A Resource for Information, Sharing, and Interchange

December 2016 (Vol. 21 #3) – *30 Years & Counting*

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on these and other related matters.

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We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact Ltaylor@ucla.edu

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For more on resources from our national Center at UCLA, see http://smhp.psych.ucla.edu

WHAT'S HERE THIS MONTH

**Emerging Issues & Opportunities
 >What key issues and opportunities for education do you see emerging in the coming year?

**News from around the country

**This month's focus for schools to address barriers to learning
 >Minimizing stress reactions and preventing staff "burnout"

***National Initiative for Transforming Student & Learning Supports** *in 2016*

**UCLA Center Resources Update

**Access links about:

 >Upcoming initiatives, conferences & workshops

 >Upcoming and archived webcasts, video, and online professional development

 >Calls for grant proposals, presentations & papers

 >Training and job opportunities

**A few other helpful resources accessible from the internet

**Additional recent publications relevant to

 >School, family, & community

 >Policy, systems, law, ethics, finances & statistics

 >Child, adolescent, and young adults' mental and physical health

**Comments, requests, information, questions from the field

EMERGING ISSUES AND OPPORTUNITIES

What Key Issues and Opportunities for Education Do You See Emerging in the Coming Year?

Both the Every Student Succeeds Act and the new federal administration will generate major changes for education across the country.

As you know, in a series of policy briefs and notes we have been exploring the issues and opportunities stemming from ESSA with specific respect to addressing barriers to learning and teaching (see http://smhp.psych.ucla.edu/pdfdocs/essaanalyses.pdf).

And this is the focus for our upcoming National Summit on *ESSA and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity*. (Watch next week for our quarterly e-journal's special pre-summit article entitled: *ESSA Planning is an Immediate Task, But . . . Addressing Barriers to Learning is the Pressing Imperative*.)

So that we do not ignore critical issues and promising opportunities, we want to hear from you. Send your input to ltaylor@ucla.edu

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For a range of other resources related to this matter, see
National Initiative for Transforming Student and Learning Supports
http://smhp.psych.ucla.edu/newinitiative.html

NEWS FROM AROUND THE COUNTRY

Some parents now eligible to go to college for free. Parents of current eighth and ninth grade students in Birmingham. AL, city schools are now eligible to go to an Alabama community college for free. The tuition waiver is made possible through GEAR UP Birmingham's partnership with the Alabama Community College Association. GEAR UP Birmingham, a college readiness program for at-risk students, was created in 2014 through a $19.6 million federal grant. The program follows the same students from sixth and seventh grade through high school graduation. 11/18/16 http://www.richmond.com/news/ap/article_c5d1b1b3-8c0e-554c-95cf-ea76f3d36948.html

High schools give struggling students room to improve. Two years ago, Consolidated High School District 230, IL, began exploring the option of providing Intervention Rooms at each of the district schools for students who may need extra help with coping with the rigors of a school schedule or who may need assistance with handling their academic workload or other issues. Personnel create a space for students to gain skills, take control, and receive counseling and guidance to navigate the high school years. The Intervention Room staff also works to assist students in transitioning into school after an extended absence, transferring in from a smaller school, or students that transfer in after a semester is in progress. 11/15/16 http://www.chicagotribune.com/suburbs/daily-southtown/news/ct-stc-hinderman-column-st-1117-20161115-story.html

Schools growing more racially and economically segregated. The Government Accountability Office reported that the number of public schools serving primarily poor black and brown students doubled nationwide. The GAO report found that isolated schools were less likely to offer a full range of math and science courses than other schools and were more likely to use expulsion and suspension as disciplinary tools. Such schools also have difficulty attracting and retaining teachers, and poor students fare better when they attend school with more affluent peers, according to the report. 11/14/16 https://www.washingtonpost.com/local/education/virginias-schools-are-growing-more-racially-and-economically-segregated/2016/11/14/2822cc0c-aaa4-11e6-a31b-4b6397e625d0_story.html

School Board member wants students to be ready when confronted by police. A Richmond VA school board member wants legislators to add lessons on how young people should interact with police as part of driver's education classes. She wants students taught what to do when pulled over by police, what to do when arrested, and "what to do when law enforcement has assaulted you." Her proposal is in response to run-ins between police officers and citizens across the country that have led to civil unrest. She said she believes teaching young people how to deal with situations that can be stressful or can quickly become confrontational will help cut down on the possibility that a tragedy will occur and will also help students better understand what police officers do and lead to better relationships. 11/8/16 http://www.richmond.com/news/local/education/city-of-richmond/article_f5f1f7df-4c3a-5ebc-97b7-6f369bff522c.html

> *Note:* Each week the Center highlights newsworthy stories online at
> http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm
> If you see a story that should be included, let us know. Send to ltaylor@ucla.edu.

