

School Practitioner Community of Practice
(A network for sharing & exchange)
(6/15/22)

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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**

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>

Congratulations and Best Wishes to the Class of 2022

For discussion and interchange:

>About Guiding Discussions to Improve Student/Learning Supports

Request from a colleague:

"I'm enjoying combing through *Addressing Barriers to Learning: In the Classroom and Schoolwide and Embedding Mental Health as Schools Change*.^{*} My role in the county supports administrators and school-site personnel Do you have discussions with school-site personnel around the research or do you have a suggested reading plan?"

^{*}These two resources can be accessed freely at http://smhp.psych.ucla.edu/improving_school_improvement.html

Center Comments:

So nice to hear when Center resources are well-received. As to discussions at schools, we have done many around the country and find that most places need first to pursue some basic readings along with in-house discussions. Then, if there is significant interest in moving in the new directions we describe, we are ready to initiate a series of email and Zoom exchanges to answer questions. If districts move to adopt/adapt a unified, comprehensive, and equitable system of student/learning support, we can provide free TA and coaching <http://smhp.psych.ucla.edu/pdfdocs/coach.pdf>

The summer is a valuable time to discuss improving student/learning supports. The following is a brief resource guide for discussing new directions for schools to better address learning, behavior, and emotional problems. The discussion topics and related readings can be modified readily, and we can help with that.

A Brief Guide for Discussing New Directions for Student/Learning Supports

Discussion Topics and Some Related Reading

I. Why schools need to reframe how they address learning, behavior, and emotional problems

Read and discuss:

> *We must Transform How Schools Address Barriers to Learning*

<https://edsources.org/2022/we-must-transform-how-schools-address-barriers-to-learning/668110>

> *Don't Limit Thinking about How Schools Can Best Help Address Students' Mental Health*

<http://smhp.psych.ucla.edu/pdfdocs/2-24-22.pdf>

II. What might a Unified, Comprehensive, and Equitable System look like at schools?

Read and discuss:

> *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

> 2021-22: Addressing Learning, Behavior, and Emotional Problems Through Better Use of Student and Learning Support Staff <http://smhp.psych.ucla.edu/pdfdocs/supports.pdf>

III. Building on Efforts Related to MTSS and Community Schools

Read and discuss:

> *The MTSS Continuum: Essential but Not Comprehensive Enough – How to make it Better*

<http://smhp.psych.ucla.edu/pdfdocs/mtss2019.pdf>

> *Rethinking MTSS to Better Address Barriers to Learning*

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall19.pdf>

> *Evolving Community Schools and Transforming Student/Learning Supports*

<http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf>

IV. Getting started – some first steps to improve student/learning supports

Read and discuss:

> *ACTION STEPS for Improving How Schools Address Barriers to Learning and Teaching – including mental health concerns*

<http://smhp.psych.ucla.edu/pdfdocs/actionsteps.pdf>

V. What's involved in scaling-up and sustaining the system changes?

Read and discuss:

> *Implementation Science and Complex School Changes*

<http://smhp.psych.ucla.edu/pdfdocs/implemreport.pdf>

The above and related matters are detailed 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 host of other free resources to aid in the work are available at <http://smhp.psych.ucla.edu>

– for example, the *System Change Toolkit* <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

NEED SOME FREE COACHING/TECHNICAL ASSISTANCE?

<http://smhp.psych.ucla.edu/pdfdocs/coach.pdf>

**Are discussions about improving Student/Learning Supports
taking place in your locale?**

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

For discussion and interchange:

>Will the Class of 2022 need supports to succeed as they move forward?

A recent article in EdSource stated that

*Despite state Smarter Balanced assessments and diagnostic tests that show that high school students last year did as well as or better than students in prior years, there is still some concern that upcoming graduates won't have the content knowledge to be successful in college or in their careers.**

This raises the need for discussion of what supports will be helpful in ensuring these graduates succeed as they move forward. Share your views and comments – send to ltaylor@ucla.edu

**From: Challenged by Covid, the Class of 2022 looks ahead to better days*
<https://edsource.org/2022/challenged-by-covid-the-class-of-2022-looks-ahead-to-better-days-2/671619>

The Class of 2022 didn't have a typical high school experience. Covid shut down their schools midway through their sophomore year. California's seniors spent the rest of that year and most, if not all, of their junior year at home on the computer taking remote classes.

They weren't allowed to play school sports or attend games. They couldn't perform in the school band or in plays. There were no school dances, club meetings or academic competitions. They studied alone.

Many struggled emotionally and academically during distance learning, often failing to turn in assignments or turn on their cameras during classes. But others emerged stronger than ever, using their time alone to double down on academics or to cultivate hobbies and interests....

Getting to graduation was made a little easier by state legislation that allowed parents to request that D's and F's earned last school year be changed to pass or no-pass. Students could also take a fifth year of high school if needed.

Many districts also allowed last year's juniors and seniors to graduate with fewer units than is usually required, some as low as the state's minimum requirement of 13 courses totaling about 130 units....

Schools across the state put an emphasis on social and emotional learning to help students work through their stress and anxiety and allow them to concentrate on their schoolwork....

Despite their differences, the members of the Class of 2022 have one thing in common – optimism and excitement about their futures.

Do you understand the questions?



Sure!

**The questions
are easy;**

**it's the answers that are
hard.**

Should guns be a topic for classroom discussion -- and ACTION?

Here's some places where it is.

From: *How A Lowell High School Civics Class Changed My Life — And Our City*
<https://www.wbur.org/cognoscenti/2018/06/01/lowell-gun-buy-back-julian-viviescas>

“...My high school history class tackled the difficult issue of gun violence in our community. We were startled to learn how lethal guns can be not only in mass shootings, but in cases of domestic abuse, suicide and accidental deaths of children.... In history class, we decided to try to create a gun buyback program because we wanted to take local action. The program aims to make homes and communities safer by providing incentives for families to get rid of unwanted guns, exchanging them — no questions asked — for grocery gift cards.

At the beginning of the semester, we doubted whether we could really create change. It seemed impossible that we, as teenagers could present our ideas to adults from important organizations and be taken seriously. But with the help of our teacher, we gave it a try.

We started by doing research and contacting activists in other cities. We also talked to the County Sheriff to get advice. Once we saw the immense support, we knew our project had potential. It was powerful to witness how our small initiative grew over time. In the end, we partnered with the Sheriff's office, the Police Department, 30 houses of faith and more than 10 local nonprofits and businesses. In creating our gun buyback, we had the very powerful experience of being heard. We suddenly felt we could create change on issues we cared about when we didn't think they were being addressed sufficiently by adults. Our communities are aching for change. We young people have the potential and desire to create change. Adults and politicians might not believe we can succeed, but we are ready. We're willing to work hard to make our communities stronger.”

From: *Lowell High class aims to make city, homes safer with gun buyback event*

<https://www.lowellsun.com/2017/05/10/lowell-high-class-aims-to-make-city-homes-safer-with-gun-buyback-event/>

... *What began as an idea on how to make their community safer has grown into a gun buyback event. “Safer Homes, Safer Community: Gift Cards for Guns” is a city-wide initiative led by the class with houses of worship, non-profits, and regional partners. One partner, Rev. Katherine Adams, said that she was excited to see this initiative come from the high school. ... Police Superintendent Bill Taylor, in a written statement, said he is sure the students' efforts will help make the city a safer community. “I commend the high school students for their civic-minded initiative to get unwanted firearms out of homes and off the streets” Taylor said.*

About Gun Buyout Events

From: *Larkspur-Corte Madera School District website* <https://www.lcmschools.org/>

“... As a community, we want to do all that we can to provide the opportunity to remove unwanted guns from our homes. One of those actions is a Gun Buyback event which is being co-organized by County DA's office, County Sheriff, Police Department and Mayor... Gun Buyback events work by enabling participants to bring in functional firearms and receive cash in exchange. The funding that supports the event comes from government, business, education, foundations, hospitals and individuals....”

>Links to a few other relevant shared resources

Nine Ways to Help Students Discuss Guns and Violence

https://greatergood.berkeley.edu/article/item/nine_ways_to_help_students_discuss_guns_and_violence

Gun Violence: Prediction, Prevention, and Policy

<https://www.apa.org/pubs/reports/gun-violence-prevention>

School Safety: Guns in Schools <https://www.ncsl.org/research/education/school-safety-guns-in-schools.aspx>

Guns in Schools <https://giffords.org/lawcenter/gun-laws/policy-areas/guns-in-public/guns-in-schools/>

NEA School Crisis Guide

<https://www.nea.org/sites/default/files/2020-07/NEA%20School%20Crisis%20Guide%202018.pdf>

The Relationship of School Connectedness to Adolescents' Engagement in Co-Occurring Health Risks: A Meta-Analytic Review

<https://journals.sagepub.com/doi/full/10.1177/10598405221096802>

Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning
<https://www.air.org/sites/default/files/2021-12/Social-Emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf>

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

Mothers' and teachers' experience of school re-entry after a child's prolonged absence due to severe illness <https://onlinelibrary.wiley.com/doi/10.1002/pits.22666>

Addressing Educator Burnout and Demoralization: An Actionable Guide for Administrators
https://safesupportivelearning.ed.gov/sites/default/files/Addressing%20Educator%20Burnout%20and%20Demoralization_Actions%20for%20Administrators.pdf

Transforming Student/Learning Supports: What We've Learned so Far
<http://smhp.psych.ucla.edu/pdfdocs/reworkinfra.pdf>

Blueprint for Change: A National Framework for a System of Services for Children and Youth with Special Health Care Needs

<https://publications.aap.org/pediatrics/issue/149/Supplement%207?autologincheck=redirected>

Segregation and School Funding: How Housing Discrimination Reproduces Unequal Opportunity <https://www.shankerinstitute.org/segfunding>

Charting a Path to COVID Recovery for All Young People" This letter outlines priorities for a successful and inclusive COVID-recovery.

www.soldalliance.org/uncategorized/charting-a-path-to-covid-recovery-for-all-young-people

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>

6/14 Impact of Social Media on Youth

6/16 Culturally Sustaining Social/Emotional Learning

6/16 Alternatives for Preventing & Responding to Crisis

6/21 Emotional first aid

6/21 From Plan to Action

6/23 Modernizing Principal Support: The Road to More Connected Effective Leaders

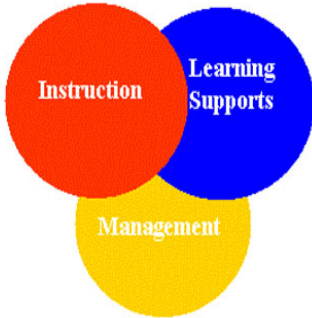
6/28 Protect Our Youth Online

6/30 Intersections of Secondary Traumatic Stress with Racism

6/30 McKinney-Vento School Selection Rights

7/11 Youth and Families Experiencing Homelessness

7/21 Mentoring Through the Ages: Youth Perspectives



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.

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/>)