growth has an important role to play in

- enhancing the daily smooth functioning of schools and the emergence of a safe, caring, and supportive school climate
- facilitating students' holistic development
- enabling student motivation and capability for academic learning
- optimizing life beyond schooling.

Sadly, the stated goals too often are not connected to daily practices at a school. This seems to be even more the case as increasing accountability demands mount for quick academic gains on achievement tests. Thus, at the same time that calls for attending to social and emotional learning grow louder and a variety of programs report promising research findings, the focus on such matters continues to be marginalized for the most part in schools.

Some schools, of course, do provide prominent demonstrations of curriculum-based approaches to promote social-emotional learning and incorporate character education (including programs designed to address risk factors and prevent problems).

Others have programs that pair students with mentors or engage students in helping peers or encourage participation in "service learning" activity, and so forth. District-wide, however, a full-scale commitment to such programs is rare....

Schools are social milieus.

Each day in the classroom and around the school students interact with their peers and various adults in formal and informal ways. Every encounter, positive and negative, represents a potential learning experience. All school staff, and especially teachers, can be taught ways to use the encounters to minimize transactions that work against positive growth and to capitalize on many opportunities to enhance social-emotional learning.

Appreciation of what needs attention can be garnered readily by looking at the school day through the lens of goals for personal and social functioning.

- > Is instruction carried out in ways that strengthen or hinder development of interpersonal skills and connections and student understanding of self and others?
 - > Is cooperative learning and sharing promoted?
 - > Is inappropriate competition minimized?
 - > Are interpersonal conflicts mainly suppressed or are they used as learning opportunities?
 - > Are roles provided for all students to be positive helpers throughout the school and community?

Of course, appreciating problems and opportunities is not enough. Pre- and in-service education must focus on teaching those working in schools how to minimize what's going wrong and enable

personal and social growth....

Increasing a school’s focus on natural opportunities for personal and social growth requires advocacy, planning, and building the capacity of school staff. At most schools, student support professionals represent natural leaders for pursuing all this. As a starting point, such staff can form a small work group dedicated to moving the agenda forward.

The functions for a work group include:

- developing a “map” of natural opportunities for promoting social-emotional development
- delineating ways in which students experience transactions that interfere with positive growth
- clarifying ways for staff to minimize negative experiences and maximize use of opportunities to promote positive growth
- providing a variety of learning opportunities for staff related to each of the above.

#####

Invitation to Listserv Participants to Share Perspectives

Now it’s your turn!

What do you suggest to provide authentic opportunities for social-emotional learning at schools?

Send your responses to Ltaylor@ucla.edu

#####

Learning From Others:

From the website of the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) – <https://casel.org/>

At the classroom level, educators want to know what programs will promote social and emotional competence in their students. To address this, CASEL develops and publishes reviews of evidence-based SEL programs, most notably the “2013 CASEL Guide: Effective Social and Emotional Learning Programs — Preschool and Elementary School Edition” and the “2015 CASEL Guide: Effective Social and Emotional Learning Programs — Middle and High School Edition.”
<https://casel.org/middle-and-high-school-edition-casel-guide/>



***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)

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

>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*

>The April *ENEWS*' discussion of helping students and families plan successful transitions to a new grade or a new school

>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>

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

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/>)