

(3/5/25) This continuing education resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA

Featured

(1) “The more time students with disabilities spend in general classrooms the better they do academically.” Is that statement supported by research?

(2) Perspectives on Preventing school violence

(3) Eugene School District 4J Joins Lawsuit to Block Threat to Federal Funds

And, as always, you will find

(4) Links to a few other resources relevant to continuing education

**This community of practice Practitioner is designed
for a screen bigger than an iPhone.**

For discussion and interchange:

>“The more time students with disabilities spend in general classrooms the better they do academically.” Is that statement supported by research?

From: *Exploring the truth of the claim*

In the above article, Douglas Fuchs relates:

“... in a speech given by the Assistant Secretary of the Office of Special Education and Rehabilitative Services, to a 2015 Leadership conference in Washington, D.C., sponsored by the Office of Special Education Programs,... the topic was the importance of placing more students with disabilities in general education full-time.

I was in the room for that speech. ... I was aware of the speaker’s advocacy of full inclusion, a policy calling for the full-time participation of virtually all students with disabilities in general classrooms and elimination of special education placements like resource rooms, self-contained classrooms, and special schools. Yet, I was still surprised when I heard him declare repeatedly and emphatically that, “The more time students with disabilities spend in general classrooms the better they do academically.” I had never heard this claim...

After collecting the data across 18 years for all 50 states, and conducting appropriate statistical analyses, I and my colleagues found the following.

>Whereas the proportion of students with disabilities in general classrooms for 80% or more of the school day was increasing steadily and statistically significantly over time, the trend for the proportion of students with disabilities meeting or exceeding a basic-or-better level of reading performance, although positive, was decelerating such that the gap between the two trends was widening.

>Moreover, across the 18 years, only 8% to 10% of students with disabilities read with proficiency (grade level or higher); just 22% to 37% read at a basic-or-better level....

There is growing recognition, that students with disabilities (and other at-risk youth) require more intensive forms of instruction. The National Center on Special Education Research and the Eunice Kennedy Shriver National Institute on Child Health and Human Development have funded research and development that has produced scores of reading and mathematics programs, requiring one-to-one tutoring or small-group instruction that has benefitted students with serious learning disorders, including many with learning disabilities and dyslexia. Moreover, OSEP has created technical assistance centers (e.g., the National Center on Intensive Intervention) to support teachers’ and others’ use of these and other evidence-based programs....

Many years of evidence—like the correlational evidence I’ve just described, and experimental

evidence produced by others—indicates full inclusion has failed many students with disabilities. This is fact, not opinion. Nevertheless, many continue to champion the policy and practice. Moreover, some of these proponents are now voicing a belief that it is time to terminate not just the continuum of special education placements and services but the whole of IDEA as well....”

Center Comments:

We know that the inclusion of students with special needs in regular classrooms continues to be challenging and controversial. We also know that, as with all students, essential student/learning supports in the classroom and school-wide. That is, inclusion planning needs to be embedded within a unified, comprehensive, and equitable system of student and learning supports.

(See *Addressing Barriers to Learning: In the Classroom and Schoolwide*)

**What is your experience with inclusion?
Let us know your reactions to this article.
Send to Ltaylor@ucla.edu**

For more on this, see our Center online clearinghouse Quick Find resources

>*Special Education: Individuals with Disabilities and Accommodations/Inclusion*

For discussion and interchange:

>Perspectives on preventing school violence

From: *Strengthening School Violence Prevention*

“...When dealing with a student who poses a credible threat to a school community, a school must act quickly to ensure that the situation does not progress to violence. Sometimes, the options available to do so are restrictive approaches, such as suspension or expulsion. Given the complexity of youth behavior and limitations in the effectiveness of such approaches, however, responding effectively over the longer term means that schools and their behavioral threat assessment and management teams also need other tools.

Specifically, they need support-focused interventions that can address the underlying causes of problematic student behavior and also lead a student toward a more favorable, positive path into the future. Such approaches are critical even in cases in which a student has made an explicit threat of violence, because the right combination of intervention options can work to ensure the student’s behavior does not escalate to the point where it causes self-harm and/or harm to others. Identifying and implementing the right set of interventions can help lead to the best outcomes, not just for the student involved but for the school community as a whole.

To be effective, school behavior threat assessment and management teams need a broad set of tools, including options appropriately matched

- (1) to the specifics of a student’s problematic behaviors, communications, or threats;
- (2) to the unique school community and environment; and
- (3) to the needs and circumstances of the student or students involved....

A first step commonly identified in our discussions with K–12 school stakeholders is identifying the specific grievance that may have led to the behavior in question, whether real or perceived, then applying “root cause analysis-type thinking” to try to build an intervention plan around what has been uncovered.

The types of information and associated questions include:

- Information about the student’s social life: Does the student feel like they have friends, or that they are loners? What are the student’s relationships with friends like? What is known about the student’s home life (e.g., what is their relationship with their parents)?
- Information about the student’s emotional state: Is the student able to regulate their emotions?...
- Information about the student’s behavioral traits: What behaviors is the school seeing from the student? Are they truant, or getting into trouble for fighting? What disciplinary

consequences have they faced in the past? Do they need to be separated from specific people in the classroom or school more generally? Does the student already have a behavior plan in place? Has the student been the subject of past behavioral threat assessments? Have their parents been contacted in the past for behavioral issues, and how did the interaction go?...

It is important to involve the at-risk student in the development of their own intervention plans. This practice increases the effectiveness of many interventions. When students are given a say in what supports and interventions they will receive, they are more likely to engage with and commit...

Support-focused interventions can address the underlying causes of problematic student behavior and also lead a student toward a more favorable, positive path into the future.

Using supportive counseling and other interventions, widens the options available for school leaders and staff to address problematic behavior that has the potential to develop into violence....”

From: ***Can we prevent school shootings? Exchange With Dewey Cornell***

...Schools are spending literally billions of dollars nationwide on high tech security measures, facial recognition, gunshot detectors, metal detectors, bullet-resistant glass, and so forth. And these are extraordinarily expensive. And at the same time, these same schools don't have enough school counselors. They have one school psychologist covering five schools, schools, they're understaffed. And so their ability to implement prevention programs and to build relationships with students where we can get information that can prevent, head off a shooting, is diminished. We need a better balance between security and prevention. Unfortunately, the emphasis on high-profile shootings that are very dramatic and troubling and distressing, leads people to make an emotional decision decisions. They say “ Let's make our school building into a fortress.”

But I think the return on investment for that is not very good. If you want to take an economic , and a psychological perspective, it's not a very good return in terms of building trust in our students and having enough staff to work with our students.

Let me mention one other fact that people sometimes overlook. They're focused on the idea of a shooting in the building. So they try to lock down the building, they try to keep everybody out of the building, and they try to lock all the doors in the building. But if we look at school shootings that have occurred, only 30% of school shootings occurred in the building. So it's the parking lot, it's the football game. It's places outside of the school, which is consistent with gun violence in general. Gun violence is more common in these other environments than in the building.

If we're concerned about security, just making the building secure is not a good expenditure of funds, because the shooting is more likely to occur outside of the building. And actually, if you have a young person that you're concerned might be potentially violent, they're much more likely to shoot somebody outside of school. So if we've got a counselor, if we've got a psychologist, if we have a social worker working with a young person that we're concerned about, I would rather be focusing on preventing them from committing a shooting anywhere in the community rather than just the idea that we can prevent them from doing it in the hallway of one particular building. We've got to think more broadly about prevention here and less narrowly about turning the school building into a fortress....

Center Comment: Concern about violence at schools provides a special opportunity for improving the mental health of our schools, as well as the way they connect to family members and the surrounding neighborhood. For this to happen, school safety must be understood as involving more than keeping weapons off campus. School violence goes well beyond campus shootings that capture media attention.

For more on all this, see our Center Quick Finds:

>***Safe Schools and Violence Prevention***

>***School Climate/Culture and Environments that Support Learning***

Eugene School District 4J Joins Lawsuit to Block Threat to Federal Funds

Eugene School District 4J will join a lawsuit seeking to block federal guidance that is disrupting operations and will destabilize funding resources and undermine educational programs and efforts that support the success of all students, the school board chair announced Wednesday, Feb. 26.

The district joins a coalition of plaintiffs, including the American Federation of Teachers and the American Sociological Association, who argue that the Department of Education's February 14 "Dear Colleague" letter makes an unconstitutional threat to cancel federal funding of any education institutions that do not conform to the Department's new interpretation of discrimination, which now includes well-established diversity, equity or inclusion efforts.

4J is the first public K-12 school district to sign on to the suit, filed Feb. 25 in the United States District Court for the District of Maryland - Baltimore Division. Democracy Forward is a nonprofit legal organization that has agreed to represent 4J in this action on a pro bono basis.

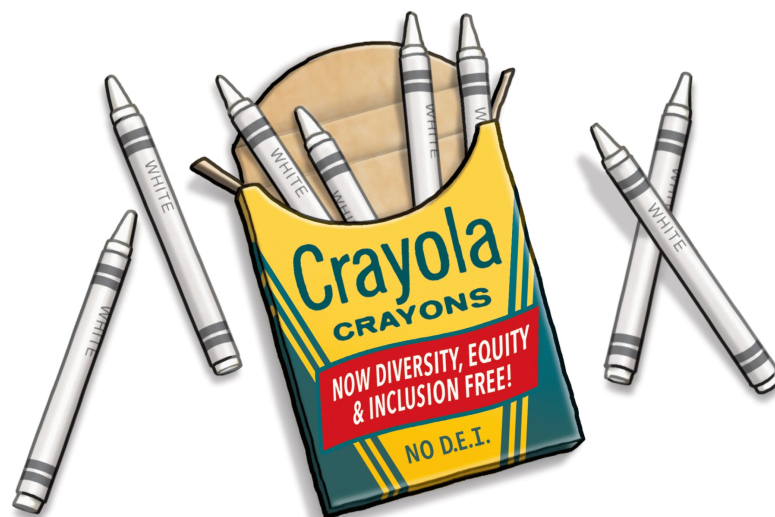
Another suit filed earlier this month won a preliminary injunction from a Maryland district judge on Feb. 21. That ruling temporarily halts provisions of certain of President Trump's executive orders aimed at diversity, equity, and inclusion (DEI) programs across federal agencies, contractors, and grant recipients.

This action seeks to ensure educators can provide meaningful instruction to students about historic or current events as required by state academic content standards, Oregon's Ethnic Studies Standards, and the state's Tribal History/Shared History curriculum. This action also seeks to continue to allow space and support for student affinity groups that improve student engagement and belonging, while reducing dropout rates.

The uncertainty of current agency directives puts school districts in an impossible situation: whether to comply with state law and district goals and values, or to guess at what programs, curriculum or services to cut in order to sustain federal funding.

The suit decries the policy and budgetary decisions that are being forced on educators by the "Dear Colleague" letter, instilling fear of repercussions to public schools that continue diversity and equity programming and instruction that aligns with state and local requirements. At risk are federal funds that benefit students with disabilities, houseless students, American Indian students, and economically disadvantaged students.

"Our equity programs are part of our board and district goals to make sure our students have fair access to achievement and that our schools are effective in reaching all students, including our most vulnerable," School Board Chair Jenny Jonak said. "The recent agency directives not only hamper these efforts, but they are so vague and ambiguous that it makes it challenging from an operational standpoint to know what will risk the loss of federal funding."



>Links to a few other relevant shared resources

- >>Strengthening School Violence Prevention
- >>Various Resources to Frame Conversations About Funding and Department Elimination Proposals
- >>Social Consequences of the Internet for Adolescents: A Decade of Research
- >>Potential of social media in promoting mental health in adolescents
- >>Making a Case for Media Literacy in the Curriculum: Outcomes and Assessment
- >>Plugged In: How Media Attract and Affect Youth.

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>

- 3/5 How do I know that my child is making progress in special education
- 3/5 Understanding social anxiety
- 3/6 Ensure we do no harm
- 3/6 Involving youth to stimulate change
- 3/10 Language to Build Children's Self-Esteem
- 3/11 Student success strategies
- 3/11 Guide to a happier life
- 3/12 Relations, family, and mental health
- 3/12 Planning for special education over the summer
- 3/13 Learning interventions that work
- 3/13 Characteristics of young adolescents
- 3/18 Understanding stress responses
- 3/19 Questions to ask during the special education process
- 3/19 Promoting Young Children's Achievement
- 3/20 Leading a middle school
- 3/20 Student centered actions
- 3/24 How to recognize children's goals
- 4/1 Preparing students to thrive
- 4/2 Creating a culture of consistency
- 4/22 Telling stories with data
- 4/22 Student led initiatives
- 5/7 Racial Justice in Discipline
- 5/8 Creating conditions for healthy disagreement

How Learning Happens (Edutopia's updated series of videos on how educators can guide students, regardless of their developmental starting points, to become productive and engaged learners.

Unpacking the Impacts of Structural Racism on Youth (Web recording)

To Listserv Participants

- *Please share this resource with others.* (Everyone has a stake in the future of public education and this is a critical time for action.)
- *Let us know what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families.* (We can share the info with the over 130,000 on our listserv.)

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

Looking for information? (We usually can help.)

Have a suggestion for improving our efforts? (We welcome your feedback.)

We look forward to hearing from you! Contact: ltaylor@ucla.edu

Transforming Student/Learning Supports

Are you thinking about increasing the capacity of a district or school with respect to developing a *unified, comprehensive, and equitable system of student/learning supports*?

We have many resources to help in moving forward.

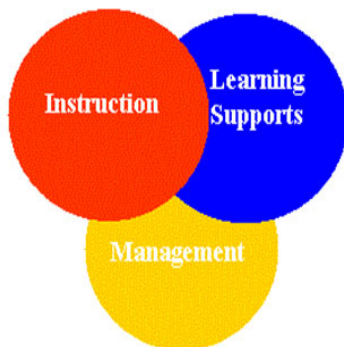
For example, see our recent guides that provide a roadmap for moving in new directions:

- (1) ***Student/Learning Supports: A Brief Guide for Moving in New Directions***
- (2) ***Transforming Student and Learning Supports: Starting the Process***

These provide prototypes for new directions and first steps for moving forward on a monthly, schedule. The first steps outlined involve

- (a) mapping existing student support activities and operational infrastructure,
- (b) analyzing what has been mapped,
- (c) identifying priorities for and clarifying the benefits of system changes,
- (d) developing recommendations for system changes,
- (e) building a critical mass of support

Links to resources are provided to aid in carrying out each task.



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.
National Initiative for Transforming Student/Learning Supports

**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/>)**