Featured

>*"Has the pandemic changed the way we build teens' self-esteem?"*
asks a high school student

>*Updates on How Hawai`i schools and communities are supporting students/family/staff in the aftermath of the Maui fire*

>*Links to a few other relevant shared resources*

For discussion and interchange:
>*Has the pandemic changed the way we build teens' self-esteem?*

Request from the Field:

We received this request from a high school student, and we sent it to a range of colleagues for some quick responses and sent them on to the student.

> "I am the managing editor for our high school publication, *The Accolade.* Our student-led journalism program produces quarterly print issues, and we have decided to explore the theme of student recognition within our campus. I am currently in the process of writing a story that centers on the psychology behind student recognition post-COVID-19.... I am interested in finding out how institutions like high schools have changed their approach to awarding students post-COVID-19; at our high school, the PTSA created an awards program for teachers to recognize students who stand out for just making an effort to be a good student. I'm wondering if the pandemic has changed the way we build teens' self-esteem."

Comments from the Field:

Here is a sample of what we heard from colleagues. ***Do You Agree? What would you add?***

1. "What a great question from a student! I've seen a change in awards in high schools and middle schools in particular over the past few years. I believe the reason is that schools are trying to improve the attendance which has been an issue since Covid years. What I am seeing is more frequent recognitions and non-academic recognitions. Examples: There are recognitions for befriending new students, helping a teacher or other adult in the building, performing community service, club participation awards...."

2. "I believe recognition is grounded in behavioral science, and that recognition has typically been a function of students who are high achievers. My hope has always been that there might be a way to recognize those who make significant gains in areas like attendance ... lets say someone was absent 45 of 180 days of school last year and each quarter the person now is absent 7 days a quarter ... leading to about 28 days a year ... that is a significant improvement and I think students who make 10-25% gains should be recognized! The same goes for discipline ... and for suspensions ... It doesn't have to be school wide recognition, other than maybe letting families and communities know that our school is a place students want to be and it shows by our declining discipline data and increasing attendance as demonstrated by such and such a % of the students now coming to school. Then again, they key here is how do we make our school a place students want to be ... it takes everyone doing their part."

3. " I have always been ambivalent about student rewards. I have seen them lift up young people, and I have seen them be used to further bully and oppress young people, I have seen student recipients stand tall and proud, honored to receive one, and I have seen others shrink into themselves, almost cower while receiving one..."

4." I would encourage these students to consider telling "the story behind" the recognition. Why is/should a particular student be recognized? What does that student do to try to make a difference for themselves or others? Getting to the "why" is important. There must be some attributes, character or values that the school is trying to promote through these recognition. Highlighting what those are and asking the recognized students to share their thoughts on why these concepts are important is key. Then, the recognition not only helps the individual but can reach other students who relate to that individual."

Here is a useful resource related to this concern:
https://www.tasb.org/services/hr-services/hrx/hr-trends/recognizing-staff-and-students-during-a-pandemic.aspx

Excerpt:
" With a little ingenuity, recognizing and showing appreciation in meaningful ways can occur as successfully during the COVID-19 pandemic as it did pre-pandemic....

Ways to recognize and show appreciation for students. Here are a few:
>Mail hand-written postcards to the students' parents or guardians highlighting achievements.
>Provide time off from class or a no-homework pass.
>Post student achievements on the district and campus website and social media sites.
>Use the campus marquee to highlight individuals or groups of students.
>Provide a talent show or dance party.
>Enlist a guest speaker of interest to students.
>Invite parents to be part of the celebrations.
>Supply certificates of achievement along...

There are an infinite number of ways district leaders, principals, and supervisors can show appreciation—some don't cost anything. Ask employees and students how they are doing, how their work is going, how they feel, and then listen. Praise, thank, encourage, support, and celebrate daily with staff and students. All these actions will show the genuine empathy and gratitude the district has for staff and students in a time when these two things are greatly needed!"

> **For more on self-esteem, see our online Quick Find on the topic at**
> **https://www.smhp.psych.ucla.edu/qf/selfesteem.htm**

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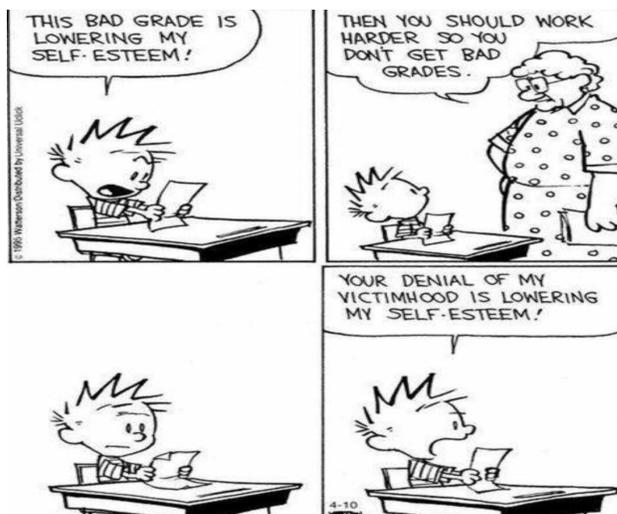
Updates on How Hawai`i Schools and Communities Are Supporting Students, Family and Staff in the Aftermath of the Maui Fire

From: a **Hawaii State Teachers Association update**

"The Maui fires killed at least 115 people, displaced about 4,300 others and damaged or destroyed 2,700 buildings. The deadliest fires in U.S. history for more than a century, they caused an estimated $5.6 billion in damage."

