

School Practitioner Community of Practice
(A network for sharing & exchange)
(5/25/22)

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(Scroll down to read about the above and for hotlinks to resources)

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

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

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).

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>

FEEDBACK REQUESTED

*******Is this Community of Practice venue useful to you?***

How can we make it more useful?

Send your feedback to Ltaylor@ucla.edu

For discussion and interchange:

>Enhancing family engagement in schools

Request from a colleague:

We recently met with leadership in the House Committee on Education and Labor who are interested in gaining a better conceptual understanding of family engagement in k-12 schools.

They're specifically interested in:

- effective, evidence-informed strategies for schools to promote family engagement in K-12
- whether such strategies are more/less effective based on family, school, or community characteristics (i.e., what adaptations or considerations may be needed to for equitable family engagement)

Any insights or information/resources you might have on these would be much appreciated!

Be a community of practice participant
Share your experiences, views, comments

Send to ltaylor@ucla.edu

Center Comments:

From our perspective, for schools to significantly enhance family engagement will require

- (1) broadening the focus beyond thinking only in terms of parents and
- (2) enhancing the range of ways in which schools connect with primary caretakers in the home (including foster care situations).

Particular attention must be given to outreaching to those who are reluctant to engage with the school, especially if they have a child who is not doing well.

Also, to avoid marginalization and minimize fragmentation, it is essential to embed home involvement interventions into an overall approach for addressing factors interfering with school learning and performance and fully integrate the work into school improvement policy and practice. In our work, we include home involvement and engagement as one of six domains of student/learning supports. See:

>*Home Involvement, Engagement, and Re-engagement in Schooling*
<http://smhp.psych.ucla.edu/pdfdocs/book/ch6home.pdf>

For more links to works on the topic, see our Center's online clearinghouse Quick Find

>*Parent/Home Involvement and Engagement in Schools*
<http://smhp.psych.ucla.edu/qf/homework.htm>

For a more detailed presentation of the R&D related to embedding concerns about family engagement into a unified, comprehensive, and equitable system of student/learning supports, see

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
>*Improving School Improvement*
>*Embedding Mental Health as Schools Change*
all three can be accessed at http://smhp.psych.ucla.edu/improving_school_improvement.html

And given the increasing emphasis on how community schools engage families, you might look at how we connect it to a unified, comprehensive, and equitable system of student/learning supports. See

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

> *Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond*

https://edpolicyinca.org/sites/default/files/2020-11/pb_adelman_nov2020.pdf

Also see

> Enhancing Home Involvement to Address Barriers to Learning: A Collaborative Process
<http://smhp.psych.ucla.edu/pdfdocs/homeinv.pdf>

> Engaging the Strengths of Families, Youth, and Communities in Rebuilding Learning Supports
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring07.pdf>

> Connecting Schools, Families, and Communities
http://smhp.psych.ucla.edu/publications/28_connecting_schools_families_and_communities.pdf

> Self-study survey: Home Involvement, Engagement, and Re-engagement in Schooling
<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/homeinvolvementsurvey.pdf>

Related Research

Elements of care that matter: Perspectives of families with multiple problems

<https://www.sciencedirect.com/science/article/pii/S0190740922001311>

“... Families reported 11 elements that contribute to the effectiveness of care, categorized under three main themes: the characteristics of the practitioner, the content of interventions, and the structure of interventions. The family perspectives show the following activities to be promising:

- > routine reflection on the non-judgmental and positive approach of practitioners,
- > more direct focus on children,
- > focus on the underlying cause of behavior,
- > activation of families’ social network, the school and other professionals around the family, and
- > creation of more possibilities for long-term and flexible support.

Perspectives of families on the content and provision of care should be better embedded in interventions. This may help to tailor interventions to their wishes and needs, which in turn can contribute to more positive outcomes of care...”

U.S. Department of Education Announces Intent to Strengthen and Protect Rights for Students with Disabilities by Amending Regulations Implementing Section 504

<https://www.ed.gov/news/press-releases/us-department-education-announces-intent-strengthen-and-protect-rights-students-disabilities-amending-regulations-implementing-section-504>

“Forty-five years after publication of the regulations implementing Section 504 of the Rehabilitation Act of 1973, the landmark disability civil rights law, the U.S. Department of Education announced plans to gather public input on possible amendments to those regulations in order to strengthen and protect the rights of students with disabilities. Section 504 prohibits discrimination on the basis of disability in public and private programs and activities that receive federal financial assistance, including schools and postsecondary institutions.

The Department’s Office for Civil Rights will solicit public comments to help decide how best to improve current regulations to assist America’s students with disabilities...

As part of the development of the proposed amendments to the Section 504 regulations, the Department is soliciting public input. Interested parties may go to www.ed.gov/policy/rights/reg/ocr/ to submit comments. The Department will also hold listening sessions in the coming months....

For more, see

> Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

> Frequently Asked Questions About Section 504 and the Education of Children with Disabilities
<https://www2.ed.gov/about/offices/list/ocr/504faq.html>

>Teachers and student support staff working together

(Part IV of four part series on recruiting, welcoming, developing, and supporting new teachers and student support staff)

Every school improvement effort calls, often unrealistically, for enhancing what teachers know and are expected to do. The reality is that, in too many schools, teachers are confronted with teaching conditions and classroom dynamics that are beyond one individual's ability to cope effectively. When teachers go into their classroom and shut the door, they are deprived of essential support and learning opportunities. Too often, negative classroom dynamics and the isolation from colleagues lead to feelings of alienation and "burn out." And, students are cut off from resources and experiences that can enhance learning and prevent problems.

