

School Practitioner Community of Practice
(A network for sharing & exchange)
(May 5, 2021)

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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).

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>

For discussion and interchange:

- > **Developing an infrastructure for social and emotional development**

Request from a colleague:

"My District is interested in developing an infrastructure for implementing SEL. I was wondering if you had any sample structures/templates for starting out. We have a District SEL committee, but we're spinning our wheels because of how huge the theme of SEL is. Any info will be greatly appreciated."
("I hope you are doing well during these challenging times. I appreciate the continuing the wonderful work with your UCLA Mental Health Newsletters. It's always a ray of sunshine in my in-box.")

Center Comments:

With respect to SEL, we have a few points to make about the focus before discussing an operational infrastructure.

First: we are seeing folks introduce SEL in different ways.

- > Some are approaching it as a curriculum matter designed to
 - >> *promote social emotional development*and/or
 - >> *promote mental health and enhance students' personal and social well-being.*
- > *Others see it as part of student/learning supports with an emphasis on special interventions for targeted students to address skill deficiencies related to social and emotional functioning.*
- > *Another emphasis is on addressing the above matters through natural opportunities in the classroom and schoolwide. This includes concerns about creating an atmosphere of caring, cooperative learning, and a sense of community by capitalizing on natural opportunities at schools to promote social and emotional development and minimize transactions that interfere with positive growth in these areas. Natural opportunities are authentic examples of "teachable moments" (see Natural Opportunities to Promote Social-Emotional Learning and MH <http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall03.pdf>).*

Second: With direct respect to the question about an operational infrastructure for implementing SEL, there are several matters we see as related to making any major changes at a school that are more than cosmetic and that are sustainable. These matters include ensuring that

- (1) the change is clearly stated as school policy and that appropriate resources are (re)deployed;
- (2) *two* implementation operational infrastructure mechanisms have been established:
 - (a) a leader dedicated and accountable for implementation and
 - (b) a team/workgroup to work with the leader in pursuing initial implementation activity and ongoing daily operations;
- (3) for initial implementation, there is
 - (a) a design document that details what is to be implemented and
 - (b) a strategic plan that details how it will be initiated and sustained;
- (4) steps are taken to establish a critical mass of stakeholders who are ready and able to support implementation;
- (5) there is personnel development and related capacity-building for initial implementation;
- (6) there is a celebratory kick-off involving students, staff, families, community;
- (7) there is immediate support for challenges that arise during initial implementation;
- (8) there is ongoing support to ensure effectiveness and equity of opportunity for students and staff.

Third: Our position is that, especially at this time, there is a critical need to embed the focus on SEL into addressing the problems experienced by students, their families, and staff. Moreover, this time is an opportunity to focus on broad and fundamental changes in how schools address barriers to learning and teaching and reengage disconnected students. Everyone, (students, families, staff) has experienced considerable stress, some have been ill, some are grieving for a relative or friend who died. Students, as well as families and staff, who are having trouble recovering from recent events need support in readjusting to school.

We have various resources accessible on our Center website that may be of additional help. For example, see the following Quick Finds for links to resources from our Center and from others:

- > *Social Emotional Development* http://smhp.psych.ucla.edu/qf/p2102_05.htm
- > *Enabling/Learning Supports Component: Rethinking and Restructuring Student Supports* http://smhp.psych.ucla.edu/qf/qf_enabling.htm

Here is a sample of specific resources that may be helpful related to the matter discussed above:

- > *Natural Opportunities to Promote Social-Emotional Learning and MH* <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>
- > *Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning* <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/behaviorsocialemot.pdf>

Listserv Participants: *What is the infrastructure in your school/district for a unified, comprehensive, and equitable system of learning supports?* Send to ltaylor@ucla.edu

Did you hear that the school has introduced a program for social emotional learning?



Great! Now I have another topic where I have to worry about not doing well.

Some Center Resources related to Getting Started in Transforming Student/Learning Supports

The Center's *System Change Toolkit* provides a variety of tools and aids for those working on systemic improvements for addressing barriers to learning and teaching and reengaging disconnected students. Here are a few related documents:

- > *Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/stepstoolstoguideplanning.pdf>
- > *Leadership Training: Moving in New Directions for Student Support*
<http://smhp.psych.ucla.edu/pdfdocs/contedu/movinginnewdirections.pdf>
- > *What Every Leader for School Improvement Needs to Know About Student and Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/whateveryleader.pdf>
- > *District Superintendents and the School Improvement Problem of Addressing Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/supt.pdf>
- > *Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff*
<http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>
- > *Developing a Unified, Comprehensive, & Equitable System of Learning Supports: First Steps for Superintendents Who Want to Get Started*
<http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf>

> **Averting Targeted School Violence: Secret Service Analysis**

From: *Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools*
<https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf>

For the first time in its history, the U.S. Secret Service National Threat Assessment Center (NTAC) specifically examined attacks that were successfully prevented. The report examines 67 plots to conduct a school attack that were averted from 2006 to 2018.

The report identified numerous qualitative key findings and commonalities across the 67 incidents and concluded the following:

- > Targeted school violence is preventable, if communities can identify warning signs and intervene.
- > Schools should seek to intervene with students before their behavior warrants legal consequences.
- > Students were most often motivated to plan a school attack because of a grievance with classmates.
- > Students are best positioned to identify and report concerning behaviors displayed by their classmates.
- > The role of parents and families in recognizing concerning behavior is critical to prevention.
- > School resource officers (SROs) play an important role in school violence prevention.
- > Removing a student from school does not eliminate the risk they might pose to themselves or others.
- > Students displaying an interest in violent or hate-filled topics should elicit immediate assessment and intervention.
- > Many school attack plots were associated with certain dates, particularly in the month of April.
- > Many of the student plotters had access to weapons, including unimpeded access to firearms...."

Listserve Participants: *How do your local schools provide supports for at risk students as a major facet of preventing school violence?* Send comments to Ltaylor@ucla.edu

>Links to a few other relevant shared resources

U.S. Department of Education Launches Best Practices Clearinghouse to Highlight Innovative Practices for Reopening Schools and Campuses

<https://bestpracticesclearinghouse.ed.gov/#>

*Federal school reopening guidance underscores mental health****

<https://inservice.ascd.org/federal-school-reopening-guidance-underscores-mental-health/>

*Reimagine and Rebuild California Schools: Restarting School with Equity at the Center****

<https://reimaginecaschools.org/>

***Re this, see

>*Time for Straight Talk about Mental Health Services and MH in Schools*

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

and

>*Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond.* a PACE policy brief

<https://edpolicyinca.org/publications/restructuring-california-schools-address-barriers-learning-and-teaching-covid-19>

Back-to-school anxiety during COVID-19

<https://www.childrens.com/health-wellness/back-to-school-anxiety-during-covid-19#:~:text=While%20back-to-school%20is%20typically%20a%20time%20of%20excitement%2C,their%20friends%20after%20spending%20time%20apart%20during%20summer>

Tips for Promoting School Employee Wellness

https://www.cdc.gov/healthyschools/tips_employee_wellness.htm

Supporting Teacher and Staff Mental Health and Well-Being

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html#supporting-staff-mental-health>

Cyberbullying Facts, Statistics and Prevention

<https://infotracer.com/resources/cyberbullying-facts-statistics-prevention/>

Addressing Gun Violence: Lesson Plans and Resources

<https://sharemylesson.com/collections/gun-violence-lesson-plans>

Gun Control: Lesson Plan

<https://allsidesforschools.org/lesson-plans/gun-control-and-gun-rights/>

Policies That Discriminate Against LGBTQ Students Are Not Aligned with Child Development Research

<https://www.childtrends.org/blog/policies-that-discriminate-against-lgbtq-students-are-not-aligned-with-child-development-research>

School-Based Physical Activity Improves the Social and Emotional Climate for Learning

https://www.cdc.gov/healthyschools/school_based_pa_se_sel.htm

A Few Upcoming Webinars

5/12 How to Achieve Educational Equity

5/12 Equity, Recovery, & Resilience

5/13 The Role of Preventionists in Accelerating Health Equity and Communities of Wellbeing

5/13 Understanding Doubled up

5/14 Student led professional development

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

5/19 Post-Pandemic Possibilities

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

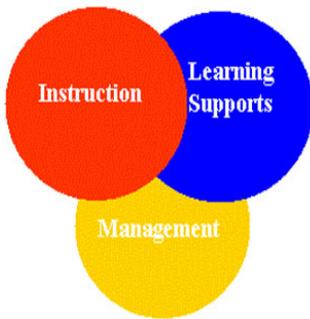
5/26 Engaged: Using Summer to Connect with Students and Families

Webinar recording: Unpacking the Impacts of Structural Racism on Youth

<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fa9&e=b6757fd9d7>

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –

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



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.

Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

Send to Ltaylor@ucla.edu

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/>)