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***What we have before us are some breathtaking opportunities
disguised as insoluble problems.***

John Gardner

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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING

>December: Minimizing Stress Reactions & Preventing Staff "Burnout"

About the Nature and Scope of the Problem

>From the Washington Post (10/26/16): The U.S. Education Department's Office for Civil Rights estimated that 27 percent of the nation's teachers are out of school for more than 10 days of regular classes, some missing far more than 10 days, based on self-reported numbers from the nation's school districts. But some school systems, especially those in poor, rural areas and in some major cities, saw chronic absenteeism among teachers rise above 75 percent.... Randi Weingarten, AFT, commented, "The data doesn't address some other basic conditions faced by teachers, the stress, the need to work beyond the school day and the juggling of work and home that interferes more with their family life than most professions. To better address absenteeism, we need to understand root causes. https://www.washingtonpost.com/local/education/1-in-4-us-teachers-are-chronically-absent-missing-more-than-10-days-of-school/2016/10/26/2869925e-9186-11e6-a6a3-d50061aa9fae_story.html

>The 2012 MetLife Survey of the American Teacher found that teacher job satisfaction had plummeted from 62 percent of teachers feeling "very satisfied" in 2008 to 39 percent by 2012. This was the lowest in the 25-year history of the survey. Principal job satisfaction is also on the decline, but at not as steep a rate as teacher satisfaction. Fifty-nine percent of principals say they are very satisfied with their jobs, compared to 68 percent in 2008. The decrease, however, marks the lowest point in principal job satisfaction in more than a decade. https://www.metlife.com/about/press-room/index.html?compID=93364

Clearly, it's time to reduce stress and enhance hope. The following highlights staff burnout because the psychological needs of staff often are overlooked. Note, however, that much of what is presented is relevant to stress in general and can be applied to students and their families. Everyone at a school needs to play a role in addressing the problem; support staff can play a special role.

Some Primary Causal Factors
>Lack of Control Over One's Destiny
>Lack of Occupational Feedback and Communication
>Work and Contact Overload or Underload
>Role Conflict/Ambiguity (Uncertainty about what one is expected to do at work).
>Individual Factors, including financial stability, marital satisfaction, neuroticism, excessive
   shyness, inflexibility, and poor stress management skills
>Training Deficits

Some Secondary Factors
>Poor working conditions
>Lack of job security
>Lifestyle changes
>Rapidly changing society that forces individuals to make unexpected adjustments in their
   way of life and work.
   (From: *Job Burnout in Public Education: Symptoms, Causes, and Survival Skills*. by A.J. Cedoline. Teachers
   College, Columbia University.)

One way to understand the problem is in terms of three psychological needs that theorists posit as major intrinsic motivational determinants of behavior. These are the needs to feel (a) competent, (b) self-determining, and (c) interpersonally connected. From this perspective, burnout can be viewed as among the negative outcomes that result when these needs are threatened and thwarted. and, such needs are regularly threatened and thwarted by the prevailing culture of schools.

Promoting Well-Being and Preventing Burnout

As with so many problems, it is easiest to view burnout as a personal condition. And, as in many other instances, this would be the least effective way to understand what must be done over the long-run to address the matter. The problem is multifaceted and complex. While stress-reduction activities often are prescribed, they are unlikely to be a sufficient remedy for the widespread draining of motivation. Reducing environmental stressors and enhancing job supports are more to the point, but again, alone these are insufficient strategies. The solution requires reculturing schools in ways that both minimize threats to and maximize enhancement of intrinsic motivation. This involves policies and practices that ensure schools focus every day on (1) promoting staff and student well-being and (2) addressing barriers to teaching and learning.

To these ends, school efforts to address burnout need to emphasize such matters as:
• Inducting newcomers into the school culture in a welcoming and socially supportive way.
• Opening classroom doors to collaboration (e.g., creating appropriate teams of staff,
   volunteers, and students who support, nurture, and learn from each other every day).
• Developing a unified, comprehensive, and equitable system of learning supports.
• Restructuring school governance to enable shared decision-making.
• Personalizing staff development and supportive assistance, including in-service programs
   that account for individual differences in both motivation and capability.
• Moving away from overreliance on extrinsic motivation and emphasizing intrinsic motivation.

For resources related to minimizing stress reactions & preventing student and staff "burnout," see the Center's Online Clearinghouse Quick Find on Burnout – http://smhp.psych.ucla.edu/qf/burnout.htm. The Quick Find provides easy access to a variety of online resources from our Center and elsewhere (e.g., see *Understanding and Minimizing Staff Burnout* – http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf).

Also see the Quick Find on: *Environments that Support Learning* – http://smhp.psych.ucla.edu/qf/environments.htm

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

A cynic is only a frustrated optimist.

NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS*

ABOUT THE UPCOMING NATIONAL SUMMIT ON:

ESSA and Learning Supports:
Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity

As you probably have heard by now, we will host a summit at UCLA in January for a select group of about 75 state and district superintendents and other key leaders for school improvement. We see ESSA planning as providing a renewed opportunity for innovation in revisiting school improvement policy and practice. And from the communications we have received, there is considerable interest in using the opportunity to move forward with development of a unified, comprehensive, and equitable system for addressing barriers to learning and teaching.

Watch next week for our quarterly e-journal's special pre-summit article entitled: *ESSA Planning is an Immediate Task, But . . . Addressing Barriers to Learning is the Pressing Imperative.*

And if you think there is an education leader we may have missed
inviting to the summit, let us know.   Contact: Ltaylor@ucla.edu
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We are always pleased to see indications of efforts to move forward in addressing barriers to learning and teaching. Here's one from the KY Dept of Ed's Curriculum Framework:

"...School Climate and Barriers to Learning - It is critical that educators establish and maintain a positive context that facilitates learning. School and classroom culture and climate impact important factors for learning such as engagement, behavior, self-efficacy, achievement and social- emotional development. The optimum learning environment is one of high expectations and low stress. A positive learning environment is especially critical for at-risk students, due to factors like poverty, disability or abuse. If schools become a source of significant additional daily stress for students (e.g., over-demanding, overwhelming, full of opportunities for failure, over-controlling, non-supportive, boring, hostile or bully-ridden), students cannot learn. Neither can they grow or progress through life's typical developmental stages and challenges, particularly in adolescence. The reality is that negative and stressful learning environments can themselves become barriers to learning (Adelman and Taylor, 2006; National School Climate Council, www.schoolclimate.org).
   Engagement and Motivation — Motivation is a prerequisite for attentiveness, involvement, learning and performance. In the context of a positive school climate, successful teaching mobilizes the student to engage in learning. Lack of academic or social engagement in school is a key factor predictive of dropping out (Rumberger, 2004). According to a study conducted by UCLA, 'Increasing intrinsic motivation requires focusing on students' thoughts, feelings, and decisions. In general the intent is to reduce negative and increase positive feelings, thoughts, and coping strategies" to enable active learning and motivated student performance.'"

http://education.ky.gov/curriculum/modcurrframe/Documents/Kentucky%20Model%20Curriculum%20Framework.pdf

*For more information on all this, we refer folks to the webpages for the initiative
http://smhp.psych.ucla.edu/newinitiative.html .

LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM STUDENT AND LEARNING SUPPORTS

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 supports, *we can help*. Send all info to ltaylor@ucla.edu .

Opportunity is missed by most people because it is dressed in overalls and looks like work.

Thomas Edison

UCLA CENTER DEVELOPED RESOURCES – UPDATE

New

>*Improving ESSA Planning for Student and Learning Supports* (Policy Notes) –
http://smhp.psych.ucla.edu/pdfdocs/improveessa.pdf

>*Diversity in Schools: Facilitating Positive Interactions* (Information Resource) –
http://smhp.psych.ucla.edu/pdfdocs/diverse.pdf

School Practitioner Community of Practice Interchange: Weekly Listserv
http://smhp.psych.ucla.edu/practitioner.htm

>*What are the pros and cons of student support staff being centralized in a district or decentralized by schools?* (11/7/16)

>*Weighing the pros and cons of a school change* (11/14/16)

>*About bilingual education* (11/21/16)

>*Thinking about special times of the year as natural opportunities for social emotional development* (11/28/16)

Note: The latest School Practitioner and archived previous ones are on our website at
http://smhp.psych.ucla.edu/practitioner.htm (Also on our Facebook page)
Follow-up exchanges are posted on the Center website's Net Exchange –
http://smhp.psych.ucla.edu/newnetexchange.htm

Recently Featured Center Resources

>**Want to stimulate discussion as part of staff development?**

Use some articles from our quarterly e-journal (see at http://smhp.psych.ucla.edu/newsarchive.html)
Here's a sample:

>*Grit – Another Buzzword? Student Motivation – a Fundamental Intervention Concern!*
>*Personalization: Don't Let it Become Another Buzzword*
>*Working with Disengaged Students*
>*Absenteeism: Beyond Reporting and Beyond Another Special Initiative*
>*Crises Assistance and Prevention: A Major Facet of a Learning Supports System*
>*Why Enhancing School Climate is So Hard!*
>*Moving Beyond the Three Tier Intervention Pyramid Toward a Comprehensive Framework for Student and Learning Supports*
>*Engaging and Re-engaging Families When a Student is Not Doing Well*

ACCESS LINKS ABOUT:

>**Upcoming initiatives, conferences & workshops** –
http://smhp.psych.ucla.edu/upconf.htm

>**Calls for grant proposals, presentations, and papers** –
http://smhp.psych.ucla.edu/upcall.htm

>**Training and job opportunities** – **http://smhp.psych.ucla.edu/job.htm**

>**Upcoming and archived webcasts and other professional development opportunities** – **http://smhp.psych.ucla.edu/webcast.htm**

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at http://smhp.psych.ucla.edu

If you would like to add information to these, send it to ltaylor@ucla.edu

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If you smile when no one else is around, you really mean it.

Andy Rooney

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

>*School district crisis preparedness, response, and recovery plans - United States, 2012.* Silverman B, Chen B, Brener N, Kruger J, Krishna N, Renard P, Romero-Steiner S, Avchen RN. MMWR Morb. Mortal. Wkly. Rep. 2016; 65(36): 949-953.
http://www.cdc.gov/mmwr/volumes/65/wr/mm6536a2.htm

>*Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*
https://addiction.surgeongeneral.gov/

>*Addressing Early Childhood Emotional and Behavioral Problems* (AAP **Policy Statement**)
http://pediatrics.aappublications.org/content/early/2016/11/17/peds.2016 3023

>*Addressing Early Childhood Emotional and Behavioral Problems* (AAP **Technical Report**)
http://pediatrics.aappublications.org/content/early/2016/11/17/peds.2016 3025

>**ESSA State Planning** – States are making public their consolidated state plans for the Every Student Succeeds Act. The drafts seek comments from stakeholders. Our Center is trying to keep up with and analyze them (e.g., see http://smhp.psych.ucla.edu/pdfdocs/arizrep.pdf). Here are a those we have seen so far:

>>Arizona – https://cms.azed.gov/home/GetDocumentFile?id=57d09772aadebe06703c0494
>>Illinois – http://www.isbe.net/ESSA/pdf/ESSA-Illinois-State-Plan-draft-1.pdf
>> Louisiana – http://www.louisianabelieves.com/docs/default-source/louisiana-believes/essa-framework.pdf?sfvrsn=8
>> North Carolina -- http://www.dpi.state.nc.us/docs/succeeds/draft-state-plan.pdf
>>Oklahoma – http://sde.ok.gov/sde/sites/ok.gov.sde/files/ESSAStatePlanDraft1-update112116.pdf
>>South Carolina – http://ed.sc.gov/newsroom/every-student-succeeds-act-essa/draft-consolidated-state-plan/
>>Tennessee – https://www.tn.gov/assets/entities/education/attachments/Every_Student_Succeeds_Act-_Building_on_Success_in_Tennessee.pdf
>>Vermont – http://education.vermont.gov/vermont-schools/education-laws/essa/decisions-incorporated-into-state-plan

For those interested, the U.S. Dept. of Ed. ESSA Guidance briefs (e.g., for Title I, homeless students, school wide, evidence, English learners, supporting educators, foster care) are online at – http://www2.ed.gov/policy/elsec/leg/essa/index.html

Why do they keep asking us over and over the same needs-assessment questions?

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Because it's cheaper than doing something to address our needs!

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School, Family & Community

>School administrator perceptions of cyberbullying facilitators and barriers to preventive action: A qualitative study. Young, R., Tully, M., & Ramirez, M. (2016). *Health Educ. Behav*. ePub
http://heb.sagepub.com/content/early/2016/10/17/1090198116673814

>Schools and disasters: Safety and mental health assessment and interventions for children. Lai, B.S., Esnard, A.M., Lowe, S.R., & Peek, L. (2016). *Current Psychiatry Reports, 18,* e109.
http://link.springer.com/article/10.1007%2Fs11920-016-0743-9

Policy, systems, law, ethics, finances & statistics

>Can social protection improve sustainable development goals for adolescent health? Cluver, L.D., Orkin, F.M., Meinck, F., Boyes, M.E., Yakubovich, A.R., & Sherr, L. (2016). *PLOS ONE 11*. e0164808. http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0164808

>Contextual positive psychology: Policy recommendations for implementing positive psychology into schools. Ciarrochi, J., Atkins, P.W.B., Hayes, L.L, Sahdra, B.K., & Parker, P. (2016). *Frontiers in Psychology, 7.* e1561.
http://journal.frontiersin.org/article/10.3389/fpsyg.2016.01561/full

Child, adolescent, and young adult's mental and physical health

> Factors associated with truancy: Emerging adults' recollections of skipping school. Dahl, P.J., (2016). *Adolescent Research, 31,* 119-138. http://jar.sagepub.com/content/31/1/119

>Children's daily well-being: The role of mothers', teachers', and siblings' autonomy support and psychological control. van der Kaap-Deeder, J., Vansteenkiste, M., Soenens, B., & Mabbe, E. (2016). *Developmental Pscholology*, ePub
http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2016-49291-001

>Working with the mental health needs of immigrant families. B. May & J. Escutia (2016). *Emotional & Behavioral Disorders in Youth, 16*, 95-100.

FYI: Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. Http://www.safetylit.org
     Note: The Center's Quick Find online clearinghouse at http://smhp.psych.ucla.edu is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topics with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. Send to Ltaylor@ucla.edu

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Improving school climate is tough, it's tedious, it's incremental.
But when folks can do it right ... it's just such a beautiful thing.

Joaquin Tamayo
@#@#@#

COMMENTS AND SHARING FROM THE FIELD

Here's an article David Militzer authored and is sharing:
>Finding Hope in an Anxious Time: Education in the Age of the Great Acceleration. *The Journal of School & Society*, 3, 6–71. (2016)
http://www.johndeweysociety.org/the-journal-of-school-and-society/files/2016/04/Vol32_9.pdf

This is in a special issue of that journal focusing on "Grit Education."
http://www.johndeweysociety.org/the-journal-of-school-and-society/files/2016/04/Vol32_MAIN.pdf

While we don't often share the notes of appreciation that we receive, at this time of the year we thought it appropriate to relate a couple:

"It appears that you and your colleagues are change agents who are stimulating discussions for a variety of school professionals to share what they are learning and collaborate for the purpose of creating systemic changes that are relevant to the needs of current and future students. I am just starting out on a quest for this knowledge because it is obvious that, despite good intentions, it feels like our school districts are not adequately addressing the significant needs of our students and school staff. I am grateful to have happened upon your website and will be forwarding your link to the other members of our school's recently developed mental health team (i.e., principals, special education supervisor, school social worker, mental health therapist). Thank you for all that you are doing to promote improved systemic changes to schools!"

"THANK YOU for your EXCELLENT work on the newsletters you put together. The links and resources are simply amazing!"

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* 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 Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at http://smhp.psych.ucla.edu or email Ltaylor@ucla.edu   or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu