

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
(5/18/22)

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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).*

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**For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>**

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**For discussion and interchange:**

**>Which schools/districts are working to transform student/learning supports?**

**Request from a reporter:**

"I'm an education reporter. Your post *Mental Health in Schools: More than Providing School-Based Services* [ <http://smhp.psych.ucla.edu/pdfdocs/3-31-22.pdf> ] is really interesting. I'd love to develop a story around this theme, but I think the best way to do it is to illustrate the suite of necessary practices and policies in action at a real school or schools. Is it too much to hope in this crazy world that there might be a school that you know of somewhere that is something of a beacon in this regard? I'd love to profile a school doing it right (or mostly right), or at least aspiring in the right direction and starting the hard work of putting the right pieces in place."

**Please share any places you know about that are working to transform student/learning supports**

We will share the info with this reporter and others. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

**What we have been sharing widely to encourage moving forward:**

In our latest ejournal, we included a sample of places that piloted efforts to adopt/adapt our prototype for a unified, comprehensive, and equitable system of student/learning supports – see <http://smhp.psych.ucla.edu/pdfdocs/spring2022.pdf> .

With all the current concern about mental health in schools, we have stressed how to embed mental health into a unified, comprehensive, and equitable system of student/learning supports – see

**>Mental Health in Schools: Taking Stock, Moving Ahead**

<http://smhp.psych.ucla.edu/pdfdocs/5-12-22.pdf>

## For Those Who Want to Move Forward

### Here are some brief resources:

- > *Developing a Unified and Comprehensive System of Learning Supports: First Steps for Superintendents Who Want to Get Started*  
<http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf>
- > *Enhancing a School Board's Focus on Addressing Barriers to Learning & Teaching* <http://smhp.psych.ucla.edu/pdfdocs/schoolboardfocus.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>
- > *Leadership at a School Site for Developing a Comprehensive System of Learning Supports* <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidd.pdf>
- > *Beginning Steps in Personnel Development Related to Establishing a Comprehensive System of Learning Supports*  
<http://smhp.psych.ucla.edu/pdfdocs/personneldevelopment.pdf>
- > *Mapping & Analyzing Learning Supports* (A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports)  
<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>
- > *What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?* <http://smhp.psych.ucla.edu/summit2002/whatmightfully.pdf>

### And here are three free books:

- > *Improving School Improvement*
- > *Addressing Barriers to Learning: In the Classroom and Schoolwide*
- > *Embedding Mental Health as Schools Change*

Access all 3 at [http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

## For discussion and interchange:

### > **Enhancing Student/Learning Supports in Classrooms**

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

*More than half of Alabama's first-time teachers leave their first classroom before the end of three years, according to a new report from the Alabama Commission on the Evaluation of Services, creating a "churning turnover" that is costly and increasingly difficult for some districts to improve. The report put the national five-year exit rate at 44%....*

<https://www.al.com/news/2022/04/half-of-alabamas-new-teachers-leave-classroom-within-three-years-report-says.html>

Teacher can't and shouldn't be expected to work alone in classrooms if they are to personalize and blend instruction for all students and provide essential accommodations and special assistance for student manifesting learning, behavior, and emotional problems. A key facet of supporting and maintaining teachers involves enhancing student/learning supports in every classroom.

Here are considerations to discuss:

- Reframing the approach to classroom instruction to enhance teacher capability to prevent and intervene as soon after problems arise and reduce need for out of class referrals (e.g. personalizing instruction; enhancing necessary special assistance in the classroom;

developing small group and independent learning options; reducing negative interactions and over-reliance on social control; expanding the range of curricular and instructional options and choices; systematic use of response to intervention and related prereferral interventions)

- Opening the classroom door to invite in various forms of collaboration, support, and personalized professional development (e.g., co-teaching and team teaching with resource teachers; working with student support staff in the classroom; using volunteers in targeted ways to enhance social and academic support; bringing in mentors; creating a learning community focused on intrinsic motivation concepts, their application to schooling, how to minimize use of rewards and punishment, and how to re-engage students who have become disengaged from classroom learning)
- Enhancing the capability of student and learning supports staff and others to team with teachers in the classroom (e.g., enhancing student support staff understanding of personalized instruction and how to work as colleagues in the classroom with teachers and others to enhance success for all students)
- Providing a broad range of curricular and enrichment opportunities (e.g., stimulating instructional content and processes, ensuring open access to and choice from a variety of enriching options)
- Contributing to a positive climate in the classroom and school-wide (e.g., enhancing feelings of competence, self-determination, and relatedness to others at school; reducing threats to such feelings; ensuring staff have good professional and social supports; providing for conflict resolution)

From: *Teacher Shortages During the Pandemic: How California Districts Are Responding*  
[https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher\\_Shortages\\_During\\_Pandemic\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Shortages_During_Pandemic_REPORT.pdf)

... Several districts in our study described leveraging funds to improve working conditions with an eye toward teacher retention. Some districts hired additional staff to reduce pupil–teacher ratios, which could allow districts to approach the smaller pupil–teacher ratios common in other states and ease some of the demands on teachers. Districts also created and filled additional positions for intervention and strategic academic support, including counselors, psychologists, social workers, instructional coaches, and assistant principals. These expanded student supports were crucial as districts welcomed students back to campus. By supporting students’ learning recovery and social and emotional well-being, districts were also providing supports for teachers.....”

Here are a few related resources to stimulate discussions:

- > *Turning Big Classes into Smaller Units* – Just as it is evident that we need to turn schools with large enrollments into sets of small schools, we must do the same in the classroom everyday. [http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small\\_classes.pdf](http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small_classes.pdf)
- > *Volunteers to Help Teachers and Schools Address Barriers to Learning* – Outlines ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support; clarifies steps for implementing volunteer programs in schools, recruitment and training procedures, and key points to consider in evaluating volunteer programs. <http://smhp.psych.ucla.edu/pdfdocs/volunteer/volunt.pdf>
- > *Personalizing Personnel Development at Schools: A Focus on Student Engagement and Re-engagement* – Engagement and re-engagement of students is a fundamental concern for everyone involved with improving schools (e.g., teachers, student support staff, administrators, playground and office personnel). Because of the limited ways most preservice preparation addresses these matters, considerable attention must be paid to them once personnel are on-the-job. <http://www.smhp.psych.ucla.edu/pdfdocs/engagement.pdf>

From: *A call to service: Our schools need you to step up*

<https://hechingerreport.org/opinion-a-call-to-service-our-schools-need-you-to-step-up/>

“... it's time for each of us to step up to help the bedrock of our nation — our schools. We need a cadre of caring adults — tutors, mentors, classroom parents and community partnership volunteers — to help lift the burden from the shoulders of our overworked educators and support staff and ensure that our students are supported, and schools remain open.

We call on our nation's employers to allow highly qualified employees to volunteer in schools and districts. Employers can demonstrate their commitment to America's youth by offering additional leave to workers, perhaps a few hours each week or a couple of days per month, to volunteer in schools. Community members can volunteer to help with bus duty, cafeteria monitoring, playground supervision, field trip chaperoning and other tasks that schools are scrambling to cover. Local adults can volunteer to read to a child who needs extra support. Professionals can provide volunteer tutoring or fill other roles determined by educators to be appropriate. Certainly, engaging new volunteers in schools requires strong systems for vetting and training. The vetting can be done safely by using background checks and rapid Covid testing....”

### **For discussion and interchange:**

#### **>About Teen Summer Jobs and Volunteering**

From: *Summer jobs for the youth*

<https://www.gainesville.com/story/news/2022/05/10/minority-business-listings-inc-mbl-hosted-job-fair-drew-approximately-300-students/9705683002/>

Local teenagers attended a job fair to learn about summer jobs that will pay them \$10 an hour for up to 25 hours weekly for six weeks.

Held Saturday to give teens a jump start on summer employment, Minority Business Listings Inc. (MBL) hosted a job fair that drew approximately 300 students who networked with more than 20 employers ....

From: *Library in search of teen volunteers for summer*

[https://www.duncanbanner.com/community/library-in-search-of-teen-volunteers-for-summer/article\\_e0ba3a38-cbfb-11ec-a6bf-f3165cc08773.html](https://www.duncanbanner.com/community/library-in-search-of-teen-volunteers-for-summer/article_e0ba3a38-cbfb-11ec-a6bf-f3165cc08773.html)

For teens looking for a way to stay active over the summer, the local library is looking to bring on volunteers during the week for the summer. Teens will gain experience in setting up programs, as well as learning how program activities run. Teens can choose from a variety of activities they are interested in, such as shelving and desk work, setting up and taking down programs, assisting during a program, running a program, summer reading desk, movie day, helping prepare the take and make bags, assisting with story time and stay and play days.

Amy Ryker, library director, said “The tradition of helping teens get work experience in a fun environment has been going on for decades. Some of our previous teen volunteers have even gone on to become librarians themselves. Teens that train well, work hard, follow the code of conduct and show the kind of enthusiasm and ability to adapt and learn will gain experience that will last a lifetime.

### **Some resources for the discussion:**

> *Why Summer Jobs Are Important*

<https://www.imom.com/the-pros-and-cons-of-teen-summer-jobs/>

> *The Pros and Cons of Teen Summer Jobs*

<https://www.imom.com/the-pros-and-cons-of-teen-summer-jobs/>

- > *Why More Cities Should Offer Summer Jobs for Teens*  
<https://hbr.org/2018/08/why-more-cities-should-offer-summer-jobs-for-teens>
- > Summer Volunteering Programs for High School Students  
<https://www.dosomething.org/us/articles/summer-volunteering-programs-for-high-school-students>

### >Links to a few other relevant shared resources

Paraprofessional Youth Mentoring: A Framework for Integrating Youth Mentoring with Helping Institutions and Professions  
<https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12546>

Teacher Recruitment and Retention  
[https://evidence.alabama.gov/wp-content/uploads/2021/11/ACES-Interim-Update\\_Teacher-Recruitment-and-Retention-Final.pdf](https://evidence.alabama.gov/wp-content/uploads/2021/11/ACES-Interim-Update_Teacher-Recruitment-and-Retention-Final.pdf)

Flux in the Educator Labor Market: Acute Staff Shortages and Projected Superintendent Departures  
[https://www.rand.org/pubs/research\\_reports/RRA956-9.html](https://www.rand.org/pubs/research_reports/RRA956-9.html)

Continuum of mentoring practices  
<https://newteachercenter.org/resources/continuum-of-mentoring-practice/>

New teacher development program  
<https://www.teachboston.org/new-teacher-development-program>

Students Need Summer Learning That Doesn't Feel Like School  
<https://www.edsurge.com/news/2022-05-09-students-need-summer-learning-that-doesn-t-feel-like-school>

Ed Department begins review of often misunderstood Section 504 rules  
<https://www.k12dive.com/news/ed-department-begins-review-of-often-misunderstood-section-504/623327/>

Implementation of a Capacity-Building Framework to Improve School Climate in an Urban School System  
<https://journals.sagepub.com/doi/10.1177/26320770211055861>

Youth MOVE Change Initiative  
<https://youthmovenational.org/youth-move-change-initiative/>

Pandemic Learning: As Students Struggled to Learn, Teachers Reported Few Strategies as Particularly Helpful to Mitigate Learning Loss  
<https://www.gao.gov/products/gao-22-104487>

Federal Indian Boarding School Initiative  
[https://www.bia.gov/sites/default/files/dup/inline-files/bsi\\_investigative\\_report\\_may\\_2022\\_508.pdf](https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf)

BLACK LGBTQ+ MENTAL HEALTH  
<https://lgbtquequity.org/wp-content/uploads/2022/04/Black-LGBTQ-Mental-Health-Infographic.pdf>

