

This resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA
(8/3/22)

Featured:

- >**How should schools improve discipline practices?**
- >**About student jobs: Good for students? Good for schools?**
- >**What's Going on with children's cabinets?**
- >**Accounting for the views of children and adolescents**

Plus:

Links to other resources

For discussion and interchange:

- >**How should schools improve discipline practices?**

From a colleague:

"According to Senator Chris Murphy's website, '101,990 students were subjected to seclusion or restraint in the United States during the 2017-18 school year, 78 percent of whom were students with disabilities and disproportionately Black boys'. To address this matter, the Keeping All Students Safe Act has been reintroduced. [With respect to PBIS] ..., from what I have heard, PBS (PBIS) supports partial use of restraints and is based on behaviorism.... I agree with the part where PBS is asserting not changing children but changing the environment but cannot agree with the use of restraint. Also, in many cases, PBS is used in a way to "fix the behavior". There also has been a longitudinal analysis that PBS increased internalizing behaviors while reducing externalizing behaviors at school. ..."

Center Comments:

Discipline practices are a constant source of discussion and controversy. For example, with specific respect to concerns related to students with disabilities, the U.S. Department of Education, Office for Civil Rights has just issued the following guidance:

- >*Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973*
https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Our Center at UCLA has focused on this over the years. Here's some of what we have stressed:

From: *Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning* <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/behaviorsocialemot.pdf>

Students misbehave. It's a daily fact of life in classrooms. *What's a teacher to do?* More to the point: What *should* a teacher do? That is a question for all of us. To answer the question, we need to broaden the context from concerns about consequences, social control, removing "triggers," and social skills training. The context must be the goals of schooling. And the goals must include not only academic learning, but the promotion of healthy social and emotional development

Working Toward Prevention of Further Occurrences

- > Promote a caring, supportive, and nurturing climate in the classroom and schoolwide
- > Personalize classroom instruction (e.g., to accommodate a wide range of motivational and developmental differences by ensuring a good match with students' intrinsic motivation and capabilities)
- > Provide status opportunities for nonpopular students (e.g., special roles as assistants and tutors)

- > Identify and remedy skill deficiencies early
- > For proactive misbehavior, offer appropriate and attractive alternative ways the student can pursue a sense of competence, control, and relatedness
- > Equip students with acceptable steps to take instead of misbehaving (e.g., options to withdraw from a situation)
- > Enhance student motivation and skills for overcoming behavior problems (including altering negative attitudes toward school)
- > Provide extra support and direction so that students who are prone to misbehave can cope with difficult situations (including steps that can be taken instead of misbehaving)
- > Develop consequences for misbehavior that are perceived by students as logical (i.e., that are perceived as reasonable fair, and nondenigrating reactions which do not threaten students' sense of competence, self-determination, and relatedness...

From: *Rethinking How Schools Address Student Misbehavior & Disengagement*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring08.pdf>

The essence of good classroom teaching is the ability to create an environment that first can mobilize the learner to pursue the curriculum and then can maintain that mobilization, while effectively facilitating learning. The process, of course, is meant not only to teach academics, but to turn out good citizens. While many terms are used, this societal aim requires that a fundamental focus of school improvement be on facilitating positive social and emotional development/learning.

Behavior problems clearly get in the way of all this. Misbehavior disrupts. In some forms, such as bullying and intimidating others, it is hurtful. And, observing such behavior may disinhibit others. Because of this, discipline and classroom management are daily topics at every school....

Stopping misbehavior must be accomplished in ways that maximize the likelihood that the teacher can engage/re-engage the student in instruction and positive learning...

Moving beyond socialization, social control, and behavior modification and with an emphasis on engagement, there is a need to address the roots of misbehavior, especially underlying motivational bases...

Responding to behavior problems and promoting social and emotional development and learning can and should be done in the context of a comprehensive system designed to address barriers to learning and (re)engage students in classroom learning. In this respect, the developmental trend in thinking about how to respond to misbehavior must be toward practices that embrace an expanded view of engagement and human motivation and that includes a focus on social and emotional learning

From: *Beyond Positive Behavior Support Initiatives*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/summer04.pdf>

The essence of the teaching process is to create an environment that first can mobilize the learner to pursue the curriculum and then can maintain the mobilization, while facilitating learning. Strategies that focus on enhancing positive behavior have paid too little attention to helping teachers reengage students in classroom learning....

For a discussion of behavior problems and discipline in the context of transforming how schools address barriers to learning and teaching and reengage disconnected students, we provide overviews and in-depth details in the following free books:

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

all three books can be accessed at

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

Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for sharing and action. Let us hear from you so we can circulate the information.

Send to Ltaylor@ucla.edu

About Student jobs: Good for students? Good for schools?

“...Summer jobs programs are typically one of a city or county’s highest-profile youth employment programs. They usually last five to seven weeks and provide work opportunities to teens and young adults who might otherwise struggle to find jobs. They offer a paycheck, employment experience, and other organized activities in the service of multiple goals: increasing participants’ income, developing young people’s skills and networks to improve their labor market prospects, and offering constructive activities to promote positive behavior...”

From: *Summer employment benefits*

<https://www.brookings.edu/blog/the-avenue/2022/07/18/how-private-sector-summer-employment-programs-are-expanding-benefits-for-young-people/>

“Administrators say hiring students for certain roles, such as helping children in after-school programs, could lead students to a career in teaching.... District administrators are finding that paying students to fill nonteaching positions, particularly in student-facing jobs like before- and after-school care, can help students figure out if they want to work in education moving forward. In a way, the strategy to address staffing shortages can also help recruit future teachers...”

Oakland Unified School District in California set up a Scholars in Service program using federal COVID-19 relief funds to fill staffing needs with students... Students can intern in elementary school classrooms with teachers, help repair school technology, or assist with administrative duties... “

From: *Hiring students to fill staffing needs*

<https://www.k12dive.com/news/districts-discover-benefits-of-hiring-students-to-address-staff-shortages/626464/>

What’s Going on with children’s cabinets?

From: *How Children’s Cabinets Can Meet the Needs of Families and Youth*

<https://ednote.ecs.org/how-childrens-cabinets-can-meet-the-needs-of-families-and-youth/>

“The pandemic laid bare the lack of social safety nets in states, necessitating innovative solutions but also illuminating systemic problems. For example, when regular service-delivery routines for youth and families were disrupted during the pandemic, schools had to step in to make high-stakes public-health decisions, create new systems for delivery of food and nutrition for families, and provide families with technology and internet access. Individual educators were coordinating heroic response efforts and providing these services all on top of attending to teaching and learning...”

Responsibility for child well-being is divided across many separate public agencies that often operate in silos. While specialization within government is sometimes required and beneficial, there is a need for coordination and collaboration to achieve intended outcomes. Coordinating structures like children’s cabinets invite shared vision-setting and implementation-planning, enabling the whole to be greater than the sum of the parts and creating accountability across government agencies that increases coherence, efficacy and equity in public investments and ensures children and families get the support they need to thrive. Children’s cabinets are formal, sustained coordinating structures composed of agency leaders working together to advance more effective, equitable and efficient services for children and families. ...

As state leaders design children’s cabinets or refine an existing structure, below are three key considerations:

- >Think big about improving childhood experiences and outcomes. Identify goals for youth and families that embody a deep belief in the worthiness of every child and that this can’t be met by one agency alone. Make sure children’s cabinets have a clear charge and mission that are aligned with the state’s priorities for improving childhood experiences and outcomes.
- > Break down silos. Take an end-user perspective to understand how children and families experience the bureaucracy, then develop more seamless systems that break down barriers to effective service. Create a culture where agency leaders are incentivized to collaborate and celebrated for achieving shared, common goals. Formalize the membership and authority of the children’s cabinet to be clear about how the work will be operationalized.
- >There is no substitute for leadership attention. The culture of specialization that leads to silos can be common in government agencies, so realizing greater coordination and collaboration calls for encouragement by senior leaders. Children’s cabinets can only be as effective as the leadership investment in making them work....”

“The Aspen Institute’s Education & Society Program and the Forum for Youth Investment developed a discussion guide to support state leaders in designing new children’s cabinets or optimizing existing ones. The discussion guide includes a set of key questions that state leaders can ask themselves and each other to deliver on the promise of public investments that help children and families — and ultimately the state and society — to thrive.” See *Strong and Sustainable Children’s Cabinets*
<https://www.aspeninstitute.org/publications/strong-and-sustainable-childrens-cabinets/>

For more on multiagency collaboratives, see our online clearinghouse Quick Find on:

>*Collaboration - School, Community, Interagency*
http://smhp.psych.ucla.edu/qf/p1201_01.htm

Accounting for the views of children and adolescents

From: ‘*Can you hear me?*’ *An exploratory study investigating the representation and impact of children’s views in multi-agency meetings*
<https://onlinelibrary.wiley.com/doi/10.1111/chso.12506>

“... ‘the education authority must seek and take account of the views of the child (unless the authority are satisfied that the child lacks capacity to express a view).’ This prompts several questions: Who decides, and when, if a child has capacity to express a view? Also, what criteria guides such judgements? Who decides if a child will be invited to participate in a meeting that will discuss matters affecting them? What is the purpose of the invitation to participate?

...prerequisites to children expressing a view effectively which included: being given time to fully understand the issues, having access to a child-friendly version of the information, support from their organization to build capacity to provide a view and additional training for professionals to improve their ability to involve children...

...professionals and parents are becoming increasingly more creative and inclusive in finding ways to gather, represent and record children’s views, a challenge nevertheless remains around tokenism and the relative weight given to children’s views in terms of impact on decision-making.

...The development of good practice might also include the gathering of children’s views on a more regular basis, enabling practitioners to triangulate views to provide a richer picture of children’s experiences. Gathering views frequently would develop confidence and skills to do so.

From: *Youth participation: Adulthood, human rights and professional youth work*
<https://onlinelibrary.wiley.com/doi/10.1111/chso.12526>

“... four critical elements that are essential for young people's participation in decision-making to be effective and compliant with their rights:

- > SPACE: Children and young people must be guaranteed a safe space, where they can feel free to discuss, share, debate, decide what they want to say and how to say it, and plan their actions.
- > VOICE: Children and young people must be provided with the support they need to be able to speak out and express their views. They must have access to the right media to ensure their voice is heard.
- > AUDIENCE: Those responsible for the decisions that affect children and young people's lives, concerns and opportunities must be willing and available to hear what they have to say.
- > INFLUENCE: Decision-makers must be willing to accept their obligation to give due weight to children and young people's views, and take them into account in decisions affecting their lives.

...young people's active participation is both a human right and a source of multiple benefits (both for young people themselves and for the communities they live in), it acknowledges that there is no one right way of achieving this. Rather there should be different and multiple pathways to and for participation, providing a mosaic of options that cater to the diversity of young people and communities....”

For more on the appreciating the perspective of children and youth, see
About Student Voice and Participation <http://smhp.psych.ucla.edu/pdfdocs/voice.pdf>

>Links to a few other relevant shared resources

Evidence-based Practices for Renewal and Recovery,
<https://ies.ed.gov/evidencebased/>

Building and Using Evidence in Summer, Afterschool and Other Out-of-school Time Settings
<https://ies.ed.gov/evidencebased/afterschool/as-purpose.asp>

Research Update on Peer Support for Youth and Young Adults
<https://www.pathwaysrtc.pdx.edu/pdf/research-update-on-peer-support-07-2022.pdf>

About Anxiety, Resilience, and Schools
<http://smhp.psych.ucla.edu/pdfdocs/anxiety22.pdf>

Practice-to-Research: Responding to the Complexities of Inclusion for Students with Emotional and Behavioral Disorders with Recommendations for Schools
<https://doi.org/10.1177%2F01926365221097434>

Building Emotionally Resilient Schools and Educators During Crises
<https://journals.sagepub.com/doi/full/10.1177/15554589211047261>

Evolving Community Schools and Transforming Student/Learning Supports
<http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf>

National Center on the Sexual Behavior of Youth Listing of Resources
<https://www.ncsby.org/resources>

How to Help Kids Learn to Fail
https://childmind.org/article/how-to-help-kids-learn-to-fail/?utm_medium=email&utm_source=newsletter&utm_campaign=pub_ed_nl_2022-07-19&utm_content=how-to-help-kids-learn-to-fail

3 Key Considerations to Ensure Effectiveness of New 988 Suicide and Crisis Lifeline
https://www.pewtrusts.org/en/research-and-analysis/articles/2022/07/14/3-key-considerations-to-ensure-effectiveness-of-new-988-suicide-and-crisis-lifeline?utm_source=ECS+Subscribers&utm_campaign=d44380149e-ED_CLIPS_07_20_2022&utm_medium=email&utm_term=0_1a2b00b930-d44380149e-53599575

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973
https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

CHES Video: Lecture Two -- Advancing Equity of Opportunity, Connecting Health and Education Systems <https://www.youtube.com/watch?v=AgjJfyciNxw>

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>

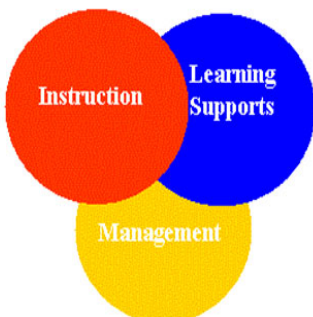
- 8/3 Ethical Standards for School Counselors
- 8/3 Ensuring a Healthy and Restorative Start to School
- 8/8 Student Mental Health Workforce
- 8/9 Peace from anxiety: check and reboot
- 8/9 Nurture a Positive Relationship with Administration
- 8/16 IDEA: The big picture
- 8/18 Paving the Way to College for Students Experiencing Homelessness
- 8/23 IEP: Access to a free appropriate education
- 8/25 A Discussion About Inclusion for Kids with Special Needs
- 8/30 Special Education: Parent Action, Accountability, and Resolving Differences
- 8/30 Critical conversations: prepares students for heart-to-heart conversations with parents, peers
- 8/30 Understanding Doubled Up

Please feel free to forward this resource with anyone you think might benefit and share it 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>

Note: Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

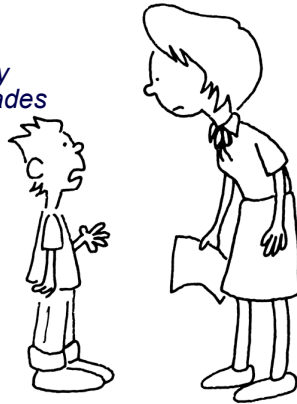


For information about the

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.

I don't want to scare you, but my Dad says if I don't get better grades someone is due for a spanking.



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/>)