School Practitioner Community of Practice
(A network for sharing & exchange)
August 14, 2019

Topics for discussion –

>*What are the plans for addressing bullying as school begins?*

>*What are the limitations of MTSS?*

Research Updates
>*Reducing depression in youth*
>*Negative impact of heliocopter parenting*

Links to a few other relevant resources & other topics of concern

Note: Go to http://smhp.psych.ucla **for links to other Center resources including**
>Upcoming initiatives, conferences & workshops
>Calls for grant proposals, presentations, and papers
>Training and job opportunities
>Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

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**

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

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Topic for Discussion –

>*What are the plans for addressing bullying as school begins?*

With all the emphasis on improving school safety and climate, the question arises: *What are schools doing to counter bullying?*

School staff are painfully aware that bullying is a big problem on many school campuses. Bullying is repeated harassment, abuse, oppression, or intimidation of another individual physically or psychologically. As with other forms of violence, the conditions at school can minimize or worsen bullying. As school begins, it is essential to revisit how well plans to reduce violence and promote well-being will ensure a caring, supportive, and safe environment and generate a sense of community.

To begin the staff discussion, here are some recent findings:

- In 2017, approximately 20 percent of students ages 12 through 18 reported being bullied at school. Of these students, 13 percent reported that they were made fun of, called names, or insulted; another 13 percent reported being the subject of rumors; 4 percent reported that they were threatened with harm; 5 percent reported that they were pushed, shoved, tripped, or spit on; 2 percent reported that others tried to make them do things they did not want to do; 5 percent reported that they were excluded from activities on purpose; and 1 percent reported that their property was destroyed by others on purpose.
- Seventeen percent of male students and 24 percent of female students ages 12 through 18 reported being bullied.
- Of the 20 percent of students ages 12 through 18 who reported being bullied, 24 percent reported being bullied once, 17 percent reported being bullied on 2 days, 30 percent reported being bullied on 3 to 10 days, and 20 percent reported being bullied on more than 10 days.
- Forty-one percent of these students also reported that they believed the bullying would happen again, and 33 percent reported being bullied by multiple students acting as a team, or acting both alone and as a team.

    From "The National Center for Education Statistics report entitled: *Student Reports of Bullying: Results From the 2017 School Crime Supplement to the National Crime Victimization Survey* http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019054

To aid the discussion and enhance planning, here are some Center resources:

>*Bullying: A Major Barrier to Student Learning*
   http://smhp.psych.ucla.edu/pdfdocs/practicenotes/bullying.pdf

>*Conceptualizing Help for Students Victimized by Bullies*
   http://smhp.psych.ucla.edu/pdfdocs/victims.pdf

>*Bullying and LGBT Students* http://smhp.psych.ucla.edu/pdfdocs/bullyinglgbt.pdf

>*Cyberbullying among students* http://smhp.psych.ucla.edu/pdfdocs/cyber.pdf

NOTE: Everybody agrees that school bullying is a major problem, but considerable controversy exists over the best way to address the problem. Now that some form of a mutli-tiered system of supports (MTSS) has been widely adapted, hopefully it is becoming clearer that the emphasis on a continuum of interventions is essential *but also is just one facet of a comprehensive approach.*

For a discussion that (a) highlights the current state of the art, (b) underscores the need to avoid another piecemeal set of policy and practice initiatives, and (c) stresses that the emphasis on school bullying provides an opportunity to accelerate development of *a unified, comprehensive, and equitable system of student and learning supports*, see:

>*Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports* http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf

For more on bullying, see the Center's online clearinghouse Quick Find on
   >*Bullying Prevention* http://smhp.psych.ucla.edu/qf/bully.htm

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What are local schools doing to start the year off with a focus on promoting positive relationships and preventing bullying?
Send to Ltaylor@ucla.edu
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Topic for Discussion –

>What are the limitations of MTSS?

In ESSA, MTSS is referenced as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data based instructional decision making." As schools adopt some version of MTSS, it is essential to discuss how to build the continuum into a truly comprehensive system for addressing barriers to learning and teaching and re-engaging disconnected students. As a basis for such discussion, see:

>MTSS: Strengths and Weaknesses (2019), *Addressing Barriers to Learning, 24,* 4-8.
http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter19.pdf

>>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
http://smhp.psych.ucla.edu/improving_school_improvement.html

>*Improving School Improvement*
http://smhp.psych.ucla.edu/improving_school_improvement.html

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Please let us know: *Are local schools building on and expanding MTSS?*

Any other comments about this or other relevant matters?

Send to Ltaylor@ucla.edu

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Research updates

>Reducing depression in youth

From: "Distress tolerance interacts with negative life events to predict depressive symptoms across adolescence"
https://www.tandfonline.com/doi/full/10.1080/15374416.2017.1405354

Distress tolerance has recently receive considerable attention as a specific vulnerability factor underlying the development and maintenance of depression. It is defined as the ability to experience and endure negative emotional states. ... Mental health prevention and intervention efforts should focus on promoting healthy levels of distress tolerance... Indeed, individuals with low distress tolerance try to avoid distressing situations and emotions which can lead to maladaptive coping strategies, which in turn may further increase the propensity to experience depression. Therefore, interventions that focus on increasing exposure to and acceptance of emotional experiences, ...may help buffer individuals who experience negative life events by increasing their perception that their emotions are bearable, acceptable, and temporary....

J. Felton, A. Collado, M. Havewala, et al. (2019). *Journal of Clinical Child and Adolescent Psychology 48*, 633-642,

>Negative impact of heliocopter parenting

From: "Helicopter Parenting and Adjustment Outcomes in Young Adulthood..."
https://link.springer.com/article/10.1007/s10826-019-01433-5

Helicopter parents are warm and loving, yet over-involved, intrusive, and enmeshed; they are controlling and demanding to the point of infringing upon their children's emotional and psychological autonomy ... Helicopter parents have strict expectations about their children's behaviors, expecting them to alter their actions according to parents' needs or desires... When those expectations are violated, helicopter parents will intervene... Such interference prevents adult children from establishing healthy boundaries with their parents and from developing the capacities necessary for independent living.... Accumulating evidence indicates that helicopter parenting has detrimental direct effects for young adults' adjustment. ... negative self-perceptions, feel unsatisfied with lives that seem to lack purpose, demonstrate heightened personal entitlement and distress, and struggle to meet developmentally-appropriate psychological needs... Similarly, high helicopter parenting predicts high levels of depression and poor psychological well-being during emerging adulthood... Personal mastery is a correlate of self-efficacy, and concerns the degree to which individuals feel that they have power over their lives versus being controlled via external forces .. ... High personal mastery predicts positive adjustment in adolescence and emerging adulthood, specifically low distress and delinquency, high self-esteem and personal adjustment, and reduced likelihood of school dropout and adolescent pregnancy..."

K. Moilanen & M. Manuel (2019). *Journal of Child and Family Studies, 28,* 2145–2158

Links to a few other relevant resources & other topics of concern

Mental health issues and conditions in children and youth exposed to human-caused disasters
https://www.samhsa.gov/sites/default/files/mental-health-substance-use-issues-exposed-youth.pdf

Back-to-school tips for kids who are struggling
https://childmind.org/article/back-to-school-tips-for-kids-who-are-struggling/

The MTSS Continuum: Essential but Not Comprehensive Enough – How to make it Better
http://smhp.psych.ucla.edu/pdfdocs/mtss2019.pdf

HOT TOPIC – *Is Society too Ready to Label Children and Adolescents as Mentally Disordered?*
http://smhp.psych.ucla.edu/hottopicrev.htm

Discipline Reform through the Eyes of Teachers
https://fordhaminstitute.org/national/research/discipline-reform-through-the-eyes-of-teachers

Urban teacher challenges: What they are and what we can learn from them
https://www.sciencedirect.com/science/article/pii/S0742051X18315877?via%3Dihub

School shootings www.schargel

How Well Do State Legislatures Focus on Improving School Efforts to Address Barriers to Learning and Teaching & Re-engage Disconnected Students?
http://smhp.psych.ucla.edu/pdfdocs/Legisanal.pdf

50 state comparison: State policy models for connecting education to work
https://www.ecs.org/50-state-comparison-state-policy-models-for-connecting-education-to-work/

A Few Upcoming Webinars:

8/20 – Creating a Family Wellness Plan

8/21– Moving toward equity

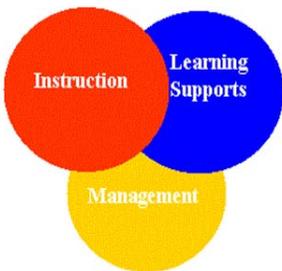8/22 – Understanding the Rights of Students Experiencing Homelessness

8/27 – Assistant Principals webinar

8/27 – Mckinney-Vento School Selection Rights

9/3 – Early Career Principals webinar

9/10 – A Place Where We Belong: Improving Conditions for Learning

For links to register to the above and for other relevant webinars, see
http://smhp.psych.ucla.edu/webcast.htm

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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 enabling equity of opportunity, promoting whole child development, and enhancing school climate.

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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/)