

School Practitioner Community of Practice
(A network for sharing & exchange)

October 23, 2019

Topics for discussion –

- >Michael Ungar asks: ***Does Mindfulness Really Make Us Resilient?***
- >***Are student reports of crime being used to identify needed action?
And is hotspot mapping being used?***

Links to a few other relevant resources & other topics of concern

Note: Go to <http://smhp.psych.ucla> for links to other Center resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

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>

Topic for Discussion –

>Michael Ungar asks: ***Does Mindfulness Really Make Us Resilient?***

Except:

... let me explain the truth about resilience. It is not something we build alone in the dark. It is a facilitated process of engagement with an environment that makes it possible for us to fully realize our capacity. Mindfulness is a shallow description of a much larger process that makes us resilient when bad things happen.... In fact, we are so enamoured thinking about how mindfulness changes our susceptibility and make us better able to exploit our environments, that we forget at our peril that environments are more important....

When researchers conducted a systematic review of the evidence in support of what are called 'third wave cognitive behavioral therapies' (like mindfulness) to treat depression (a common application) they found very weak evidence for the effectiveness of these treatments. Furthermore, few of the studies accounted for the level of stress exposure experienced by the research participants...."

<https://www.psychologytoday.com/us/blog/nurturing-resilience/201510/does-mindfulness-really-make-us-resilient>

As background for further discussion of promoting resilience in ways that move from just an inward focus to taking action, here's an excerpt from:

Facing adversity together by looking beyond ability: An approach to resilience among at-risk children and youth by C. Ruiz-Román, J. Juárez & L. Molina (2019)

...The concept of resilience was first used in the field of psychology by researchers who began to study various cases of children at social risk who were able to resist, adapt and grow normally, despite living in poverty, neglect and violence....

Over the last three decades the concept has shifted from a more psychological approach, focused on the individual and the qualities of the resilient person, towards a more social and educational approach that seeks to understand the role of all the cultural and community-based elements present in resilient processes.

...when at-risk children and youth are exposed to situations of risk or to certain adversities, the community can promote solidarity to ensure that the adverse situation disappears, and in so doing they generate a culture of struggle and cooperation in the face of adversity. In this process, the community itself undergoes a group transformation in the face of adversity. Misfortunes can become a challenge that mobilizes the population's abilities to show solidarity and renewal, not only at an infrastructure level but also in the social fabric....

A community that builds resilience affects not only the individual but the whole community, which creates a series of values and meanings on which resilience rests: responsibility, resistance to adversity, compassion, mutual support, communication, respect and an atmosphere of trust..

It is necessary to recognize and involve all agents (schools, students, families, social educators, politicians, local government officers) in dealing with socio-educational adversities experienced by children..

In this way, all the environments and agents that surround these children weave resilience networks. This entails allowing space for the different agents to operate within the resilience network, building cross-cutting actions and generating communication and trust..

Resilience cannot be the result simply of an individual's ability, but must emerge from a complex network of protective factors and synergies between them. These synergies act as knots within the network and become fertile weavers of resilience....”

<https://www.tandfonline.com/doi/full/10.1080/13691457.2019.1570084>

For links to related resources from our Center and from others, see our online clearinghouse Quick Find on Resilience – <http://smhp.psych.ucla.edu/qf/resilience.html>. For example, from our Center, see

>Resilience and Schools – <http://smhp.psych.ucla.edu/pdfdocs/resili.pdf>

Except:

... research clearly indicates that external factors (related to neighborhood, family, school, and/or peers) are primary challenges causing most learning, behavior, and emotional problems manifested at school. Schools must proactively improve how they address such challenges. With protective buffers in mind, a first step in focusing on resilience is to improve the way the school (a) promotes well-being and prevents problems, (b) responds as soon as problems arise, and (c) plays an appropriate role related to addressing severe and chronic problems. Over the long-run, the need is to transform student and learning supports by developing a unified, comprehensive, and equitable system of interventions that address barriers to learning and teaching, enhance protective buffers, and promote social and emotional development. By doing so, schools can not only foster student and staff resilience, they can also reduce the number of students in need of special assistance.

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Please let us hear from you:

What's your take on resilience and mindfulness?

Share your perspective and send any other comments to Ltaylor@ucla.edu

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Topic for Discussion –

>Are student reports of crime being used to identify needed action?

Reports such as the National Center for Education Statistics' *Student Victimization in U.S. Schools: Results From the 2017 School Crime Supplement to the National Crime Victimization Survey* (released on 9/24/19) contain estimates of student criminal victimization at school, reports of bullying, school security measures, and student avoidance behavior. Such data highlight the need for student/learning supports. Schools may want to discuss the implications of the following key findings from the report:

- In the 2016—17 school year, about 2.2 percent of students ages 12 through 18 reported they had been the victims of crime at school within the previous six months. These students reported being bullied at a higher rate (50.6 percent) than students who reported not being victims of crime (19.5 percent).
- Students who reported criminal victimization had higher reported rates of fearing attack or harm at school as well as avoiding specific places at school (18.3 percent and 15.3 percent), than students who did not report criminal victimization (3.9 percent and 4.7 percent).
- Higher percentages of students who reported being the victim of any crime (21.0 percent) agreed or strongly agreed that there was a lot of crime in the neighborhood where they went to school, than students who reported not being the victim of any crime (9.5 percent).
- Male and female students reported being violently victimized in school at significantly different rates (1.0 percent and 0.5 percent respectively).

