This continuing education resource is from the national
             Center for MH in Schools & Student/Learning Supports **at UCLA**

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Featured

>*Paraprofessionals and student/learning supports*

Also for discussion:

>*Shifting discipline from consequences to prevention*

>*The impact of students' sense of belonging on their learning*

And, as always: **Links to a few other resources relevant to continuing education**

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For discussion and interchange:
>*Paraprofessionals and student/learning supports*

From: *Paraprofessional perceptions about and use of behavior strategies in elementary schools*

"In the United States, over 488,000 paraprofessionals support students with disabilities through academic instruction, adapting student academic materials, communicating with parents, collecting student data, facilitating student peer interactions, and managing student behavior....
   As evidenced by a survey of over 1800 paraprofessionals, 87% cited their most frequent responsibility as implementing individual or small group behavior and social supports to students. Taken together, teachers often consider paraprofessionals an essential support when they accompany a student with a disability in the general education setting and frequently rely on paraprofessionals in many aspects of the school day, particularly as it relates to managing disruptive student behaviors (i.e., behaviors that interfere with classroom instruction, routines, and/or learning and social activities, such as off-task or inappropriate verbal/physical behavior)... The U.S. Department of Labor reported that these positions often lack supervision, on-the-job training, and supports....
   Educational scholars have raised concerns about assigning paraprofessionals, the least trained school staff, to support students with significant behavioral needs and allowing paraprofessionals to assume responsibilities (e.g., implementing individualized behavior management strategies), which may be more appropriate for certified teachers and other school personnel ...
   Findings from the present study have at least three implications for future training.
> First, additional paraprofessional training in the use of strategies designed to reinforce positive behaviors appears to be warranted, given paraprofessionals' greater use of punitive rather than positive/supportive approaches. This may be useful for bolstering the alignment of practices in the field with current research on the effectiveness of positive behavioral supports.
> Second, given paraprofessionals' greater use of consequence rather than antecedent approaches, training may also be needed to increase use of antecedent strategies designed to prevent disruptive behaviors from occurring.
> Finally, in comparing coached paraprofessionals to their uncoached counterparts, it is highly promising that coached paraprofessionals made greater use of strategies to reinforce desired behaviors (as opposed to focusing on negative behaviors)...."

Here are some related capacity building resource aids:
>*Title 1 non-regulatory guidance for paraprofessionals*
>*A Guide to Schoolwide Planning for Paraeducator Supports*
>*Maximize paraprofessional services*

>*Guidelines for training and support of paraprofessionals* –

>*Best practices in utilizing special education assistants*

>**National Resource Center for Paraeducators**

>**Paraeducator Resource and Learning Center**

>**National Clearinghouse for Paraeducator Resources**

Please share your thoughts about enhancing paraprofessional ability for dealing with challenging students? Send to Ltaylor@ucla.edu

Shifting discipline from consequences to prevention

Too often, when students are not engaged in lessons, they engage in activity that disrupts. As teachers and staff try to cope, the emphasis is usually on classroom management. At one time, punishment was the dominant approach. Currently, the stress is on more positive practices designed to provide "behavior support." For the most part, however, the strategies are applied as a form of social control aimed directly at stopping disruptive behavior.

But, the more basic system failure is how little attention is directed at helping teachers engage and maintain the engagement of students in learning.

And, when a student has disengaged and is misbehaving, the emphasis of personnel development and support must be on strategies that have the greatest likelihood of reengaging such students in classroom learning and not just on social control.

For more on this, see our Center resources

>**Module II of** *Engaging and Re-engaging Students and Families* **-- "Strategic Approaches to Enhancing Student Engagement and Re-engagement"**

>*Personalizing Personnel Development at Schools: A Focus on Student Engagement and Re-engagement*

>*Re-engaging Students in Learning at School*

>*Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning: A Self-Study Survey*

If you didn't make so many rules, there wouldn't be so many I need to break!
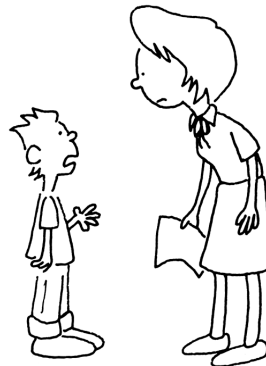
>The impact of students' sense of belonging on their learning

Another facet of student engagement at school involves their sense of belonging. Foundational to all this are the transactions between the learner, the teacher, classmates, and the learning environment in general. It is easy to list out a set of ideals related to what students and school staff would wish their experiences in the classroom and school-wide to be like. Such a list encompasses being welcome, safe, included, respected, cared for, guided and supported in learning, and treated fairly. These qualitative features are seen as enabling openness, trust, engagement, participation, and enhancing the "fit" for effective learning and positive growth. Relationships at school exert a powerful influence on student and staff perceptions of working together and on cognitive, behavioral, and emotional engagement.

