

School Practitioner Community of Practice
(A network for sharing & exchange)
(10/13/21)

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

This resource is from the

Center for MH in Schools & Student/Learning Supports, UCLA

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>

For discussion and interchange:

>How Are Immigrants/Refugees and Other Newcomers Being Transitioned-In at Local Schools?

With the influx of families escaping from Afghanistan, this seems like a good time for schools to review their practices for welcoming and providing social and academic supports to newcomers.

Here's an article to stimulate current discussions:

From: *California schools prepare for thousands of Afghan refugee students*
<https://edsources.org/2021/california-schools-prepare-for-thousands-of-afghan-refugee-students/>

In California, home to the largest number of Afghan refugees in the country, school officials are preparing for an influx of refugee students who fled Afghanistan with their families... Over 40% of the nation's Afghan refugees have resettled in the Sacramento region in recent years...

Elk Grove Unified School District began offering culturally appropriate meals and setting aside rooms in many of its middle and high schools for prayer during Muslim holidays in preparation for the additional Afghan refugee students it expects in the next month. San Juan Unified is offering Saturday school for English learners, and Fremont Unified is planning to hire more translators.

Sacramento school officials have been meeting weekly with representatives from resettlement agencies to prepare for the refugee students. Resettlement agencies partner with the federal government to ensure refugees have food, clothing and housing, as well as medical and mental health services, among other things, for 90 days after their arrival in a city. After that, school districts often take on the role of liaison between the family and social service organizations, offering translators and guidance.

Sacramento-area school officials have been told to expect about 1,200 new students from Afghanistan to enroll in area schools in the next few months... California school districts with Afghan student populations are offering wraparound services for refugee families, including dedicated staff to enroll students in school, language classes for parents and students, and translators to help explain schoolwork or make medical appointments. Districts also refer refugee families to community resources that provide food, housing and medical care, among other services.

The Elk Grove District services for Afghan refugees have increased with their numbers. The district

has opened two welcome centers for refugees... At the center, families can enroll students in school, get referrals for social services or find tutoring help. District staff also help parents find jobs and operate support groups for family members. Elk Grove staff who are interested in learning more about the cultural differences the Afghan students will face can take classes provided by the district.

San Juan Unified, a district of 57,000 students, has 3,000 refugee students from Afghanistan — half of its English learner population. Students who have immigrated from other countries sometimes transfer to San Juan Unified from other districts because it has 60 bilingual staff members, 11 translators and 12 community resource assistants, as well as 100 students who speak both their language and English who work as after-school tutors... When the families arrive at the enrollment center, staff members give them welcome kits that include stationery, a backpack and hygiene kits, he said. They are offered tutoring, given the contact information for refugee support organizations and the link to a welcome video on YouTube.

Over the years, we have tried to add resources to our online clearinghouse Quick Finds related to this matter; see for example

>Transition Programs/Grade Articulation/Welcoming http://smhp.psych.ucla.edu/qf/p2101_01.htm

>Transition to College <http://smhp.psych.ucla.edu/qf/transitiontocollege.htm>

>Undocumented Students and Learning Support <http://smhp.psych.ucla.edu/qf/undoc.html>

>Immigrant Students and Mental Health <http://smhp.psych.ucla.edu/qf/immigrantkids.htm>

Let us know what else we should be including.

Is this topic being discussed in your locale?

What special resources do you provide for students and families new to the country?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

For discussion and interchange:

>At this stage in the pandemic: How Are Adolescents Coping?

Much of the concern as the school year has gotten underway is about how well students are coping. As part of efforts to address this concern, we hope you will use this community of practice resource to share what you are observing and what schools are doing. Send to ltaylor@ucla.edu

Here's an excerpt from a related article:

An Unprecedented Disruption — How Adolescents Are Coping With the Pandemic
<https://www.nationalacademies.org/>

“As millions of adolescents head back to school, how have the isolation and upheaval of the past year-and-a-half affected their mental health?”

“An unprecedented disruption in the lives of kids and teens.” This is how a recent National Academies rapid expert consultation describes the pandemic, school closures, isolation, separation from family and friends, racial trauma, and economic upheaval of the last two years. Next month, many middle school, high school, and undergraduate students — who together represent nearly a quarter of all Americans — will resume their “normal” routine of going back to school.

But as adolescents — young people between the ages of 10 and 26 — return to familiar patterns and places, many kids, parents, and teachers are concerned how this unprecedented disruption has affected adolescents’ mental health and development. What happens when this period between childhood and adulthood, already marked by continuous physical and emotional growth, meets the profound shifts wrought by a pandemic?

The past two decades have brought major advances in what we know about the unique development that happens in adolescence, including how it changes our brains and behavior and shapes the course of our adult lives. What can science tell us about how the pandemic might impact adolescents in the years to come?...

Joanna Williams, a developmental psychologist and associate professor at Rutgers University who served on the committee that wrote the seminal National Academies report *The Promise of Adolescence*, also cautions against assuming that the pandemic has led to only negative mental health impacts for every adolescent.

Williams says much of the pandemic's impact on mental health will depend largely on individual circumstances. "I don't think we can deny that it's been stressful for everybody, but for many people and probably most people, this is a tolerable stress." Citing text message data she reviewed from the American Voices Project, which asked adolescents in the fall of 2020 about their pandemic experiences, Williams says, "They weren't all, all of a sudden, saying 'I have mental health problems because of this.' They were saying, 'It sucks to not be able to go out and do new things or to see my friends.'"

However, Williams notes, "Those who had preexisting mental health vulnerabilities were probably where we saw, in our text message data, more of the struggle."...

The constraints put on relationships and not being able to see friends was the No. 1 thing" that adolescents described as most difficult for them during the pandemic, says Williams....

Social interaction is also a key piece of the critical process that adolescents go through to form their own identities — to understand who they are and what place in the world they'll occupy as adults. Williams says identity formation is an active process of comparison and learning: "It's not that adolescents are just like, somebody else is going to tell me who I am. There's this active back-and-forth. I'm processing information, but I'm also responding to the world and then getting feedback."

So how did adolescents engage in this back-and-forth during lockdowns or school closures? Williams explains that despite new impediments, "New circumstances created new opportunities to test out new versions of yourself and to try new things in ways that you wouldn't have ever been pushed to do, had we not been in these circumstances." Adolescents stuck at home also found new ways to define themselves using the only social group available: their siblings and parents. Or, as Williams puts it, "re-imagining yourself in the family context."...

Williams says that when their opportunities to take risks socially or at school disappeared, there were still "a range of ways in which adolescents continued to remain in their exploration mode." For example, she points out, "Last summer ... the ways in which we saw boots on the ground activism in the name of racial justice. For young people, this was an opportunity to engage" and try something novel....

Williams explains that protective forces and supports may also be able to cancel out harms brought by the pandemic. "For many of the adolescents ... they have some supports in their immediate environment," says Williams, such as friends, parents, or teachers. "That's going to stave off what I would consider the 'lost generation' narrative."

HOW ANXIOUS ARE YOU TODAY?



>Links to a few other relevant shared resources

Rural Perspectives: Enhancing Education and Training Support for Rural Residents
<https://ednote.ecs.org/rural-perspectives-enhancing-education-and-training-support-for-rural-residents/>

The state of our schools
<https://resources.wellcertified.com/resources/press-releases/state-of-our-schools-2021>

Youth Mental Health Crisis Lines: Critical Players in a Complex Landscape of Mental Health Services
https://cachildrenstrust.org/our-work/technology-innovations/?mc_cid=c2b278acbc&mc_eid=c63776c1d7#youth-crisis-lines

Rethinking MTSS to Better Address Barriers to Learning
<http://smhp.psych.ucla.edu/pdfdocs/fall19preview.pdf>

Design Principles for Schools Playbook – New Interactive Website:
<https://turnaroundusa.us3.list-manage.com/track/click?u=33f1058d2a7eccfeb1a80b4b5&id=c40f1b73b8&e=f36a930e71>

