

(9/6/23) This continuing education resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA

Featured

>**New insights into risk and enhancing resiliency**

>**Amplifying youth voice in promoting help-seeking**

>Links to a few other relevant shared resources

For discussion and interchange:

>**New insights into risk and enhancing resiliency**

Resilience refers to an individual’s ability to cope with challenges and recover from adversity. There is growing realization that schools need to embed a focus on fostering resilience into efforts to facilitate social and emotional development and to begin this at the onset of schooling. Learning to cope effectively with challenges and being able to recover from adversity are essential to success at school and beyond. Failure to cope effectively contributes to a variety of mental health concerns and overwhelms the ability of efforts to support students (and staff).

The following resources can be used as a basis for discussion:

(1) From: ***The worst and the best: new insights into risk and resilience in young adults from the COVID-19 pandemic***

“Historic declines in young people’s mental health began to emerge before the COVID-19 pandemic. In the face of this youth mental health crisis, the pandemic constituted a naturalistic stressor paradigm that came with the potential to uncover new knowledge for the science of risk and resilience. Surprisingly, approximately 19-35% of people reported better well-being in the first few months of the COVID-19 pandemic than before. In May and September 2020, we asked N=517 young adults from a cohort study to describe the best and the worst aspects of their pandemic lives.

Thematic analysis revealed that the best aspects included the deceleration of life and a greater abundance of free time, which was used for hobbies, healthy activities, strengthening relationships, and for personal growth and building resilience skills. Positive aspects also included a reduction in educational pressures and work load and temporary relief from climate change concerns. The worst aspects included disruptions and changes to daily life; social distancing and restrictions of freedoms; negative emotions that arose in the pandemic situation, including uncertainty about the future; and the growing polarization of society.

Science that aims to reverse the youth mental health crisis must pay increased attention to sources of young people’s distress that are not commonly measured (e.g., their educational, work, and time pressures; their fears and uncertainties about their personal, society’s, and the global future), and also to previously untapped sources of well-being – including those that young people identified for themselves while facing the COVID-19 pandemic....”

(2) ***About Resilience and Schools***

Resilience is not the absence of personal struggling with adverse conditions; it is the ability to cope with and make a positive recovery from such conditions. In the past, resilience was considered a personality trait. Currently, it is seen as situational and a process any individual can attain.

For more on this, see our Center’s Quick Find – ***Resilience/Protective factors***

For discussion and interchange:

>Amplifying youth voice in promoting help-seeking

How students perceive their problems and what they can do about them are important factors in whether they seek help. How they are included in the process is a determinant in whether they participate in a motivated manner.

Moreover, including students in improving a school's student/learning support system is a good way to maximize the likelihood that they and their peers will perceive the supports positively.

The following resources can be used as a basis for discussion:

From: *A Systematic Review of Qualitative Research Focusing on Emotional Distress Among Adolescents: Perceived Cause and Help-Seeking*

"...Adolescents face significant emotional, social, and physical changes. While most successfully navigate associated challenges and emerge with a good general quality of life, the overall prevalence of emotional distress increases significantly during this period....

Informal networks, such as friends, parents, and school staff, are well placed to help young people manage their difficulties as a valuable support system and to help them access additional help...

Young people want to be treated as individuals and that, for the clinical group in particular, being mindful of identity development and not just treating a diagnosis is important to support continued help-seeking. Indeed, one of the key findings from this review is adolescents' desire to be involved in and have autonomy over the direction their help-seeking takes, and that these factors may influence help-seeking behavior....

Including young people in treatment and care decisions in health-care settings has been called for, and shared decision making is often promoted as a beneficial approach across a variety of health-care settings. This review supports the benefits of this approach with adolescents... Adolescents considered to be at-risk of developing mental health difficulties may also do a risk assessment to see how much control they can maintain if they seek help. This suggests that educational professionals should also engage in shared decision making with young people when they disclose their difficulties....

Young people want to be involved in overcoming and dealing with what they believe to be creating their distress or involved in decisions regarding treatment for those who have been diagnosed with a mental health disorder. Ultimately, amplifying their voice and acting upon their views may be helpful in promoting help-seeking and ameliorating perceived cause... Understanding perceptions of cause for emotional distress is important for supporting adolescents, particularly as the findings indicate that causal beliefs are likely to influence help-seeking.... This influence was observed to manifest through concerns for self-preservation, knowledge and understanding of cause, and perceived extent of control in managing cause...."

For more on this, see the following Center resources:

>*Student and Learning Supports: Increasing Availability and Enhancing Student Access and Use*

>*Help Seeking*

At the heart of a good student and learning support system is a welcoming and caring school that provides many ways for connecting students with good role models, valued activities, and supportive learning and social networks.

>Links to a few other relevant shared resources

Adolescents' Views on Seeking Help for Emotional and Behavioral Problems

Life Challenges and Barriers to Help Seeking: Adolescents' and Young Adults' Voices of Mental Health

Adolescent Help-Seeking Behaviors

Young People's Online Help-Seeking and Mental Health Difficulties

Self-report Measures of Resilience in Children and Youth

Back to School and Mental Health: Supporting Our Children for a Successful Year Ahead

Psychotropic Medication and Psychotropic Polypharmacy Among Children and Adolescents in the US Child Welfare System

How bad is screen time for kids, really?

Race and School Programming

Fact Sheet: Diversity & Inclusion Activities Under Title VI

FACT SHEET: Biden-Harris Administration Highlights Efforts to Support K-12 Education as Students go Back-to-School

Education Across America: At a Glance

Condition of Education 2023

Newcomer Education

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>

9/6 Supporting the Education of Unaccompanied Students Experiencing Homelessness

9/7 Sustaining ESSER funded programs

9/12 Starting the School Year with a Focus on Well-Being

9/12 Organizational well being in schools

9/13 Improving newcomer education

9/19 Newcomer school supports

9/20 Strategies for Schools to Enhance Relationships with Families

9/20 Collaboration across school systems

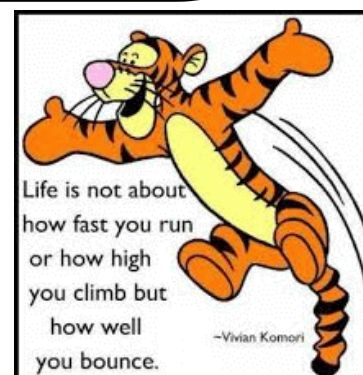
9/21 Student motivation and engagement

9/21 Being stress wise at school

9/22 Expanding teacher impact

9/26 All about stress

9/26 McKinney-Vento School Selection Rights

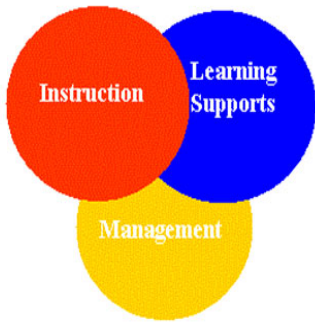


To Listserv Participants

- 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.)

We look forward to hearing from you!

Send to ltaylor@ucla.edu



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.

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 <https://smhp.psych.ucla.edu/newnetexchange.htm> and on Facebook (access from the Center’s home page <https://smhp.psych.ucla.edu/>)