From: **Staff And Seniors Work To Get Lahaina's School Year Back On Track**

"...the assistant superintendent of the Dept. of Education's Office of Student Support Services, said that there will be a counselor and behavioral health specialist available at every school. Besides in-person appointments with school counselors, students can find free services at Lahaina Comprehensive Health Center and Maui Family Guidance Center and telehealth options..."

From: **Resilient communities, schools, and families partnerships**

"...Over the past few weeks, it has been truly inspiring to see the outpouring of support and aloha for the Maui community and other areas in the state impacted by wildfires.... Even for those not directly impacted by the wildfires, there is no doubt that the broader Hawaii community has experienced a form of collective trauma. This can be especially felt by families and schools as they communicate and support kids...."

From: **Support for staff, students, families affected by Maui wildfires**

"...the Hawaii State Department of Education is consulting with a national mental health support group to provide training, counseling, and support to educators, students, and their families. Dr. Melissa Brymer, director of disaster programs at the National Child Traumatic Stress Network, participated in the Lahainaluna Complex Staff Convening by facilitating school staff meetings and also appeared at and addressed questions during community meetings about schools on Maui.

She spoke with the Hawaii State Teachers Association about what's required to create a program for Maui recovery that will work now and into the future.... Brymer said, "What we try to do first and foremost, is to think about your tiers of interventions. So are we making sure we're providing psychoeducation? Are we providing wellness initiatives? Are we providing those additional supports, whether it's even making sure that people are able to meet their basic needs? Things that we're hearing about [today such as] childcare? Busing? All those things are absolutely essential." School-based recovery programs, Brymer said, should include a team for staff and a separate team for students, because staff and student needs differ....

Some, Brymer pointed out, will seek services in the community, "so there's going to be additional training and support and mental health providers in the community. We need to make sure that your school systems are aware of what's going to be happening and have that linkage.... There's so much wealth of talent out there. Let's coordinate it together. Let's make sure they're trained for this specific incident, and that we partner together to get those needs met.... There is no "one size fits all" solution to recovery, so plans only work "when we partner together. That includes your youth's voices, your parents' voices, and you as educators..... You know what works for your community. Let's make sure we build an infrastructure to support your community.""...

For resources on addressing the mental health needs of students and school staff in the aftermath of a disaster, see
https://smhp.psych.ucla.edu/pdfdocs/planningneeds.pdf

and for many other resources about responding to crises, go to
https://smhp.psych.ucla.edu/crisisresp.htm

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>Links to a few other relevant shared resources

How to talk with children about the Israeli-Hamas violence

The interaction between peer bullying and school connectedness on youth health and wellbeing

How Can School Leaders Retain Teachers?

The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions

Four day school week: costs and benefits

What does the research say about reducing student misbehavior in schools?

Indigenous Community Projects: Addressing Colonization through Using Culture as a Protective Factor

Fostering School-Based Behavioral Health Services

Building Authentic Relationships With Students

What good listeners have in common

A Few Upcoming Webinars

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

10/18 Exploring IEPs
10/18 Strategies for Student and Teacher Support Teams
10/18 School Avoidance in Youth With Mental Health Needs
10/23 Nurturing school culture
10/24 Keeping schools and communities safe
10/25 Determining McKinney-Vento Eligibility
10/25 Shifting from Trauma-Informed to Healing Centered Practices in Schools
10/25 Adolescent Drug Prevention
10/25 Professional learning: what works and what doesn't
10/30 Healthy teams
11/1 Showing up for our kids
11/2 Helping teachers do the right thing the right way for the right reasons
11/3 Giving staff a voice

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To Listserv Participants

- **Please share this resource with others. (Everyone has a stake in the future of public education and this is a critical time for action.)**

- **Let us know your views about the topics shared and about what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)**

- **For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu**

- **Looking for information? (We usually can help.)**

- **Have a suggestion for improving our efforts? (We welcome your feedback.)**

<div align="center">We look forward to hearing from you!</div>

<div align="center">Send to ltaylor@ucla.edu</div>

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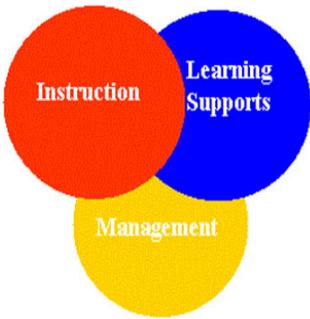
For information about the

*National Initiative for Transforming
Student and Learning Supports*
go to https://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.

<div align="center">**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**</div>

<div align="center">**For new sign-ups –**Send to ltaylor@ucla.edu</div>

<div align="center">**Also send resources ideas, requests, comments, and experiences for sharing.**</div>

<div align="center">**We post a broad range of issues and responses to the Net Exchange
on our website a**t https://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page https://smhp.psych.ucla.edu/)</div>