

**This resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA
(10/19/22)**

Featured:

- >**How are various sources of funding being braided to improve/transform student/learning supports?**
 - >**How can student/learning supports play-out in classrooms?**
 - >**Are schools enhancing student creativity?**
 - >**Links to a few other relevant shared resources**
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For discussion and interchange:

- >**How are various sources of funding being braided to improve/transform student/learning supports?**

The Every Student Succeeds Act calls for state plans to include assurances that the state education agency (SEA) will modify or eliminate state fiscal and accounting barriers so that schools can easily consolidate funds from other federal, state, and local sources to improve educational opportunities and reduce unnecessary fiscal and accounting requirements.

The act also calls for “Coordination of Federal Programs.” Coordination in the act refers to how funding across multiple federal program areas, in combination with state and local funds, can be braided together to better support students.

Another Potential Funding Opportunity to Braid into Improving/Transforming Student/Learning Supports

“The U.S. Department of Education announced awards totaling nearly \$1 billion through the Bipartisan Safer Communities Act. The Stronger Connections grants will help schools provide all students with safe and supportive learning opportunities and environments that are critical for their success....

Three principles that State Education Agencies are strongly encouraged to consider when designing a competitive grant competition and providing Local Education Agencies with direction for how they use these funds:

- (1) create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services
- (2) Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments
- (3) Designing and implementing policies and practices that are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential....

<https://www.ed.gov/news/press-releases/midwest-region-department-awards-nearly-1-billion-56-states-and-territories-provide-students-safer-and-healthier-learning-environments>

For more on this, see

- >**About Funding Stream Integration** <http://smhp.psych.ucla.edu/pdfdocs/fundinginteg.pdf>

For discussion and interchange:

>How can student/learning supports play-out in classrooms?

Schools that have adopted a multitiered system of support (MTSS) framework now need to develop their student and learning supports into a unified, comprehensive, and equitable system.

MTSS highlights that a full continuum of interventions is essential. However, a unified, comprehensive, and equitable system of student/learning supports also requires organizing the supports cohesively into a well-designed and delimited set of interventions that reflect a school's efforts to provide student and learning supports in the classroom and schoolwide. Our analyses indicate the supports can be grouped into the following six domains:

- In-classroom supports
- Supports for transitions
- Supports to increase home connections and engagement with the school
- Crises response and prevention
- Supports to increase community involvement and collaborative engagement with schools
- Facilitating student and family access to special assistance

Beginning in this issue of the Center's Practitioner, we feature strengthening in-classroom supports. Over the coming weeks, we will feature resources related to each of the other domains.

In-Classroom Supports

The focus on in-classroom supports stresses embedding student and learning supports into regular classroom strategies to enable learning and teaching. The intent is to prevent and intervene as soon as problems arise and reduce the need for out-of-class referrals. The process involves teachers working collaboratively with each other, with student support staff, and others to:

- >ensure instruction is personalized with an emphasis on enhancing intrinsic motivation and social-emotional development for all students, especially those experiencing mild to moderate learning and behavior problems
- >expand the range of curricular and instructional options and choices and provide small group and independent learning options
- >reduce negative interactions and over-reliance on social control
- >reengage those who have become disengaged from instruction
- >provide learning accommodations and supports as necessary
- >use response to intervention in applying special assistance
- >address external barriers to learning with a focus on prevention and early intervention

For the essential collaboration to become a reality, schools can

- "open 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; providing mentors)
- enhance 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)
- ensure staff have good professional and social supports and processes for effective conflict resolution

Throughout, an emphasis on *intrinsic motivation* stresses how to enhance feelings of competence, self-determination, and connectedness to others at school and reduce threats to such feelings. This is especially essential in reengaging students who have disengaged from classroom learning.

A Few Center Resources to Aid in Developing In-Classroom Supports

>*Classroom-based Learning Supports to Enable Learning and Teaching*

<http://smhp.psych.ucla.edu/pdfdocs/book/introp2ch4.pdf>

>*Classroom based learning supports – self-study*

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

>*Enhancing Classroom Teachers' Capacity to Successfully Engage All Students in*

Learning: It's the Foundation of Learning Supports

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

Is this topic being discussed in your locale?

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

Are schools enhancing student creativity?

From: *A Creativity Conundrum: Can Schools Teach Students to Innovate?*

<https://www.edweek.org/teaching-learning/a-creativity-conundrum-can-schools-teach-students-to-innovate/2020/02>

Of all the so-called 21st-century skills, perhaps none is revered in both the education and business worlds as much as creativity. In the past year alone, creativity topped lists of the most valued skills for students to develop in polls of parents and teachers as well as surveys of employers in professional groups.... Even so, experts say schools need to re-examine their view of creativity, reframe it, and think about it more as a core skill to be taught rather than a personality trait or a way to motivate students....

From: *Teachers' classroom management for motivating students' creativity*

<https://www.tandfonline.com/doi/full/10.1080/00940771.2022.2096818?src=>

Researchers argue that "when teachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behavior is the focus for classroom supports, redirection rather than reprimand is the vehicle for behavioral change, and students are offered a variety of choices to reach an agreed-upon instructional goal" ... Behavioral change can occur when teachers give the students a variety of choices to accomplish the instructional goal, as well as when they set challenges for them to meet. Thus, encouraging students' creativity; through giving them a variety of choices and alternatives to learn, can result in a behavioral change, where this change can be expressed in the development of their creative skills.... This ability to choose gives the students an ownership sense, increasing their intrinsic motivation and engagement. Through positive challenge, teachers give their students tasks that fit their talents, knowledge, and interest, on condition that these tasks are challenging enough to be engaging but not threatening. Teachers provide supervisory encouragement by enabling a learning environment free from fear and stress. Goals in this learning environment are clear, while progress is monitored with feedback. Teachers give recognition for students' effort and competence.

For more on student creativity, see

>*Supporting Student Creativity*

<https://opentext.wsu.edu/tchrn445/chapter/chapter-5-supporting-student-creativity/>

>*5 Ways to Encourage Students to Be More Creative*

<https://medium.com/teachers-on-fire/5-ways-to-encourage-students-to-be-more-creative-f6e12014e5f4>

For a few Center developed resources on student motivation, see

>*Student Engagement and Disengagement: An Intrinsic Motivation Perspective and a Mental Health Concern* <http://smhp.psych.ucla.edu/pdfdocs/intrinsic.pdf>

>*About Motivation* <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf>

>*School Engagement, Disengagement, Learning Supports, & School Climate*
<http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf>

>Links to a few other relevant shared resources

Classroom support for teachers

<https://iris.peabody.vanderbilt.edu/module/rti-leaders/cresource/q4/p15/>

Teachers' role in establishing a safe, supportive learning environment.

<https://safesupportivelearning.ed.gov/training-technical-assistance/roles/teachers>

Improving Students' Relationships with Teachers to Provide Essential Supports for Learning

<https://www.apa.org/education-career/k12/relationships>

Lifelines to the Classroom: Designing Support for Beginning Teachers

https://www2.wested.org/www-static/online_pubs/tchrbrief.pdf

The impact of comprehensive student support on teachers

<https://www.bcc.edu/content/dam/bcc1/schools/lsoe/sites/coss/pdfs/the-impact-of-comprehensive-student-support-on-teachers-knowledge-of-the-whole-child-classroom-practice-and-teacher-support.pdf>

Prioritizing Mental Health Care In America

https://nihcm.org/publications/prioritizing-mental-health-care-in-america?utm_source=NIHCM+Foundation&utm_campaign=d3b1112760-mental_illness_awareness_bundle_2022&utm_medium=email&utm_term=0_6f88de9846-d3b1112760-167730924

Climate Change Is Affecting Our Mental Health

https://nihcm.org/publications/climate-change-is-affecting-our-mental-health?utm_source=NIHCM+Founation&utm_campaign=d3b1112760-mental_illness_awareness_bundle_2022&utm_medium=em ail&utm_term=0_6f88de9846-d3b1112760-167730924

Youth Suicide Prevention and intervention: Best Practices and Policy Implications

<https://link.springer.com/content/pdf/10.1007/978-3-031-06127-1.pdf>

Adapting Evidence-based Practices for Under-resourced Populations

[https://store.samhsa.gov/product/evidence-based-practices-under-resourced-populations/pep22-06-004?utm_source=SAMHSA&utm_campaign=b88a9c4b8c-New_Resources_2022_09_20_1601587&utm_medium=email&utm_term=0_eelc4b138c-b88a9c4b8c-169660151](https://store.samhsa.gov/product/evidence-based-practices-under-resourced-populations/pep22-06-02-004?utm_source=SAMHSA&utm_campaign=b88a9c4b8c-New_Resources_2022_09_20_1601587&utm_medium=email&utm_term=0_eelc4b138c-b88a9c4b8c-169660151)

Taking a Closer Look at Latino Children's Well-Being

https://www.aecf.org/blog/national-hispanic-heritage-month?utm_source=twitter&utm_medium=social&utm_campaign=blog&utm_term=kidscount-twitter

Family-Focused Interventions to Prevent Substance Use Disorders in Adolescence: A Workshop

https://nap.nationalacademies.org/resource/26662/interactive/index.html?utm_source>All+DBASSE+Newsletters&utm_campaign=82315aeda2-SUD-in-adolescence-sept-2022&utm_medium=email&utm_term=0_e16023964e-82315aeda2-275349356

A third of public school children chronically absent after classrooms re-opened

<https://hechingerreport.org/proof-points-a-third-of-public-school-children-were-chronically-absent-after-classrooms-re-opened-advocacy-group-says/>

6 Strategies to Help Neurodiverse Students Fully Engage in Class

<https://www.edutopia.org/article/6-strategies-help-neurodiverse-students-fully-engage-class>

State Policies Impacting LGBTQIA+ Students in 2022

<https://ecs.us18.list-manage.com/track/click?u=c950350ab39c4f5a80e4f1661&id=c4d4f274a8&e=8a94183111>

Experiences of adolescent witnesses to peer victimization: The bystander

<https://doi.org/10.1016/j.jsp.2020.03.002>

The Current Landscape for Transgender Student Athletes

https://ednote.ecs.org/the-current-landscape-for-transgender-student-athletes/?utm_source=ECS+Subscribers&utm_campaign=5fc7d7816b-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-5fc7d7816b-53599575

A Few Upcoming Webinars

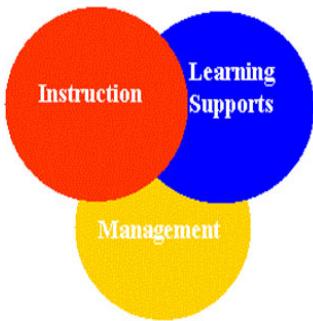
For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

- 10/20 Protecting our children in the digital age
- 10/20 How Book Banning Prevents Literacy for All
- 10/20 Action planning for the adaptive leader
- 10/25 Basic Requirements of the McKinney-Vento Act
- 10/25 Reducing Stigma and Improving Access to Mental Health Services
- 10/25 Talking with school staff
- 10/26 Interrupting the cycle of youth violence
- 10/26 Toxic positivity: how to avoid pitfalls
- 10/26 Rethinking the one teacher classroom
- 10/27 Constitutional Voting Rights
- 10/27 Drug Prevention
- 10/27 Cultivating long term success and retention of teachers
- 11/7 Paving the Way to College for Students Experiencing Homelessness
- 11/8 Leading through and after crisis
- 11/9 Cyberbullying: what we can do
- 11/ 9 Trauma-responsive Community Based Violence Intervention practice: What does it mean and what does it look like?
- 11/16 Leadership playbook for success
- 11/17 Serving grieving students
- 11/30 What educators needs from their administrators
- 11/30 Understanding Doubled Up

Why are you and your classmates so mad at your teacher?



Because she insists that we learn more than will be on the next test!



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/>)**