

ENEWS & Resources for School Improvement*

July, 2018 (Vol. 22 #10) – 31 Years & Counting

**Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.*



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



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

What's Here

Resources from Across the Country

This month's special topic – Staff Development & Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students

Transforming student/learning supports – Updates

Comments, requests, information, questions from the field

and more

Resources from Across the Country

>Center Quick Find on Immigrant Students and Mental Health

<http://smhp.psych.ucla.edu/qf/immigrantkids.htm>

>List of some of the organizations helping immigrant children, families at the border

<https://www.click2houston.com/news/these-are-some-of-the-organizations-helping-immigrant-children-families-at-the-border>

>New, free book Improving School Improvement

http://smhp.psych.ucla.edu/improving_school_improvement.html

>The forgotten summer: Does the offer of college counseling after high school mitigate summer melt among college-intending, low-income high school graduates?

<https://onlinelibrary.wiley.com/doi/abs/10.1002/pam.21743>

>Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates?

<https://www.sciencedirect.com/science/article/pii/S0167268114003217>

>Grading the states: A report card on our nation's commitment to public schools

<http://schottfoundation.org/sites/default/files/grading-the-states-execsumm.pdf>

>Why are low income students not showing up to college even though accepted?

<http://hechingerreport.org/why-are-low-income-students-not-showing-up-to-college-even-though-they-have-been-accepted/>

>**Applying an equity lens to social, emotional, and academic development**

<https://www.rwjf.org/en/library/research/2018/06/applying-an-equity-lens-to-social-emotional-and-academic-development.html>

>**Getting parents involved**

<http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved>

>**Collaborating for success: Parent engagement toolkit**

https://www.michigan.gov/documents/mde/4a_Final_Toolkit_without_bookmarks_370151_7.pdf

>**Effective family/community engagement strategies**

<http://www.ctschoolchange.org/wp-content/uploads/Hanover-Effective-Family-and-Community-Engagement-Strategies-LEAD-Connecticut.pdf>

>**Reducing chronic absenteeism under the every student succeeds act**

http://www.hamiltonproject.org/assets/files/reducing_chronic_absenteeism_under_the_every_student_succeeds_act.pdf

>**Trends in the prevalence of suicide-related behaviors national YRBS: 1991-2017**

https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trends/2017_suicide_trend_yrbs.pdf

A few relevant journal publications and special reports

>The children left behind: The impact of parental deportation on mental health (2015). B. Allen, E.M. Cisneros, & A. Tellez. *Journal of Child and Family Studies*, 24, 386–392.

<https://link.springer.com/article/10.1007/s10826-013-9848-5>

>The distress of citizen-children with detained and deported parents (2015). L.H. Zayas, S. Aguilar-Gaxiola, H. Yoon, & G.N. Rey. *Journal of Child and Family Studies*, 24,

3213–3223. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4667551/>

>“She calls me by my last name”: Exploring adolescent perceptions of positive teacher/student relationships (2018). Yu, H. Johnson, N. Deutsch, and S. Varga. *Journal of Adolescent Research*, 33, 332–362.

<http://journals.sagepub.com/doi/pdf/10.1177/0743558416684958>

>Youth program adult leader’s directive assistance and autonomy support and development of adolescents’ agency capacity (2018). D. Hansen, E. Moore, & N. Jessop. *Journal of Research on Adolescence*, 28, 505–519.

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/jora.12355>

>Actualizing characteristics of successful schools for young adolescents through co-teaching (2018). A. Vizenor & J. Matuska. *Middle School Journal*, 49, 17-25.

<https://www.tandfonline.com/doi/pdf/10.1080/00940771.2018.1439666>

>To what extent and under which circumstances are growth mind-sets important to academic achievement? Two meta-analyses (2018). V. Sick, A. Burgoyne, J. Sun, et al. *Psychological Science*, 29, 549-571.

<http://journals.sagepub.com/doi/10.1177/0956797617739704>

>upcoming conferences, initiatives, workshops

<http://smhp.psych.ucla.edu/upconf.htm>

>webinars

<http://smhp.psych.ucla.edu/webcast.htm>

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It may look like I'm doing nothing, but in my head I'm quite busy.

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This Month's Special Topic – Staff Development & Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students

At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher's efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. Such problems are exacerbated as youngsters internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students are not succeeding. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of referral for special help – perhaps even special education.

From this perspective, it is evident that there is a major disconnect between what teachers and student/learning supports personnel need to learn and what they are taught about addressing the difficulties related to so many students.

As the move toward using response to intervention strategies stresses, when a teacher encounters difficulty in working with a youngster, the first step should be to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. To this end, it is essential to equip teachers and student/ learning supports staff with a range of ways to enable the learning of such students.

About Personnel Development and Enhancing Resilience

Think in terms of personnel development for all working in schools that promotes a caring and effective context for student learning. Examples of what needs to be learned include how a wide range of folks can learn to

- work collaboratively in the classroom
- establish a classroom infrastructure that transforms a big classroom into a set of smaller units and personalizes interventions and bases specialized assistance on a student's responses to the personalized interventions
- move away from overreliance on extrinsics to an emphasis on intrinsic motivation
- prevent and address problems as soon as they arise
- establish a comprehensive system of learning supports in the classroom and schoolwide.

In their work, David Hawkins and his colleagues have emphasized the particular importance of developing strong bonds. He stresses these arise from (a) opportunities for meaningful involvement (ways to make a real contribution and feel valued for effort and accomplishment); (b) developing skill (social, cognitive, emotional, behavioral) that enable success, and (c) recognition for involvement (including corrective feedback) to motivate continued contributions.

One of the most important research findings related to good outcomes for children and youth is understanding that by enhancing protective factors or buffers, risks can be reduced and barriers overcome. This applies to the adults at school as well. In describing the characteristics of a resilient person, researchers suggest they reflect

- an intrinsic motivational orientation (tend to feel competent, self-determining, and connected to significant others)
- have the capacity to develop and use a range of strategies and skills for successfully coping with challenges/problems – taking an active, flexible, and persistent stance and viewing a challenge as something that can be worked on, overcome, changed, endured, or resolved in some way (but also when “enough is enough”)

It is unlikely that a school that does not promote resilience for staff can promote it for students.

“Resilience applies to everyone at school. Identify at least one protective factor that exists for school staff. How can faculty and administration maximize the benefit of that protective factor to enhance your own resilience? ... Are mistakes, bad decisions, discipline problems, difficulties with academic performance or crises always signs of failure? Or, could they also be ‘teachable moments?’... If you believe that nothing you do will make much of a difference, then coming to work at school each day becomes something you have to do, rather than something you want to do.” (National Education Association created the Health Information Network. (Resiliency 101.” – [Http://www.neahin.org](http://www.neahin.org))

Remember: *Staff development focusing on learning supports is for all personnel.*

- teachers need to learn more about how to address interfering factors and to work with others in doing so
- support staff need to learn more about how to work with teachers and other staff (and to do so in classrooms as much as is feasible), as well as learning how to work more productively with district and community resources to enhance practices for prevention and for responding quickly when common problems arise
- administrators need to learn more about leading the way by expanding policy, enhancing operational infrastructure, and redeploying resources to ensure development of a comprehensive system of learning supports for addressing barriers to learning, development, and teaching.

Center Resources to Aid in Staff Development Related to Addressing Barriers

The Center has a wide range of resources that are online for free access. Some have been developed as Quick Training Aids; others for workshop adaptation; and most of it can be used for independent study or by a volunteer community of learners. See the Center’s Resource Catalogue – <http://smhp.psych.ucla.edu/materials/resources.htm> and the Menu of Quick Finds – <http://smhp.psych.ucla.edu/quicksearch.htm> .

We have recently finished two books that are becoming major aids for capacity building. We currently are making them freely accessible online. See

> *Addressing Barriers to Learning: In the Classroom and Schoolwide*

> *Improving School Improvement*

http://smhp.psych.ucla.edu/improving_school_improvement.html

And if the idea of developing a Unified, Comprehensive, and Equitable System of Learning Supports is appealing, see *Beginning Steps in Personnel Development Related to Establishing a Comprehensive System of Learning Supports* –

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

Topics in June’s School Practitioner Community of Practice

<http://smhp.psych.ucla.edu/practitioner.htm>

Teacher recommends retention: what are the alternatives?

Effectiveness of school support staff compared to community providers

Student perceptions of their connectedness to teachers

Next steps in enhancing school safety

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Get your facts first, then you can distort them as you please.

Mark Twain

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Transforming Student And Learning Supports

We are seeing that more and more conferences are focusing in on the need for doing much more about transforming student/learning supports. An upcoming example is the Keynote address at the Connecticut Association of Schools Fall Leadership Conference (September 21). It is entitled: *Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students*.

As described in the conference brochure:

"The daily routine of any administrator is often filled with activities and challenges unrelated to academics. Yet, such support programs, policies, activities and services can make the difference between student success and failure. This presentation offers ways for administrators to organize existing activities, programs and services (beyond that of core academic instruction) into a cohesive comprehensive continuum of supports for all students. A framework for developing a comprehensive system of learning supports will be outlined with discussion focused on what schools will need to effectively re-engage disconnected students and address barriers to learning and teaching.

Jane Todey has spent her career in education as a teacher, guidance counselor, administrator, consultant for the Iowa Department of Education and program manager for substance abuse prevention researchers at Iowa State University. Early on, she worked in impoverished schools and learned the importance of helping students overcome barriers to learning. During her time at the Iowa DOE, she and a colleague, with assistance from Drs. Howard Adelman and Linda Taylor of UCLA, initiated a state-wide effort to build a comprehensive system of learning supports in all Iowa districts. Most recently she helped develop substance abuse prevention training materials based on newly developed international standards that are intended for world-wide use. Jane has extensive experience working with all types of youth development programs, socio/emotional learning, substance abuse prevention, community coalition development, and system change efforts in schools."

Let Us Know:

(1) About any similar presentations

(2) 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

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Being a good teacher requires being a good counselor, surrogate parent, shoulder to cry on, cheerleader to celebrate with, taskmaster, inspirational speaker, and caregiver.

Jeremy Knoll

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>Calls for grant proposals & presentations
<http://smhp.psych.ucla.edu/upcall.htm>

> job and training opportunities
<http://smhp.psych.ucla.edu/job.htm>

News from around the country related to addressing barriers

Miami schools chief asks: Why didn't feds tell us about immigrant children? Breaking from its usual practice, the federal government sent more than 1,000 immigrant kids to a shelter in southern Miami-Dade County and didn't tell the district. It is the district's responsibility to provide an education to all school-age children within its jurisdiction. Superintendent Carvalho said he learned of 1,200 immigrant children, including dozens who had been separated from their parents, through media reports. The board unanimously passed items condemning the separation of families who illegally crossed the border and requiring that the district be notified if centers with unaccompanied immigrant children open in the future. Carvalho said the district will need to know who these children are, if they came alone or were separated from their parents and how old they are, "so we may be in a position to better prepare to the education services they're legally entitled to." Carvalho said the district will work with its congressional delegation to secure financial support to educate these students, which could cost \$2,000 per child. Carvalho will also seek assurance from the federal government to notify the district if other centers open or if a decision is made regarding the transfer of children. 6/20/18 <https://www.miamiherald.com/news/local/education/article213515364.html>

Controversy over sharing student info with federal immigration authorities. Boston Public Schools Superintendent Tommy Chang will be leaving his post before the start of the new school year, he and Mayor Marty Walsh confirmed Friday. The news comes one day after a coalition of civil rights and student advocacy groups sued the Boston Public Schools to find out how much student information the system shares with federal immigration officials. 6/26/18 <https://www.bostonglobe.com/metro/2018/06/22/bps-superintendent-tommy-chang-resign/K7Abb5k2CYXrGiJvxiqIqM/story.html>

Forum discusses difficult issues facing community's youth – and how to help. Bullying, violence and drug use were among the topics that nearly 400 educators, social workers, parents and others discussed at a forum Saturday on issues young people in Baton Rouge-area schools grapple with in their daily lives. Teaching school personnel to recognize warning signs so they can help prevent those kinds of problems was a theme of the fifth annual Prevention Summit. The number of opioid overdoses has risen in recent years, claiming about 67,000 lives across the nation in 2017. East Baton Rouge Parish has among the highest rates for opioid overdoses in Louisiana. 6/2/18 http://www.theadvocate.com/baton_rouge/news/education/article_65406e94-6521-11e8-beae-bf5ee93ee6d6.html

State awards first school safety grant. Wisconsin Attorney General Brad Schimel is awarding the first school safety grant under a law signed in March. Kenosha Unified School District is the first grant recipient. The district will get about \$888,800. The district will use the money to train staff in youth mental health, building security assessments, physical building safety upgrades such as door locks and digital threat assessments. The new law creates \$100 million in grants for school safety upgrades. It was signed in the wake of a mass shooting at a Florida high school in February. 6/1/18 http://www.richmond.com/news/ap/attorney-general-awards-first-school-safety-grant/article_ee764080-3bf5-56d6-bfd3-175b88342afb.html

No trips to the principal's office — and that's just one difference at new Wichita school. Teachers and maintenance crews are at work readying the school, which when it reopens in August with about 100 students in kindergarten through sixth grade, it will be the only school of its kind in Kansas and one of few in the country designed for elementary-aged students with discipline issues. Instead of traditional desks, classrooms will feature flexible seating, bouncy chairs, high-top tables, wedge pillows and gamer-style "surf desks" meant to encourage rather than stifle activity. The gymnasium will feature the district's first Interactive Playground, a projector system that combines physical education with 3D video gaming, complete with synchronized lighting and sound effects. Another crucial difference won't be as easy to spot: Bryant teachers won't send children to the principal's office. Instead, the school plans to use an "opt-in" method of classroom management. If a student causes a distraction, the teacher will use an iPad app to notify a building administrator or counselor, who will report to the room to address the behavior. 6/3/18 <http://www.kansas.com/news/local/education/article212100144.html>

Jobs, therapy offered to Chicago's most violent in effort to combat bloodshed. One of Chicago's largest social service agencies is spearheading a multimillion-dollar effort aimed at offering a part-time job and additional support to those who are driving the city's epidemic of gun violence. The program has set out to find those most at risk for violence — perpetrators and victims alike — with the help of data analysts at the University of Chicago Crime and Poverty labs who crunch Chicago police data. Seasoned gang outreach workers attempt to persuade them to take on the responsibility of working part-time jobs paying \$11 an hour that can range from cleaning up debris in city lots to serving lunch to athletes competing at the Special Olympics Chicago. A team of social workers, case managers and jobs coaches then tries to keep them on a productive path. In addition, the participants are required to attend three group therapy sessions each week to discuss how to deal with a host of issues from anger and addiction to stress and personal trauma they've been through. 6/11/18
<http://www.chicagotribune.com>

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I think schools in many ways have put the cart before the horse. What they've done is they want to jump right into academics and really dismiss or minimize the importance of relationships.

Tyrone Howard @# @# @#

Comments and sharing from the field

We were asked to share the following:

The Lower Hudson Valley Journal News published electronically and then in paper a column written by David Kamerman and me regarding School Safety. I would love to hear what you think!
 Excerpt from: **Commentary: Making our Schools Safer** (April 23, 2018)

Recent events provide a tragic reminder that our society must continue to work to improve school safety. It is critical that we use our best tools about the most effective ways to do that: the knowledge gained from sound research. School safety involves both efforts to prevent violent incidents and also strategies to address violence when it occurs. Here, we provide information to guide efforts to prevent school violence.

<https://www.lohud.com/story/opinion/contributors/2018/05/02/safe-schools-student-support/566559002/>

*Information is online about the

National Initiative for Transforming Student and Learning Supports
<http://smhp.psych.ucla.edu/newinitiative.html>

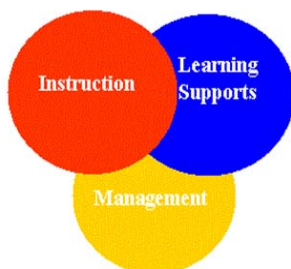
Also online are two free books

Improving School Improvement

http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide

http://smhp.psych.ucla.edu/improving_school_improvement.html



THIS IS THE END OF THIS ISSUE OF ENEWS

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.

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