The Readiness, Resilience and Recovery Tool: An Emerging Approach to Enhance Readiness Amidst Disruption
<https://link.springer.com/article/10.1007/s43477-021-00011-6>

Stress and short tempers: Schools struggle with behavior as students return
<https://www.chalkbeat.org/2021/9/27/22691601/student-behavior-stress-trauma-return>

What Schools Need Now: Relational Discipline
<https://www.ascd.org/el/articles/what-schools-need-now-relational-discipline>

7 strategies to prevent chronic absenteeism in the return to school
https://www.k12dive.com/news/7-strategies-to-prevent-chronic-absenteeism-as-students-return-to-school/607421/?utm_source=ECS+Subscribers&utm_campaign=b31eb0bd4a-ED_CLIPS_10_01_2021&utm_medium=email&utm_term=0_1a2b00b930-b31eb0bd4a-53599575

When Kids Refuse to Go to School
<https://childmind.org/article/when-kids-refuse-to-go-to-school/>

Parenting Forum
<https://www.umaryland.edu/lifelong-learning/parenting/>

Understanding the Well-Being of LGBTQI+ Populations (National Academies report)
[https://www.nap.edu/catalog/25877/understanding-the-well-being-of-lgbtqi-populations?ct=t\(LGBTQI_GLMA\)](https://www.nap.edu/catalog/25877/understanding-the-well-being-of-lgbtqi-populations?ct=t(LGBTQI_GLMA))

Only 17 States and DC Report LGBTQ-Inclusive Sex Ed Curricula in at Least Half of Schools, Despite Recent Increases
<https://www.childtrends.org/blog/only-17-states-and-dc-report-lgbtq-inclusive-sex-ed-curricula-in-at-least-half-of-schools-despite-recent-increases>

Info from the National Survey of Children's Health
<https://mchb.hrsa.gov/data/national-surveys>

College Students' Mental Health During COVID-19
https://ednote.ecs.org/college-students-mental-health-during-covid-19/?utm_source=ECS+Subscribers&utm_campaign=d64fca339a-ED_CLIPS_10_05_2021&utm_medium=email&utm_term=0_1a2b00b930-d64fca339a-53599575

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

10/13 Ethics and cultural competence

10/14 Working together: Supporting your child's mental health needs at school

10/14 Beyond Talk: Social emotional learning

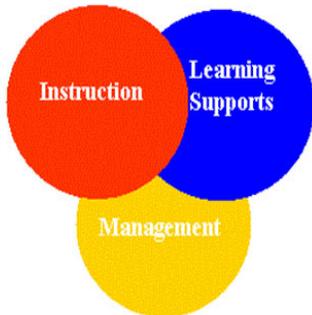
- 10/18 Invest in Families and Community
- 10/19 McKinney-Vento School Selection Rights
- 10/20 Pivot and Reset With an Equity Lens
- 10/20 Build Advocacy Plans for LGBTQ Students
- 10/20 The Science of Scaling-Up High-Quality Early Childhood Programs
- 10/20 Strategies & Best Practices for Returning to School
- 10/20 Accelerate Learning with Project-Based Learning
- 10/21 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- 10/26 Transforming Toward Equity-Centered, Whole-Child Personalized Learning
- 10/27 Reducing Chronic Absence: Insights from Successful Principals
- 10/27 Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying
- 10/28 Loss and Healing after a Pandemic: Supporting Youth After an Unprecedented Year
- 11/4 Back on track for School Success: Mental Health & Education

Webinar recording: Unpacking the Impacts of Structural Racism on Youth
<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7>

We have been asked to share the following:

Building Bridges to Healthy & Resilient Communities Nov. 2-4

The California School-Based Health Alliance's virtual statewide conference is a place for care providers, educators, and advocates to connect and learn how to best support students. See details at: <https://www.schoolhealthcenters.org/about-us/conference/>



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 promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

Send to Ltaylor@ucla.edu

**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/>)**