From: ***Teacher Mindsets and Student Sense of Classroom Belonging***

"Teachers can play a central role in helping adolescents feel safe, engage in learning, or just simply enjoy being at school. Adolescents feel like valued members of the school when they have trusting relationships with teachers but feel apprehension and mistrust when those same relationships deteriorate. They respond emotionally to teachers' stereotypes and implicit biases, the behavioral standards they enforce, and educators' approaches to school and classroom punishments.

These beliefs, actions, and reactions shape an adolescent's sense of belonging, "a feeling of being accepted, included, respected in, and contributing to a setting, or anticipating the likelihood of developing this feeling". Feelings of belonging underlie social-emotional well-being and the ability to learn new things.

Because of its significance for learning, educators should want to nurture a keen sense of school and classroom belonging among students. And teachers can affect students' belonging. Although different students' feelings of belonging in the same context vary, a third of the variance in students' classroom belonging may be among classrooms, due in part to the influence of teachers. Teachers set the classroom's tone and enforce norms of behavior by complementing or critiquing students, providing challenge or ease of work, and enabling or discouraging belonging, safety and trust...."

For more on this, see our Center resources

Improving Working Relationships Inside the Classroom
Designing School Improvement to Enhance Classroom Climate for All Students
Enhancing Classroom Teachers' Capacity to Successfully Engage
   All Students in Learning

Others would appreciate knowing:

How your local schools/district supports teachers in creating
a sense of belonging for all students?

Any plans for strengthening a sense of belongingness and engagement at school during the summer and the new school year?   Send to Ltaylor@ucla.edu

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Belongingness: a feeling of being happy or comfortable as part of a particular group and having a good relationship with the other members of the group because they welcome you and accept you:
>A sense of belonging is one of humanity's most basic needs.
>It's a book about humanity, loyalty, and belonging, and about the ties that bind us to places and to each other. Cambridge Dictionary

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>Links to a few other relevant shared resources

>>**Classroom Paraprofessional and Teachers Serving Students with Disruptive Behaviors: A Study of Professional Relationships**

>>**Building and Sustaining a Collaborative Educational Team: Teachers and Paraprofessionals**

>>**Teacher Well-Being Depends on Workload, School Climate and Feeling Supported**

>>**Adolescents' exposure to community violence and associations with after-school activities across two samples**

>>**Parents as Partners: Exploring the Experiences of Teachers of Students with Disabilities**

>>**Social Media Use and Early Adolescents' Academic Achievement: Variations by Parent-Adolescent Communication and Gender**

>>**Do We Talk Too Much About Mental Health?**

>>**Protest policing: The way forward – considerations for change -- Nine steps to develop a well-rounded and holistic protest policing response**

>>**The myth of normative development**

>>**Advice for Moving With Children**

>>**Students and Communities Can Be Better Served via Partnerships Between Community Organizations and Schools**

A Few Upcoming Webinars
For links to the following and for more webinars, go to the Center's Links to
Upcoming/Archived Webcasts/Podcasts

5/29 Understanding doubled up

5/30 Mentoring programs: what to know before you grow

5/30 Flexible Educator Supports and Pathways to Address the Teacher Shortage

6/5 Use of humor in treatment and recovery

6/5 Understanding the rights of youth experiencing homelessness

6/6 Challenges and insights around AI /

6/26 Accelerating English Learner Success

6/25 McKinney-vento school selection rights

7/9 Determining eligibility for McKinney-Vento rights and services

7/11 Managing conflict on interdisciplinary teams

7/11 Enhancing School Safety Using Behavioral Threat Assessment (part three)

7/18 Culturally informed crisis support

7/23 Stress management and resiliency training

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

Webinar recording: Unpacking the Impacts of Structural Racism on Youth

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
http://smhp.psych.ucla.edu/webcast.htm

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!
Send to ltaylor@ucla.edu

Through the ***National Initiative for Transforming Student and Learning Supports***, our Center emphasizes the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students.

if you are aware of efforts underway to transform how schools address barriers to learning and teaching, please share with us.

And if anyone is 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 guide:

>*Student/Learning Supports: A Brief Guide for Moving in New Directions*

Send all info and requests to ltaylor@ucla.edu

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.

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.

THIS IS THE END OF THIS ISSUE OF THE PRACTITIONER

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.