



**28 years
& counting**

**School Practitioner
Listserv**

**A Weekly Community of Practice Network
for Sharing and Interchange**



June 16, 2014

Request

**>Needed: Resource on early age social development
and related interventions**

Follow-up

>About community & individual recovery following crises

Featured Center Resource

**>Learning supports for older adolescents and
young adults**

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**Please forward this to a few colleagues you think might be interested.
The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of
the weekly exchange, send an email to Ltaylor@ucla.edu**

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Requ^{est}

"I am looking for research/articles on elementary age pro social development programs, identification of early mental health issues and intervention."

Listserv Participants

What can you share about these topics? What's going on locally to promote young students social relationships with classmates and school staff? What's being done to address concerns about young students' mental health?

Send responses to ltaylor@ucla.edu. We look forward to hearing from you.

Our Center's Perspective

The aim of public education, of course, is not only to teach academics, but to turn out good and healthy citizens. This societal concern requires a fundamental focus on facilitating positive social and emotional development/learning and addressing barriers to learning and teaching. Many problems in and around schools (lonely/isolated students, misbehavior, bullying, school shootings) seem to have the common theme of children and youth who didn't develop a strong connection to valued others. At the same time, as every teacher knows, the causes of learning, behavior, and emotional problems are hard to analyze. What looks like a learning disability or an attentional problem may be emotionally-based. Misbehavior often arises in reaction to learning difficulties. What appears as a school problem may be the result of problems at home.

School violence, poor academic performance, misbehavior in class – with increasing numbers of students identified as troubled or in trouble, schools must design systems for prevention and for intervening prior to referral for special assistance. Otherwise, the system will grind to a halt.

Key facets of addressing such matters proactively include a focus on (1) promoting healthy social and emotional development and (2) addressing barriers to learning and teaching (including early interventions for mental health, psychosocial, and educational problems). These are critical elements in enhancing classroom and school climate and fostering conditions for learning that enhance student engagement and re-engage disconnected students. Because of their importance, they warrant a much higher priority in school improvement policy and planning. In this respect, we have stressed policy to transform student and learning supports into a unified and comprehensive system. And we have clarified six essential arenas of classroom and school-wide interventions – all of which encompass many natural opportunities to promote holistic development and prevent problems.

Strategies for responding quickly after problem onset include “response to intervention” and “prereferral interventions”. In this context, the following are some practices to consider in exploring what may be causing a youngster's problem and what to do about it.

- Use enhanced personal contacts to build a positive working relationship with the youngster and family.
- Focus first on assets (e.g. positive attributes, outside interests, hobbies, what the youngster likes at school and in class).
- Ask about what the youngster doesn't like at school.

- Explore the reasons for “dislikes” (e.g., Are assignments seen as too hard? as uninteresting? Is the youngster embarrassed because others will think s/he does not have the ability to do assignments? Is the youngster picked on? rejected? alienated?)
- Explore other possible causal factors (e.g., barriers to learning and teaching).
- Explore what the youngster and those in the home think can be done to make things better (including extra support from a volunteer, a peer, friend, etc.).
- Discuss some new things the youngster and those in the home would be *willing* to try to make the situation better.
- Stress building on strengths and enhancing intrinsic motivation.

To find resources related to social and emotional development and early interventions to prevent and ameliorate young children’s problems, start with a few of the Center’s online clearinghouse Quick Finds. For example:

(1) *Social and emotional development* – http://smhp.psych.ucla.edu/qf/p2102_05.htm

Among the resources listed are links to

>CASEL’s *Effective Social and Emotional Learning Programs* – <http://www.casel.org/guide/>

>*Natural Opportunities to Promote Social-Emotional Learning and MH* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

(2) *Early Interventions* – http://smhp.psych.ucla.edu/qf/p2305_01.htm

Among the resources listed are:

>*Early Development and School Readiness from the Perspective of Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/pdfdocs/briefs/earlydevbrief.pdf>

>*Prereferral Intervention* – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/prereferral.pdf>

(3) *Response to Intervention* – <http://smhp.psych.ucla.edu/qf/responsetointervention.htm>

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Follow up **About community and individual recovery following crises**

Last week we shared feedback from colleagues working to assist the community of Isla Vista, CA following the shooting and stabbing of six university students. A recent article in the *Journal of Behavioral Health Services Research* provides a *resilience* framework for thinking broadly about crisis planning and response. This 2014 article by D.M. Abramson, L.M. Grattan, B. Mayer, C.E. Colten, F.A. Arosemena, A. Bedimo-Rung, M. Lichtveld is entitled:

