> **Featured**
> >*About Student Empathy and the Holiday Season*
> >*How Much of a Problem is Student Engagement?*
> >*Enhancing Student Engagement Over the Rest of the Year*
> >*Links to a few other relevant shared resources*

For discussion and interchange:

>About Student Empathy and the Holiday Season

Concern for others is a natural opportunity to promote social and emotional development.

> "...The holiday season is a great time for giving back. All of the time is a great time for giving and showing gratitude, but there is something about that time of year where it makes more sense to students. Kids, teenagers especially, tend to get wrapped up in their own worlds, and the holidays are a great time of year to snap them out of that....
>
> Have students do service-learning projects this time of year around the topic of community helpers or workers. They choose a community worker that has impacted them or benefited them in some way, someone they appreciate for their sacrifices (ex: teachers, librarians, firefighters, social workers, doctors, etc.), and give back or say thank..."
>
> https://www.experientiallearningdepot.com/experiential-learning-blog/experiential-learning-activities-for-the-holidays

> "...Getting caught up in the commercialism of the holidays is easy -- but teachers are in a unique position to remind students that holiday time is as much about giving as it is about getting. Lessons in holiday-giving present models of good citizenship for a new generation; and giving unselfishly can generate good feelings that students will carry with them for a lifetime!...
> Many teachers plan special holiday visits to local hospitals, shelters, nursing facilities. Students sing a holiday song or two, share some poems, maybe a skit -- and perform in front of a grateful audience. At the end of the performance, the students wander into the audience to hand out candy and holiday wishes,..."
>
> https://www.educationworld.com/a_lesson/lesson/lesson292.shtml

For discussion and interchange:

>How Much of a Problem is Student Engagement?

> From: *Why children differ in classroom engagement*
>
> "How children engage with peers, teachers, and in classroom activities has far-reaching consequences for their social, emotional, and academic development. Classroom engagement, which encompasses the child's ability to successfully adjust to the classroom demands, such as working cooperatively, following instructions, and participating in classroom activities, is a significant predictor of academic success and wellbeing ...
> Teachers may play a crucial role in facilitating engagement in classroom activities. A teaching style that incorporates autonomy support and positive feedback, and that provides children with cohesion and opportunities to work with their classmates could enhance intrinsic motivation to learn and thus, classroom engagement..."

>Enhancing Student Engagement Over the Rest of the Year

Winter break: a time to stop bumping and think about better ways to engage students

Does Milne's description of Winnie the Pooh coming downstairs strike a chord?

Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.

Consider increasing collaborative group work. Collaborative learning has long been advocated not only as a process for enhancing engagement, but as facilitating development of a range of knowledge, skills, and attitudes. For example, through well designed and implemented collaborative projects, students are seen as learning to analyze and synthesize problems and situations and as developing critical and higher-order thinking. Collaborating groups also are viewed as enhancing discipline, goal setting, planning, and organization. And, by working in teams, students have the opportunity to strengthen collaborative, social, and communication skills.

From: *Designing the supports for successful groupwork*

"Groupwork provides opportunities to learn important communication and collaboration skills, but how can we ensure all students are participating equitably while also engaging with the academic content when working in groups?...
Implementing effective groupwork, especially with adolescent learners, can support creating a positive learning community to promote student motivation, engagement, and school belonging..
While engaging in learning experiences together, peers can support one another through listening and sharing ideas, providing and receiving constructive feedback along with helping one another complete academic tasks...

Most group work breaks down because students do not know how to participate in their group. What should they do? What should they say? Group roles help to provide students specific ways of interacting with their classmates and contributing positively to the final product....

It is important to teach students how to work together, how to work with others that are not like them, and how to value the unique strengths that their peers possess...."

For more on this, see

>*Making Collaborative/Cooperative Learning Effective in Classrooms*

>*Project Based Learning and Student Engagement*

>*Turning Big Classes into Smaller Units*

>*Collaborative learning*

>*Benefits of Collaborative learning*

>*Learning is a collaborative responsibility*

>*Collaborative learning guide*

In general, engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure. From a psychological perspective, student disengagement is associated with situational threats to feelings of competence, self-determination, and/or relatedness to valued others. The demands may be from school staff, peers, instructional content and processes. Psychological disengagement may be internalized (e.g., boredom, emotional distress) and/or externalized (misbehavior, dropping out). Re-engagement depends on use of interventions that help minimize conditions that negatively affect intrinsic motivation and maximize conditions that have a positive intrinsic motivational effect.

> For more on this, see our Center resources
>> *>Motivation, Engagement, Re-engagement*
>> *>Student Engagement and Disengagement:*
>>   *An Intrinsic Motivation Perspective and a Mental Health Concern*
>> *>Engaging and Re-engaging Students in Learning at School*

>Links to a few other relevant shared resources

On the Examination of Longitudinal Trends Between Teacher–Student Relationship Quality and Social Skills During Elementary School

Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders

What Does It Take to Accelerate the Learning of Every Child? Early Insights from a CCEE School-Improvement Pilot

What a Difference a Day Makes: How Schools Can Harness More Learning Time

Using Technology to Build Trust in Teacher-Coach Relationships

Let's Stop Treating Achievement, Discipline, and Attendance as Separate Problems

Addressing Barriers to Learning: In the Classroom and Schoolwide

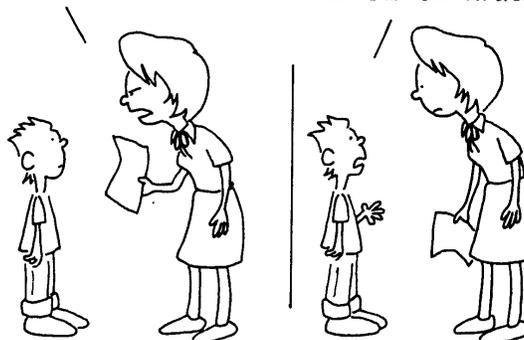**Schools ramp up battle against chronic absenteeism**

Supporting Diverse Family Structures Through Social Safety Net Programs

Is Internet Addiction Real?

Media Guidelines for Kids of All Ages

A Few Upcoming Webinars

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

1/10 Bullying prevention
1/17 Staff recruitment and retainment
1/17 Promoting positive mental health in schools
1/17 Mediating Conflicts
1/18 Strengthening your workforce
1/18 Culturally Responsive & Sustaining Education
1/18 Building Your Program: Empowering Grassroots Mentoring
1/23 Trauma recovery
1/30 Anxiety and stress
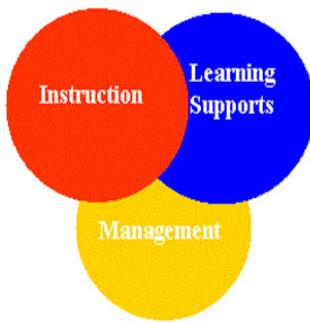
For information about the
  National Initiative for Transforming
  Student and Learning Supports
go to https://smhp.psych.ucla.edu/newinitiative.html

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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To Listserv Participants

- Please share this resource with others. (Everyone has a stake in the future of public education and this is a critical time for action.)

- Let us know your views about the topics shared and about what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)

- For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

- Looking for information? (We usually can help.)

- Have a suggestion for improving our efforts? (We welcome your feedback.)

We look forward to hearing from you!

Send to ltaylor@ucla.edu

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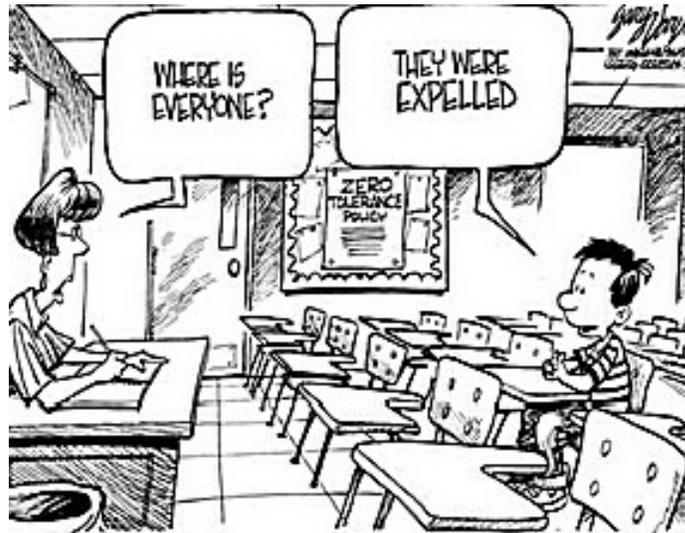
THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – Send to 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
https://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page https://smhp.psych.ucla.edu/)