School Practitioner Community of Practice
(A network for sharing & exchange)
(8/25/21)

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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).

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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

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For discussion and interchange:
>*What plans are in place to address "mask bullying"?*

From: *Bullying, cyberbullying fell as much as 40% in pandemic learning*
https://www.k12dive.com/news/report-bullying-cyberbullying-fell-as-much-as-40-in-pandemic-learning/604420/

Research from the Annenberg Institute at Brown University indicates school bullying and cyberbullying dropped around 30-40% after schools transitioned to remote learning in spring 2020 and during the 2020-21 school year due to the coronavirus pandemic.

Bullying partially rose to pre-pandemic levels as schools reopened, and data collected by the researchers suggests in-person interaction drives both face-to-face bullying and cyberbullying.

From: *How to handle 'mask bullying' when kids go back to school*
https://www.goodmorningamerica.com/family/story/handle-mask-bullying-kids-back-school-72373871

Just when you thought sending -- or not sending -- your kids back to school couldn't get anymore complicated, it has.

The threat of "mask bullying" -- kids putting each other down for wearing or not wearing a mask -- was thought to be such a concern that the Centers for Disease Control and Prevention released guidance on the issue this week.

And it turns out the CDC may be right. Georgia state Rep. Beth Moore set up a "whistleblower" email account for people to report school issues related to coronavirus. She's reportedly received hundreds of emails so far, among them, stories of students being bullied for wanting to wear a mask.

Center Comments: For students and school staff, bullying (e.g., teasing, taunting, name calling, hitting, rejecting peers) is a constant reality. In recent years, surveys indicate that about a third of teenagers report being bullied during a school year with about 7 percent indicate they were bullied every day.

So "mask bullying" is just the stimulus of the day.

All bullying behavior can be a major barrier to learning and teaching. And clearly it can be detrimental to the physical and psychological well being not only of many students but their families and all who work in a school.

It is evident that schools must take immediate steps to address mask bullying. These will likely involve current approaches for dealing with behavior problems. They may include initiatives such as schoolwide Positive Behavior Interventions and Supports (PBIS). And, given the current emphasis on social emotional learning (SEL), this may be another arena used for tackling the problem.

Research related to bullying indicates that the immediate steps can help temporarily, but as with other complex behavior, emotional, and learning problems, bullying reduction requires a multifaceted, integrated, and ongoing set of student/learning supports. Included in such an approach is early-age intervention, strong leadership and commitment, capacity building (with a strong focus on personnel development and enhancing cultural sensitivity), and parent and community involvement.

As interventions to reduce bullying become increasingly multifaceted, they overlap school efforts to address all forms of aggressive and acting-out behavior. However, reviews of strategies and approaches for preventing or reducing these forms of externalizing behavior in children and adolescents report limited findings. Thus, it is noteworthy that a current trend is to move toward embedding bullying interventions into comprehensive approaches designed to promote positive development, enhance engagement in learning, and address barriers to learning and teaching.

See the Center resource *About Addressing Behavior Problems Broadly* at
http://smhp.psych.ucla.edu/pdfdocs/behaviorprobs.pdf

For resources on bullying from our Center and from others, see the *Bullying* Quick Find at
http://smhp.psych.ucla.edu/qf/bully.htm

Note: Our Center advocates for embedding all efforts to provide student and learning supports into a unified, comprehensive, and equitable system for addressing a wide range of barriers to teaching and learning. (See http://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf.)

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Is mask bullying being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

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I see that bully stole your lunch again.

Well, this time he's in for a surprise, unless he likes broccoli and tofu.

Proposed Resilience for All Act of 2021 from The Resource Innovation Groups

From: *Request for Organizational and Individual Endorsements of Letter Urging Congress to Introduce and Enact the "Resilience for All Act of 2021"*
http://www.theresourceinnovationgroup.org/storage/Sign%20on%20letter%20to%20Congress%20for%20the%2022Resilience%20for%20All%20Act%20of%20202122%208-11-21.docx

The following are excerpts from the group's letter:

The "Resilience for All Act of 2021" is urgently needed because the skyrocketing mental health and psychosocial impacts generated by the Covid-19 pandemic has exposed the glaring limitations of our nation's current approach to mental health. One of the deficiencies is that clinical treatment and direct service programs are crisis and illness focused and assist individuals only after they show symptoms of pathology. While important, they do not enhance the skills, strengths, social connections, and other protective factors needed to prevent and heal mental health and psychosocial problems. In addition, many people can't pay for clinical therapy....

A public health approach addresses mental health and psychosocial problems by strengthening protective factors that counter the forces that undermine health, safety, and wellness. It takes a population-level approach, not one that merely focused on treating high risk individuals, with a special focus on those that are typically unrepresented. And it prioritizes preventing problems, not treating them only after they appear.

Prevention science expands the public health approach by showing that mental health and psychosocial problems can be prevented and that wellness and resilience can be enhanced. A growing consensus in the field finds that the most effective and efficient way to accomplish this is through community-based initiatives. ....

For resources on on Resilience, see our online Quick Find at
http://smhp.psych.ucla.edu/qf/resilience.html

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How is resilience being addressed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

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Educators Leading in Times of Crisis

From: *Leading in a time of crisis*
https://journals.sagepub.com/doi/full/10.1177/1555458921992386

If educational leaders understand how to create and maintain inviting school cultures during times of crisis, then learning, teaching, and well-being could be less negatively impacted....

There are five types of crisis. They are as follows:
   (a) short-term crises that are sudden in arrival and swift in conclusion;
   (b) cathartic crises that are slow in the build-up, reach a critical point, and then can be swiftly resolved;
   (c) long-term crises that develop slowly and then bubble along for a very long time without any clear resolution;
   (d) one-off crises that are unique and would not be expected to reoccur; and
   (e) infectious crises that occur and are seemingly resolved quickly, but leave behind significant other issues to be addressed, some of which may subsequently develop into their own crises.
Based on this taxonomy, COVID-19 would be considered infectious and long term because of the deleterious economic, social, psychological, emotional, and global impact of the virus....
 As a long-term, unpredictable, and infectious crisis, the COVID-19 pandemic has been particularly

challenging for school districts because remote learning became the mandated mode of instruction with very little notice. School leaders played a key role in creating inviting school cultures within the sudden remote learning environment....

Responding to a crisis involves five steps:
> (a) getting quality and reliable facts;
> (b) implementing the relevant contingency plan, or quickly adapt one to meet the crisis situation. The implementation of a rigorously pre-considered contingency plan means that key staff and other stakeholders immediately know what has to be done, and who has to do it;
> (c) making decision swiftly before the level of damage escalates;
> (d) showing genuine concern for the welfare of others; and
> (e) communicating clearly, openly, and regularly to limit confusion, rumors, and misinformation...

Leadership in times of crisis is about dealing with events and emotions in ways that minimize personal and organizational harm....

For more on leadership to support student success, see
> *>Leadership at a School Site for Developing a Comprehensive System of Learning Supports*
> http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidd.pdf

For more resources on crisis response and prevention from our Center and from others, see the Quick Find at http://smhp.psych.ucla.edu/qf/p2107_01.htm

For community of practice discussion: *How do you think the education leaders you look to have done during the last difficult year and a half? What more do you think they could do?* Ltaylor@ucla.edu

>Links to a few other relevant shared resources

Virginia's Interim Guidance for Covid 19 prevention in PreK-12 schools
> https://www.doe.virginia.gov/support/health_medical/office/phase-guidance.shtml

Guidance for the 2021-2022 School Year (MS)
> https://www.mdek12.org/guidance2021-22

School Recovery and Guidance (WV)
> https://wvde.us/wp-content/uploads/2021/08/School-Recovery-and-Guidance-Document-FALL-2021.pdf

Back to School (OH)
> http://education.ohio.gov/Topics/Back-to-School

Back to School Guidance (IN)
> https://www.coronavirus.in.gov/files/Fall-2021-COVID-19-One-Page-Guidance-6-8-21.pdf

Covid-19 K-12 Guidance for the 2021-2022 School Year
> https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx

3 State Policy Levers to Support Teacher Mental Health
> https://ednote.ecs.org/3-state-policy-levers-to-support-teacher-mental-health/?utm_source=ECS+Subscribers&utm_campaign=175d9c2066-ED_CLIPS_08_19_2021&utm_medium=email&utm_term=0_1a2b00b930-175d9c2066-53599575

Design Principles for Schools: Five Tools to Help You Build Trusting Relationships with Your Students https://turnaroundusa.org/five-tools-to-help-you-build-trusting-relationships-with-your-students/

Schools across U.S. staff up to address pandemic-fueled rise in mental health needs
> https://www.chalkbeat.org/2021/8/16/22624041/pandemic-mental-health-staff-schools-rand

Middle school's moment: What the science tells us about improving the middle grades
> https://hechingerreport.org/middle-schools-moment-what-the-science-tells-us-about-improving-the-middle-grades/

Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement
> https://media.carnegie.org/filer_public/f6/04/f604e672-1d4b-4dc3-903d-3b619a00cd01/fe_report_fin.pdf

Educational Equity: Solutions Through Social and Emotional Well-Being
> https://www.mdrc.org/publication/educational-equity

Novice and expert teachers' situation-specific skills regarding classroom management: What do they perceive, interpret and suggest?
https://www.sciencedirect.com/science/article/pii/S0742051X20314347?via%3Dihub
Edutopia's summary of this study is at
https://www.edutopia.org/article/how-novice-and-expert-teachers-approach-classroom-management-differently

Despite Reductions Since 2011-12, Black Students and Students with Disabilities Remain More Likely to Experience Suspension
https://www.childtrends.org/publications/despite-reductions-black-students-and-students-with-disabilities-remain-more-likely-to-experience-suspension

The Intersection of Adolescent Development and Anti-Black Racism
https://developingadolescent.org/assets/uploads/research/resources/The_Intersection_of_Adolescent_Development_and_anti-Black_Racism_Council_Report_1.pdf

Supporting College Students: Mental Health and Disability in Higher Education
https://mhanational.org/collegereport?eType=EmailBlastContent&eId=2d8ad9c0-3475-449c-bb63-20d7f01316e4

Student Survey: Depression, Stress and Anxiety Leading Barriers to Learning as Access to Trusted Adults Drops
https://www.the74million.org/article/student-survey-depression-stress-and-anxiety-leading-barriers-to-learning-as-access-to-trusted-adults-drops/

3 ways to build better edtech processes for teaching and learning
https://www.eschoolnews.com/2021/08/16/3-ways-to-build-better-edtech-processes-for-teaching-and-learning/

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links toUpcoming/Archived Webcasts/Podcasts – http://smhp.psych.ucla.edu/webcast.htm

8/25 COVID-19 and Young People's Mental Health

8/25 Promoting motivation and engagement in middle school classrooms

8/25 Back to School 2021: A conversation about how to get ready

8/31 Assessing with Respect: Everyday Practices That Meet Students' Social and Emotional Needs

9/8 Strategies and best practices for returning to school

9/21 McKinney-Vento 101: Basic Requirements of the McKinney-Vento Act

9/29 Fully Present: Leveraging Attendance Data to Ensure Ongoing Success
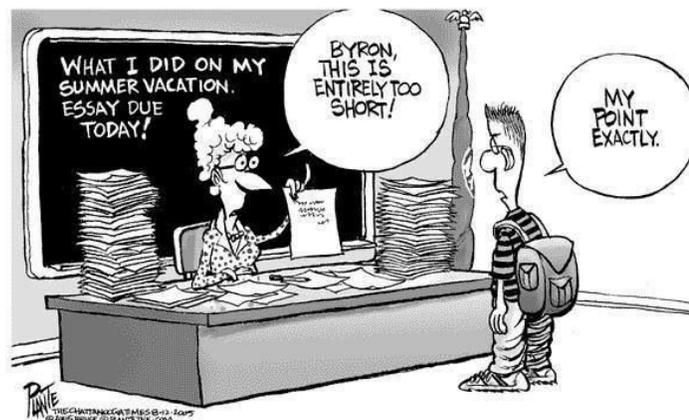
10/19 McKinney-Vento School Selection Rights

10/21 Supporting the Education of Unaccompanied Students Experiencing Homelessness
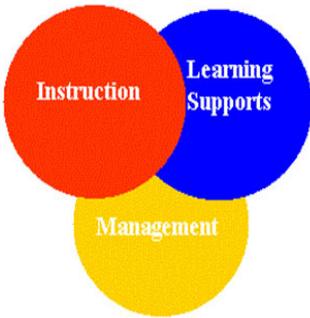
11/9 Understanding Doubled up

11/22 Paving the Way to College for Students Experiencing Homelessness

Webinar recording: Unpacking the Impacts of Structural Racism on Youth
https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7

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 a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)