



**30 Years &
Counting**

ENEWS

A Monthly Forum for Sharing and Interchange



November, 2016 (Vol. 21 #2)

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on relevant policies and practices.



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact Ltaylor@ucla.edu



For more on resources from our national Center, see <http://smhp.psych.ucla.edu>

WHAT'S HERE THIS MONTH

****Pressing Concern & National Summit Announcement**

>Is your state's consolidated ESSA plan taking an innovative approach to addressing barriers to learning and teaching?

****News from around the country**

****This month's focus for schools to address barriers to learning**

> November: Enhancing Learning Supports

****National Initiative for Transforming Student & Learning Supports in 2016**

****UCLA Center Resources Update**

****Access links about:**

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, and online professional development

>Calls for grant proposals, presentations & papers

>Training and job opportunities

****A few other helpful resources accessible from the internet**

****Additional recent publications relevant to**

>School, family, & community

>Policy, systems, law, ethics, finances & statistics

>Child, adolescent, and young adults' mental and physical health

****Comments, requests, information, questions from the field**

Pressing Concern

>Is your state's consolidated ESSA plan taking an innovative approach to addressing barriers to learning and teaching?

As states circulate their draft plans for the transition to the Every Student Succeeds Act, they are asking for feedback/input from stakeholders. Since the plans will have a widespread impact, it is essential that *everyone* concerned with enhancing equity of opportunity provide feedback about ending the marginalization of efforts to address barriers to learning and teaching and re-engage disconnected students. State plans represent a real opportunity to transform student and learning supports as a key facet of school improvement. So please share this information with concerned colleagues.

For more on this, see the following:

- >ESSA, Equity of Opportunity, and Addressing Barriers to Learning – <http://smhp.psych.ucla.edu/pdfdocs/feb23announce.pdf>
- >Using ESSA to Transform Student and Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/may2016essa.pdf>
- >ESSA State Consolidated Plans: Rethinking MTSS to Better Address Barriers to Learning – <http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>
- >Bullying As Another Symptom of the Need for ESSA Planning to Focus on Transforming Student and Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/bullyessa.pdf>
- >Starting to Plan for ESSA? Have You had a Critical Dialogue About Advancing Equity of Opportunity? – <http://smhp.psych.ucla.edu/pdfdocs/discussequity.pdf>
- >ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports? – <http://smhp.psych.ucla.edu/pdfdocs/accountrep.pdf>
- >Piecemeal Policy Advocacy for Improving Schools Amounts to Tinkering and Works Against Fundamental System Transformation – <http://smhp.psych.ucla.edu/pdfdocs/tinkering.pdf>
- >Preparing for ESSA? Start by Reviewing the Analyses of What's been Wrong with School Improvement Efforts – <http://smhp.psych.ucla.edu/pdfdocs/markrev.pdf>

If you have provided feedback about these matter to your state plan, let us know so we can share your ideas with others. Or just share some comments about this. ltaylor@ucla.edu

ANNOUNCING A NATIONAL SUMMIT

ESSA and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity

ESSA planning provides a renewed opportunity for innovation in revisiting school improvement policy and practice. And from the communications we have received, there is considerable interest in using the opportunity to move forward with unifying and then developing a comprehensive and equitable system for addressing barriers to learning and teaching.

To build on this interest, we will host a summit at UCLA in January for a select group of about 75 state and district superintendents and other key leaders for school improvement. If you think this fits your state/district mission, let us know. Contact: Ltaylor@ucla.edu

NEWS FROM AROUND THE COUNTRY

The following recent articles are continuing indicators of the imperative for transforming student and learning supports.

1 in 4 U.S. teachers are chronically absent. More than 1 in 4 of the nation's full-time teachers are considered chronically absent from school, according to federal data, missing the equivalent of more than two weeks of classes each academic year in what some districts say has become an educational crisis. 10/26/16

https://www.washingtonpost.com/local/education/1-in-4-us-teachers-are-chronically-absent-missing-more-than-10-days-of-school/2016/10/26/2869925e-9186-11e6-a6a3-d50061aa9fae_story.html

Teacher turnover stymies school progress. The teacher attrition rate nationally is about 8 percent over the last decade. The rate is much higher for new teachers and those in high poverty district. Students bring the issues from their home lives into the schools, which means that curriculum isn't always a teachers' first priority. They often have to deal with the well-being of their students and the behavioral issues that come with it. 10/7/16

<http://www.delawareonline.com/story/news/education/2016/10/07/teacher-turnover-stymies-school-progress-del/90745638/>

Link between discipline and absenteeism. Increases in absenteeism and discipline issues during the 2015-16 school year have raised concerns with Tuscaloosa City Schools (AL) administrators and in some cases those two issues may be linked. While chronically absent students miss 28.5 days of school, others average about 6.5 absent days. Last school year, there were a total of 2,817 incidents that resulted in out-of-school suspensions, up from 2,670 incidents during the 2014-15 school year. The system is working to identify students with disciplinary problems and connect them with in-school intervention to ensure they do not get suspended. 10/1/16

<http://www.tuscaloosanews.com/news/20161001/tuscaloosa-city-schools-see-rise-in-absenteeism-discipline-issues>

Online "credit recovery." Atlanta is one of a growing number of Georgia school districts placing students who failed classes on their first attempt in online classes to make up course credit. Some teachers and students say the largely unregulated courses do more to boost graduation rates than help students learn material, leaving them with high school diplomas but without the skills they need to succeed in college or at work. Since Atlanta Public Schools began offering online credit recovery two years ago and switched two alternative schools to online classes supervised by school staff, there have been reports of cheating, including students Googling their way through classes and using staff log-in information to change grades or course parameters. Statewide, about 90 percent of Georgia students who took one of these courses last year in subjects covered by state tests passed the course itself. But an Atlanta Journal-Constitution analysis of results of the state-required tests found only about 10 percent of them were proficient in the subject. 10/14/16 <http://www.ajc.com/news/local-education/atlanta-schools-how-online-credit-recovery-students-actually-perform/dQJ24dcWs4ehaHSV0VSjaP>

States spending less on education now than before the great recession. When the Great Recession hit, states trimmed, and in some cases slashed, their budgets for public services, including for education. As the economy improved, some states began restoring funds to schools. But by 2014, 35 states were still spending less per student than they did in 2008. State tax dollars account for nearly half of education funding nationwide, so the decline in state funding has left many localities with a difficult choice: Raise local taxes, cut services and lay off teachers, or both. 10/20/16

<https://www.washingtonpost.com/news/education/wp/2016/10/20/these-states-are-spending-less-on-education-now-than-before-the-great-recession/>

Note: Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

If you see a story that should be included, let us know. Send to ltaylor@ucla.edu.

THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>November: Enhancing Learning Supports

A myriad of behavior, learning, and emotional problems confront schools each day. In response, schools have developed a variety of interventions. Some schools devote as much as 25% of their budget to such concerns. This month is a good time to map and analyze how this expenditure is being used. In doing so, most schools find that the various programs, services, and initiatives are fragmented and focused on helping a relatively few students. (For a tool to aid the mapping, see <http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>)

Given that this is the case, concerned stakeholders can provide the information as input into local and statewide ESSA school improvement planning.

There is a growing consensus that what schools need is a multicomponent schoolwide programs to be effective in dealing with problems such as bullying and harassment, substance abuse, disconnected students, and so forth. This is reflected in the widespread adoption/adaptation of the Multi-tier Student Support System (MTSS) framework. However, as our Center's analyses stress, while focusing on levels of intervention is essential, multi-tier formulations as commonly applied are insufficient for addressing barriers to learning and teaching. Three basic concerns about such formulations are that they mainly stress levels of intensity, do not address the problem of systematically connecting interventions that fall into and across each level, and do not address the need to connect school and community interventions. As a result, adopting MTSS does little to end the fragmentation, never mind the marginalization, of student and learning supports in school improvement efforts. <http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>

To move beyond the limitation of the MTSS framework, we suggest starting to transform existing student and learning supports into a unified, comprehensive, and equitable intervention system that functions in-classrooms and school-wide. Developing such a system involves reframing the MTSS intervention levels into a multidimensional approach that (1) weaves together school and community resources into an interconnected *continuum of subsystems*, (2) delineates the *arenas of support activities*, and (3) combines the continuum and content into a comprehensive intervention framework.

For a brief set of aids to guide planning related to this work, see

>*Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>

>*Where's it Happening?* <http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>

>*National Initiative for Transforming Student and Learning Supports*
<http://smhp.psych.ucla.edu/newinitiative.html>

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

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***The delicate balance of mentoring someone is not creating them
in your own image, but giving them the opportunity to create themselves.***

Steven Spielberg
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NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS*

About Connecticut's Comprehensive Student Support Systems

http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/CSH/overview_Comp_SSS.pdf

“Designing secondary schools where all students can learn and achieve at high levels requires attention to the needs of the whole child. Student success drives Connecticut’s Plan for Secondary School Reform — the expectation that all students can and will succeed. ... Four key task areas support Secondary School Reform in Connecticut: Model Curriculums, Student Success Plans, Capstone Experiences and Comprehensive Student Support Systems. Thriving, healthy schools provide the foundation of a positive school climate, nurturing positive relationships and high quality learning that ensures students will excel academically and lead healthy and balanced lives.”

Ongoing work in Hawaii

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/PersonalizedLearning/Pages/home.aspx>

“The Comprehensive Student Support System (CSSS) ensures that ALL students achieve to their greatest potential when school administrators, students, teachers, staff, families, and school communities work together in compassionate, nurturing, and efficient partnerships. The major components of CSSS are:

- High quality instructional leadership
- Curriculum, instruction and assessment
- Comprehensive student supports continuum.

It is the skillful integration and the implementation integrity and fidelity of the foregoing three components that ensures success for the whole child, his/her family and the school community.”

See the *Comprehensive Student Support System Implementation Continuum* at

<https://d3jc3ahdjad7x7.cloudfront.net/mMGorw5UFyHFhsh8HZYDdmYWRj5WZKO33SArVnRuOUOO7DxS.pdf>

See examples of *school brochures* mapping their Comprehensive Student Support System

Waimalu Elementary School

<https://d3jc3ahdjad7x7.cloudfront.net/mMGorw5UFyHFhsh8HZYDdmYWRj5WZKO33SArVnRuOUOO7DxS.pdf>

Neolani Elementary School <http://www.hawaiischoolguide.com/minisites/media/file/313/CSSS2008.pdf>

From North Carolina (as mentioned in the NC Every Student Succeed Act draft plan)

“NC School Mental Health Initiative (SMHI) is ... facilitated by the NCDPI staff, but is a shared multi-disciplinary partnership with broad representation consisting of educators, public - and private -sector employees, professional organizations, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. ... It is the mission of the School Mental Health partnership to develop recommendations for policy and/or legislative change to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health (See the NC School Mental Health Position Paper <http://wp.ncspaonline.com/wp-content/uploads/2015/03/School-Based-Mental-Health-Position-Paper1.pdf>)

*For more information on all this, we refer folks to the webpages for the initiative <http://smhp.psych.ucla.edu/newinitiative.html> .

Please let us know what you see happening to transform student and learning supports

Thinking about increasing the capacity with respect to developing a unified, comprehensive, and equitable system of student and learning supports? ***We can help.*** Contact: ltaylor@ucla.edu .

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Life is 10 percent what you make it, and 90 percent how you take it.

Irving Berlin

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

New

Center Brief:

- >What do “teachers, administrators, and other school leaders” need to learn about transforming student and learning supports? <http://smhp.psych.ucla.edu/pdfdocs/teachers2.pdf>

Policy Brief:

- >Every Student Succeed State Consolidated Plans: Rethinking Multi tiered System of Support to better address barriers to learning <http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>

School Practitioner Community of Practice Interchange: Weekly Listserv

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

- >What are the barriers to and strategies for school-community collaboration to enhance equity of opportunity? (10/10/16)
- >Need strategies for increasing parent involvement in schools (10/17/16)
- >Finding space for confidential counseling at a school (10/24/16)

Note: The latest School Practitioner and archived previous ones are on our website at <http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)
Follow-up exchanges are posted on the Center website's Net Exchange – <http://smhp.psych.ucla.edu/newnetexchange.htm>

Recently Featured Resources – on promoting school-community collaboration

- >Collaboration – School, Community, Interagency; community schools – http://smhp.psych.ucla.edu/qf/p1201_01.htm
- >Business support for schools – <http://smhp.psych.ucla.edu/qf/businesssupport.htm>
- >Community outreach – <http://smhp.psych.ucla.edu/qf/commoutreach.htm>
- >Mapping schools and community resources – http://smhp.psych.ucla.edu/qf/p2312_06.htm

Examples of Center discussions related to school-community collaboration:

- >Community Outreach and Collaborative Engagement – <http://smhp.psych.ucla.edu/pdfdocs/book/ch7comm.pdf>
- >Working Collaboratively: From School-Based Teams to School-Community Connections – <http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf>
- >Schools, Families, and Community Working Together: Building an Effective Collaborative <http://smhp.psych.ucla.edu/pdfdocs/buildingeffectivecollab.pdf>
- >School-Community Partnerships: A Guide – <http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>
- >Agencies Addressing Problems of Children and Youth: Pursuing a Continuum of Interventions and Working with Schools – <http://smhp.psych.ucla.edu/pdfdocs/agenciesschools.pdf>

ACCESS LINKS ABOUT:

- >Upcoming initiatives, conferences & workshops – <http://smhp.psych.ucla.edu/upconf.htm>
- >Calls for grant proposals, presentations, and papers – <http://smhp.psych.ucla.edu/upcall.htm>
- >Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>
- >Upcoming and archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to ltaylor@ucla.edu

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >ESSA state implementation map – <http://www.ascd.org/public-policy/ESSA-State-Implementation-Map.aspx>
- >Toolkit of resources for engaging families and the community as partners in education – <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509>
- >What are the barriers to and strategies for school-community collaboration to enhance equity of opportunity? [http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(10-10-16\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(10-10-16).pdf)
- >Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships – http://williampenndfoundation.org/sites/default/files/reports/Partnership%20Toolkit%20Draft%208_29_2016.pdf
- >Weaving student engagement into the core practices of schools – <http://dropoutprevention.org/wp-content/uploads/2016/09/student-engagement-2016-09.pdf>
- >North Carolina School Mental Health Position Paper – <http://wp.ncspaonline.com/wp-content/uploads/2015/03/School-Based-Mental-Health-Position-Paper1.pdf>
- >Newcomer Toolkit – <http://www2.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf>
- >Model School District Policy on Suicide Prevention – https://afsp.org/wp-content/uploads/2016/01/Model-Policy_FINAL.pdf
- >Motivation Matters: How new research can help teachers boost student engagement – <https://www.carnegiefoundation.org/resources/publications/motivation-matters-how-new-research-can-help-teachers-boost-student-engagement/>
- >On traumatic grief: an annotated list of books for children and teens – http://www.nctsn.org/sites/default/files/assets/pdfs/CTG_AdditionalResources_Children.pdf
- >Elements of Effective Practice for Children and Youth Served by Therapeutic Residential Care- <http://www.casey.org/residential-care/>

Playing truant from school is like a credit card.

Yep, have fun now, pay later!



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Success consists of going from failure to failure without loss of enthusiasm.

Winston Churchill

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ADDITIONAL RECENT PUBLICATIONS

(in print and on the web)

School, Family & Community

>Children's Coping With Academic Failure: Relations With Contextual and Motivational Resources Supporting Competence. J. Raftery-Helmer, & W. Grolnick (2016). *Journal of Early Adolescence*, 36, 1017-1041. <http://jea.sagepub.com/content/36/8/1017>

>Enhancing social responsibility and prosocial leadership to prevent aggression, peer victimization, and emotional problems in elementary school children. B.J. Leadbeater, K. Thompson, & P. Sukhawathanakul (2016). *American Journal of Community Psychology*, ePub <http://onlinelibrary.wiley.com/doi/10.1002/ajcp.12092/abstract;jsessionid=DECDBA049E03C1C56D10A07D5C6D4D22.f04t03>

>The importance of minority teachers: Student perceptions of minority versus white teachers. H.S. Cherng & P.F. Halpin (2016). *Educational Researcher*, 45, 407-420.

Policy, Systems, Law, Ethics, Finances & Statistics

>States as change agents under ESSA. J. Weiss & P. McGuinn (2016). *Phi Delta Kappan*, 97, 28-33. <http://pdk.sagepub.com/content/97/8/28.full.pdf+html>

>Communities are not all created equal: strategies to prevent violence affecting youth in the United States. L. Cohen, R. Davis, & A. Realini (2016), *Journal of Public Health Policy*, 37 (Suppl 1): 81-94. <Http://link.springer.com/article/10.1057%2Fs41271-016-0005-4>

Child, Adolescent, and Young Adult's Mental and Physical Health

>Early adolescents' motivations to defend victims in school bullying and their perceptions of student-teacher relationships: a self-determination theory approach. T. Jungert, B. Piroddi, & R. Thornberg (2016). *Journal of Adolescence*, 53, 75-90. <http://www.sciencedirect.com/science/journal/01401971>

>A primer for preventing teen dating violence? The representation of teen dating violence in young adult literature and its implications for prevention. H.L. Storer, & K.R. Strohl (2016). *Violence Against Women*, ePub <http://vaw.sagepub.com/content/early/2016/09/16/1077801216666725>

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. <Http://www.safetylit.org>

Note: The Center's Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topics with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Send to Ltaylor@ucla.edu

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It always seems impossible until it's done.

Nelson Mandela

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COMMENTS AND SHARING FROM THE FIELD

About whether student/learning supports personnel should be considered school leaders when ESSA refers to the development of “teachers, administrators, and other school leaders”?

(1) “Yes! I’m a school counselor at the elementary level ... , and feel strongly that school counselors and other personnel such as nurses, and school psychologists should be included under the umbrella of school leaders. Unless those staff members are pro-active in their approach (for example, when asking for time during staff meetings to discuss student supports), then they won’t have those opportunities to educate and inform teachers and school administration about the student supports they can and do offer. These school personnel target specific issues in a student’s development that impact academic performance on a daily basis. Thanks for looking into this issue!”

(2) “I could not agree more, but the money we currently receive is insufficient to accomplish the task, especially when I can not hire a certified teacher for over half our district openings. Our district recognizes the need to use para-professionals (not sure you could even call them school leaders, but they sure as heck are VIPs) to deliver small group instruction. We are a very poor district, small tax base, high poverty, rural district but we allocated local funds to train paras.”

About the Homework Discussion

“Often in schools we discuss the concept of differentiated instructional “supports” and academic intervention. It is becoming increasingly clear to me that the key is really in **teacher engagement and time on task with the planning and instructional material design process.... In many homes parents can’t help their students with their school work due to language barriers, education levels, work schedules, etc.**

When educators design tasks that go home which require a presumption that there is parental support or some form of tutoring, the achievement gap widens between those with and those without resources. Sadly in many districts, there is not enough planning and learning time for the teachers to really take a close look at our practices and the assumptions that drive certain decisions that we may be making devoid of thinking through the implications as the stress of poorly designed assignments that hit the kitchen table. (If there is a kitchen table to work upon.) A student who attempts a homework assignment at the kitchen table **devoid of support or a way to self-support** may quickly begin believing that the particular subject is not for them or that they are not smart enough to do the assignment.

When said assignments factor into grades, etc. the lack of confidence hole and distaste for school or the subject deepens. What began as a simple lesson planning and design issue has the potential to cut much deeper into the psyche of children and we adults may not even be aware of the impact of the thousand paper cuts like this over a student’s academic career. The conversation about learning supports and their respective power to promote or power to destroy a love of learning or a love of school is a critical one that must become central to teacher training and professional learning sessions. Furthermore, if teachers really understand each child’s learning barriers, then he/she may be in a better position to design lesson tasks that have built in supports that are customized with so that the student may self-propel his/herself over the learning obstacles. ...”

Just a Nice Comment

“I have worked in schools providing mental health services for several years. I’m quite familiar with the Center for Mental Health in Schools and have utilized your resources many times. Thank you very much for the valuable work you and your colleagues are doing in this area.

Since the concept and implications of mental health in schools seems to be changing all of the time, I'm sure that there are many counseling professionals who would like to learn more about your research.”

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu