This resource is from a national center at UCLA –

Center for MH in Schools & Student/Learning Supports
(10/12/22)

Featured:
>*Is Cross-age Mentoring Effective?*

>**About Reducing Bullying**

>*Links to a few other relevant shared resources*

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For discussion and interchange:
>*Is Cross-age Mentoring Effective?*

Schools need to develop a variety of ways that teachers can expand and integrate social capital into classrooms to improve resources and strategies for enhancing learning and performance. One readily available set of resources are students themselves. Here's some recent research and a current example as stimulus for discussion.

>From: *Cross-age peer mentoring for youth: A meta-analysis*
https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12579

> Cross-age peer mentoring programs are built on the assumption that same-generation peers are influential for youth social and cultural development. These peer influences become evident by early childhood, when the amount of time peers spend together begins to exceed the amount of time youth spend with their parents. "Group socialization theory" suggests that children identify with a peer group and adapt their own behavior to fit in with the behavioral norms of the group, while distinguishing themselves from other groups. Although adults may possess authority based on age and position, older youth can provide younger youth with status and social connection, as well as guidance on how to speak, act, and dress within their peer group. Consequently, older peers are thought to be uniquely situated to provide a relationship within which the mentee can value, respect, and idealize the mentor....
>
> During middle childhood and early adolescence, many youth naturally begin to chafe against conventional adult norms of behavior. As such, advice and guidance from adults is less likely to be assimilated into the youth's intrinsic sense of self-identity. In fact, when youth structure their own behaviors, they often do so in opposition to these adult conventions, striving for unconventionality. In contrast, when older peers model and reward these conventions, they may not be met with the same resistance; youth can adopt these conventions as part of their self-concept while establishing independence from adults. Thus, cross-age peer mentoring may offer a more efficient and impactful opportunity to reward prosocial attitudes and behaviors through older peer modeling and support....
>
> Taken together, the current findings provide support for the efficacy of programs that foster one-on-one, caring relationships between youth and older peers who are closely supervised by adults, particularly as an intervention with the potential to reach large groups of youth and prevent more intensive treatments....

>From: *Building Connections and Relationships at School: Youth Reflect on Mentoring Their Younger Peers* https://journals.sagepub.com/doi/full/10.1177/0272431620912472

> ...review of peer relations found that secure early attachments with peers fostered continued skills in other peer friendships and played a profound role in children's future peer competence ... the provision of these relationships within a supervised context, such as that of a structured peer mentoring program, can encourage prosocial development among peers. Furthermore, such positive relational affiliations can translate to improved social abilities among the broader school environment. Mentoring can be used as a vehicle to school connectedness by providing students with social bonding opportunities and a sense of belonging, while developing connectedness to self and others... Participation in peer mentoring programs can provide youth mentors with opportunities to explore their leadership abilities through their role model status to younger

mentees. Programs with a relational focus can encourage mentors to explore both expressive and receptive communication skills required to effectively converse with different generations of people, from young mentees to older school staff. In addition, opportunities to build relationships with school staff can serve as a source of support for students in times of need. Educators' demonstration of leadership and caring while serving as program facilitators will further support students' emotional and behavioral regulation and also encourage students' feelings of belonging within a group context. With a foundational relationship secured through program affiliation, students may be more inclined to approach the school counselor facilitators for assistance with problems they are having. More broadly, participation in programs run by school staff may improve students' likelihood of seeking support simply through increased exposure to staff...”

>*A current example of expanding peer mentoring*

In response to several student overdoses with opioids, the Los Angeles Unified School District not only is taking measures to respond to substance use, the district also is focusing on mental-health and preventive approaches. They have announced that the Health Information Project organization will be brought in to train high school juniors and seniors to teach health education to their freshmen peers. "There is nothing better than a student peer to explain the consequences associated with fentanyl to other students," Superintendent Carvalho said.
https://www.latimes.com/california/story/2022-09-22/l-a-school-district-will-provide-overdose-drug-naloxone-to-campuses

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Here is some information on the *Health Information Project* https://behip.org/

"HIP trains high school juniors and seniors to teach health education to their freshmen peers. We know that teens are often resistant to health education when the educators are teachers, parents or physicians. That is why HIP empowers teens to deliver health information - to their peers.

>Peer-Led Classroom Discussion Sessions providing practical information focusing on a myriad of critical health issues such as depression, suicide, obesity, abuse

>Health Resource Website providing easily-accessible, relevant health information, maximizing the resources that exist at the students' schools and in their communities

>Campus-Wide Print & Social Media Health Campaign providing students with tips for prevention and encouraging them to access reliable health information and resources"

For more links to related resources, see our online clearinghouse Quick Find menu on

>*Mentoring* http://smhp.psych.ucla.edu/qf/mentoring.htm

>*Peer Relationships, Peer Support, and Peer Counseling*
http://smhp.psych.ucla.edu/qf/peersupport.htm

Here are a few direct links to some related resources prepared by our Center :

>*Cross-Age Peer Mentorship Programs in Schools*
http://smhp.psych.ucla.edu/pdfdocs/mentoring.pdf

>*Peer Tutoring: Part of Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/peertutor.pdf

>*About student peer mentoring*
http://smhp.psych.ucla.edu/pdfdocs/mentor.pdf

Is this topic being discussed in your locale?

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

About Reducing Bullying

A recent study asked: *Are victims of bullying primarily social outcasts?* The study concludes:

> "...strategies to tackle bullying should not only address individual risks, such as providing social skills training for vulnerable adolescents, but direct attention to the classroom context as well. The finding that students with relatively few friends were at greater risk for being victimized highlights the need for awareness of the troublesome, double-risk situation of students who have relatively few friends: These adolescents may feel lonely not only because they have fewer friends than their classmates, but because they are also at a higher risk of being victimized. Teachers are inclined to place friends together in a classroom, and attention should be paid to individuals who start in a classroom in which they know fewer peers than their classmates. They should receive sufficient opportunities to form new bonds, for example, during activities in subgroups that are not formed based on friendship. ..."

> *Are victims of bullying primarily social outcasts? Person-group dissimilarities in relational, socio-behavioral, and physical characteristics as predictors of victimization*
> https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.13772

Data from before the pandemic indicate that about a third of teenagers reported being bullied during a school year with about 7 percent indicating they were bullied every day. The reality is that almost everyone has experienced and been a witness to aggressive interpersonal behavior at one time or another (e.g., teasing, taunting, name calling, hitting, rejecting peers, social isolation, intentional exclusion, rumor-spreading). With the rise in cyberbullying, hurtful or threatening text messages and images are used daily to target and damage others.

Bullying behavior 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. And clearly it can be a major barrier to learning and teaching and can get in the way of many students having an equal opportunity to succeed at school and beyond. The behavior disrupts and is hurtful. And, observing such behavior may disinhibit others.

Everybody agrees that school bullying is a major problem, but considerable controversy exists over the best way to address the problem. The continuing tendency is to pursue piecemeal policy and practice initiatives to counter bullying. We suggest that it is time to move away from stand-alone programs for addressing problems such as bullying and other specific types of problems manifested by students. See:

> *Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports* http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring11.pdf

Also see:

> *Embedding Mental Health as Schools Change*
> http://smhp.psych.ucla.edu/improving_school_improvement.html

> *Rethinking Student and Learning Supports* http://smhp.psych.ucla.edu/news.htm

For more links to related resources, see our online clearinghouse Quick Find menu on

> *Bullying* http://smhp.psych.ucla.edu/qf/bully.htm

> *Peer relationships and peer support* http://smhp.psych.ucla.edu/qf/peersupport.htm

> *Behavior Problems and Conduct Disorders* http://smhp.psych.ucla.edu/qf/p3022_01.htm

I see that bully stole your lunch again.

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

Evidence for Relationships Between Hope, Resilience, and Mental Health Among Youth
https://onlinelibrary.wiley.com/doi/full/10.1002/jcad.12357

Teachers Supporting Teachers: A Social Network Perspective on Collegial Stress Support and Emotional Wellbeing Among Elementary and Middle School Educators
https://link.springer.com/article/10.1007/s12310-022-09529-y

Rethinking Student and Learning Supports http://smhp.psych.ucla.edu/news.htm

The Evolution of the Role of U.S. School Nurses in Adolescent Mental Health at the Individual, Community, and Systems Level
https://journals.sagepub.com/doi/full/10.1177/10598405211068120

Creating a safe learning environment for refugee and immigrant students
https://corp.smartbrief.com/original/2022/09/refugee-immigrant-students?utm_source=brief

Immigrant Students and Mental Health http://smhp.psych.ucla.edu/qf/immigrantkids.htm

Ignored, Punished, and Underserved
https://bellwether.org/wp-content/uploads/2022/09/IgnoredPunishedandUnderserved_Bellwether_September2022.pdf?utm_medium=email&_hsmi=227120308&_hsenc=p2ANqtz-_FdzTnpfsmsO4zXnMfVcLVGA8YyxMr7XWgHpCpndDvndoCl-r1AK5yn8Q6tCUFwySsHMdF2xRRv8Narq-djIjJrjVVNMQ&utm_content=227120308&utm_source=hs_email

Policing and Educational Outcomes
https://steinhardt.nyu.edu/research-alliance/research/policing-and-educational-outcomes

Breaking the Legacy of Teacher Shortages
https://www.ascd.org/el/articles/breaking-the-legacy-of-teacher-shortages

School Improvement Requires Developing, Supporting, and Retaining Quality Teachers
http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring12.pdf

States' Use of Peers in the Mental Health Crisis Continuum
https://www.nashp.org/states-use-of-peers-in-the-mental-health-crisis-continuum/

Addressing Discrimination Supports Youth Suicide Prevention Efforts
https://www.childtrends.org/publications/addressing-discrimination-supports-youth-suicide-prevention-efforts

Study offers more evidence of the benefits of preschool
https://hechingerreport.org/tulsa-study-offers-more-evidence-of-pre-ks-benefits-into-adulthood/

Screening for adverse childhood experiences (ACEs): Cautions and suggestions
https://www.sciencedirect.com/science/article/pii/S0145213417302715

Understanding & Preventing ACEs
https://nihcm.org/publications/understanding-preventing-aces?utm_source=NIHCM+Foundation&utm_campaign=d3b1112760-mental_illness_awareness_bundle_2022&utm_medium=email&utm_term=0_6f88de9846-d3b1112760-167730924

Addressing Barriers to Learning: In the Classroom and Schoolwide
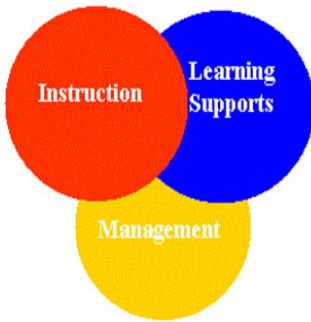http://smhp.psych.ucla.edu/improving_school_improvement.html

Balancing Adverse Childhood Experiences (ACEs) With HOPE
https://hria.org/wp-content/uploads/2017/05/Balancing-ACEs-with-HOPE.pdf

Progress is impossible without change, and those who cannot change their minds cannot change anything. George Bernard Shaw

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

10/12 Elevating the work of Community Based Violence Intervention:
      The importance of collaboration in public safety
10/13 Teaching the Civil War
10/13 Back to School Stress: Tools and Apps to Minimize School Stressors
10/18 Proactive Crisis Planning for Children with Mental Health Challenges
10/20 Protecting our children in the digital age
10/20 How Book Banning Prevents Literacy for All
10/20 Action planning for the adaptive leader
10/25 Basic Requirements of the McKinney-Vento Act
10/26 Toxic positivity: how to avoid pitfalls
10/27 Constitutional Voting Rights
11/16 Leadership playbook for success
11/30 what educators needs from their administrators
12/7 When kids lead

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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.

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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/)