



**29 years
& counting**

**School Practitioner
Listserv**

**A Weekly Community of Practice Network
for Sharing and Interchange**



October 12, 2015

Request from a Principal:

**>Templates to guide transformation of learning supports
in a high need school**

From the Field:

>New research on resilience & positive youth development

Featured Center Resources:

>On resilience & positive youth development

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**Please forward this to a few colleagues you think might be interested.
The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of
the weekly exchange, send an email to Ltaylor@ucla.edu**

**For previous recent postings of this community of practice, see
<http://smhp.psych.ucla.edu/practitioner.htm>**

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Note: In keeping with the 2015 National Initiative for Transforming Student & Learning Supports,* this community of practice network has expanded in number of participants and topics discussed.* The thematic emphasis is on (1) daily concerns confronting those working in and with schools, (2) the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.

R **quest from a Principal:** “I have a question on the Relaunch student and learning support series. Are there any planning templates I can contact someone for? I took a new principals position in a school of need and currently we have a school grade of an F and I've began the transformation process but loved the planning segment in this Center September newsletter. Any templates to help would be greatly appreciated.”

C **enter Response:** This is a challenge confronting everyone involved in improving schools. We have many resources folks use in beginning to transform student and learning supports. (So many that, in responding to such requests, we always worry about “flooding” with too much info.)

With respect to a planning “template,” perhaps the easiest place to start is to take a look at:

> *Establishing a Comprehensive System of Learning Supports at a School:
Seven Steps for Principals and Their Staff* – <http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>

When it comes to actually writing up a design for a unified, comprehensive, and equitable system of learning supports, the design documents developed by states and brochures developed by districts have proven to be helpful design templates that can be adapted by a school. See, for example, the Alabama Design document <http://smhp.psych.ucla.edu/pdfdocs/aladesign.pdf>

Also see the brochure from Gainesville
<http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/gainesvillebroch.pdf>

As a follow-up, we suggest reading

- (1) Part I in *Transforming Student and Learning Supports ...*
<http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>
- (2) as a supplement to the reading, we suggest also looking at the brief introductory webinar at <http://smhp.psych.ucla.edu/powerpoint/briefintroslicesrec.pptx>
and the accompanying handouts <http://smhp.psych.ucla.edu/pdfdocs/intropphandouts.pdf>

For more aids and tools, browse the resources compiled in our *System Change Toolkit*
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

We know getting started is difficult. So to support the efforts of those developing a unified, comprehensive, and equitable system of learning supports, the Center offers free mentoring, coaching, and technical assistance by email and phone with teams that are moving this work forward. All this is done at no cost to those who are pioneering the work. Those making such systemic changes have found it particularly helpful when we work with them in preparing a design document and strategic plan for the work in ways that integrate the transformation into district and school strategic plans and implementation.

L **istserv Participants:** If you have the opportunity to work with a Principal, what would you advise them on creating a unified and comprehensive system of learning supports at their school?

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From the Field:

>New research on resilience & positive youth development

“Finding their Way: perceptions of risk, resilience, and positive youth development among adolescents and young adults from public housing neighborhoods” by Forrest-Bank, Nicotera, Anthony, & Jenson (2015). *Child. Youth Serv. Rev.* 55, 147-158.

<http://www.sciencedirect.com/science/article/pii/S0190740915001644>

Excerpt:

“Knowledge of the risk and protective factors associated with social and behavioral problems experienced by children, adolescents, and young adults has increased exponentially in the past several decades. Awareness of the factors that place young people at risk, or protect them from developing behaviors like juvenile delinquency, aggression, substance use, and school dropout, is now used widely to guide preventive interventions in school, family, and community settings. In many cases, principles of positive youth development that define the core elements of healthy development have also been applied to programs that seek to prevent problem behavior in young people.... Principles of risk, protection, and resilience have become cornerstones in understanding and preventing behaviors like substance use, delinquency, aggression, and school dropout in recent years *Risk factors* are individual, school, peer, family, and community influences that increase the likelihood that a young person will experience a social or health problems....

Closely linked to principles of risk and protection is the concept of *resilience*, which is the ability to overcome adverse conditions and to function normatively despite exposure to risk. In other words, resilience represents successful adaptation in the presence of risk or adversity. In circumstances when the risk level is high, protective factors exert their influence on developmental outcomes..... Many youth display resilience by avoiding negative pathways despite exposure to traumatic events and negative influences. In addition, there are numerous examples of resilient young people whose negative life experiences led them to take steps toward negative trajectories involving delinquency and/or substance abuse, but were able to overcome the odds and find their way back to more healthy and prosocial pathways Youth advocates, practitioners, and scholars have become increasingly aware of the relationship between young people's strengths, assets, and resources and their capacity to live healthy and productive lives. Indeed, evidence indicate that children and youth who possess individual strengths and social and community resources are less likely than other youth to participate in problem behaviors like delinquency and substance use. Strengths and resources held by young people have also been identified as important change agents in interventions targeting at-risk children and youth.

At its most basic level, Positive Youth Development reframes existing risk-based explanations of childhood and adolescent behavior by focusing on the positive traits and resources in a young person's life. In doing so, Positive Youth Development emphasizes the healthy and adaptive development of children and adolescents. Advocates of the model advance the notion that all young people not only *have* resources but that they *are* resources to themselves, their families, and to others in society. They further suggest that healthy development is characterized by a sense of responsibility, connectedness, and positive values....”

Featured set of center resources:

>On resilience & positive youth development

Now that the school year is underway, and before small problems become big ones, it is a great time for the learning supports leadership team at your school/district to focus on increasing opportunities for enhancing resilience and positive youth development. Here are some resources to initiate the planning discussions:

Start with the Center's online clearinghouse Quick Finds

>Resilience/protective factors – <http://smhp.psych.ucla.edu/qf/resilience.html>

>Youth Development – <http://smhp.psych.ucla.edu/qf/youthdev.htm>

Here are a few direct links to Center resources

>Protective factors/resilience –

<http://smhp.psych.ucla.edu/pdfdocs/sampler/resiliency/resilien.pdf>

>Promoting Youth Development and Addressing Barriers –

<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall99>

>About Promoting Youth Development in Schools –

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

*For information about the 2015 National Initiative for Transforming Student and Learning Supports, see <http://smhp.psych.ucla.edu/newinitiative.html>

***Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity and promoting whole child development.***

***THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS COMMUNITY OF PRACTICE BECOMES!***

Send resources ideas, requests, comments, and experiences to ltaylor@ucla.edu

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 to *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)