

(7/12/23) **This continuing education resource is from the national Center for MH in Schools & Student/Learning Supports at UCLA**

Featured

>How do students know that teachers care about them?

>Youth thrive when the environment fits

>Free activities for summer learning and enrichment

>Links to a few other relevant shared resources

Teaching happens most positively when the learner wants to learn something and the surrounding environment wants to help the learner do so. That is, positive learning is facilitated when the learner cares about learning and the teacher cares about teaching. The whole process undoubtedly benefits greatly when all the participants care about each other.

For discussion and interchange:

>How do students know that teachers care about them?

From: *What do Teachers do to Show They Care?*

“...Supportive student-teacher relationships have been shown to have a positive impact on students’ social and academic lives, including their academic engagement, well-being, and prosocial behaviors. Understanding the connection between student-teacher relationships and student outcomes is particularly important during the early adolescent years (ages 10–14 years), a time when non-familial adults and peers become increasingly influential...”

The present study explored how early adolescents characterize a caring teacher through a qualitative content analysis of students’ open-ended responses to the question “What are three things that teachers do to show they care?”...

The majority of students’ responses fit under the thematic definition of teacher kindness that comprises themes of

- >friendly/warm dispositions (e.g., “They say good morning”),...
- >teacher’s empathy (“Notice when you upset”)...
- >compassion (“They comfort you when the person is sad”),
- >helpfulness (“Help you to learn more,” “Help us”).

Prevalent themes such as helpfulness highlighted students’ valuing of teachers’ responsiveness to their needs (e.g., “Help you to understand more clearly,” “Help you calm down”).

Some more nuanced themes were also included in the Kind category, such as generosity (“Giving me supplies if I need some”) and trustworthiness (“I can trust her”)...

Although teachers may know they need to provide emotional support to their students, they may not always know exactly how. The present research contributes some tangible teacher characteristics and behaviors that teachers and schools can prioritize, especially when teaching in middle schools. Specifically, this study shows that middle school students themselves identify qualities of empathy, presence, attunement, and democratic communication as ways in which teachers can show their support and caring. This bolsters the growing evidence that emotional support and caring are not only important for young children but remain integral as students move through the later years of school...”

From: *How school belongingness in diverse students moderates student perceptions of teachers' cultural humility in predicting student-teacher working alliance*

“...As students advance through formal education, teachers serve as primary supporters, especially for those students without advocates. Many people attribute their own success to a teacher who changed their lives. Such relationships predict better academic and social outcomes, including student engagement and satisfaction, self-efficacy, critical thinking, standardized achievement test scores, grades, attendance, motivation, performance, effort, lower dropout rates, reduced disruptive behavior, reduced behavior referrals, and increased social-emotional well-being

Ultimately, the relationship between a student and a teacher is a working one, and there are more aspects to that form of relationship that extend beyond the traditional and straightforward relational aspects, such as completing tasks and setting goals that are mutually agreed upon....”

For more on this, see

- >*Schools as Caring, Learning Communities: A Center Practice Brief*
- >*About Student Voice and Participation*
- >*Improving Working Relationships Inside the Classroom*

Youth thrive when there is a reciprocal match between the individual and their environment

From: *Interacting with supportive adults predicts greater same-day psychosocial functioning among adolescents in a self-driven learning program*

“...In contrast to popular negative stereotypes about adolescence, many teens flourish, making strides in important psychosocial tasks like clarifying who they are, where they are going, and how they relate to others. Taking these adaptive and intentional efforts toward growth seriously, contemporary approaches to adolescent development often emphasize youth thriving, and devote energy toward understanding how youths' strengths can be supported. Out-of-school time programs are one type of supportive context that may nurture youth thriving, especially when these programs provide access to compassionate adults....

Youth thrive when there is a reciprocal match between the individual and their environment. Thriving youth have identified an interest or passion that energizes them; a “spark” that they actively build upon with the support of opportunities and people around them. Sparks begin as personal propensities with their own intrinsic value to youth, but eventually, grow into outward actions that youth take to shape their environments and contribute to the world around them. Shaping the environment further enables the young person to engage with their spark, completing a mutual exchange between person and environment. ...”

For more on this, see the following Center Quick Finds:

- >*After school, summer programs, expanded learning opportunities*
- >*Resilience*
- >*Motivation*

Free activities for summer learning and enrichment

While the COVID pandemic was a horrendous disaster, it did focus us on identifying many free resources for kids to pursue while schools were closed. Many of these are just what youngsters and their families need to make the summer a fun and productive time.

Early in the pandemic, we compiled a list of “Activities for Kids while Schools are Closed” <https://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf> . We covered:

- (1) School Assignments for home learning
- (2) Special Enrichment and Learning Using Technology
- (3) Things to Do As a Family Without Technology

We know the list is a few year old, but it offers many valuable activities, and anyone looking for fun learning and enrichment activities can readily adapt and update what’s presented.

Also given that the arts often get short shrift, we were pleased to see the following recent article:

“Lawton Public Schools (OK) has partnered with *Arts for All* to offer a summer camp for about 650 kids across four different Lawton-area elementary schools. The camps focus on introducing children to different art mediums in enjoyable ways.”

https://www.swoknews.com/news/lps-and-arts-for-all-partner-to-deliver-free-arts-camp-students-enjoy/article_b67dc5dd-8cea-5a8c-84d7-c64f18340866.html

In New York, see

Arts For All -- the organization “offers accessible artistic opportunities to children in the New York City area who face socio-economic, physical, or emotional barriers to exploring the arts. Through Arts For All, professional artists work with youth organizations to build self-confidence, self-expression, teamwork, resilience, and creativity in children.”

<https://arts-for-all.org/>

Free Arts NYC -- they focus on empowering youth from “underserved communities through art and mentoring programs to develop their creativity, confidence, and skills to succeed.” <https://freeartsnyc.org/>

For more on summer programs to get students involved with schools, see the Center Quick Find:

>[*After-School, Summer Programs, Expanded Learning Opportunities*](#)

We know there’s a lot more going on around the country. What other resources for summer learning and enrichment can you send us for sharing with others? Send to Laylor@ucla.edu

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

>Links to a few other relevant shared resources

Positive Youth Development: Configurations of Thriving

Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success: Strategies for Student and Teacher Support Teams

Strategies to support youth in the justice system

Profiles of Parenting Autonomy Support and Control: A person-Centered Approach in Students' Adjustment to the Transition to Middle School

Ostracism and Schools

The roles of adaptability and school climate in first-year teachers' developing perceptions of themselves, their classroom relationships, and the career

The Effects of Cross-Age Peer Mentoring on Adolescent Mentors

Healthy Schools Can Create More Racially Equitable Communities

Healthy Schools Can Mitigate Ongoing Racial Inequities in Education

45 Years of Teens' Shifting Views on Marriage, Family, and Work

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>

7/12 Understanding Doubled up

7/13 Artificial Intelligence in education

7/17 Mental health first aid

7/18 Determining McKinney-Vento Eligibility

7/18 Strategies for Supporting Newcomer and Immigrant families

7/18 Building an effective team

7/20 Counseling for equity in rural America

7/24 Peer perspective

7/25 Individualized Family Service Plans

7/26 Flipping the youth services paradigm

7/27 Reimagining high school

8/1 Designing tomorrow's classroom

8/2 Jump start service learning

8/17 Start the school year strong

It's summer and no school, why aren't you happy?



National Initiative for Transforming Student and Learning Supports

It is essential to continue to urge districts and schools to play an increasing role in helping to transform student/learning supports into a unified, comprehensive, and equitable system.

For more on this, see

- > *Rethinking MTSS to Better Address Barriers to Learning*
- > *Evolving Community Schools and Transforming Student/Learning Supports*

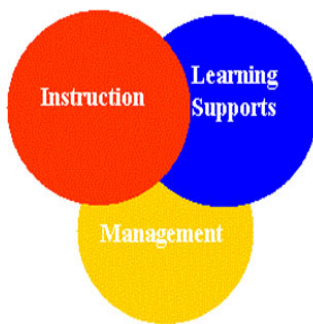
We look forward to hearing how moves to MTSS and Community Schools are contributing to ending the marginalization and fragmentation of student/learning supports in school improvement policy and practice.

Our Center has many resources online focusing on transforming student/learning supports that can be used for discussion, continuing education, and planning. As a start, see, the following brief resources:

- > *Rethinking Student and Learning Supports*
- > *Student/Learning Supports: A Brief Guide for Moving in New Directions*

The work is detailed in three free books:

- > *Improving School Improvement*
- > *Addressing Barriers to Learning: In the Classroom and Schoolwide*
- > *Embedding Mental Health as Schools Change*



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.

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 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

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 <https://smhp.psych.ucla.edu/newnetexchange.htm> and on Facebook (access from the Center's home page <https://smhp.psych.ucla.edu/>)