

School Practitioner Community of Practice

(A network for sharing & exchange)

January 23, 2019

Topic for discussion

>Using Martin Luther King Day to launch a *Semester of Service*

Follow up

>about the popularization of mental illness

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 shrinking 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 –

>Using Martin Luther King Day to launch a Semester of Service

As the *Corporation for National and Community Service* notes:

Legislation signed in 1983 marked the birthday of the Rev. Dr. Martin Luther King, Jr. as a federal holiday. In 1994, Congress designated the Martin Luther King Jr. Federal Holiday as a national day of service and charged the Corporation for National and Community Service with leading this effort. Each year, on the third Monday in January, the MLK Day of Service is observed as a "**day on, not a day off.**" MLK Day of Service is intended to empower individuals, strengthen communities, bridge barriers, create solutions to social problems, and move us closer to Dr. King's vision of a "Beloved Community."

As noted in previous discussions, schools use the times around special celebrations/school holidays as teachable "moments." Certainly a lot happens in schools with respect to MLK day. It is an especially good time for students to learn about the values of community service.

The days following such events provide natural opportunities to follow up with planning the type of Semester of Service that is described below:

From YSA (Youth Serving America)

"Semester of Service is an extended service and learning framework to engage students in addressing problems of local, national, or global importance and their root causes. With the teacher as a guide, students take the lead in addressing critical community challenges and their root causes. Rather than a standalone curriculum, Semester of Service overlays teachers' existing curriculum, creating opportunities for authentic learning and practical application of the knowledge and skills taught in your classroom to make real-world impacts."

<https://leadasap.ysa.org/mlkday/semester-of-service-training/>

"The Semester of Service Toolkit is an extended service and learning framework that guides educators through the process of engaging students in addressing problems of local, national, or global importance and their root causes. Written by former educators and service-learning experts, this framework offers a variety of resources designed to challenge students to think critically about issues, generate creative solutions, and to collaborate and communicate across diverse audiences."

<https://ysa.org/resources/#1531262685593-6f169412-5e8c>

Here are some examples of how schools honored a day of service with projects that can continue over the rest of the school year (and beyond):

- (1) Join City Year Philadelphia as we honor the life, legacy, and service of Dr. Martin Luther King, Jr. at our annual MLK Day of Service on Monday, January 21, 2019. This year, we'll be at Kensington High School on a mission to help create a more bright and welcoming space for more than 600 students. Accompany City Year AmeriCorps members and staff, community leaders, neighbors, and friends on a full day of community service painting 100 murals to help beautify the school's interior.
<https://www.cityyear.org/philadelphia/events/dr-martin-luther-king-jr-day-service-2019>
- (2) Residents of all ages and backgrounds are invited to advance the legacy of Dr. Martin Luther King, Jr. during the 2019 MLK Day of Service on January 21. Join hundreds of volunteers in making it a "day on, not a day off" by completing service projects throughout the community. Participants will complete a variety of projects such as painting, beautifying schools, serving meals, and more.
<https://www.jths.org/family-resources/community-bulletin-board/mlk-day-of-service-2019>

- (3) The communities of Berkley and Royal Oak will honor the life Dr. Martin Luther King, Jr. for the third annual Day of Service on Jan. 21, 2019 at Royal Oak High School. The event will begin at 7:45 a.m. with a light breakfast, followed by inspirational performances from students. Admission is free with the donation of one or more items. Beginning around 9 a.m. and following the morning program, various onsite and offsite volunteer opportunities will be available for participants. Onsite, participants will be able to help collect and sort items for area charities, and craft blankets for the Children's Hospital.
<https://www.romi.gov/998/MLK-Service-Day>

- (4) Last July, our district revised this year's school calendar to create a "no school day" for all staff and students on January 21, 2019, to honor the federal holiday recognizing the birthday of the Reverend Dr. Martin Luther King, Jr. This action was unanimously approved by our Board of Education. However, this isn't just a day off, it's a day full of unique opportunities. You and your families are invited to join us for a day of celebration, community, inclusion, and service!

Day of Service – The MLK Community Day of Service will be on Monday, January 21, 2019, from 10:00 a.m. to 3:30 p.m. at East High School, located at 2121 Emmers Drive, in Appleton. It is free and open to the public. We hope to use this day as both a community-wide day of helping others, but also an opportunity to share the culture of Dr. King. Nonprofits, community agencies, and volunteer organizations will be set up in the East Commons ready to share their missions and offer opportunities to volunteer at a future date or just to learn more about how they help our community.

http://aasd.k12.wi.us/news/what_s_new/mlk_community_day_of_service

#####

How are local schools facilitating student participation in sustained service learning?

