

School Practitioner Community of Practice
(A network for sharing & exchange)
(5/11/22)

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>Links to a few other relevant shared resources

(Scroll down to read about the above and for hotlinks to resources)

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:

>Enhancing District & School Efforts to Address Mental Health Concerns

We are getting more and more requests for resources as schools rev up to better address mental health concerns. Some want resources to guide administrators; some want training resources for teachers and student support staff.

In all our resources, we emphasize the importance of embedding mental health into a transformed system for addressing the full range of barriers to learning and teaching. This approach contrasts in important ways from those advocating only for “Comprehensive School Mental Health” and emphasizing a “training package for K-12 educators and school staff” focused only on supporting the mental health of students.

Certainly part of meeting the needs of all students involves addressing concerns about mental health. And such concerns undoubtedly should be a high priority for society. However, students, parents, and school staff are confronted every day with a range of *learning, behavior, and emotional problems*, and the pandemic has increased the numbers related to all these concerns.

Given that the mission of schools is education, the specific challenge for them is to improve the role they play in directly confronting a wide range of factors negatively affecting students' learning. These factors include a full range of pervasive and complex barriers to learning and teaching. This, indeed, requires a *comprehensive* approach, but one that embeds mental concerns rather than frames and limits the focus to mental health problems and services.

The following are resources specifically designed to help districts and schools to enhance the role they play in addressing a wide range of barriers to learning and teaching.

- (1) We include several aids keyed to administrators, school boards, and legislators. For example, in the Center’s *System Change Toolkit* (<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>). See >*Introducing the Idea of Developing a Comprehensive System of Learning Supports to New Administrators or those Who May Be Ready to Move Forward* <http://smhp.psych.ucla.edu/pdfdocs/introtosups.pdf> – It includes links to various other introductory resources.

Also see our recent report:

>*How School Boards Can Pursue New Directions to Help Schools Address Barriers to Learning and Teaching* <http://smhp.psych.ucla.edu/pdfdocs/boardrep2022.pdf>

- (2) A wide range of folks have found the policy brief we did at the request of PACE to present a useful picture of what needs to be done and why. See

>*Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond* https://edpolicyinca.org/sites/default/files/2020-11/pb_adelman_nov2020.pdf

- (3) For school personnel development, we have resources focused on both system development and schoolwide and classroom interventions. The wide range of resources are free and readily accessible on our Center’s website – <http://smhp.psych.ucla.edu/>. Overviews and details of major ideas related to how to improve school efforts to prevent and ameliorate learning, behavior, and emotional problems are provided in

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

Access at http://smhp.psych.ucla.edu/improving_school_improvement.html

A Note about Not Limiting the Focus to Mental Health Concerns

Because the mission of schools is education, the focus on mental health concerns needs to be embedded into a broad approach that embraces public health thinking. This calls for a focus on *all* students with respect to preventing and ameliorating problems.

Here are two recent resources offering cautions about pernicious temporary funding:

- (1) *Here We Go Again: In the Rush to Spend Federal Stimulus Funds Schools are Attending to Immediate Individual Needs Without Addressing the Opportunity to Make Necessary Systemic Improvements*

excerpt:

“...Given the increasing number of learning, behavior, and emotional problems confronting educators, it is essential that schools avoid pressures to just expand intervention strategies that only attend to individual needs or that pursue another “hot topic” program. The federal stimulus funds also provide the opportunity to start a process for transforming student/learning supports in ways that substantially and substantively address a broad range of barriers to learning and teaching...” <http://smhp.psych.ucla.edu/pdfdocs/3-24-21.pdf>

- (2) *About Temporary Relief Funds and Mental Health in Schools*

excerpt:

“...temporary increases in funding provide a way to do more than address immediate mental health needs; they provide a special opportunity to initiate the transformation of student and learning supports to better address barriers to learning and teaching and reengage disconnected students...” <http://smhp.psych.ucla.edu/pdfdocs/5-28-21.pdf>

Here are a few recent resources from our Center that highlight what needs to be and can be done:

- > *We must transform how schools address barriers to learning*
<https://edsource.org/2022/we-must-transform-how-schools-address-barriers-to-learning/668110>
- > *We won't Argue Against Adding More Counselors, BUT... Addressing Student Mental Health Concerns Involves Much More than Increasing the Number of Mental Health Providers*
<http://smhp.psych.ucla.edu/pdfdocs/morethan.pdf>
- > *Time for Straight Talk about Mental Health Services and MH in Schools*
<http://smhp.psych.ucla.edu/pdfdocs/mhinschools.pdf>
- > *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/addressingtraumaandotherbarrierstolearning.pdf>
- > *Embedding Mental Health as Schools Change*
http://smhp.psych.ucla.edu/improving_school_improvement.html
- > *New Directions for School Improvement Policy*
<http://smhp.psych.ucla.edu/pdfdocs/policynd.pdf>

(For more, go to the Center website – <http://smhp.psych.ucla.edu/>)

Be a community of practice participant
Share your experiences, views, comments
Send to ltaylor@ucla.edu

Always do right. This will gratify some people and astonish the rest.
Mark Twain

No one can make you feel inferior without your consent.
Eleanor Roosevelt

We can't solve problems by using the same kind of thinking we used when we created them.

Albert Einstein

For discussion and interchange:

>Welcoming and supporting new teachers and student support staff

(Part II of a four part series on recruiting, welcoming, developing, and supporting new teachers and student support staff)

Good induction programs “extend beyond the friendly hellos, room key and badge pick-ups and buddy programs. While these are necessary ..., high-quality induction programs ... help [newcomers] survive and thrive in their new environments.

American Federation of Teachers

[Note: Earlier this year, our Center and a wide range of colleagues shared perspectives on a request related to the growing teacher shortage. As a follow up, we now focus on efforts to end the shortage and strengthen recruitment, welcoming, development, and support for new teachers and student support staff. In attracting and keeping new (and experienced teachers), considerable consensus has formed over the years around the need to address seven basic interrelated matters. They are: (1) salaries, (2) recruitment, (3) preservice professional preparation, (4) induction into the profession, (5) personalized on-the-job (inservice) learning, (6) student and learning supports, and (7) a career ladder. In Part I of this series, we focused on sharing ideas about recruitment strategies.]

From: *Retaining new teachers* <http://smhp.psych.ucla.edu/pdfdocs/newteacher.pdf>

Few entering a new worksite are not at least a bit anxious about how they will be received and how they will do. Moreover, each site has challenges that must be negotiated. A well-conceived and formally implemented induction program that provides professional and personal transition supports increases the likelihood that newcomers will function effectively in the unique culture of a particular site.

Overlapping the induction program is the need for several mechanisms to provide personalized on-the-job learning. Given that preservice education generally is designed with beginning levels of functioning in mind, systematically designed programs to enhance job-related knowledge, skills, and attitudes are essential. This requires infrastructure mechanisms for planning and implementation of continuous learning programs, both at worksites and in other appropriate venues that foster a community of learners and higher levels of effectiveness

... Optimally, as a fundamental socialization process that transitions individuals into an important and essential societal institution, a good induction program for all education personnel should be comprehensively designed as a formal and multi-year program.... Such a process should absorb the newcomer into a community of learners, guide and integrate them into decision making structures, and avoid undermining the idealism, commitment, and new ideas and practices that are the hallmark of a new generation of education professionals and are essential to advancing the field.

Minimally, a good induction program requires infrastructure mechanisms for planning and implementation of

- welcoming
- professional (and as feasible personal) support and guidance from colleagues and administrators to enable new staff to function effectively over the initial months of employment
- initial inservice education (which hopefully is targeted and personalized to meet the individual needs of the newcomer)
- ready access to learning/student supports (personnel, resources, strategies, and practices)....

From: *Reconnect and Recharge: Plugging New Teachers into Support Outlets*
<https://www.tandfonline.com/doi/full/10.1080/01626620.2018.1424048>

... Research documents that new teachers struggle with challenges such as classroom management; student motivation; lack of guidance and resources for instructional planning; dealing with diversity and disability among students; assessing students; collaborating with

colleagues, administrators, and parents; and lack of autonomy and professional development....

Novice teachers can benefit from a community of colleagues who can help them process and problem solve their daily challenges of teaching, particularly critical for new teachers. ...Teacher induction can refer to a number of different activities and support services such as orientations and seminars, mentoring, collegial collaboration, administrative support, and additional resources. However, research suggests that the most effective induction programs offer packages of supports including providing mentors from the same field and the opportunity for new teachers to participate in group or collective planning and collaborative activities with colleagues and administrators....

One component of effective teacher induction programs is the use of a supportive learning community among beginning teachers allowing them to engage in collaborative problem solving around their teaching challenges...Support groups can be one avenue to increase teacher efficacy by engaging a network of newly inducted teachers in collaborative conversations regarding their teaching challenges. In their collaborative conversations, teacher participants provide problem-solving strategies that empowered one another and, as a result, made them feel more efficacious as novice teachers....

From: *Teacher Shortages* ...

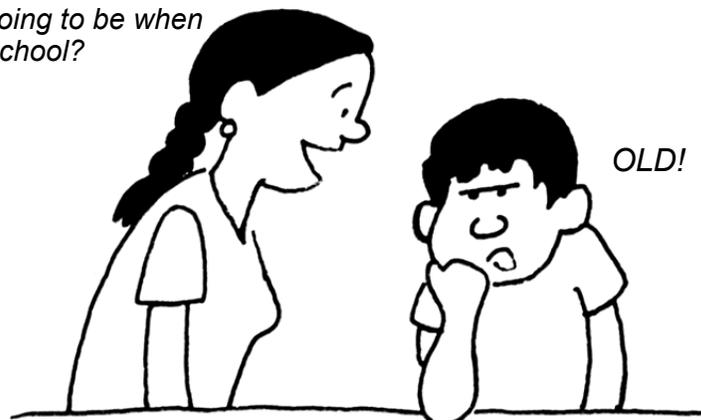
https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Shortages_During_Pandemic_REPORT.pdf

... Several districts develop new teaching talent through high-retention pathways into teaching, including Grow Your Own (GYO) initiatives and teacher residencies. GYO programs recruit local community members, such as classified school employees, into teaching. Districts used state funding to help with tuition reimbursement as classified staff completed coursework toward their credentials.

Residencies are 1-year intensive apprenticeships. Some districts with well-established teacher residency programs were able to anticipate how many new teachers would be available to fill some positions in hard-to-staff schools and subject areas....

Support the retention of new teachers by cultivating the development of teacher mentors. In addition to comprehensive preparation, strong early-career mentoring and induction can play a critical role in supporting the retention of novice teachers....

What are you going to be when you get out of school?



From:

**Adversity and Opportunity—
The Pandemic's Paradoxical Effect on Child Health and Well-being**

<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2789950>

“Like most existential threats, pandemics generate not only hardships but also hard choices. Clearly, the COVID-19 pandemic has profoundly disrupted the fabric of family and community life. However, it has also triggered emergency policy responses that have cut through years of muddled inaction on issues critical to child health and well-being. Many people are surprised to learn that now, 2 years into the pandemic, child poverty has fallen to historic lows. This is not the result of some long-term secular trend. Rather, it is the result of new, aggressive policy initiatives, initiatives that without immediate action will be abandoned in the coming months....

Although the effect of the COVID-19 pandemic has been profound, families and communities have not been passive in meeting this challenge. Families have always served as a buffer between societal threats and childhood, and the pandemic has been met by remarkable creativity and resilience among US families.... While it will be important to continue to track adverse outcomes, it will also be essential to assess how families and communities have developed meaningful resilience amid the pandemic's myriad challenges to daily life....

The pandemic remains an immediate, disruptive challenge. However, a moment of crisis often demands moral choices that transcend immediate adversity and define the societal commitments that endure, the commitments that ultimately shape the contours of collective healing and renewal.”

From a related article:

Strength-based parenting and stress-related growth in adolescents: Exploring the role of positive reappraisal, school belonging, and emotional processing during the pandemic <https://onlinelibrary.wiley.com/doi/10.1002/jad.12016>

“... In many respects, the negative impacts of COVID-19 on young people's mental health have been the central focus of research. What has received less research attention and is less well-documented is the degree to which the pandemic might result in positive mental health outcomes.... Overall, the results of this study identify a silver lining in the COVID-19 global pandemic. These results are more than just a welcome relief—they provide four psychosocial factors that can be leveraged in addressing adolescent mental health as students begin to return to a “new normal” and to in-person classrooms....”

>Links to a few other relevant shared resources

Investing in Teacher Support Leads to Teacher Retention: Six Supports Administrators Should Consider for New Teachers <https://eric.ed.gov/?id=EJ1250205>

Unlocking the "How": Designing Family Engagement Strategies That Lead to School Success <https://belearninghero.org/wp-content/uploads/2022/03/Unlocking-The-How-Report.pdf>

Trajectories of Youth's Helping From Adolescence into Adulthood: The Importance of Social Relations and Values <https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12551>

Strengthening Communities: A Qualitative Assessment of Opportunities for the Prevention of Adverse Childhood Experiences in the Wake of the Opioid Crisis <https://link.springer.com/article/10.1007/s10826-021-02202-z>

The impact of family engagement <https://youth.gov/youth-topics/impact-family-engagement>

The COVID-19 Pandemic and Mental Health- Implementing Evidence-Based Interventions to Advance to Equity and Reverse a Worsening Crisis
<https://jamanetwork.com/journals/jama-health-forum/fullarticle/2791319>

When Youth Are Experts in the Field <https://issues.org/youth-experts-bcyf-nasem-fox-kahn-battle/>

APA GUIDELINES for Psychological Practice for People with Low-Income and Economic Marginalization <https://www.apa.org/about/policy/guidelines-low-income.pdf>

Helping Young Children Who Are Socially Anxious
https://childmind.org/article/how-to-help-anxious-kids-in-social-situations/?utm_medium=email&utm_source=newsletter&utm_campaign=publ_ed_nl_2022-05-03&utm_content=how-to-help-anxious-kids-in-social-situations

How Schools Can Build a Culture of Support for Educator Mental Health
<https://www.edsurge.com/news/2022-04-29-how-schools-can-build-a-culture-of-support-for-educator-mental-health>

Transforming education through the ingenuity of communities
<https://www.eschoolnews.com/2022/04/28/transforming-education-through-the-ingenuity-of-communities/>

Telehealth Has Played an Outsized Role Meeting Mental Health Needs During the COVID-19 Pandemic
<https://www.kff.org/coronavirus-covid-19/issue-brief/telehealth-has-played-an-outsized-role-meeting-mental-health-needs-during-the-covid-19-pandemic/>

A Few Upcoming Webinars

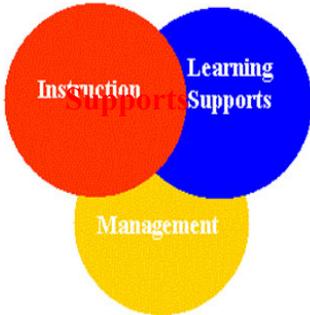
For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

- 5/10 Support challenging students
- 5/11 Seminar on education policy
- 5/12 How To Identify and Close Teacher Experience Gaps
- 5/12 Understanding Doubled Up
- 5/17 School is almost out, Now What? Fostering Family Relationships Over the Summer
- 5/18 How to Share Perspectives: Engagement and Feedback
- 5/18 Legal and Ethical Considerations of Working with Students with Disabilities
- 5/20 How Does Educator Well-Being Impact Social-Emotional Awareness in Schools?
- 5/24 Adaptive Leadership: Mobilizing for Sustainability in Your School Community
- 5/24 Strengthening Family Coping Resources During Challenging Times
- 5/25 What promotes engagement
- 5/25 What students need to thrive
- 5/31 Paving the Way to College for Students Experiencing Homelessness
- 6/7 Beyond Compliance: Empowering families

So they kept you after school again.



I prefer to think of it as being held over by popular demand.



For information about the

National Initiative for Transforming Student and Learning

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/>)