

School Practitioner Community of Practice

(A network for sharing & exchange)

February 14, 2018

Some Resource Updates From the Field

Links are provided to the following:

- (1) *Strategies to build family and youth engagement to keep kids in school*
- (2) *Is internet addiction real?*
- (3) *Service Learning: Superintendent/Principal toolkit*
- (4) *Characteristics of our nation's English language learners*
- (5) *Reforming juvenile justice: a developmental approach*
- (6) *GAO Report to Congress on the Dept. of Education's Resource and Achievement Trends*

Topical Exchanges:

- >Sexual harassment awareness and prevention for secondary students
- >More on connecting schools, juvenile justice, and the community

Invitation to Listserv Participants to Share Perspectives

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

- > **Strategies to build family and youth engagement to keep kids in school** (podcast) – <https://soundcloud.com/user-500128145>
- > **Is internet addiction real?** – https://childmind.org/article/is-internet-addiction-real/?utm_source=newsletter&utm_medium=email&utm_content=Internet%20Addiction&utm_campaign=weekly-02-06
- > **Corporation for National and Community Service: Superintendent/Principal toolkit** – <https://www.nationalservice.gov/focus-areas/education/superintendentsprincipals-toolkit>
- > **Our nation’s English language learners** – <https://www2.ed.gov/datastory/el-characteristics/index.html>
- > **Reforming Juvenile Justice: A Developmental Approach** – http://sites.nationalacademies.org/DBASSE/CLAJ/Reforming_Juvenile_Justice/index.htm
- > **United States Government Accountability Office’s Report to the Committee on Homeland Security and Governmental Affairs, U.S. Senate on the Department of Education’s Resource and Achievement Trends (February 2018)** – <https://www.gao.gov/products/GAO-18-154>

Topical Exchanges:

(1) Request from a colleague: “I am a school nurse in a school for 6th-12th graders. I would like to do a school-wide training on sexual harassment to piggy-back on the #MeToo movement. do you have any resources for such a project?”

Center Comments: Many schools are just beginning to face-up to the challenge of including sexual harassment in their efforts to address the range of “bullying” behaviors at school and online. Certainly the emphasis should be on the whole school (e.g., staff, students, parents). While facets of this are dealing with perpetrators and those victimized, prevention is where schools can make a major long-term contribution.

As with all efforts to reduce problem behavior at school, two key steps are to enhance the school’s efforts to (1) facilitate social and emotional development and (2) address barriers to learning and teaching. In pursuing these steps, the emphasis needs to be on (a) personalizing learning (e.g., using classroom practices and professional development that account for individual differences in *both* motivation and capability and relying less on universal interventions) and (b) developing a unified, comprehensive, and equitable system of student/learning supports.

Here are some resources that may be useful:

Start with our Center’s online clearinghouse Quick Finds for links to resources from our Center and to online materials from others – <http://smhp.psych.ucla.edu/quicksearch.htm>. Browse the Quick Find drop-down menu and access, for example:

- > **Abuse Prevention** – <http://smhp.psych.ucla.edu/qf/sexassault.html>
- > **Safe Schools and Violence Prevention** – http://smhp.psych.ucla.edu/qf/p2108_03.htm
- > **Behavior Problems** – http://smhp.psych.ucla.edu/qf/p3022_01.htm
- > **Bullying** – <http://smhp.psych.ucla.edu/qf/bully.htm>
- > **Child Abuse and Neglect** – http://smhp.psych.ucla.edu/qf/p3007_01.htm
- > **Domestic Violence** – <http://smhp.psych.ucla.edu/qf/domestic.htm>
- > **Classroom-based Learning Supports** (including personalizing learning) – <http://smhp.psych.ucla.edu/qf/classenable.htm>
- > **Psychological First Aid** – <http://smhp.psych.ucla.edu/qf/psychfirstaid.html>
- > **Social and Emotional Development** – http://smhp.psych.ucla.edu/qf/p2102_05.htm

A few examples of specific Center resources found through Quick Finds are:

- > *Sex education & social emotional development* – <http://smhp.psych.ucla.edu/pdfdocs/sexed.pdf>
- > *Preventing Teen Dating Violence* – <http://smhp.psych.ucla.edu/pdfdocs/dating.pdf>
- > *Sexual Harassment by Peers in Schools* – <http://smhp.psych.ucla.edu/pdfdocs/harass.pdf>

From the *Connect with Kids* listserv (just distributed on 1/30/18):

“...One of the most pressing social challenges facing the country may be shifting our national culture and eradicating the facets of it that promote sexual harassment....These questions can be used with students to discuss the challenging topic of sexual assault and sexual harassment.

Self Awareness:

What are your definitions of sexual assault and harassment? Have you seen or experienced behavior that you thought was sexual assault or harassment? How did you respond? Have you ever talked to friends or family members about those behaviors? Do have someone you can talk to about incidents that made you feel uncomfortable? What are the ways you know about to report these kinds of incidents?

Self-Management:

How do you respond to encounters that make you feel uncomfortable? How do you talk to people about these kinds of encounters? How can you report sexual assault or harassment? Whom can you work with to make instances of sexual harassment less likely? When you feel ashamed about something, how do you overcome that feeling?

Social Awareness:

How do the norms of your community influence how people behave? What are some of the power dynamics that operate within your community? How do you support your friends when they have interactions that make them distressed? Whom can you talk to about social patterns that harm members of the community? How does the national culture affect your local community?

Relationship Skills:

How do you find people that make you feel comfortable? How do you seek out groups that increase your self-confidence? How do you talk to someone when something they said or did made you uneasy? Whom do you turn to when you have had difficulty processing a particular interaction?

Responsible Decision-Making:

When you feel confused or anxious, how do you think about the origins of those feelings? When you experience an interaction you wish hadn't happened, do you keep it to yourself or talk to others about it? Why do you affect the culture of your community?”

Also see

- > Teen sexual harassment <http://kidshealth.org/en/teens/harassment.html>
- > Teens and sexual harassment: making a difference <http://edis.ifas.ufl.edu/fy850>
- > What parents can do to stop sexual harassment
<https://www.gse.harvard.edu/news/uk/17/10/what-parents-can-do-stop-sexual-harassment>
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(2) More from the field on connecting schools, juvenile justice, and the community: We received a number of responses to the 1/23/18 practitioner request regarding ideas for connecting schools, juvenile justice, and the community. Here's a sample:

>Seven years ago local juvenile justice leadership and I created an opportunity to bring all the school district in the county together with local non-profits by hosting a Mental Health in Schools Conference. As with any collaboration, planning a Mental Health in Schools conference begins with a vision. The vision in Williamson County began as a broad idea that the community agencies would support ISDs in filling existing gaps in services for youth with the intentional focus of targeting youth through health promotion and prevention/intervention services provided at school. The idea was to provide adequate services at these phases in order to prevent youth from entering the “deep end” of the system. Our efforts, successful beyond our imagination, led to the formation of a youth focused task force whose vision is that: *“The children, youth and families of Williamson County will be supported by a seamless, integrated continuum of school/community services and supports that 1) promote behavioral health and well-being, 2) enable the*

early identification of concerns, and 3) ensure the use of the least intervention needed when concerns arise." Thankfully, we were prescient enough to build a road map for others to follow. Our "Toolkit for Agencies in Organizing a Mental Health in Schools Conference" and our "Youth Behavioral Health Subcommittee Overview" can be downloaded at the following URL: <http://www.wilco.org/Departments/Juvenile-Services/MH-Training-Resources-Handouts> . We hope these documents will prove useful to others trying to build bridges between systems. People are free to contact us if they have questions.

>When I was a public school teacher (Biology, SLD, EH, Gifted, Career Development certifications), I encountered much resistance whenever I would suggest the provision of comprehensive services and synergistic delivery. When I would put the vision into word and visuals, the document might be briefly viewed, but then reside on someone's bookshelf and never used for the benefit of those intended. However, numerous discussions would occur about the same issues year after year. If I tried initiating such initiatives in my classroom, I would be told to stop or else. After 35 years, I decided to retire, knowing that if anything was to happen, it would have to be on a community base level of development and implementation. I turned those ideas into the Community Learning Enhancement Institute, Inc. (CLEI), a proposed nonprofit organization that would provide personal, socioemotional, academic, interest/talent, career, service learning and educational developmental services and opportunities for children, parents/guardians, families, adults and senior citizens throughout the lifespan. Target issues include, specific learning disabilities (e.g. dyslexia), AD/HD, Aspergers (high functioning autism), emotional trauma, gifted/talented career development pipeline, at-risk prevention and intervention, early childhood, senior citizen engagement. Community outreach would include children and adults from the schools (public, private, homeschooled, postsecondary), social welfare system, criminal justice system (juveniles and adults), the workforce, homeless shelters, foster care system, military veterans, at-large in the neighborhoods, etc. However, that lack of traction experienced within the school system, including the postsecondary levels, has become now a lack of traction within the community. Both have similar "status quo" and "fixed" mindsets when it comes to comprehensive versus surface level and bandaid action solutions and thus the problems continue year after year and generation after generation.

>I was once on a committee that attempted to coordinate public schools, county mental health, county social work, local police, a drug abuse treatment center and a mental health day treatment center. The idea was to get all parties to participate in a "wrap-around" style of intervention/treatment planning. Just getting the key participants to have a common open spot in their schedules was tough.

The first thing we realized was that everybody had different definitions and rules regarding confidentiality. Some people thought we could revise our various operating procedures to overcome this hurdle and some folks had zero interest in revising operating procedures. Agencies also had different treatment philosophies. For examples, school principals tended to want to handle things themselves and only pass along the student when their ideas were exhausted. For example, some principals would confiscate drugs students brought to school and give a stern warning never to do that again. If stern warnings didn't work, perhaps on the third violation the police would be called. Of course, the principal wound up in possession of drugs that whole time. Plus, the students quickly learned that nothing serious would happen the first few times they were caught.

A few parents went through the whole inter-agency wrap-around process we developed. We got good marks from the parents on how well we listened and how well we linked them with needed services. Parents said this was the first time they weren't afraid of agencies or confused by the process. Where the process fell apart was in helping the parents to make appointments. We didn't have staff that could escort parents around, and it was often difficult for the families to get there unassisted. So great ideas tended to crumble over time. (After I left the area I heard that several agencies built offices near each other so that if the families could get to one parking lot, they could see many service providers right there.)

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Invitation to Listserv Participants to Share Perspectives

How is your local school/district using this time of heightened awareness to teach students about staying safe?

Send your responses to Ltaylor@ucla.edu

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Did you miss?

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>

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

>**The February *ENEWS*' discussion of improving graduation rates**

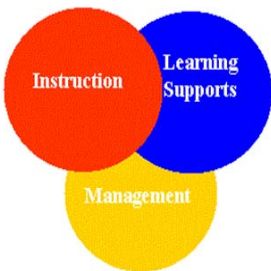
>**The quarterly *ejournal* for Winter 2018 articles on**

1. *Evolving School Improvement Plans to Better Address Barriers to Learning and Teaching*
2. *Updates on Advancing Efforts to Transform Student & Learning Supports*
3. *Who Else is Working to Transform Student/learning Supports*
4. *Two Cautionary Notes:*
 - >*About Piecemeal Approaches*
 - >*About Settling for an Integrated Services Initiative*
5. *Center Assistance for Transforming Student/ Learning Supports*

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

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>



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/>)