

School Practitioner Community of Practice

(A network for sharing & exchange)

October 9, 2019

Topic for discussion –

>About promoting social emotional development at different ages

A Recent Research Report from the Field –

>What Matters for Urban Adolescents' Engagement and Disengagement in School

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 –

>About promoting social emotional development at different ages

Request from a colleague: *I am a social emotional coach and part of my job is to provide inservice Professional Development for teachers. I really liked the developmental variations within the range of expected behaviors for different age groups and common presentations that was in your Introductory packet for affect and school aged youth, especially the excerpts from the Classification of Child and Adolescent Mental Diagnoses for primary care. I am looking for more information about developmental variations.*

Center Response: As interest in promoting social emotional development and mental health increases, an understanding of normal development is an essential foundation. The following resources provide information on normal development and resilience, as well as on psychosocial problems and behavioral and emotional disorders:

(1) Normal developmental stages related to social and emotional functioning

See these Bright Futures resources

- >Social & Emotional Development in Middle Childhood AGES 5—10 YEARS
<https://www.brightfutures.org/tools/BFtoolsMC.pdf>
- >Social & Emotional Development in Adolescence AGES 11—21 YEARS
<https://www.brightfutures.org/tools/BFtoolsAD.pdf>

>*Bright Futures in Practice: Mental Health* (a two-volume set considering the mental health of children in a developmental context)
<https://www.brightfutures.org/mentalhealth/index.html>

In addition, see the following discussion of how schools can promote healthy development and prevent MH problems.

>*Using a Developmental Framework to Guide Prevention and Promotion*
<https://www.ncbi.nlm.nih.gov/books/NBK32792/>

Here's an excerpt

Mental health promotion includes efforts to enhance individuals' ability to achieve developmentally appropriate tasks (developmental competence) and a positive sense of self-esteem, mastery, well-being, and social inclusion and to strengthen their ability to cope with adversity....

Preventive interventions for young people are intended to avert mental, emotional, and behavioral problems throughout the life span. These interventions must be shaped by developmental and contextual considerations, many of which change as children progress from infancy into young adulthood. To develop effective interventions, it is essential to understand both how developmental and contextual factors at younger ages influence outcomes at older ages and how to influence those factors. The concept of risk and protective factors is central to framing and interpreting the research needed to develop and evaluate interventions.

... Most prevention research has focused on risk and protective factors at the level of the individual and the family, but there is increasing recognition that child development is powerfully affected by the broader social contexts of schools and communities. Risk factors, such as victimization, bullying, academic failure, association with deviant peers, norms and laws favoring antisocial behavior, violence, and substance use, are linked primarily with neighborhoods and schools.

...The growing empirical research on characteristics of neighborhoods and schools that are linked with problem development as well as positive youth development has implications for the development and evaluation of prevention and promotion interventions. Another dimension of schools and neighborhoods that may affect the development of child mental, emotional, and behavioral problems is the degree to which they provide settings that support healthy development. They characterize neighborhood disadvantage as the absence of settings that provide opportunities for healthy child development—settings for learning (e.g., libraries), social and recreational activities (e.g., parks), child care, quality schools, health care services, and employment opportunities.

For schools, disadvantage can be assessed as lower per student spending, a high percentage of children from families in poverty, a higher number of inexperienced and academically unprepared teachers, a high student-to-teacher ratio, and school size being either too large or too small. Each of these characteristics of neighborhoods and schools has been linked with mental, emotional, and behavioral problems of children

...In school, students' relationships with their peers and teachers and the social climate in the classroom have a powerful effect on their development of mental, emotional, and behavioral problems as well as their development of age-appropriate competencies. For example, aggregate-level student-perceived norms favoring substance use, violence, or academic achievement are related to antisocial behavior....

Some teacher characteristics are related to lower levels of mental, emotional, and behavioral problems for students. These include using classroom management strategies with a low level of aggressive behavior, having high expectations for students, and having supportive relations with students....

Programs promoting classroom and school procedures that encourage prosocial behavior, academic achievement, or increased positive bonding to school have important implications for children's healthy development...."

(2) And, it is important to appreciate resilience. See online discussion at:
<https://www.resilience.ucla.edu/resilience/bruin-resilience>

Excerpt – Resilience is the capacity for persistence, flexibility, durability, risk-taking, optimism, and openness to change, growth and learning. Resilience allows you to bounce back from challenge, failure, or hardship. Resilience can help you to handle change, hardship and disappointment, but

more importantly it can help you to use the experience of adversity to enhance your flexibility, overall functioning and well-being.

Why Does it Matter? Resilient students more easily ADAPT to new situations; PERSEVERE to overcome obstacles; BUILD social connections and seek support when needed; COLLABORATE in positive & mutually respectful relationships; STRETCH their comfort zone to meet academic, work, and life challenges; ENGAGE with creativity and a sense of purpose toward defined goals; TAKE CARE to stop, rest & replenish inner resources; and MAINTAIN a sense of independence, self-efficacy and self-worth....

Also see >*School Connectedness: Strategies for Increasing Protective Factors Among Youth*
<https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>

>*A Framework to Build Resilience*
https://www.communitypsychology.com/resilience-framework/?utm_source=vol2_issue0&utm_medium=newsletter

For more resources on promoting resilience, see the Center’s Quick Find on

>*Resilience/Protective Factors* – <http://smhp.psych.ucla.edu/qf/resilience.html>

(3) A Few Center resources on psychosocial problems and disorders – Each includes the section from the *Classification of Child and Adolescent Mental Diagnoses for Primary Care* related to that topic to highlight what is normal developmental behavior in that area.

>*Affect and Mood Problems related to School Aged Youth* –
<http://smhp.psych.ucla.edu/pdfdocs/affect/affect.pdf>

>*Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth* – <http://smhp.psych.ucla.edu/pdfdocs/anxiety/anxiety.pdf>

>*Attention Problems: Intervention and Resources* –
<http://smhp.psych.ucla.edu/pdfdocs/attention/attention.pdf>

>*Conduct and Behavior Problems in School Aged Youth* –
<http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>

>*Social and Interpersonal Problems Related to School Aged Youth* –
<http://smhp.psych.ucla.edu/pdfdocs/socialproblems/socialprobs.pdf>

> *Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment* –
<http://smhp.psych.ucla.edu/pdfdocs/psysocial/entirepacket.pdf>

For more from the Center and other sources, see the Center’s Quick Find drop down menu at <http://smhp.psych.ucla.edu/quicksearch.htm>

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Please let us know:

What are your views on all this and what other resources can you share?

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

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A Recent Research Report from the Field

>*What Matters for Urban Adolescents’ Engagement and Disengagement in School*
<https://journals.sagepub.com/doi/full/10.1177/0743558419830638>

Excerpt – ...We need to train teachers on how to support and build relationships, especially with our most disengaged students. This is important because research suggests that disengaged students benefit most from developing positive relationships with their teachers, but are least likely to get this support. Unsupportive interactions between a teacher and student make it more likely a student will perceive himself or herself as unwelcome, incompetent, and pressured. In turn, these negative interactions can lead to further withdrawal of teacher support.

Our results highlight the need to create a more welcoming community for all our students, especially those who feel most marginalized by their peers..... Teachers play a key role in

creating a sense of community, and identifying and supporting those students who are most at risk of developing poor relationships with their peers. Teachers can support the development of positive peer dynamics by modeling appropriate social interactions, providing meaningful opportunities for positive social interactions, developing personal relationships with all students, and seeking out additional supports for students who are having difficulty with social interactions...

These findings are consistent with prior research on the importance of student voice, which show that taking students' perspectives seriously is a method of reengaging students and strengthening their attachment to school. Another way to increase autonomy is to increase the opportunities for personalized and student-centered learning...

Teachers can support competence by creating school environments that emphasize and support individual mastery and improvement as opposed to just emphasizing competition and social comparison. Furthermore, teachers can also promote students' competence for learning by providing them with positive feedback, encouragement, and tools that will promote academic success. When students feel that their efforts and abilities are recognized, they will be more likely to put forth effort, persist when they are having difficulties, and use cognitive strategies that contribute to academic success...."

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

Improving students' relationships with teachers to provide essential supports for learning
<https://www.apa.org/education/k12/relationships>

The role of districts in developing high-quality school emergency operations plans
https://rems.ed.gov/docs/District_Guide_508C.pdf

Best practices for effective schools
https://urbanhealth.jhu.edu/_PDFs/media/best_practices/effective_schools.pdf

Speak Up, Stand Up, Save a Life Movement – <https://www.speakstandsave.com/>

School Choice in the United States: 2019 –
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019106>

Pro-kid policy agenda – <https://www.childrennow.org/portfolio-posts/2019pkagenda/>

A roadmap to reducing child poverty –
<https://www.nap.edu/catalog/25246/a-roadmap-to-reducing-child-poverty>

A road map to quality collective impact programming with fiscal independence
<https://www.aecf.org/m/resourcedoc/pennstate-aroadmaptoquality-2019.pdf>

About promoting social emotional development at school: "Kernels" and natural opportunities -
<http://smhp.psych.ucla.edu/pdfdocs/socemotdev.pdf>

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

Investing in native communities: Philanthropic funding for Native American communities and causes -
<https://nativephilanthropy.candid.org/reports/investing-in-native-communities-philanthropic-funding-for-native-american-communities-and-causes/#content>

About first generation college students - <http://smhp.psych.ucla.edu/pdfdocs/first-gen.pdf>

Fostering healthy mental, emotional, and behavioral development in children and youth: A national agenda -
https://www.nap.edu/login.php?record_id=25201&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F25201

A Few Upcoming Webinars:

10/16 - The Principal's Role in Social and Emotional Learning

10/16 – Mckinney-Vento School Selection Rights

10/17 - The Investment Case for PD, Education, and Equity

10/22 - Specially Designed Instruction in Co-Teaching

10/23 - Addressing Health Disparities in the LGBTQ+ Community

10/29 - School Resource Officers: Conducting Formal Security and Vulnerability Assessments
10/30 - Moving from Research to Implementation in Social and Emotional Learning

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.*

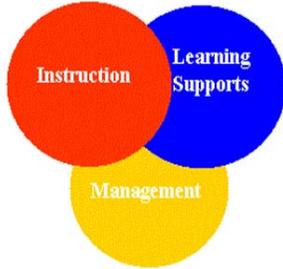
For information about the

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/>)