School Practitioner Community of Practice
(A network for sharing & exchange)
February 12, 2020

Topics for discussion –

>**Supporting students/families following natural disasters**

>**Broadening understanding of social emotional learning**

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).

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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

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Topic for Discussion –

>**Supporting students/families following natural disasters**

Request from a colleague:

As you may know in Puerto Rico we have been experiencing stronger earthquakes than the usual small ones for the past month. Physical damages have happened but the emotional ones are the biggest in all our islands population specially children and youth that lost their schools and homes.

I direct a Project in the Puerto Rico Department of Health that work with students in public schools (10-14 y/0) in a three year long project (from 6th to 8th grade) on health and health promotion with positive youth development base and peers helping peers strategies. We are working on an intervention to ventilate emotions after the events similar to one we used after Hurricanes Irma and María went over our Islands on September 2017.and provide them the tools to work out anxiety and fear through adequate respirations and mindfulness tools.

What information do you have about handling emotions and learning after a natural disaster (hurricanes, earthquakes)? We appreciate any suggestions.

Center Comments: The lingering effects of natural disasters include damaged schools, displaced students/families/school staff, minimal electrical/water service, and lengthy repair time (and much more). Recovery is stressful and frustrating for all concerned. After providing

psychological first aid and any needed ongoing mental health assistance (e.g., helping youngsters understand how to express emotions related to their experiences), we see it as valuable to include a focus on what youth can do to improve their home, school, and community situations. To this end, a starting place is to facilitate awareness of what their families, neighbors, community are doing to take care of each other and repair their homes and schools. Taking action promotes a sense of agency, and this can enhance feelings of competence and self-determination which are essential in strengthening resiliency.

In general, to see a wide range of resources from our Center and from others related to response and recovery from natural disasters, see the "Responding to a Crisis" icon on the Center's home page at http://smhp.psych.ucla.edu.

Here are excerpts from a few examples relevant to the request:

(1) *Creating Effective Child- and Family-Focused Disaster Behavioral Health Messages on Social Media*
https://www.nctsn.org/sites/default/files/resources/special-resource/creating_effective_child_and_family_focused_disaster_behavioral_health_messages_on_social_media.pdf

The National Child Traumatic Stress Network prepared this toolkit for child-serving behavioral health organizations and professionals who serve communities affected by disaster and terrorism events. They state that*: It provides guidance and shares lessons learned from previous incidents ... to help you get started using social media, including guidance on developing a social media policy and plan, constructing messages for various disasters and audiences, and managing social media accounts.*

(2) *The Importance of Rebuilding after a Major Hurricane*
https://edmdigest.com/news/surviving-hurricane-rebuilding/

In the past few years, there has been a lot of scholarly research into the concept of community resiliency. Community organizations such as churches and schools can help a community bounce back quickly after a major catastrophe. Like many other concepts, community resiliency incorporates a number of manifestations.
Rebuilding a community after a major disaster is a particularly important component in the healing process. Although it is difficult, expensive and time-consuming, rebuilding is vital because community residents need to bounce back and return to normal life as quickly as possible. Rebuilding helps to heal the feelings of disaster victims and improves the spirits of the people directly affected by a traumatic event....

(3) *Youth Roles* https://youth.gov/youth-topics/youth-disaster-preparedness-and-response/youth-roles

By involving youth in disaster preparedness and recovery efforts, youth-serving agencies can help to not only increase youths' awareness of particular hazards, but can also enhance the chance that they openly discuss how to adequately protect their families and loved ones and understand how to seek help should their community be affected. Youth can play a range of roles in youth preparedness programs and play a crucial role in recovery efforts. They may assist communities in mapping their risk and protective factors or may hold leadership positions within programs. Some additional roles include:
- Sharing the message: Youth can help share the message of disaster preparedness
- Acting as change makers: Youth can act as change makers by sharing information they learned in youth preparedness programs and helping parents and communities to prepare for disaster, for example by developing a disaster plan or disaster preparation kit.
- Bringing creativity: Youth can bring creative and resourceful ideas to disaster preparedness efforts. The federal government supports a number of youth-focused programs that support both preparation and recovery from disasters...

(4) *Student volunteers will never forget the feeling of helping others*
http://www.stuff.co.nz/the-press/news/christchurch-earthquake-2011/71616037/student-volunteers-will-never-forget-feeling-of-helping-others

...It was the aftermath of the September 4, 2010, earthquake and the Student Volunteer Army was born.... Two hundred students grabbed shovels and hit the streets to cleanup. By the February 2011 earthquake there were 11,000 volunteers.... Today, the club has 1300 members volunteering to help people. Five years on, the first members of the army say they will never forget the feeling of community spirit as they helped people across the city....

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Please let us hear from you

What do you suggest about
(1) helping students deal with emotional reactions to disasters?
(2) working with youth to rebuild their communities?

Share your perspective about these concerns!
And send them and any other comments to Ltaylor@ucla.edu

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Topic for Discussion –

>Broadening understanding of social emotional learning

From an Opinion piece entitled:
Sorry, There's No Easy Toolkit for Social-Emotional Learning. But It's Worth the Work
https://www.edweek.org/ew/articles/2020/01/22/sorry-theres-no-easy-toolkit-for-social-emotional.html?intc=main-mpsmvs
by Marc Brackett, director, Yale Center for Emotional Intelligence and on the board of directors for CASEL, and Diana Divecha, assistant clinical professor, Yale Child Study Center and Yale Center for Emotional Intelligence

Not long ago the two of us gave a talk to a group of mental-health professionals about the teaching of emotional intelligence. Afterwards, a leading child psychiatrist approached us to applaud our appeal for greater social-emotional learning (SEL) in schools. The psychiatrist added: "We're going to need another 8,000 child psychiatrists in the United States to deal with all of the mental-health problems our children are having."

"You misunderstood us," Marc responded. "We want to put you all out of business."
The ultimate goal of the SEL field is to weave the teaching of social-emotional intelligence throughout children's education so lives are enhanced and crises are rare. But, as the eminent psychiatrist was pointing out, we have a long way to go....

American youths now rank in the bottom quarter of developed nations in global comparisons of well-being and life satisfaction. Suicides among 15- to 19-year-olds have risen 47 percent over the past two decades. More than 1 in 3 college freshmen have a diagnosed mental-health condition. School bullying and harassment remain significant problems...

Developing true social-emotional skills is hard and lifelong work, and, regrettably, Americans are attracted to quick fixes—we like to buy SEL kits, have a school assembly, make classroom rules, and move on. But it isn't enough for educators to attend a workshop, go on retreat, or adopt a school "program" for an hour a week. This is particularly so because the demands on our social-emotional skills are constantly changing, requiring the skills themselves to be dynamic....

Of course, many emotional challenges have roots in systemic social problems like inequality, racism, sexism, and poverty, but we can still improve the ways we deal with the feelings that result. ...

It's time to start acting on the evidence for what really works instead of treating emotional problems that could have been prevented in the first place...

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For more on making social emotional learning part of every school day, see

Natural Opportunities to Promote Social-Emotional Learning and MH
    http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall03.pdf
Schools as Caring, Learning Communities
    http://smhp.psych.ucla.edu/pdfdocs/caring.pdf
*Common Behavior Problems at School: A Natural Opportunity for Social and Emotional
    Learning*   http://smhp.psych.ucla.edu/pdfdocs/practicenotes/behaviorsocialemot.pdf

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Please let us hear from you

Please share about how local schools are using
natural opportunities to promote social emotional learning

Send all comments to Ltaylor@ucla.edu

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

Feeling Sad – https://classroom.kidshealth.org/classroom/3to5/problems/emotions/sad.pdf

Ways to help students who struggle with emotions
    https://mhanational.org/tips-teachers-ways-help-students-who-struggle-emotions-or-behavior

How Teachers Can Help Kids Deal with Negative Emotions
    https://developingminds.net.au/teacherhelpworriedmadsadkids

Resources for Talking About Race and Racism with Children
    https://www.racepride.pitt.edu/resources-talking-about-race-racism-children/

Supporting Student Mental Health: Resources to Prepare Educators
    https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/supporting-student-mental-health

Teaching Effectiveness vs. Teaching Evaluations
    https://www.learningscientists.org/blog/2020/1/30-1?utm_source=Psych+Learning+Curve&utm_cam
    paign=40e26ac170-roundup-jan-31-2020&utm_medium=email&utm_term=0_ff6044c3a5-40e26ac17
    0-174482877

Why Won't Society Let Black Girls Be Children?
    https://parenting.nytimes.com/preschooler/adultification-black-girls?utm_source=Psych+Learning+C
    urve&utm_campaign=40e26ac170-roundup-jan-31-2020&utm_medium=email&utm_term=0_ff6044
    c3a5-40e26ac170-174482877

*The Shield or the Sword? Revisiting the Debate on RacialDisproportionality in Special
    Education and Implicationsfor School Psychologists*
    https://www.researchgate.net/publication/310424838_The_shield_or_the_sword_Revisiting_the_deba
   te_on_racial_disproportionality_in_special_education_and_implications_for_school_psychologists

Preparing for College Emotionally, Not Just Academically
    https://childmind.org/article/preparing-for-college-emotionally-not-just-academically/?utm_source=n
    ewsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-02-04-20

What should learning look like to prepare our children for the future world?
    http://psychlearningcurve.org/what-should-learning-look-like-to-prepare-our-children-for-the-future-
    world/?utm_source=Psych+Learning+Curve&utm_campaign=5ea15464b2-ai-job-interview_COPY_
    01&utm_medium=email&utm_term=0_ff6044c3a5-5ea15464b2-174482877

> *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.*

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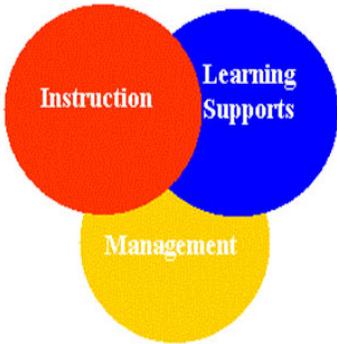
For information about the

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

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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/)