Opening school doors is essential to enhancing collaboration for support and learning. It allows for in-classroom consultation, mentoring, and use of a variety of expert assistance; it enables drawing on the resources and talents of volunteers, family members, and the community-at-large. The resultant supports and on-the-job learning are especially important for preventing commonplace learning, behavior, and emotional problems and for responding quickly when problems appear. Effective collaborations are seen as key to fostering the emergence of a caring climate, a sense of community, and overall teaching effectiveness.

Collaboration involves restructuring the functions of student support staff so they play a greater role in directly assisting the teacher in the classroom. This calls for redesigning the job descriptions and staff development of resource and itinerant teachers, counselors, and other pupil services personnel so they are able to work closely with teachers and students in the classroom and on regular activities.

Teachers, and especially novice teachers, cannot and should not be expected to do it alone. Successful classrooms require teacher collaboration with others to effectively personalize instruction, overcome barriers to teaching and learning, and re-engage disconnected students. Classroom doors need to be open and teachers need to invite in others who can help improve instruction and provide special student assistance as needed. This includes collaborating with other teachers and with student and learning support staff, and professionals-in-training, as well as strategic use of parents and volunteers.

Beyond the classroom, teachers must be supported by school-wide student and learning supports focusing on factors interfering with good instruction and productive learning. A wide range of external and internal barriers to learning and teaching pose pervasive and entrenched challenges to educators across the country, particularly in chronically low performing schools. Failure to directly address such barriers ensures that (a) too many students will continue to struggle in school and (b) too many teachers will suffer the effects of having to deal with problems that stress them and the system. School-wide efforts to address barriers to learning and teaching involve developing a unified, comprehensive, and equitable system of learning supports.

The next decade must mark a turning point for how schools and communities address the many barriers to learning experienced by children and youth. Needed in particular are initiatives to transform how schools work to prevent and ameliorate these barriers which lead to so many students being designated as learning, behavior, and emotional problems. Such a transformation is essential to enhancing achievement for all, closing the achievement gap, reducing dropouts, and increasing the opportunity for schools to be valued as treasures in their neighborhood. An end product must be schools where everyone (staff, students, families, and community stakeholders) feels supported. To this end, schools, districts, and state departments around the country will have to reshape the functions of all school personnel and enhance capacity for addressing barriers to learning and teaching. Accomplishing all this will require transforming policy and practice related to school improvement and personnel development.

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

Framing New Directions for School Counselors, Psychologists, & Social Workers

Explores emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters.

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

>Links to a few other relevant shared resources

As Students Struggled to Learn, Teachers Reported Few Strategies as Particularly Helpful to Mitigate Learning Loss <https://www.gao.gov/products/gao-22-104487>

Youth perspectives on designing equitable out of school time programs
<https://www.wallacefoundation.org/knowledge-center/pages/youth-perspectives-on-designing-equitable-out-of-school-time-programs.aspx>

With Plunging Enrollment, a 'Seismic Hit' to Public Schools
<https://www.nytimes.com/2022/05/17/us/public-schools-falling-enrollment.html>

Leveraging National Service in Your Schools
<https://americorps.gov/sites/default/files/document/Leveraging-National-Service-in-Your-Schools.pdf>

Identity, equity, and transformation
<https://webnew.ped.state.nm.us/bureaus/identity-equity-transformation/>

Districts Make Progress—and Encounter Resistance—as They Update Grading Models
<https://www.edutopia.org/article/districts-make-progress-and-encounter-resistance-they-update-grading-models>

Impact of a School-Based Multicomponent Positive Psychology Intervention on Adolescents' Time Attitudes <https://link.springer.com/article/10.1007/s10964-021-01562-5>

Creating Safe and Supportive Classrooms Classroom WISE online *Video Library*
<https://www.classroomwise.org/video-library>

'Adults Have Power. Students Don't': Cleveland Schools Aim Bias Lessons at Staff
<https://www.the74million.org/article/adults-have-power-students-don-t-cleveland-schools-aim-bias-lessons-at-staff/>

What you should know about Plyler, the case protecting undocumented students' education rights
<https://www.chalkbeat.org/2022/5/11/23067472/plyler-supreme-court-abbott-undocumented-students-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 – <http://smhp.psych.ucla.edu/webcast.htm>

5/25 What promotes engagement

5/25 What students need to thrive

5/26 Hope and optimism

5/31 Paving the Way to College for Students Experiencing Homelessness

6/7 Beyond Compliance: Empowering families

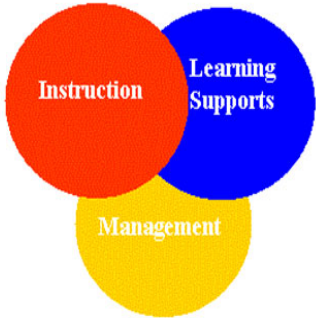
6/7 Risk and Resilience: How Stress and Adversity Shape Youth

6/7 Beyond Compliance: Empowering families

6/8 Determining McKinney-Vento Eligibility

6/14 Impact of Social Media on Youth





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/>)