

Students & Schools: Moving Forward

(June, 2023 Vol. 27 #9) – 37 Years & Counting

Featured

Enhancing Summer Learning

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>A Few Stories Excerpted from Various News Sources

>Comments and sharing from the field

Enhancing Summer Learning

“If policymakers are serious about improving excellence and equity in public education, social science research suggests that high-quality summer programs must become a significant and central component in school reform efforts.” Report from Johns Hopkins University

“Summer presents an untapped opportunity – a time of year when youth and families seek programs that look and feel different from the traditional school year; teachers have the flexibility to be innovative and creative in their teaching and assessment; and community partners with specialized expertise in arts, recreation, sports, and youth development abound.”

Brenda McLaughlin & Jeffrey Smink

Besides helping to address learning loss, summer provides an opportunity to introduce many ideas for making both the content and the process of teaching and learning more relevant to students. Active learning is especially important. There are many ways to promote active learning at all grade levels. It can take the form of class discussions, problem based and discovery learning, a project approach, involvement in learning centers, experiences outside the classroom, and independent learning in or out of school. Students may become involved in classroom, school-wide, or community service or action projects. Older students may be involved in “internships” or service learning. Service learning involves students in identifying a real community need, ties the community work with academic goals, encourages the students to reflect on and evaluate their learning, and strengths the relationship between community and school.

“...It is impossible to overemphasize the importance of innovation and creativity in meeting the needs of struggling student. Summer school involves intensive reteaching of materials that students did not master during the school year, but those students need help that goes beyond simply reteaching the same materials in the same way....

What is the ‘something different’ that summer schools need to do? Doing ‘something different’ often means connecting subject matter to real-life situations that are relevant to students. It might mean finding books about baseball to read and using baseball statistics in math instruction for a student who lives and breathes the sport. It could involve using musical themes to engage a student who constantly drums on his desk or incorporating a lot of physical movement to reach the aspiring dancer. It might mean using technology that presents materials in a game-like format. It might mean simply giving a student the opportunity to discuss the material with teachers and peers to an extent not possible in the regular classroom...”

From *Summer School: Unfulfilled Promise*

For more on enhancing summer learning, see

- >*The Promise of Summer Learning*
- >*Supporting Quality in Summer Learning: How Districts Plan, Develop, and Implement Programs*
- >*How Can Districts Strengthen Summer Learning Programs?*
- >*Summer Learning Toolkit*
- >*4 Summer School Teaching Ideas That Students Would Love*
- >*Potential Beneficial Effects of Summer Programs for Children from Low Income Families*
- >*The dynamic effects of a summer learning program*
- >*Enhancing Summer Learning*
- >*Expanded Learning Opportunities -- After-School & Summer Programs*
- >*Making Collaborative/Cooperative Learning Effective in Classrooms*

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The goal of education is to enable individuals to continue their education.

Wonder is the mother of all science.

Collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned.

John Dewey

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>**Quick Links to Online Resources**

Condition of Education 2023

Addressing Barriers to Learning: In the Classroom and Schoolwide

Using SEL to Meet the Current Needs of Students and Staff

Shifting to student-centered learning: Influences of teaching a summer service learning program

Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations

Collateral Consequences for Justice-Involved Youth

Strong and Sustainable Children's Cabinets

School-based interventions to improve mental health literacy and reduce mental health stigma

Adolescent social media use

Newcomer education

Guide to Using the Attendance Playbook: Smart Strategies for Reducing Chronic

Absenteeism in the Covid Era /

Health advisory on social media use in adolescence

The State of School Diversity in the United States

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Current assessments fail to capture what we know matters most, and do not provide key stakeholders – students, parents and educators – with the insights they need to accelerate learning. How we demonstrate progress must become competency-based, and families and educators should be supported by assessments that capture learning whether it occurs in the classroom, afterschool, on a farm, in the workplace, or in an internship.

Timothy F.C. Knowles, Carnegie Foundation President

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Here's what was discussed in the *Community of Practice* during May

<https://smhp.psych.ucla.edu/practitioner.htm>

Note: All community of practice editions contain Links to relevant shared resources.

