Students & Schools: Moving Forward

(June, 2024 Vol. 28 #9) – *38 Years & Counting*

Featured

School year ends, summer opportunities for learning open-up

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School year ends, summer opportunities for learning open-up

Every day is a day for learning. Summer planning provides an opportunity for schools (especially their student and learning supports staff) to guide students to summer experiences that are healthy learning opportunities. It is an opportunity to involve students and their families in exploring and pursuing what is available. And it is an opportunity to invite them and other stakeholders to join in efforts to enhance what the community has in the way of summer activities that help address barriers to learning, promote healthy development, and enhance equity of opportunity.

Besides recreational experiences, youngsters may become involved in a variety of activities that foster active learning and enhance intrinsic motivation for further learning and problem solving. Teenagers can pursue "internships and paid jobs.Youngsters of all ages can pursue community service projects. Service learning is especially valuable because it involves youngsters in identifying real community needs, encourages ties to the community, and can enhance personal reflection and self-evaluation and awareness about and empathy for others. Cross age peer activities can be both a resource and and a lure to participate.

> *Summer learning provides uniquely innovative opportunities for learning and enrichment, like field trips, hands-on projects, and camp-like activities that mirror the opportunities afforded to more affluent students. ... high-quality summer learning programs make learning meaningful and engaging.*
> https://www.partnerforchildren.org/summer-learning

Here are a couple of resources:

>**The Summer Learning & Enrichment Collaborative: Advice from Expert Practitioners**

>*The Effects of Summertime Experiences on Children's Development*

And here are a few related thoughts and resources we have shared over the years:

>*Enhancing Summer Learning*

>*Potential Beneficial Effects of Summer Programs for Children from Low Income Families*

>*Cross-Age Peer Mentorship Programs*

>*Expanded Learning Opportunities -- After-School & Summer Programs*

No End of Suggestions for Summer Activities

As always, the internet is overflowing with possibilities. Here's some examples:

51 Boredom-Busting Summer Activities for Kids

100 Fun Summer Activities for Kids and Parents

100+ Outdoor Summer Activities for Kids

110 Summer Bucket List Ideas & Activities for Kids

During the school shut downs related to the pandemic, our Center gathered and sent out information about activities for youngsters and their families.
Many of these can be adapted for the summer. See

>**Activities for Kids while Schools are Closed**

>**Teachers Share Their Favorite Free Learning Websites And Apps For Kids**

>**Avoid Cabin Fever With These 125 Ideas to Keep Kids Entertained**

>**Two-Player Games Online**

>**PBS Games online**

>**50 plus Easy Indoor Activities for Kids**

>**Spot the Space Station**

>**Stargaze**

>**What's Up: Skywatching Tips from NASA**

What can you share to enhance summer learning? Send to Ltaylor@ucla.edu

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Creating opportunities for summer learning sets the stage for innovation, creativity, and leadership in every community: the young people we nurture today are the foundation of our society tomorrow. **National Summer Learning Association**

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>Quick Links to Online Resources

>**Hot Issue: Are Conflicts on Schools Campuses Inevitable?**

>**Rethinking children's right to leisure during school holidays**

>**What's It Like To Be a Teacher in America Today?**

>**All that scrolling: How screen time impacts students**

>**Potential risks of content, features, and functions: The science of how social media affects youth**

>**Peer acceptance and rejection during secondary school: Do associations with subsequent educational outcomes vary by socioeconomic background?**

>**A Scoping Review of Positive Childhood Experiences: Measurement and Evidence**

>**Mediators of the relation of family income with adolescent behavior problems and cognitive achievement: Material hardship, parent distress, and parent support**

>**Over Half of Public Schools Report Staffing and Funding Limit Their Efforts to Effectively Provide Mental Health Services to Students in Need**

>**Schools face diminished capacity to meet student mental health needs**

>**More Referrals for MH Services than Necessary**

>**New program creates "youth corps" for mental health**

>**Federal, State, and Local Mental Health Policy Interventions in Response to the Pediatric Mental Health Crisis following the COVID-19 Pandemic**

>**School Leadership and Mental Health**

>**2024 National Strategy for Suicide Prevention**

>**A Guide to Reducing Juvenile Offending in Your Community**

>**Teacher Well-Being Depends on Workload, School Climate and Feeling Supported**

>**We are at a catalytic moment. There is immense demand to reimagine education across the nation.**

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With guided play, teachers actually collaborate with students to work toward a learning goal they have in mind. If this happened more, teachers would be happier, and kids would feel more valued as agents of their own learning. Roberta Golinkoff, University of Delaware

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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*.

>"How can my district provide leadership in reducing community violence?"
>About concerns that arise in addressing school/community violence
>Is there something special about middle school?
>What will best meet the needs of all students and staff:
>Adding Some More Mental Health Services at Schools
                    OR
  Developing a Unified, Comprehensive, and Equitable Student & Learning Supports System?
>Discipline's impact on student mental health
>Paraprofessionals and student/learning supports
>Shifting discipline from consequences to prevention
>The impact of students' sense of belonging on their learning

If you missed the resources and news in previous issues of the Community of Practice, see https://smhp.psych.ucla.edu/practitioner.htm

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>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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We wouldn't be doing our jobs as educators if we just decided to arbitrarily scale back the use of screens in the classroom. Technology is a beautiful supplemental tool. It shouldn't rule us in society, and that's how it should be modeled by us to our students. Karla Freeman

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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 newdirections for transforming how schools address barriers to learning and teaching.

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student/learning supports, we can help. Send all info to ltaylor@ucla.edu

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We are at a catalytic moment.
There is immense demand to reimagine education across the nation.
Timothy Knowles, President of the Carnegie Foundation for the Advancement of Teaching

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

The National Center for Education Statistics releases findings from the School Pulse Panel.
These data examine topics on staff and student mental health and well-being. The most commonly reported mental health services for students offered by public schools are individual-based intervention (84 percent), case management (70 percent), providing external referrals (67 percent), and group-based intervention (64 percent).On average, public schools reported that 19 percent of their student body utilize school-based mental health services.

K-12 school leaders reject allegations that they let antisemitism run rampant. Leaders of three large public school systems strongly denied allegations that they let antisemitism run rampant in their schools, telling a congressional panel that they are fighting it with education and, when necessary, discipline. As part of a series of hearings on antisemitism, a House Education and Workforce subcommittee sought testimony from leaders of the New York City Public Schools, the Berkeley Unified School District in California and the Montgomery County Public Schools in Maryland. Both New York City and Montgomery Public Schools are subjects of Education Department civil rights investigations into allegations of antisemitism. Both cases center on whether the districts responded to harassment of students in a manner consistent with Title VI, which prevents harassment based on shared ancestry. The Brandeis Center, a Jewish legal advocacy organization, filed a complaint with the department's Office of Civil Rights, citing incidents of bullying and harassment of Jewish students in the Berkeley district.

Students agree to rally in support of human rights for people on both sides of the conflict. Student leadership at Eastern Regional High School (NJ) held a conference with the principal and vice principals to discuss concerns about plans for a pro-Palestinian rally. Superintendent Robert S. Cloutier said in a statement "Students agreed to cancel this week's event in order to meet together and plan a united rally in support of basic human rights for the innocent people on both sides of the conflict. Eastern Regional High School enrolls just over 1,900 students in grades nine through 12.

Houston ISD plans to replace hundreds of faculty members. Teachers, principals and support staff have begun receiving "non-renewal" notices that they are not being asked back next year. An unknown number of teaching contracts will not be renewed for the coming year as the district undergoes data-driven performance evaluations. Teachers who do not pass the district's muster, including those who do not possess a "continuous improvement mindset," are already in the process of being replaced with applicants from other schools following the New Education System model. Schools can also expect leadership shakeups as the superintendent said nearly 70 graduates of the district's principal academy will assume positions as either principals or assistant principals next year. The news comes as parents and teachers express fear and outrage over the district-wide upheaval ever since the Texas Education Agency began its takeover of HISD. The district had been facing a budget shortfall of $450,000,000, but cuts in staff from librarians, support specialists, and custodians has closed that gap. Meanwhile, early 3,000 HISD teachers returned a vote of "no confidence" against the state-appointed superintendent, Houston Federation of Teachers announced. The resolution calls for Mike Miles' removal as superintendent.

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At the most basic level, the popularization of the term "trauma" undermines and invalidates the suffering of those who have experienced real trauma. Placing our discomfort and daily life irritations on the same playing field with the suffering of someone who's lived through terrifying, violating, or life-threatening events is absurd, disrespectful, and even unkind. Nancy Colier

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>Comments and sharing from the field

>>"I am writing to ask if you would advertise the International Network for School Attendance Conference in your monthly newsletters. School-based mental health topics and interventions will be part of the offerings at the conference. Here is the website for INSA that includes information about the conference. Would you please add this information to your newsletters? I've been to the first two and they were excellent! Also, there are many international resources available on the INSA website."
  International Network for School Attendance conference, 10/30-11/1/2024, New Orleans
    https://www.insa.network/

>>Responses to 5/15 practitioner: **What will best meet the needs of all students and staff: Adding Some More Mental Health Services at Schools**
                              OR
    Developing a Unified, Comprehensive, and Equitable Student and Learning Supports System?

(1) From a Superintendent
Thank you SO much for sharing these resources. We are definitely interested in receiving more and participating in any way we can. These issues are becoming overwhelming for even our most veteran staff, and they are resorting more and more to exclusion and consequences. We are in need of providing district-wide professional learning in strategies and skills to meet children where they are at emotionally, understand root causes of behaviors, and make trauma-informed decisions...all difficult to do on such a large scale as these behaviors (manifestations, really) exacerbate post-COVID and in the midst of so many other compliance and funding challenges
  While it is sad these are national issues, it does provide the opportunity for much broader-scale collaboration and problem solving, and for that we are truly grateful.

(2) *Food for thought! What will best meet the needs of students experiencing homelessness: a focus on mental health for students experiencing homelessness is essential to their academic progress and performance. I offer mental health such as music and art therapy, pet therapy, vision boarding and other mental health activities for my displaced scholars 3rd -12 grade for summer camp.*

HOW I SPENT MY SUMMER

A.BACALL

"I went to summer school and helped a few teachers decide not to teach there next summer."

One school doesn't have to offer everything to every student. Instead, we can think about the expertise across the district and create more personal learning pathways for kids. Nicole Barnes, Educational psychologist, APA's Center for Psychology in Schools, former elementary school teacher.

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