The Resilience Activation Framework: A conceptual model of how access to social resources promotes adaptation and rapid recovery in post-disaster settings –

<http://link.springer.com/article/10.1007%2Fs11414-014-9410-2>

excerpt:

"...Community resilience attributes interact with individual resilience attributes. Community resilience can be defined as the enduring capacity of geographically, politically, or affinity-bound communities to define and account for their vulnerabilities to disaster and develop capabilities to prevent, withstand, or mitigate for a traumatic event. A community's capacity is dependent upon its access to human, economic, political, and social capital. At a collective level, human capital refers to access to a healthy and capable population; economic capital involves access to money and other financial instruments and assets; political capital connotes access to both capable governance and to those institutions that influence the distribution of resources; and social capital may be defined as a community's access to local institutions and networks that promote collective cohesion and self-efficacy. Community resilience is conceived of as an ongoing process. ...

Using social support (actual or perceived), as a potential activator of resilience, it is anticipated that family cohesion and warmth, strong social networks, and connection and bonding with others who are coping well in the post-disaster environment should enhance the resilience process, resulting in better behavioral outcomes. Social support could potentially activate resilience processes by providing knowledge and assistance for practical needs, helping with perspective taking for reasoning and problem solving, promoting positive emotions and attitudes associated with resilience (e.g., self-esteem, self-efficacy, optimism), facilitating adaptive coping behaviors, helping to regulate negative emotional states. ...

Behavioral interventions aimed at strengthening resilience in the context of disasters must transcend the traditional medical model and adopt a culturally sensitive, community-based approach as the preferred type of intervention. Beyond improving individual mental health, community-based behavioral interventions are uniquely poised to build on the characteristics a resilient community must have to 'bounce back' from a disaster, promote what a community must do daily to create these characteristics pre-disaster, and, most importantly, increase a community's capability to 'forecast' so that its members can be well-positioned for the next challenge. ..."

Listserv Participants

Linking to a wide range of community infrastructure provides schools with supports they need when a crisis occurs. With respect to crisis planning, what can you share about local efforts to link with city/county government, police/fire, Red Cross, local hospitals, etc.? Looking forward to sharing whatever you share. Send to ltaylor@ucla.edu

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Center Featured Resource

Learning supports for older adolescents and young adults

The following represents one type of frequent request the Center receives:

"I was recently hired as the inaugural director of counseling services for 57 school sites state wide. We serve over 2,000 16-25 year-old students who are re-engaged in a work-learn high school diploma program. I am charged with designing,

implementing and evaluating a counseling services program that will be staffed by mental health counselor trainees enrolled in graduate counseling.... I included many resources from UCLA's Mental Health in Schools project in the original proposal outlining a counseling services program model and implementation plan. This is an ambitious project and I definitely cannot/do not want to develop it alone. To this end, I am collecting needs assessment data from sites and stakeholders, putting together a Counseling Services Advisory Council (CSAC) with reps from stakeholder groups, building a network of practitioner and research experts and reading everything I can get my hands on. I am also interested in possibly talking with you about ways we may collaborate.”

Besides offering specific technical assistance related to such requests, we continue to develop a variety of relevant online resources and include them in our online clearinghouse Quick Finds for ready and free access. (See <http://smhp.psych.ucla.edu/quicksearch.htm> for a drop-down menu of over 130 topics.) Here is a sample that might be useful in planning for 16 to 25 year olds in work-learn schools.

- >Alternative schools – <http://smhp.psych.ucla.edu/qf/altschool.htm>
- >Business support for schools – <http://smhp.psych.ucla.edu/qf/businesssupport.htm>
- >Motivation, engagement, re-engagement – <http://smhp.psych.ucla.edu/qf/motiv.htm>
- >Enhancing minority access to higher education – <http://smhp.psych.ucla.edu/qf/accesshighered.html>
- >Mentoring – <http://smhp.psych.ucla.edu/qf/mentoring.htm>
- >Transition from adolescence – http://smhp.psych.ucla.edu/qf/transition_from_adolescence.htm
- >Transition to college – <http://smhp.psych.ucla.edu/qf/transitiontocollege.htm>

If you have resources we should be including with respect to providing supports for older adolescents and young adults, please let us know about them so we can add them to the above Quick Finds or create a new Quick Find.

Please share relevant resources ideas, requests, comments, and experiences!

Send to ltaylor@ucla.edu

Note: Responses come only to the Center for Mental Health in Schools at UCLA for possible inclusion in the next week's message.

We also post a broad range of issues and responses to the *Net Exchange* on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm> and to the *Facebook* site (which can be accessed from the Center's website homepage <http://smhp.psych.ucla.edu/>