

School Practitioner Community of Practice
(A network for sharing & exchange)
(7/13/22)

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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>

>Behavioral issues, absenteeism at schools increase, federal data shows

More than 80 percent of public schools reported that the pandemic has taken a toll on student behavior and social-emotional development, while nearly as many schools say they need more mental health support, according to federal data released Wednesday.

The data, collected as the 2021-2022 school year was winding down, also showed that more than 70 percent of schools saw increases in chronic student absenteeism since the onset of the pandemic and about half of schools reported increased acts of disrespect toward teachers and staff. *The Washington Post*

https://www.washingtonpost.com/education/2022/07/05/absenteeism-behavioral-issues-pandemic-data/?wpisrc=nl_sb_smartbrief

Data leave little doubt about the problems confronting schools.

But the current solutions being implemented are grossly inadequate.

Given the pressures school are under to address the increased number of learning, behavior, and emotional problems, it is essential to end the marginalized and fragmented ways in which student and learning supports are provided.

While the push is for more mental health *services*, tutoring, mentoring, school safety measures, etc., etc., these are insufficient for addressing the complex and overlapping problems encountered by students and schools. The number of students not doing well in some schools is staggering. Simply adding more of the same can't meet the need, especially for schools serving low wealth families. And as school budgets experience the impending fiscal cliff, rivalry for sparse resources will increase counterproductive competition among school support staff and with community-based professionals who link with schools.

It is crucial to end the system deficiencies that arise from maintaining separate, narrow agenda for student/learning supports. Needed is a system that improves the way schools provide learning supports for all students and especially for those already manifesting learning, behavior, and emotional problems.

Our analyses indicate that, while various groups call their approach comprehensive, the reality is that the nature and scope of prevailing proposals are too limited to address the needs of many schools. And references to “integrated” approaches tend to emphasize coordinating services rather than unifying student/learning supports in ways that transcend professional affiliations.

The need is to transform student/learning supports.

From this perspective, we are planning a national online summit on unifying student/learning supports with mental health concerns fully embedded, ***and we are seeking your input.***

See the input request on page 3 of

**Reversing the Fragmentation of Student/Learning Supports:
Are You Part of the Problem?
Will You be Part of the Solution?**

<http://smhp.psych.ucla.edu/pdfdocs/summer2022.pdf>

Please share this.

(An example of responses we are receiving is provided as the last entry of this Community of Practice *Practitioner*.)

>Youth Voice and Participation

Youth voice and participation are invaluable in improving schools. Sometime ago we shared an article entitled:

Youth Participation: Making It Real

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer09.pdf>

We regularly hear from students interested and concerned about young persons’ problems. Here’s a request we recently received:

I am eager to learn more about how schools address barriers in teaching and learning, engage the disconnected students I am also interested in helping students who want to be heard and feel safe in the community. I opened a safe place club where we all come together and help and support each other. Any resources on these concerns?

Center Response: A good starting place to find resources relevant to these interests is our Quick Find clearinghouse <http://smhp.psych.ucla.edu/quicksearch.htm>. Each of the topics on the drop-down menu provides links to resources from our Center as well as links to resources from others. See, for example:

>*Barriers to learning* (resources from our center on this topic range from brief information, guides, and books) <http://smhp.psych.ucla.edu/qf/barriers.htm>

>*Motivation, engagement and re-engagement*
<http://smhp.psych.ucla.edu/qf/motiv.htm>

Regarding efforts such as the “safe place club,”

>*Peer Relationships, Peer Support, and Peer Counseling*
<http://smhp.psych.ucla.edu/qf/peersupport.htm>

To Listserv Participants: What other resources can you share with this student?

>Links to a few other relevant shared resources

- School Responses to COVID-19 <https://ies.ed.gov/schoolsurvey/>
- Informational Resources on Improving Social and Emotional Learning and Outcomes
https://compcenternetwork.org/sites/default/files/R6CC%20SEL_InformationalResources.pdf
- Connecting Teacher Practice with Social and Emotional Learning
<https://selcenter.wested.org/resource/connecting-teacher-practice-with-social-and-emotional-learning>
- An economic evaluation of the costs and benefits of providing comprehensive supports to students in Elementary School <https://doi.org/10.1007/s11121-020-01164-w>
- School Connectedness Tip Sheets
https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm
- Loneliness and personal well-being in young people: Moderating effects of individual, interpersonal, and community factors <https://onlinelibrary.wiley.com/doi/10.1002/jad.12046>
- Inclusive education: A complicated but necessary process
<https://observatory.tec.mx/edu-news/inclusive-education-a-complicated-but-necessary-process>
- Across US, Special Education Enrollment On The Rise
<https://www.disabilityscoop.com/2022/06/24/across-us-special-education-enrollment-on-the-rise/29920/>
- Feedback That Empowers Students <https://www.edutopia.org/article/feedback-empowers-students>
- Student-Athletes and Mental Health Problems <http://smhp.psych.ucla.edu/pdfdocs/sports.pdf>
- 10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies
https://rems.ed.gov/Docs/PFA_10_Tips_508C.pdf
- Dueling Diagnoses: Concerns about overlapping symptoms, complex disorders lend momentum to diagnostic models that could supplement—or even supplant—the DSM
<https://www.psychologicalscience.org/observer/dueling-diagnoses>
- Eating Disorders Among Student Athletes <http://smhp.psych.ucla.edu/pdfdocs/eating.pdf>
- Supporting Young Parenting Students With Navigation Services
<https://www.childtrends.org/publications/supporting-young-parenting-students-with-navigation-services>
- A Look at China's Efforts to Promote Education Equity and Reduce Academic Pressure on Students and Their Families <http://smhp.psych.ucla.edu/pdfdocs/chinajin.pdf>

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>

- 7/13 Work-Life Balance and Self-Care in the Helping Professions
- 7/13 School Preparedness, Community Resilience, and Recovery in the Face of Adversity:
- 7/14 Healing During Challenging Times
- 7/14 McKinney-Vento 101: Basic Requirements of the McKinney-Vento Act
- 7/14 Moving Toward an Equitable and Accountable Justice System for Gang-Involved Youth
- 7/21 The School Counselor's Role in State Legislation
- 7/21 Mentoring Through the Ages: Youth Perspectives
- 7/21 The School Counselor's Role in State Legislation
- 7/26 College and Career Support for Students with Disabilities
- 7/27 School Preparedness, Community Resilience, and Recovery in the Face of Adversity
- 8/3 Ethical Standards for School Counselors
- 8/18 Paving the Way to College for Students Experiencing Homelessness
- 8/30 Understanding Doubled Up

>An example of responses to questions about marginalized student support

We are asking four questions in seeking input as we plan a national online summit on unifying student/learning supports with mental health concerns fully embedded. Here is an example of how a teacher leader responded:

(1) *What is the degree of importance you place on ending the marginalization of student/learning supports in school improvement policy and practice ?*

Marginalization of student/learning supports is at the core of education's struggles. As a teacher-leader, I have been working with my school to implement a responsive, restorative, and trauma-informed approach to classroom management and discipline. Key to understanding our approach, however, is a shared understanding of "classroom management" and "discipline."

We draw our understanding of classroom management, Interweaving the building of relationships, social skills, and academic skills into daily instruction, in part from restorative practices (Smith, Fisher, & Frey, 2015).

We draw our understanding of discipline from the Latin disciplina "instruction given, teaching, learning, knowledge," bypassing the French and English derivations that shift the meaning of discipline to more punitive definitions.

For those of us working to effect such a change in mindset, these components of classroom management and discipline do not simply overlap, they are one—interwoven into every aspect of the daily classroom and (ideally) supported by every staff member in the school.

(2) *What is your understanding of the factors that are interfering with moving forward?*

At issue with ending such marginalization however, is questioning (and discarding if needed) long-held assumptions about a system that many do not even see. It has been an interesting journey to reframe assumptions such as mistaking rewards with instruction and mistaking consistency with "sameness" in school-wide management systems such as PBIS. To use a metaphor: it is trying to re-angle a nail that was nailed in crookedly, using the same hole. No matter how hard we try, the nail tends to slip back into its original position. Our efforts are facing similar resistance as systems in education that normalize white privilege, hegemonize harsh punishments (even when we're trying to focus on PBIS), and empower those with the most rigid mindsets (through unions and bureaucratic structures) ensure current fragmented approaches stay firmly in place, even in the face of research that calls into question the effectiveness of such approaches.

(3) *What role does competing advocacy by organizations, associations, guilds, experts, etc. play in maintaining the marginalization (and fragmentation)?*

Competing advocacy by diverse organizations play a powerful role in maintaining the marginalization and fragmentation of our current system. There is a lot of money in education, and those in positions of power—whether inside or outside education—got there largely by supporting the status quo. The system has built into it powerful mechanisms for ostracizing those (again inside or outside education) who think differently or advocate for change. In addition, many of these competing organizations fully understand the power education has to shape the mindsets of our future leaders, and many are deeply invested in ensuring the current system prevails. Our system isn't broken: it is working exactly as it was designed.

(4) *What plans do you (and your constituents/colleagues) have for ending the marginalization and establishing a unified, comprehensive, and equitable system of student/learning supports?*

I have a three-component plan:

I will continue to work with my colleagues, including teachers, support staff, administrators, and district personnel willing to get behind what we are doing, to push for grass-roots system change. This is a slow and (sometimes painful) process, but if successful will result in much stronger buy-in than top-down or outside-in approaches.

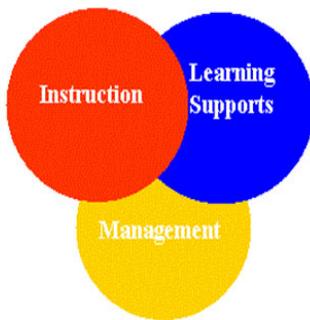
Individually, I have begun writing—in collaboration with colleagues when possible—to tell our story, and also to introduce some not-so-new but seldom-heard ideas about systemic change in

ways that teachers and administrators can use. This email is one part of this process, as it helps to clarify and focus my vision.

Individually and with colleagues who have jumped on board with the new mindset, we will continue to implement and refine in our classrooms our integrated approach to classroom management and discipline, because no matter what anyone says, if it doesn't work in the classroom, it won't get buy-in from the educators with the most influence over student success."

Let us know your answers to these questions? Send to Ltaylor@ucla.edu

(See *Reversing the Fragmentation of Student/Learning Supports*: ...
<http://smhp.psych.ucla.edu/pdfdocs/summer2022.pdf>)



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/>)