Share with us whatever you want about this or other related matters!!

Send your responses to Ltaylor@ucla.edu

#####

Follow up

>about the popularization of mental illness

- (1) Feedback from a colleague – “Your student addresses a very important issue that has two aspects to it. First, as the student notes, the move to reduce stigma is overall a very important acknowledgment of the need to reduce barriers to mental health services. But his second concern, a trivialization of mental health that leaves people with serious mental health issues feeling isolated, which is an ironic and tragic unintended consequence. What drives this I think is the over-reach of the DSM that has expanded the definition of mental illness to close to 300 disorders.

In regard to the first issue of mental health stigma, I think the over-reaction your student is describing might be considered a developmental stage that we will moderate over time. But I think this will only be possible if we more clearly identify mental health from mental illness. Everyone has challenges to their mental health from time to time — stress happens! — but not everyone has a mental illness. That is a distinction that your student notes as well. It is good that people are addressing their mental health issue as there are things we can do to help them. Perhaps as we move forward we will be more effective at early intervention and prevention which in its own way will normalize mental health concerns.”

- (2) Excerpt from a journal article – *Overdiagnosis: What it is and what it isn't*

<https://ebm.bmj.com/content/ebmed/23/1/1.full.pdf>

“...Broadly, overdiagnosis means making people patients unnecessarily, by identifying problems that were never going to cause harm or by medicalising ordinary life experiences through expanded definitions of diseases. Overdiagnosis has two major causes: overdetection and

overdefinition of disease. While the forms of overdiagnosis differ, the consequences are the same: diagnoses that ultimately cause more harm than benefit... Overselling is an insidious tactic for promoting overdefinition. What characterises overselling is that the supposed 'diseases' are unpleasant experiences most people have from time to time. For example, most people have experienced trouble sleeping, sadness, or difficulty focusing. Overselling means moving the line separating normal from abnormal, so that people with milder and milder symptoms get diagnosed. For a minority of people, these symptoms are intense or debilitating. But for most, the symptoms are mild or fleeting...."

(3) Excerpt from a recent article in UCLA's student newspaper (1/7/19)

"...Loneliness is a problem experienced by people of all age groups, but it is most prevalent among adolescents. This is a result of adolescence being a period when acceptance and kinship are paramount to the formation of our identities. This loneliness is only exacerbated by the stress of college and the homesickness that comes from moving away from our families. Ignoring this issue can lead to increased susceptibility to major psychiatric disorders, including depression..."

For more on this concern, see

>*Countering the Over-pathologizing of Students' Feelings & Behavior: A Growing Concern Related to MH in Schools* <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/pathology.pdf>

Reasonable concern for the well-being of children and adolescents and the need to address barriers to learning and teaching has led schools to deploy resources to deal with a variety of health and psychosocial matters (e.g., bullying, depression, suicide, ADHD, LD, obesity, etc.). Over time, agenda priorities shift, and resources are redeployed. Some of the activity is helpful; some is not; some has unintended negative consequences. Among the many issues raised by all this, there is growing concern about how often the ways in which students respond to and cope with the demands of growing up are labeled as pathological and sensationalized.

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

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

ECS state policies on services learning. <http://www.ecs.org/clearinghouse/01/10/66/11066.pdf>

Corporation for National and Community Service <https://www.nationalservice.gov/>

Resilience <https://developingchild.harvard.edu/science/key-concepts/resilience/>

Five Misconceptions about School Shootings

<https://www.wested.org/wp-content/uploads/2018/08/JPRC-Five-Misconceptions-Brief.pdf>

Student Burnout <http://smhp.psych.ucla.edu/pdfdocs/studentburnout.pdf>

Fostering youth transitions <https://www.aecf.org/resources/fostering-youth-transitions/>

The unequal impact of suspension on the opportunity to learn

<https://www.civilrightsproject.ucla.edu/research/k-12-education/school-discipline/the-unequal-impact-of-suspension-on-the-opportunity-to-learn-in-ca>

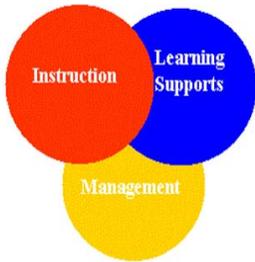
How Learning Happens (a video series from Edutopia) <https://www.edutopia.org/how-learning-happens>

If you have had a chance to look at the new book which we have made available on our website, we would value any feedback you can share.

See: *Improving School Improvement*

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

Send your feedback to Ltaylor@ucla.edu



For information about the

National Initiative for Transforming Student and Learning Supports

go to <http://smhp.psych.ucla.edu/newinitiative.html>

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.

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/>)