The Relationship of School Connectedness to Adolescents' Engagement in Co-Occurring Health Risks: A Meta-Analytic Review  
<https://pubmed.ncbi.nlm.nih.gov/35477342/>

Use of Supports among Students with Disabilities and Special Needs in College  
<https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2022071>

The Role of Title V Programs in Increasing Access to School-Based Health Services: Opportunities for Bolstering Medicaid Reimbursement  
<https://ciswh.org/wp-content/uploads/2022/04/Free-Care-Rule-Explainer.pdf>

GLSEN Navigator  
<https://maps.glsen.org/>

Is recess a right or a privilege?  
<https://hechingerreport.org/is-recess-a-right-or-a-privilege/>

Education Across America: Cities, Suburbs, Towns, and Rural Areas  
<https://nces.ed.gov/surveys/annualreports/topical-studies/locale>

Good Jobs for Young Adults Can Boost Their Lifetime Earnings and Well-being  
<https://www.childtrends.org/blog/good-jobs-for-young-adults-can-boost-their-lifetime-earnings-and-well-being>

## 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>

- 5/18 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
- 5/26 Hope and optimism
- 5/31 Paving the Way to College for Students Experiencing Homelessness
- 6/7 Beyond Compliance: Empowering families
- 6/7 Risk and Resilience: How Stress and Adversity Shape Youth
- 6/7 Beyond Compliance: Empowering families
- 6/8 Determining McKinney-Vento Eligibility
- 6/14 Impact of Social Media on Youth

### **Buffalo Superintendent's letter about the tragedy**

Sunday May 15, 2022 (excerpt)

Dear BPS Staff and Families,

We are all saddened by the senseless mass shooting that took place yesterday at Tops Supermarket. Our entire community will be forever impacted by this tragedy, which resulted in the loss of ten lives and three additional persons who were injured. We have learned that several of the victims are related to students and staff in our BPS community. There were also countless witnesses who are traumatized and who are directly connected to our students and staff. In addition, the magnitude of news and social media outlets that continue covering this tragedy, make it likely that most all, including our youngest learners have heard conversations and may have even seen some very explicit, disturbing photos of yesterday's events.

We are all beyond devastated and are deeply grieving for the families and for our community. However, as our Mayor stated yesterday, the City of Buffalo is known as the City of Good Neighbors. It is necessary for us to begin our healing process, and WE WILL!! We are grateful for the bravery of the countless heroes and first responders who took immediate action to protect and save lives.

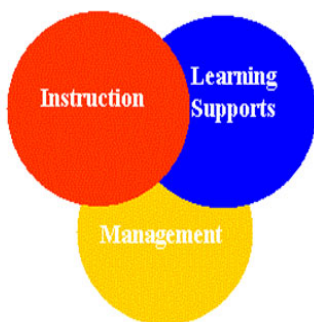
This is a time for healing for our entire school community. We must come together to support one another. We will lean on each other and we will be BPS Strong! Healing will be an on-going process. We must work together and demonstrate sensitivity, openness, and genuine care as we try to make sense of this horrific act of hate and evil.

Flags at all BPS schools will be flown at half-mast, for ten school days, in a show of respect and solidarity for the loss of each life. I am requesting that principals begin the day tomorrow with Circles' meetings in all classrooms. Principals will provide safe spaces, in each school, for students and staff to speak with our trained counselors, psychologists, and social workers, if needed. Our Crisis Team will be reaching out to families who were directly impacted to provide supports. We will partner with Restorative Justice and mental health agencies to be present at schools where principals request such support...."

<https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/ModuleInstance/123515/BPS%20Letter%20to%20Staff%20and%20Families.pdf>



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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.

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**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](mailto:Ltaylor@ucla.edu)

**We join with all those who are mourning the passing of Ed Trickett.**

**So many have benefitted from his contributions to psychology and education; so many loved his musicianship; so many valued his colleague ship. He will be greatly missed.**

**Be a community of practice participant**  
**Share your experiences, views, comments**  
Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)



**THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto: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/>)**