



**School Practitioner
Listserv**



A Weekly Community of Practice Network
for Sharing and Interchange

Best wishes for the upcoming holidays!!!!!!!!!!!!

December 19, 2016

Opportunities for students to outreach to others all year long
**More on natural opportunities for
social emotional development**

Invitation to Listserv Participants to Share Perspectives
Featured Set of Center Resources
>More on Youth Development

A Couple of Recent Related Publications

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

For previous recent postings of this community of practice, see
<http://smhp.psych.ucla.edu/practitioner.htm>
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Note: In keeping with the National Initiative for Transforming Student & Learning Supports, this is being sent to and forwarded by over 114,000 school and community stakeholders concerned about (1) daily matters confronting schools, (2) promoting whole child development and positive school climate, and (3) the transformation of student and learning supports.*

More on Natural Opportunities for Social Emotional Development

A colleague stresses there are many opportunities for students to outreach to others all year long

“I’m always puzzled why educators typically think that ‘helping others’ is something that is done outside of schools. Picking up trash, volunteering at senior citizen facilities, shoveling snow, or other ‘projects’ etc. are all worthwhile activities. However, there are two factors that ought to be taken into account. One, the real learning from such activities seldom comes from the activity itself. It comes from post-activity reflection and meaning making. This can typically only be facilitated by teachers or others who are trained in helping students learn from their experience. But schools often ‘guess’ at what was learned and seldom engage students in processing what they’ve experienced in order to pull out the individual learning, reflection, and how what they’ve learned can be transferred to other parts of their lives. Second, there are significant opportunities within the school to help other students. And most importantly, students can learn that ‘listening’ and asking good questions are ways to help others. By ignoring this way of helping, schools are missing the opportunity for students to truly learn social and emotional learning.”

Here is an example of a program that mobilizes students to help others in school:

“Through Peer Group Connection (PGC), the Center for Supportive Schools (CSS) trains school faculty to teach leadership courses to select groups of older students, who in turn educate and support younger students. Our goal is to help schools enable and inspire young people to become engaged leaders who positively influence their peers. The CSS peer-to-peer student leadership model taps into schools’ most underutilized resources — students — and enlists them in strengthening the educational offerings of a school while simultaneously advancing their own learning, growth, and development.”

<http://supportiveschools.org/solutions/peer-group-connection/>

More generally, Youth.gov suggests the following

“Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths’ strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.”

<http://youth.gov/youth-topics/positive-youth-development>

“Youth involvement can benefit organizations and their programs as well as the youth themselves. Programs that are developed in partnership with youth are more likely to be effective at engaging the population and, therefore, to have a greater impact. Involving youth as partners in making decisions that affect them increases the likelihood that the decisions will be accepted, adopted, and become part of their everyday lives. In addition, empowering youth to identify and respond to community needs helps them become empathetic, reflective individuals, setting them on a course to potentially continue this important work in their future careers. Meaningful youth engagement views youth as equal partners with adults in the decision-making process. Programs and activities are developed with youth, rather than for youth. In this kind of equal partnership, both adults and young people need to be fully engaged, open to change in how things are done, and share a unified vision for the partnership.”

<http://youth.gov/youth-topics/positive-youth-development/how-can-youth-be-engaged-programs-promote-positive-youth-development>

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Invitation to listserv participants:

What are examples of how students in local schools reach out to others?

Share lessons learned. Comments. Recommendations.

Send your responses to Ltaylor@ucla.edu

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Featured Set of Center Resources

>A Bit More on Youth Development

See our online clearinghouse Quick Find on youth development – <http://smhp.psych.ucla.edu/qf/youthdev.htm>

There you will find resources from our Center and many others.

Here is a sample from our Center

>*About Promoting Youth Development in Schools* – <http://smhp.psych.ucla.edu/pdfdocs/yd.pdf>

>*Service Learning in Schools* – <http://smhp.psych.ucla.edu/pdfdocs/service.pdf>

>*Promoting Youth Development and Addressing Barriers* – <http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall99.pdf>

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A Couple of Recent Related Publications

>School-based positive youth development: A systematic review of the literature. Curran & Wexler (2017). *Journal of School Health*, 87, 71-80. [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1746-1561](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1746-1561)

"... much research has focused on adolescent risk and prevention, but a new body of knowledge investigates protective factors and strengths. Positive youth development (PYD) increases internal and external assets during adolescence and is often based within communities. This review, however, focuses on school-based PYD interventions because these institutions are the largest youth-serving institutions in the country. This review considered 711 PYD school-based programs found using 4 databases. The articles describe PYD programs that fall under 3 general categories: curriculum-based, leadership development, and student-based mentorship programs. Evaluations indicate that programs increase intrapsychic measures of well-being in youth as well as social confidence and healthy behaviors. However, it is important to not only include "at-risk" persons in programming, because a mixed group of young people encourages a more positive peer-to-peer climate. In addition, peer mentorship activities should be actively facilitated by an adult supervisor to ensure positive communication and trust between the mentor and mentee."

>*The Psychology of School Climate*. Garry McGiboney (2016). Cambridge Scholars Publishing – <http://www.cambridgescholars.com/the-psychology-of-school-climate>. Understanding how school climate emerges is essential to appreciating the role of youth development, the dynamic nature of learning environments, and the factors that support or threaten efforts to improve the conditions for learning and enhance equity of opportunity in all schools. This review includes hundreds of articles and research papers of different perspectives from around the world in numerous cultures.

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THE INTERCHANGES BECOME!

Sign-up for the Listserv mailings – 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/>)



*For information about the

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

And note that our new book detailing the prototypes and related resources is now in press.

For a preview, contact Ltaylor@ucla.edu