- >Is behavior management co-opting SEL?
- >What happens when a student stands up for a bullied peer?
- >Peer to Peer support for teen mental health
- >A school's socialization agenda can produce problems for families
- >Youth share recommendations about supporting their MH needs
- >What's next for a district ready to transform student/learning supports?
- >What can schools do about student problems in poverty neighborhoods?
- >How can schools reach students who are hesitant about using school mental health resources?
- >Summer: Can schools and communities provide students with opportunities for social and emotional growth and well-being?
- >Children and Youth Resilience challenge

If you missed the resources and news in previous issues of the Community of Practice, see

<https://smhp.psych.ucla.edu/practitioner.htm>

>For more resources in general, see our website

<https://smhp.psych.ucla.edu>

>For info on the status of upcoming conferences

<https://smhp.psych.ucla.edu/upconf.htm>

>For info on webinars

<https://smhp.psych.ucla.edu/webcast.htm>

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To address the needs of patients in this mental health crisis, our players must include schools, insurance companies, legislators, social media influencers, community and cultural contributors, mental health professionals, and other health-care professionals and administrators — all working as a team to reduce mental health stigma, increase mental health education, minimize treatment barriers and wait times by expanding services and training, and address the difficulties with costs and reimbursements. Jeremy Esposito, pediatric emergency medicine physician

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>Calls for grant proposals
<https://smhp.psych.ucla.edu/upcall.htm>

**> job and training opportunities
when available**
<https://smhp.psych.ucla.edu/job.htm>

National Initiative for Transforming Student and Learning Supports
<https://smhp.psych.ucla.edu/newinitiative.html>

Our Center emphasizes the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students.

Let us know about what ideas are being proposed for moving in new directions for transforming how schools address barriers to learning and teaching.

Send all info to ltaylor@ucla.edu

Some recent feedback from the field about improving student/learning supports:

“Wanted to let you know that I’ve done learning supports work with a community group in Georgia, one workshop via United Way in Hall County, GA, and in planning phase to work in South Carolina with a couple of districts.

The barriers identified by the groups I’m working with so far are: reducing the number of special education referrals with young children, reducing the redundant and ineffective expectations for teachers, school-wide mental health & trauma informed practices, and reducing suspensions and expulsions.

This is the optimal time of year for a district or school to begin the learning supports implementation sequence as it will be embedded in their strategic improvement plans.

Over the past years, I’ve learned that people will use your web-based resources more when they have the on-site professional development as a foundation.

For more details on improving student/learning supports, see

>Rethinking Student and Learning Supports

>Student/Learning Supports: A Brief Guide for Moving in New Directions

And for those already moving forward to increase the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student/learning supports, we can help see

<https://smhp.psych.ucla.edu/pdfdocs/centerta.pdf>

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It’s important to note that online resources can be helpful, but they are not a replacement for seeking professional help if you are dealing with trauma or mental health issues. That being said, if you have specific questions or concerns that you would like me to provide information on or insights into, I will do my best to help you. ChatGPT

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>A Few News Stories (excerpted from various news sources)

Positive Signs in Youth Mental Health. The average number of weekly visits to an emergency department among adolescents ages 12 to 17 for mental health conditions overall decreased by 11% in the fall of 2022 compared with weekly visits during the fall of 2021, according to an analysis published by the Centers for Disease Control and Prevention. Average visits last fall were down for multiple specific mental health conditions compared with the same period in 2021. Visits for anxiety disorders decreased by 12%, for example, while those for depression fell by 18%. Adolescent emergency visits for suicide-related behaviors – encompassing suicidal ideation, self-harm and suspected suicide attempts – also decreased by 12% from 2021 to 2022, while visits tied to suspected suicide attempts specifically fell by 17%. Visits involving drug overdoses overall dropped by 10%.

Administration Calls on Colleges, Universities, and Schools to Partner in Addressing K-12 Learning Loss. The U.S. Department of Education is calling on colleges, universities, and school districts to work together to use Federal Work Study or other resources to increase the number of college students supporting school-aged children and youth in our nation’s K-12 schools and out-of-school time programs. The Department calls on colleges and universities that receive Federal Work Study dollars to set a goal of using at least 15 percent of these funds for community service within the next two years, and to devote any increase in the use of Federal Work Study compensation for community service to employment in P-12 schools or out-of-school time programs as tutors, mentors, student success coaches, and in other roles supporting students. Colleges and universities may also join this effort by significantly increasing the number of college students placed in these kinds of roles, regardless of if Federal Work Study funds are used.

Students urge school board to avoid teacher layoffs. In a letter to parents, Central Valley School District Superintendent (WA) announced that nearly 90 teachers have been informed that they may not have a job next year. The district had hired staff using temporary COVID-19 relief funding known as Elementary and Secondary School Emergency Relief. Students held signs to protest the layoffs and then went into the nearby board meeting. Students said the layoff announcement has caused them to experience shock, disappointment, anger and grief at the potential loss of programs and favorite teachers.

Where is a teenagers supposed to hang out? The city’s lack of investment in public spaces means that Philly youth don’t have many places to go. Compared with other large cities, Philadelphia does not significantly invest in public spaces. School closures contribute to this lack of space, too. In 2012 and 2013, the School District shuttered 30 schools, mostly in North Philly and West Philly. That meant closing large spaces that are entrenched in those communities, which could otherwise have been used as a gathering space after school or on evenings and weekends for students and their families.

ADHD medication abuse in schools is a ‘wake-up call’. At some middle and high schools in the United States, 1 in 4 teens report they’ve abused prescription stimulants for attention deficit hyperactivity disorder during the year prior. Schools in the suburbs in all regions of the United States except the Northeast had higher rates of teen misuse of ADHD medications, as did schools where typically one or more parent had a college degree, according to the study. Schools with more White students and those who had medium levels of student binge drinking were also more likely to see teen abuse of stimulants. Abuse of stimulant drugs has grown over the past two decades, experts say, as more adolescents are diagnosed and prescribed those medications — studies have shown 1 in every 9 high school seniors report taking stimulant therapy for ADHD,

Book Removals May Have Violated Student Civil Rights, Education Dept. Says. In a move that could affect how schools handle book challenges, the federal government has concluded that a Georgia school district's removal of titles with Black and LGBTQ characters may have created a "hostile environment" for students, potentially violating their civil rights.

Maryland Gov Approves High School Public Service Program. Maryland Gov. Wes Moore signed into law the creation of a program that will allow recent high school graduates to participate in a year of paid public service before entering the workforce or continuing their education. Participants will be eligible for the service program if they are a Maryland resident within three years of earning a high school diploma or a similar level of education. They will earn a \$15 hourly wage and a \$6,000 stipend if they complete at least nine months of service for a nonprofit organization, local government or for-profit business.

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From Maryland story above:

By calling on Marylanders to serve, we will strengthen civic bonds, restore a spirit of community and call on our fellow citizens to get to know each other again, create new friendships and new partnerships, and not simply retreating to our corners of political ideology or partisan talking points. We aren't telling our young people how to serve. We're just asking them to serve.

Maryland Gov. Wes Moore

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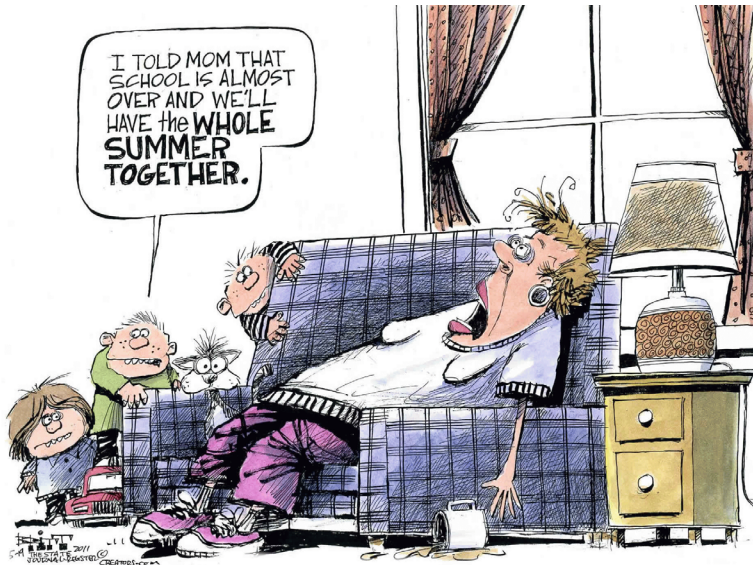
>Comments and sharing from the field

Responses to 5/11/23 "Screening Students for Problems: Testing Often is Not Needed"

- (1) "What we see often is little to no general education interventions and then push parents to assessment for Special Education. It's like people don't want to take the time to help and then push to another group to do so. Happening time and time again and administration also pushes any discipline kids to Special education assessment and wants to diminish the 60 days to assess and fast track it. After 28 years, what I have seen is so depressing and sad to see what the future of education looks like in the US."
- (2) "Regarding the need for less formal assessments to mitigate student behaviors, perhaps we need to consider what the pandemic has wrought in the social development of our students. Teachers have anecdotally identified that students are 2 years behind in social emotional development, i.e. 9th graders showing behaviors usually addressed in 7th graders, 4th graders exhibiting behaviors characteristically seen in 1st graders, 11th graders exhibiting typical 9th grade behaviors, 1st graders so dependent and lacking skills not seen since Kindergarten. Once this phenomenon has been identified, teachers have adjusted their expectations and focused on teaching social skills and addressing developmental behaviors in addition to academic content without the need for assessments."

*What the best and wisest parents want for their own children,
that must the community want for all its children.
Any other ideal for our schools is narrow and unlovely,
and acted upon, it destroys our democracy.*

John Dewey



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 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

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <https://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu