

School Practitioner Community of Practice

(A network for sharing & exchange)

May 9, 2018

Some Resource Updates From the Field

Links are provided to the following:

- (1) *Career and Technical Education Programs in Public School Districts*
- (2) *Threat Assessment*
- (3) *AWARE: Mental health curriculum*
- (4) *Childhood Disadvantage, Social and Psychological Stress, and Substance Use Among Homeless Youth: A Life Stress Framework*
- (5) *Relations Between Mental Health Diagnoses, Mental Health Treatment, and Substance Use in Homeless Youth*
- (6) *Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances*

Topical Exchange:

>*About Having an Impact on Policy to Enhance School Safety*

Invitation to Listserv Participants to Share Perspectives

About Learning From Youth:

>*Including youth in school safety planning*

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:

- > *Career and Technical Education Programs in Public School Districts: 2016-17* – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018028>
- > *Threat Assessment* – https://safesupportivelearning.ed.gov/sites/default/files/NASP_Threat%20Assessment_Dewey_Cornell.pdf
- > *AWARE: Mental health curriculum* (Washington State Department of Education) – <http://www.k12.wa.us/SecondaryEducation/AWARE/default.aspx>
- > *Childhood Disadvantage, Social and Psychological Stress, and Substance Use Among Homeless Youth: A Life Stress Framework* – <http://journals.sagepub.com/doi/abs/10.1177/0044118X18767032>
- > *Relations Between Mental Health Diagnoses, Mental Health Treatment, and Substance Use in Homeless Youth* – [http://www.drugandalcoholdependence.com/article/S0376-8716\(17\)30124-2/abstract](http://www.drugandalcoholdependence.com/article/S0376-8716(17)30124-2/abstract)
- > *Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances* – <https://store.samhsa.gov/product/The-Comprehensive-Community-Mental-Health-Services-for-Children-with-Serious-Emotional-Disturbances/All-New-Products/PEP18-CMHI2016>

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Topical Exchange:

> **About Having an Impact on Policy to Enhance School Safety**

After the school shooting in Florida, discussions about school safety became a policy priority. As the following news clip indicates, the discussions can get overheated:

Two months after a massacre in Parkland made security the top focus in Broward County schools, many parents and students say the school district is doing too little to ensure safety. An emotionally charged school security forum at Plantation High drew hundreds who complained about what they saw as an ineffective response by the school district both before and after the Feb. 14 shooting at Marjory Stoneman Douglas. The meeting, often marked by shouting by some speakers and frequent outbursts by the crowd, was supposed to last two hours; it went an hour longer because of the large turnout...
<http://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-plantation-forum-20180417-story.html>

As communities across the country form planning groups focused on enhancing school safety, there is much to learn about how to establish effective collaboratives and have an impact on policy and planning. As a stimulus, for practitioner discussion, here are two examples of communities stressing prevention:

Saratoga County – <http://saratogacountyda.com/programs-services/school-safety-task-force/>

“The DA’s office works with all of the 13 public school districts, private institutions and parochial schools, within the County to ensure that our school children, faculty, administration and staff are safe when they attend or go to work in our schools. The County District Attorney’s Office partners with the school district superintendents in order to establish contacts between law enforcement within the district and the superintendents and building principals.

Each year, representatives from the DA’s office meet with District Superintendents to examine a variety of topics, including school safety, law enforcement contacts, emergency planning and preparedness and school truancy. The school truancy program has been recognized across the state of one of the first partnerships between a district attorney’s office and a school district to make a positive difference in a child’s life by encouraging attendance and assisting families who are having difficulty getting their child to school by corresponding with parents, meeting with parents and the school attendance office, and by mandating the *Strengthening Families Program*. This program encourages dialogue between the parent, child and school and stresses the importance of education, provides support for families that may need it, and also teaches parenting skills in listening and communicating for both the parent and child. Since the program has been in effect, one particular school district’s attendance has increased by 70%.. This year,

school safety continues to be an issue and something that the County Distinct Attorney's Office is working hard on. While the number of campus related crimes have increased slightly, the DA's office and the superintendents have been in constant communication to determine appropriate dispositions, taking a careful approach that balances holding the individual responsible for his or her criminal conduct (punishment) and prevention education to, hopefully, discourage future criminal or risky behavior. This model has worked well for the school districts and has been endorsed by the County Prevention Council who works closely with the district attorney's office and the schools to ensure that prevention initiatives are implemented in the schools."

Pennsylvanias' Task Force on School Safety –

<https://www.yorkdispatch.com/story/news/2018/04/06/focus-mental-health-first-meeting-pa-task-force-school-safety/494264002/>

"At the first of six regional meetings held by a statewide task force to address school safety concerns, the focus was on mental health. The discussion covered school counselors and the types of skills they need, the value of strong peer-group organizations for suicide prevention, the impact of bullying and what can be done to make the school structure safer.

Pennsylvania's School Safety Task Force includes representatives from the Commission on Crime and Delinquency, the Association of School Administrators, the Parent Teacher Association and the Association of School Nurses and Practitioners. The goal of the task force is to gather information from communities across the region to find out how to best address safety concerns...."

We recently received this request for our expertise on the matter: "The office of City Attorney is holding a series of hearings with his Blue Ribbon Panel on School Safety. For one of the hearings, the City Attorney is interested in having an expert or a panel of experts that can testify on children's exposure to violence in the community (domestic violence, gang violence, other community violence) and how that may influence children to become violent and how schools/the community can intervene." (The range of issues to be explored includes: Campus security; Mental/emotional health resources for students; Student access to firearms; Public reporting systems related to campus threats; Safety for students traveling back and forth between home and school.)

Center Comments: We always try to be helpful when anyone (and especially a policy maker) is interested in improving mental health in schools. However, we have done enough panel testifying to know how little impact such venues have. So we sent the following response and are sharing it with you to elicit your views on how best to have an impact on policy makers.

If the city attorney would like us to provide information about what our research suggests is needed at schools to prevent and respond to school shootings and other crisis events, we would be pleased to provide a wealth of material. However, what we have to share is complex and much more than can be conveyed in a brief panel hearing. (*See examples listed.)

Just so he has some idea about the changes we recommend, you might convey that our Center focuses on how schools need to be *transformed* to better address the wide range of barriers that interfere with students having an equal opportunity to succeed at school and beyond. To this end, our efforts in working across the county stress (1) expanding school improvement policy, (2) rethinking the school's role with respect to mental health and other student/learning supports, (3) reworking operational infrastructure to develop and sustain a unified, comprehensive, and equitable system, and (4) making substantial systemic changes to facilitate scale-up across a district. See <http://smhp.psych.ucla.edu/newinitiative.html>

With specific respect to school shootings and other crisis events, we have repeatedly expressed our concern about narrow reactive responses that focus *mainly* on enhancing safety and doing more about mental health concerns. Such responses certainly are relevant, but they need to be embedded into much more comprehensive system of interventions.* Each crisis event experienced by schools is one more indicator of the need for schools to be proactive in working with their surrounding community to develop a unified, comprehensive, and equitable system for promoting healthy social-emotional development and preventing and correcting

problems. In this respect, we recommend that the city attorney read the brief message we sent out to education and community leaders across the country on March 28 –

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

Three examples of the Center’s work that have direct relevance to the matters being discussed:

Adelman, H. S. & Taylor, L.(2012). Addressing trauma and other barriers to learning and teaching: Developing a comprehensive system of intervention. In E. Rossen & R. Hull (Eds), *Supporting and Educating Traumatized Students: A Guide for School -Based Professionals*. New York: Oxford University Press. Chapter 18, pp. 265 -286
<http://smhp.psych.ucla.edu/publications/adressingtraumaandotherbarrierstolearning.pdf>

Adelman, H.S., & Taylor, L. (2007). Fostering School, Family, and Community Involvement. Guidebook in series, *Safe and Secure: Guides to Creating Safer Schools*. Portland, OR: Northwest Regional Educational Laboratory & Hamilton fish Institute.
http://smhp.psych.ucla.edu/publications/44_guide_7_fostering_school_family_and_community_involvement.pdf

Adelman, H.S. & Taylor, L. (2018). *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*. San Diego: Cognella. Chapter Eight: “Crisis Assistance and Prevention”
<https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

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Invitation to Listserv Participants to Share Perspectives

Now it’s your turn!

What do you suggest about how best to have an impact on policy makers?

Send your responses to Ltaylor@ucla.edu

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About Learning From Youth:

Students across the country are playing a key role in keeping the focus on school safety. Policy makers and community and school planners need to be sure youth are at the table and that their participation is not tokenized. See the following:

>*Youth Participation: Making it real* – <http://smhp.psych.ucla.edu/pdfdocs/youthpartic.pdf>

Here’s an excerpt:

“... As the National League of Cities’ Institute for Youth, Education, and Families stresses “Young people want and deserve a voice in their communities. City officials make decisions that affect youth on a daily basis. Yet young people often have no direct role in shaping or influencing local policies and programs. Even well-intentioned efforts to work for youth – by ‘protecting’ them from perceived threats or by ‘rescuing’ those who already are in jeopardy – can prevent us from recognizing the importance of working with youth to identify positive solutions and build stronger communities.”

... Youth participation in planning and policy may take the form of (1) bringing youth to the table of an established “adult” organization (e.g., providing input as consumers and clients, representing the voice of youth as a group participant, assuming a leadership role at the table), (2) youth establishing and operating their own organization, or (3) creating a new organization where youth and adults collaborate as equals....

To aid in planning, several resources suggest principles and steps to enhance meaningful youth participation. The following synthesis draws heavily on Barnett and Brennan, 2006; Bloom, 2000; Matarese, McGinnis, and Mora, 2005; and Martin, Pittman, Ferber, and McMahon, 2007.

1. Provide and expand youth opportunities to become long-term contributors to school and community development. Establish and institutionalize as many ways as feasible to involve youth and enable them to participate in decision-making, planning, problem solving, evaluation, and in taking action.
2. Be inclusive – reach out to all youth. Being inclusive means recognizing diversity and differences (e.g., in socio-economic status, age, ability, ethnicity, language, religion, gender, sexual orientation, life style, etc.). Particular emphasis should be placed on engaging those who have been under-represented such as the many disconnected youth and those who often

are experienced as disabled, disturbed, or delinquent. Participation enables those who are viewed as problems to become problem-solvers.

3. Develop the capacity of youth to participate and lead effectively and the capacity of adults to work with them in supportive ways. Capacity building must focus on developing the knowledge, skills, and attitudes required for working together productively (e.g., development of communication skills, teamwork, collaboration, and conflict and stress management). Adults should consistently convey that they value and need youth involvement. Mentoring should be mutual – respecting the reality that adults and youth have much to learn from each other. Properly designed, such capacity building encourages and facilitates pursuit of opportunities for personal self-growth, skill enhancement, and leadership for all participants
4. Engage youth actively in providing new ideas that stimulate enthusiasm and investment in strengthening communities, families, schools, and young people. This requires actively facilitating youth input and ensuring that young people’s ideas are recognized as of value. All ideas must be heard with respect. Youth bring to the table a fresh perspective for identifying issues and possible solutions.
5. Design the working environment to ensure equity and safety for young participants; pay special attention to the distribution of power between young people and adults. Establish member and leadership positions of authority, responsibility, and accountability for young people, and design discussions in ways that facilitate and maintain motivated participation and that ensure voting rights in decision making on all issues and solutions. If there are paid staff positions, some should be offered to young people as a way of ensuring a youth perspective is available on a daily basis.
6. Through collaborative mechanisms integrate and weave together the resources of schools, homes, and communities to support meaningful youth participation and a wide-range of networking for accomplishing the group’s mission. Resources should be budgeted to underwrite the costs of effective youth participation and networking.
7. Link youth to comprehensive planning and policy efforts. This includes participation in bodies that analyze existing policies and propose new ones. Ensure they have ample opportunity to identify their own interests within the context of community and societal policy making and program development. Involve them in confronting serious social problems and conditions that will allow them to see themselves as agents for the positive transformation of their environments. Such participation can be a major step toward longterm participation and contributing to community programs/policy.
8. Self reflect, evaluate, and celebrate the group’s accomplishments in ways that recognize differences in perspective and contribution. A key factor in capacity building for participating and leading is the ability to learn from experiences. This is facilitated by structured reflection and debriefing and by formative evaluation. It is important to use the opportunity also to let everyone, and especially youth know, that their involvement is valued and to inform the community and public at large about progress and encourage formal recognition and official thanks....”

Listserv Participants: *Have you engaged in community/district forums on how to improve school safety? Have youth been included?* Please share. Send to Ltaylor@ucla.edu

From our perspective, this is an important time for schools to avoid adding yet one more special initiative; the need is to embed the concern for school safety into a transformed system of student/school support.



***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>

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 May *ENEWS'* discussion of: *End-of-the-Year Celebrations at All Levels:
Hope, Congratulations, Safe Exuberance*

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

>Also online is the recent 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 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/>)