Additional school-level data are appended to the reports to show the extent to which criminal victimization is reported by students in schools with different characteristics.

To view the full report, visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019064>

>And is hotspot mapping being used?

Hotspot mapping is seen as a way to use school data to plan action to improve school climate and prevent violence.

Excerpt from: *Hotspot Mapping: How Colorado is working to improve school climate to prevent violence*

Hotspot mapping is an evidence-informed approach used to not only pinpoint where students feel safe or unsafe, but also propose recommendations for change. Identifying spaces as “hot” or “cold” is the first step in a community shifting their environment through policy, physical, and norm changes. Hotspot mapping is an ongoing process to build capacity in communities, allowing them to continue assessing and improving safety overtime. The Colorado state public health department is using hot spot mapping activity guides from an evidence-based curriculum for teen dating and sexual violence.

Collecting both quantitative and qualitative data, grantees in Colorado are delving deeper into the notion of safety and the various aspects that can affect whether or not a person feels safe in an area. Hotspot mapping can impact a range of community- and relationship-level risk and protective factors including community disorganization, community and school connectedness and youth and adult connectedness...

Colorado is focused on positive youth development through building skills, opportunities, and authentic relationships with young people across the state. Through the hotspot mapping work, partners recognize that youth leadership, community engagement and shared decision-making are crucial to creating positive social change. In addition to taking part in mapping, students bring their community-specific experiences into discussions to better understand the data and what they see as strengths and needs. They assist in the planning process, develop their own recommendations and present results to their administrators. These sorts of activities help youth build their skills as change makers as they decide on appropriate solutions....

Hotspot mapping has also helped school officials recognize that students may feel unsafe in a lot of shared spaces outside of the school – parks, fast food restaurants, walking paths, and gas stations were some of the spaces named. Understanding the experiences of students both inside and outside the school has shown schools the importance of forming partnerships with

other entities that students may interact with outside of the school property. These partnerships can be used to promote a climate of safety both within schools and the larger community....
<http://preventioninstitute.org/sites/default/files/uploads/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf>

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Please let us hear from you:

What's your take on this use of available data?

Share your perspective and send any other comments to Ltaylor@ucla.edu

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Links to a few other relevant resources & other topics of concern

Resilience Research Center – <http://resilienceresearch.org/>

What works: A manual for designing programs that build resilience –
<http://resilienceresearch.org/files/WhatWorks-Ungar-WebVersion.pdf>

Clinical practice guideline for the diagnosis, evaluation, and treatment of attention-deficit/hyperactivity disorder in children and adolescents –
<https://pediatrics.aappublications.org/content/early/2019/09/26/peds.2019-2528>

Rethinking schoolwide student/learning supports – Chapter 12 in
<http://smhp.psych.ucla.edu/pdfdocs/improve.pdf>

Differences in reproductive health knowledge, attitudes, and intentions among adolescents by pre-sexual experience -
<https://www.childtrends.org/publications/differences-reproductive-health-knowledge-attitudes-intentions-among-adolescents-by-pre-sexual-experience>

About peer contagion effects - <http://smhp.psych.ucla.edu/pdfdocs/contagion.pdf>

Teaching Kids About Boundaries
https://childmind.org/article/teaching-kids-boundaries-empathy/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-10-15-19

Seven Trends to Reform U.S. Teacher Education, and the Need to Address Systemic Injustices
<https://nepc.colorado.edu/publication/seven-trends>

A Few Upcoming Webinars:

- 10/24 - Supporting The Education of Unaccompanied Students Experiencing Homelessness
- 10/29 - McKinney-vento 101: Understanding the Rights of Students Experiencing Homelessness
- 10/29 - School Resource Officers: Conducting Formal Security & Vulnerability Assessments
- 10/30 - Moving from Research to Implementation in Social and Emotional Learning
- 11/6 - Recruitment and Hiring for Youth Peer Support Specialists
- 11/13 - Understanding the Rights of Students Experiencing Homelessness
- 11/19 - Understanding Doubled up
- 11/21 - School Selection Rights

For links to register to the above and for other relevant webinars, see
<http://smhp.psych.ucla.edu/webcast.htm>

*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity, promoting whole child development,
and enhancing school climate.*



For information about the

National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

Also online are two related free books

Improving School Improvement

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

Addressing Barriers to Learning: In the Classroom and Schoolwide

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

**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/>)**