

School Practitioner Community of Practice

(A network for sharing & exchange)

April 4, 2018

Some Resource Updates From the Field

Links are provided to the following:

- (1) *Teacher & Principal School Report: National Survey by the Council of Chief State School Officers and Scholastic Inc*
- (2) *A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors*
- (3) *About School Response to School Shooting*
- (4) *Clark-Hill Institute for Positive Youth Development*
- (5) *Michigan Youth Violence Prevention Center*
- (6) *Youth Violence Prevention Center*
- (7) *Chicago Center for Youth Violence Prevention*

Topical Exchange:

>"Auditing" school climate: Guidelines for leaders

Invitation to Listserv Participants to Share Perspectives

Learning From Others:

>Support staff working in classrooms reduce behavior problems

>About reducing suspensions

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:

>Council of Chief State School Officers and Scholastic Inc. Survey of Equity in Education

These findings have special relevance to the National Initiative for Transforming Student and Learning Supports*

The *Teacher & Principal School Report* found that 87 percent of teachers and principals divulged that many students face barriers to learning <http://www.scholastic.com/teacherprincipalreport/barriers-to-equity.htm>. These barriers include social, emotional and behavioral issues, as well as factors related to poverty, family support, school climate, safety, substance abuse, mental health, community issues and attendance. For students dealing with these challenges, instruction alone is not enough - schools also need to provide comprehensive learning supports to achieve equity and raise student performance. Policymakers can help state and district leaders create support systems that ensure school, instructional and support services leaders co-create school improvement plans that impact student achievement.



*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>

>A *Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors* – <https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf>

>About School Response to School Shooting – <http://smhp.psych.ucla.edu/pdfdocs/schoolshooting.pdf>

>Clark-Hill Institute for Positive Youth Development – <https://clarkhill.vcu.edu/>

>*Essentials for Childhood Framework: Steps to Create Safe, Stable, Nurturing Relationships and Environments for All Children* – <https://www.cdc.gov/violenceprevention/childmaltreatment/essentials.html>

>Michigan Youth Violence Prevention Center – <http://yvpc.sph.umich.edu/>

>Youth Violence Prevention Center (Denver) – <https://www.colorado.edu/cspv/stepstosuccess/>

>Chicago Center for Youth Violence Prevention – https://www.uchicago.edu/research/center/chicago_center_for_youth_violence_prevention/

#####

Topical Exchange:

Request: I am working with state level policy on research based SEL, school climate and bully prevention efforts as well as writing a practice guide for building and district leaders. I would value any thoughts/suggestions you have that would support school leaders:

1. conducting an audit about their school based mental health services; and,
2. educator friendly guidelines.

Center Response: We need to broaden our response beyond the limits set by this request. That is the only way we know to avoid falling into the trap of just thinking in terms of MH services and the narrow focus on treatment.

I. About “auditing” – We encourage all school leaders not to approach mental health in schools from simply a MH services perspective. The aim always should be to work toward embedding such services into school improvement policy and practices for

- (a) unifying all student/learning supports for addressing barriers to learning and teaching and re-engaging disconnected students and
- (b) then redesigning the leadership infrastructure for developing the supports into a comprehensive and equitable system.

From this perspective, we have developed a set of self-study surveys for mapping (auditing) what is in place and what gaps exist. See

>*Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* – <http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf> . This resource includes

- Introduction to use of self-study surveys
- A General Overview survey of Student & Learning Supports Activity, Processes, and Mechanisms, and
- A set of six surveys covering the content arenas of a unified, comprehensive, and equitable system to address barriers to learning and teaching. The six content arenas are
 - Classroom-based Learning Supports to Enable Learning and Teaching
 - Supports for Transitions
 - Home Involvement, Engagement, and Re-engagement in Schooling
 - Community Outreach and Collaborative Engagement
 - Crises Assistance and Prevention
 - Student and Family Special Assistance

II. About educator friendly guidelines. Educator friendly too often means simplistic (simple aims and steps that don’t lead to transformative changes). We have a variety of resources designed to guide educators who are ready to move in transformative ways to improve how schools address barriers to learning and teaching and re-engage disconnected students. For example, see:

>*Education Leaders' Guide to Transforming Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf>

This guide incorporates years of research and prototype development and a variety of examples from trailblazing efforts at local, district, regional, and state levels. The prototypes and examples can be adopted/adapted to design and plan ways to transform the role schools play in addressing barriers to learning and teaching and re-engaging disconnected students.

We also have some briefer and more targeted guides included in our System Change Toolkit. See links to the following in Section B at <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

- *First Steps in Transforming Student and Learning Supports into a Unified, Comprehensive, & Equitable System to Address Barriers to Learning and Teaching*
- *Developing a Unified, Comprehensive, & Equitable System of Learning Supports: First Steps for Superintendents Who Want to Get Started*
- *Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff*
- *Creating Readiness & Commitment for Developing a Unified, Comprehensive, & Equitable Learning Supports System*

(All the above matters are also covered in our published work for folks who respond better when they see it in books and journals. See, for example, *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*. Published by Cognella -- <https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

#####

Invitation to Listserv Participants to Share Perspectives

How do you measure school climate and what have you found most helpful in providing leadership guidance for this?

Send your responses to Ltaylor@ucla.edu

#####

Learning From Others:

>**Support staff working in classrooms reduce behavior problems** --
<https://www.kqed.org/mindshift/49558/a-deeper-look-at-the-whole-school-approach-to-behavior>

“...Classroom management is an essential tool for an effective teacher, but it’s not always easy to do well. Without an orderly classroom it’s hard for teachers with upward of 25 kids in their classrooms to lead effective lessons, help students who are struggling, and perhaps most important, to trust students....

Figuring out what would work better was an iterative process. First idea was to ‘cocoon’ the chronically difficult kids during transition periods, but that didn’t help the classroom dynamic. ...The counseling staff tried talking with kids who were sent out of class about what was going on in their lives. They hoped they could leverage the strong relationships they had with kids to get at the underlying problems. They found out that often kids were hungry and traumatized, but that didn’t ultimately solve the classroom behavior issues....

That’s when the Principal hit on the idea of sending support staff -- adults who don’t have teaching roles, like the social worker, deans, academic adviser -- into the classroom to help when a situation arose. He calls it “push-in” and his staff started implementing it ...

When support staff show up in class they can either take over supervising the lesson so the teacher can step out into the hallway and resolve the issue with the student, or intervene themselves. The hope is to help de-escalate the situation and get the student back into class and learning....

By working more directly alongside teachers, support staff are sharing some of their knowledge about how to form deep relationships with students. Some teachers even ask for feedback on how they handled different situations, looking for guidance on how to improve....”

>**About reducing suspensions** –
<https://www.tandfonline.com/doi/full/10.1080/0161956X.2018.1435051>

Concern about historically high suspension rates and substantial disproportionalities in using suspension has led many schools to reduce their use of suspensions for student behavior problems. Data from high schools in the Chicago Public Schools indicate that declines in school reliance on suspensions for severe infractions are “associated with changes in academic performance, attendance, and student reports of school climate for all students in the school.”

“CPS piloted an initiative called the Culture of Calm in six high schools, selected due to a combination of student trauma exposure and high suspension use. Programming was designed to provide students with the individualized supports they needed to develop social-emotional skills, aiming to change the way students approached situations of tension and conflict....

Reduction in out-of-school suspension for severe infractions was associated with small but statistically significant increases in student test scores, consequential attendance improvements (beyond the impact of fewer days suspended), and heterogeneity in changes to students’ perceptions of school safety. Test score impacts are concentrated in racially diverse schools and those with low baseline suspension use. Attendance impacts are driven by schools predominantly serving African American students (which also had the highest baseline suspension rates); these schools also had large, significant improvements in perceptions of school climate...”

Listsrv Participants: *What new student/learning support strategies can you share for others to learn from?* Let us know. Ltaylor@ucla.edu

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/>)