

School Practitioner Community of Practice
(A network for sharing & exchange)
(8/18/21)

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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).

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>

For discussion and interchange:

>Are folks overestimating the mental health impact of the pandemic?

Here's an excerpt from a cautionary article:

From: *The Pandemic Did Not Affect Mental Health the Way You Think*

<https://www.theatlantic.com/ideas/archive/2021/07/covid-19-did-not-affect-mental-health-way-you-think/619354/>

The world's psychological immune system turned out to be more robust than expected.

You've probably heard that the coronavirus pandemic triggered a worldwide mental-health crisis. This narrative took hold almost as quickly as the virus itself. In the spring of 2020, article after article warned of a looming psychological epidemic. ...

A mental-health task force, commissioned by The Lancet, worked to quantify the pandemic's psychological effects. When it reviewed the best available data, the task force saw that some groups—including people facing financial stress—have experienced substantial, life-changing suffering. However, looking at the global population on the whole, they were surprised not to find the prolonged misery we had expected.

Early in the pandemic, the team observed in these studies what the media was reporting: Average levels of anxiety and depression—as well as broader psychological distress—climbed dramatically, as did the number of people experiencing clinically significant forms of these conditions....But as spring turned to summer, something remarkable happened: Average levels of depression, anxiety, and distress began to fall. Some data sets even suggested that overall psychological distress returned to near-pre-pandemic levels by early summer 2020....

They were surprised by how well many people weathered the pandemic's psychological challenges. In order to make sense of these patterns, we looked back to a classic psychology finding: People are more resilient than they themselves realize. We imagine that negative life events—losing a job or a romantic partner—will be devastating for months or years. When people actually

experience these losses, however, their misery tends to fade far faster than they imagined it would.

The pandemic has been a test of the global psychological immune system, which appears more robust than we would have guessed. When familiar sources of enjoyment evaporated in the spring of 2020, people got creative. They participated in drive-by birthday parties, mutual-assistance groups, virtual cocktail evenings with old friends, and nightly cheers for health-care workers....

The astonishing resilience that most people have exhibited in the face of the sudden changes brought on by the pandemic holds its own lessons. We learned that people can handle temporary changes to their lifestyle—such as working from home, giving up travel, or even going into isolation—better than some policy makers seemed to assume....

Human beings are not passive victims of change but active stewards of our own well-being. ...”

Center Comment. It’s always good to remember how resilient folks can be at any age. At the same time, we can’t ignore that too many students end up having learning, behavior, and emotional problems. So schools have an important role to play in addressing such problems. In doing so, however, considerable care must be taken not to overdiagnose and misdiagnose common psychosocial and educational concerns. And it is essential to strengthen a school’s approach to promoting positive development and well-being. For an overview on these matters, see

> *Embedding Mental Health as Schools Change*

> *Addressing Barriers to Learning: In the Classroom and Schoolwide*

> *Improving School Improvement*

(available at this time as free resources

http://smhp.psych.ucla.edu/improving_school_improvement.html).

How are folks thinking about student and staff mental health in your locale?

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

For discussion and interchange:

>About promoting resilience

From: *Promoting “Zest for Life”: A Systematic Literature Review of Resiliency Factors to Prevent Youth Suicide* <https://onlinelibrary.wiley.com/doi/10.1111/jora.12588>

Resilience is understood as the ability to recover from challenges faced in everyday life through adaptation. Sometimes described as a measurement of hardiness, it involves dynamic protective processes that help people navigate adversity across the lifespan. Resilience theory focuses on strengths rather than deficits and on understanding healthy development in spite of risk exposures. Rather than a static trait or quality, it can vary with context, population, risk, protective factor, and the potential outcomes of the relevant risk exposure...

Most of the research in this area has reported primarily on individual-level resilience factors, with less attention to broader sources of resilience....

It is important to understand not only how to promote these individual-level supports for youth, but also how to intervene at the systems level to create the conditions within which these promising supports are equitably and sustainably available to all youth.... Our review ... findings were limited by an over-reliance on individual-level resilience factors, often to the exclusion of broader contextual or environmental factors ...

Fostering resilience requires attentiveness to the intersections between the internal and external drivers of resiliency, positioning individuals in the context of ecosystems or communities in order to achieve true primary prevention goals....These findings demonstrate a need for deep attentiveness to how to cultivate supportive and accepting social climate within families, schools, and communities through connectedness, and social political inclusivity through policy and environments. ...

Future research to promote resilience...should engage with... systemic resilience, whereby

the complexity of resilience processes is embraced in an effort to design interventions that can promote youth resilience from a systems perspective, rather than through biomedical, individually focused risk reduction interventions.

For more on *Resilience*, see our online clearinhouse Quick Find at <http://smhp.psych.ucla.edu/qf/resilience.html>

How is student and staff resilience being promoting in your locale?

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

>In the News

From: *Youth of the pandemic revisited: Hopeful, resilient, nervous*

<https://apnews.com/article/only-on-ap-europe-canada-africa-health-1b27d6e1518efe1c28577cd26c762dde>

“...a group of young people first spoke with The Associated Press last year, just as the pandemic started to grip the world. The AP recently checked in with them again to see how they’re doing – and how the global crisis has molded them.

They’ve missed their friends, desperately. They’ve struggled at times to stay motivated and to focus on school done in various ways from home, if access to their studies was even available. Most are still awaiting their chance to get vaccinated, but want to do so.

They are anxious and happy and frustrated and hopeful, seemingly all at once. But they say the pandemic also has given them newfound resilience and an appreciation for even little things. ...

The joy of rejoining the world -- and especially reuniting with friends and extended family -- has been a universal theme for the young participants who’ve been able to do so. ...”

From: *Using Common Sense: Teens turn to online sources for mental health support*

<https://www.raisingarizonakids.com/2021/04/teens-mental-health-support/>

“After a year of lockdowns, remote schooling and the disruption of social norms, teens and young adults are reporting growing levels of depression, stress and anxiety. They also admit to turning to social media and telehealth to find help....

The good news is ...digital media has been a lifeline for many of them to access critical health information, stay connected to their peers, find inspiration, and receive comfort in a difficult time. In fact, 43 percent of those surveyed said that using social media made them feel better when they were depressed, stressed or anxious, compared to 27 percent who said so two years ago....

The report illustrates the nuanced role social media and technology play in the well-being of teens and young adults. So before you take away your child’s phones and devices, remember they are using them to connect with family and friends, seek health information online and access mental health tools....”

What are students in your locale reporting about their current state of mind?

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

>Links to a few other relevant shared resources

- Empathy and Positive Aspects of Adolescent Peer Relationships
<https://link.springer.com/article/10.1007/s10826-020-01753-x>
- Beyond the four walls: The evolution of school psychological services during the COVID-19 outbreak
<https://onlinelibrary.wiley.com/doi/10.1002/pits.22543>
- Using Federal COVID-19 Relief Funds to Support Student Transitions from High School to Higher Education
<https://all4ed.org/reports-factsheets/covid-relief-hs-to-highered/>
- Guidance for COVID-19 Prevention in K-12 Schools
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html?utm_source=sendinblue&utm_campaign=8521_General_Digest&utm_medium=email
- Preparing Your Child to Go Back to School In-Person
<https://childmind.org/article/preparing-your-child-to-go-back-to-school-in-person/>
- Back-to-School Tips for Kids Who Are Struggling
<https://childmind.org/article/back-to-school-tips-for-kids-who-are-struggling/>
- K-12 Cybersecurity Learning Standards
<https://cyber.org/sites/default/files/2021-08/K-12%20Cybersecurity%20Learning%20Standards.pdf>
- Creating the Conditions for Family-School-Community Partnerships
<https://www.ascd.org/el/articles/creating-the-conditions-for-family-school-community-partnerships>
- School-Based Telehealth Playbook
https://tools.sbh4all.org/telehealth/sbthplaybook/?utm_campaign=8521_General_Digest&utm_medium=email&utm_source=sendinblue
- Understanding and Addressing Adolescent Relationship Abuse
<https://www.sbh4all.org/wp-content/uploads/2021/07/Healthy-Starts-Healthy-Hearts-Understanding-and-Addressing-ARA.pdf>
- How Schools Can Practice Family Engagement to Dismantle Longstanding Educational Inequities
https://www.carnegie.org/topics/topic-articles/family-community-engagement/how-schools-can-practice-family-engagement-dismantle-longstanding-educational-inequities/?utm_source=carnegie&utm_medium=webinar&utm_campaign=carnegieforum_fe
- Student Choice as a Vehicle for Diversity, Equity, and Inclusion
<https://www.ascd.org/el/articles/student-choice-as-a-vehicle-for-diversity-equity-and-inclusion>
- Promoting the Health and Well-Being of Children in Immigrant Families
<https://journals.sagepub.com/doi/full/10.1177/1365480218791908>
- Exploring the Role of Critical Health Literacy in Addressing the Social Determinants of Health
<https://www.nap.edu/catalog/26214/exploring-the-role-of-critical-health-literacy-in-addressing-the-social-determinants-of-health>
- A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting
<https://rems.ed.gov/docs/ASMTrainingGuide.pdf>

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>

- 8/18/21 The Social-Emotional Impact of the Covid-19 Pandemic on American Schoolchildren
- 8/19/21 Recovering from a year of disruption
- 8/19/21 What matters most as a new school year begins
- 8/25/21 COVID-19 and Young People's Mental Health
- 8/25 Back to School 2021: A conversation about how to get ready
- 8/26 Paving the Way to College for Students Experiencing Homelessness
- 8/31/21 Assessing with Respect: Everyday Practices That Meet Students' Social and Emotional Needs

9/7 Determining McKinney-Vento Eligibility

9/8/21 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

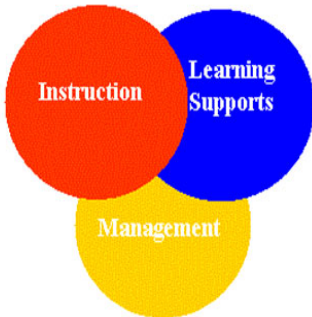
Webinar recording: Unpacking the Impacts of Structural Racism on Youth

<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7>

*I wonder if it's true about so many kids
having mental health problems?*



*It has to be true –
it was on the internet!*



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