

Students & Schools: Moving Forward*

(December, 2022 Vol. 27 #3) – 36 Years & Counting

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How are Schools Minimizing Stress and Preventing Student and Staff “Burnout”?

Looking forward to the winter break?

Wishing you could extend it to April?

After the ups and downs of the past couple of years, we are all worn down.

How are schools renewing and replenishing and avoiding “burnout”?

We want to pull together and share good practices actually going on at schools. Send information about what your local schools are doing to Ltaylor@ucla.edu.

Here’s the way we think about burnout.

The behavior referred to as burnout is a psychological phenomenon. One way to understand the problem is in terms of three psychological needs that theorists posit as major intrinsic motivational determinants of behavior. These are the need to *feel*

>competent

>self-determining

>interpersonally connected.

From this perspective, burnout can be viewed as among the negative outcomes that result when these needs are threatened and thwarted resulting in intrinsic motivation for the work at hand being drained away. Unfortunately, such needs are regularly threatened and thwarted by the prevailing culture found in too many schools.

Dealing with Stress to Avoid Burnout

Burnout is a multifaceted and complex problem. Viewing burnout strictly as a personal problem distorts understanding of what must be done over the long-run to address the matter.

While stress-reduction activities often are prescribed, they are unlikely to be a sufficient remedy for the widespread draining of motivation. Reducing environmental stressors and enhancing job supports are more to the point, but again, alone these are insufficient strategies.

A more comprehensive solution requires reculturing schools in ways that minimize undermining and maximize enhancement of intrinsic motivation. This involves policies and practices that ensure a daily focus on (1) promoting staff and student well-being and (2) addressing barriers to teaching and learning.

Promoting Well-Being and Preventing Burnout

Clearly, better wages are needed. Here are a few other ways that can contribute to reculturing a school:

- Inducting newcomers into the school culture in a welcoming and personally supportive way.
- Opening classroom doors and creating appropriate teams of staff and students who support, nurture, and learn from each other every day.
- Providing in-classroom and schoolwide supports that enable staff and students to take care of each other and that enhance a nurturing teaching and learning environment.
- Personalizing staff development and support, including:
 - >in-service programs that account for interests strengths, weaknesses and limitations;
 - >structure that provides personalized support and guidance;
 - >instruction designed to enhance and expand intrinsic motivation for (and counter avoidance motivation of) learning and problem solving.
- Restructuring school governance to enable shared decision-making.

All this is another opportunity for support staff to demonstrate that they can play a major role in establishing a sense of community and enhancing a supportive school environment. It is also an opportunity for improving the overall support system at a school. See:

- >*Rethinking Student and Learning Supports* <http://smhp.psych.ucla.edu/pdfdocs/fall22.pdf>
- >*Student/Learning Supports: A Brief Guide for Moving in New Directions* <http://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf>

For a more detailed discussion of burnout, go to the Center Quick Find on

>*Burnout* – <http://smhp.psych.ucla.edu/qf/burnout.htm>

(Center Quick Finds cover over 130 topics providing links to a host of resources, some developed by the Center as well as online resources from many other sources.)

A Few Examples of Center Resources included in the Above Quick Find

- >*Understanding and Minimizing Staff Burnout* <http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf>
- >*School Staff Burnout* <http://smhp.psych.ucla.edu/pdfdocs/Burnout/burn1.pdf>
- >*Promoting Staff Well-being and Preventing Burnout* <http://smhp.psych.ucla.edu/pdfdocs/staffwellbeing.pdf>
- >*Addressing student burnout* <http://smhp.psych.ucla.edu/pdfdocs/addressstudentdrop.pdf>
- >*Student Burnout* <http://smhp.psych.ucla.edu/pdfdocs/studentburnout.pdf>

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I try to take one day at a time, but sometimes several days attack me at once.

Jennifer Yane
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>Quick Links to Online Resources

On Burnout

Who's Taking Care of the Principal: A Wellness Approach for School Principal Self-Care
<https://journals.sagepub.com/doi/full/10.1177/10526846221133994>

Workplace burnout and mental health days
<https://www.theatlantic.com/family/archive/2022/11/workplace-burnout-mental-health-days/672111/>

The relationships between workgroup emotional climate and teachers' burnout and coping style
<https://www.tandfonline.com/doi/full/10.1080/02671522.2020.1836516>

Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices
<https://www.sciencedirect.com/science/article/pii/S0022440519300767>

The effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave
<https://www.emerald.com/insight/content/doi/10.1108/JEA-09-2018-0185/full/html>

Personal and contextual factors related to teachers' experience with stress and burnout
<https://www.tandfonline.com/doi/full/10.1080/13540602.2018.1476337>

Other Concerns

Education Should Assess Its Efforts to Address Teacher Shortages
<https://www.gao.gov/assets/gao-23-105180.pdf>

Toolkit for Improving Family Planning Services in School Settings
<https://www.childtrends.org/publications/toolkit-improving-family-planning-services-school-settings>

National Guidelines for Child and Youth Behavioral Health Crisis Care
https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep-22-01-02-001.pdf

Supporting the Behavioral Health Workforce to Implement Best Practices for LGBTQ+ People
https://lgbtquequity.org/wp-content/uploads/2022/11/CoE-Supporting-the-Workforce-Tipsheet.pdf?vg_o_e=SWjZJ6dmH4k1iNS2wpALaCC11HY372BfTQk3x6KStcA%3D

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These past few years have shown us that there is nothing that is out of reach for the class of 2023. We can get through things that have been unprecedented for generations, still while juggling all the difficulties of high school, and I think that is just incredible. Twyla Colburn, high school senior

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Here's what was discussed in the Community of Practice during November <http://smhp.psych.ucla.edu/practitioner.htm>

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

- >How can schools enhance efforts to increase home connections and engagement?
- >Reimagine Education-Related Parental Involvement among Low Socioeconomic Status Families
- >Crises – from awareness to prevention, mitigation, protection, response, and recovery
- >How schools supported students and families before and after Hurricane Ian
- >What a Teachers' Union Leader Saw in Ukraine
- >Community-school collaboration: An essential part of a student support system
- >Evolving Community Schools and Transforming Student/Learning Supports
- >Teaching About Thanksgiving Can be Accurate, Respectful, and Still Fun
- >How should mental health specialists work with schools?
- >Facilitating student and family access to special assistance

>For more resources in general, see our website
<http://smhp.psych.ucla.edu>

>For info on the status of upcoming conferences
<http://smhp.psych.ucla.edu/upconf.htm>

>For info on webinars
<http://smhp.psych.ucla.edu/webcast.htm>

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The idea is to help empower students in this climate of rising levels of anxiety and depression and to empower students to feel like they have some autonomy and some power in bringing themselves back to equilibrium to balance.

Lade Akande, High School Wellness Director

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

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

National Initiative for Transforming Student and Learning Supports

Our Center continues to emphasize the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students. For an overview, see <http://smhp.psych.ucla.edu/newinitiative.html>

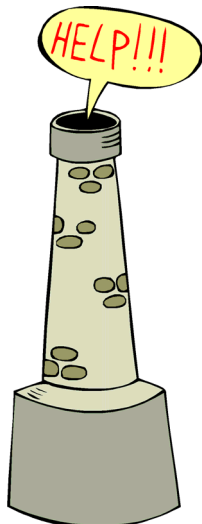
Based on input from across the country, it is clear that this is the time for action.

As an aid for moving forward, we have developed a brief guide. See

>**Student/Learning Supports: A Brief Guide for Moving in New Directions**
<http://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf>

Please let us know about what ideas are being proposed for transforming how schools provide student/learning supports.

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



What’s happening relevant to MH in schools around the country?

Excerpt from: *Schools struggle to staff up for youth mental health crisis*
<https://apnews.com/article/schools-mental-health-crisis-covid-pandemic-counselors-e3499782609372f958895266b2491c71>

Despite an influx of COVID-19 relief money, school districts across the country have struggled to staff up to address students’ mental health needs that have only grown since the pandemic hit.

Among 18 of the country’s largest school districts, 12 started this school year with fewer counselors or psychologists than they had in fall 2019, according to an analysis by Chalkbeat. As a result, many school mental health professionals have caseloads that far exceed recommended limits ... and students must wait for urgently needed help. Schools in some large districts lost counselors, psychologists during the pandemic. ... Districts included in the analysis, which serve a combined 3 million students, started the year with nearly 1,000 unfilled mental health positions.

Hiring challenges are largely to blame, but some school systems have invested relief money in other priorities. ...

Some school systems used federal relief money to add mental health staff, but others did not because they worried about affording them once the aid runs out. Districts have limited time to spend the nearly \$190 billion allocated for recovery. ...

Many of the schools that have wanted to hire more mental health workers simply can’t find them. School psychologist positions have been particularly hard to fill. ...

Schools in Hillsborough County, Florida eliminated dozens of unfilled psychologist positions, leaving schools with 33 fewer psychologists this fall than pre-pandemic. Houston schools also cut more than a dozen psychologist roles it couldn’t fill before the pandemic. Instead, the district used the money to pay outside providers and hire psychologist interns.

Center Comment: It has long been evident that schools will never have enough support staff to meet their needs. We will never argue against hiring more, but given the realities, providing a better approach for the many students and staff in need calls for rethinking and transforming how schools address learning, behavior, and emotional problems. Again, see

- >*Rethinking Student and Learning Supports* <http://smhp.psych.ucla.edu/pdfdocs/fall22.pdf>
- >*Student/Learning Supports: A Brief Guide for Moving in New Directions*
<http://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf>

>A Few Stories Excerpted from Various News Sources

Students learning new ways to give to their communities. The Giving Farm, an 8-acre farm located at Westminster High School (CA), provides locally grown produce that students and community volunteers are able to harvest. This unique program offers students the opportunity to have a hands-on learning experience about urban agriculture. Food grown at the Giving Farm is donated to the Orange County Food Bank. <https://capoc.org/oc-food-bank/>

The ‘Great Resignation’ hits school boards. Only 38% of members want to run for reelection. Of nearly 600 school board members surveyed across the nation who served before November 2021, 38% percent said they planned on running for reelection when their term expired. It’s a stark contrast from the more than 70% of incumbents who ran for reelection in 2016. In 2018, research from the National School Boards Association showed most members held onto their jobs for long periods of time – even as unpaid volunteers. School board members served 8.6 years on average. At the time, 55% of school board members said they’d run for reelection. <https://www.usatoday.com/story/news/nation/2022/11/04/great-resignation-school-boards-research/10618795002/>

In the crosshairs: Beleaguered district leaders face covid wave of firings. 210 school superintendents vacated their positions in the nation's 500 largest districts since March 2020. Recent studies and surveys point to a general increase in superintendent turnover. The executive director of the 3,800-member Texas Association of School Administrators, said in his 31 years in the profession, he's never seen more superintendents fired than he has in the past two years. The executive director of the National Superintendents Roundtable, a 100-member network, said it's becoming common for members to be fired "without cause" — legal language that allows school boards to part ways with their chief executives without offering a reason, a hearing or other elements of due process.
<https://www.the74million.org/article/in-the-crosshairs-beleaguered-district-leaders-face-covid-wave-of-firings/>

Intervention key to addressing 'alarming' rates of chronic absenteeism, educators say. With 30% chronic absenteeism reported statewide last school year, school leaders across the suburbs are exploring different approaches to improving student attendance rates this fall. Illinois state education officials have identified absenteeism as an area of "immediate need." The Illinois State Board of Education has awarded \$12 million in grants to the 38 regional offices of education and intermediate service centers statewide this fall to address the problem. Anxiety, especially as students adjusted to returning to in-person learning, has been among the top reasons for rising absenteeism. Illness, income levels, a student's home life challenges and other factors also can contribute to absentee rates. The DuPage County Regional Office of Education has partnered with a University of Illinois-Chicago professor to facilitate a school attendance and truancy network. The network will serve as a resource to school officials across the county and provides an opportunity for educators to share information and collaborate on solutions related to attendance issues.
<https://www.dailyherald.com/news/20221031/intervention-key-to-addressing-alarming-rates-of-chronic-absenteeism-educators-say>

Texas schools send parents DNA kits to identify bodies of students. Texas public school systems are set to distribute DNA and fingerprint identification kits to parents in case they need to provide them to law enforcement if kids go missing or in emergencies. The rollout follows the Uvalde mass shooting, in which families of children unaccounted for lined up to provide DNA samples to help identify bodies torn apart by bullets. Enclosed are an inkless fingerprint kit, applicator, medical information section, and DNA section. The data would be gathered and then stored in the child's home, according to the program's website. The kits can be passed on to law enforcement agencies should an emergency arise.
<https://www.mysanantonio.com/news/local/article/dna-kits-texas-schools-17519184.php>

To cheat Medicaid, clinic director misdiagnosed kids with mental problems, jury finds. The director of a medical clinic who established a character development course for Iberville Parish school children had his employees label their classroom gatherings as "group psychotherapy" sessions in an effort to bill Medicaid. When the federal program balked at paying, local jurors found, he had his clinic intentionally misdiagnose the students with mental health disorders they never showed signs of having. A federal jury last month convicted the director of Medicaid fraud. The panel found that, as CEO of the St. Gabriel Health Clinic, he used children to help support \$1.8 million in bogus claims. One high-ranking staff member also indicted on federal charges, even fired an employee for refusing to change the billing codes on invoices that had been denied by Medicaid, the charges against her show.
https://www.theadvocate.com/baton_rouge/news/courts/article_771ce08a-4022-11ed-8ce3-f3a32e66c74d.html

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It's really unthinkable and even cruel to think that someone misdiagnoses people on purpose. Our system is designed so that services in schools are assigned based on those diagnoses. So potentially, you could have a child who is put into a category unnecessarily. Therefore, this is affecting how his education plan is going to unfold over the next few years, unless someone discovers what's going on. Toni Bankston, MindBody Baton Rouge

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Comments and sharing from the field

(1) Nice to hear

“Just taking this opportunity to thank you for your frequent emails from the Center for MH in Schools. As Editor of our state association of School Psychologists' Newsletter, I've found them to be on target in meshing with our perspectives, and adding new dimensions. Have often used selections in our Newsletter. Keep it up.”

(2) Feedback on the 10/5/22 practitioner on Student Voice

“Thank you for emphasizing student voice in decision-making about their education and communities!!!... I've taken students with me for state and national training/conference presentations through the last 20 years. I've made the commitment now that I do my best to always have a student co-creating and co-facilitating when I train or present. Adults need to see for themselves what an authentic youth/adult partnership looks like and how incredible students are when given the opportunity. ...

It's always puzzled me how the positive youth development field and education didn't integrate. It's happening more, but we still have a long way to go. The youth voice movement has been around for a long time and we are finally getting the research, the visibility (thanks to students willing to risk), and the integration in schools.

Last October and this October the Iowa Department of Education offered the BEST (Behavior, Equity, Social-Emotional Learning, and Trauma-informed Schools) Summit. Last year I was thrilled to coordinate an entire strand on student voice. And, the Department agreed to pay the students – big win!...

I'm working to emphasize experiential learning more and more. While Service-learning is my preference because of the curriculum integration, Youth Participatory Action Research, and Project-based learning can have the same impact. I'm part of a new emerging network focused on Service-learning for the state. I've been grateful for the opportunity to present with students for the National Council of Youth Leadership national conferences..... I'm grateful to Volunteer Iowa and Youth Service America for the efforts to bring visibility and quality practices to schools and youth-serving organizations.... I just get so thrilled when I see leaders in education highlighting the importance of student voice and choice. The national movement is gaining traction and the research is out there....”

(3) We were asked to share the following

“I am reaching out because of your work on the topic of Cross-age peer mentoring. I am the Behavioral Health Project Director at the California School-Based Health Alliance, and we have been doing work to promote youth peer-to-peer models. ... I found your work very interesting and helpful. ... I wanted to share with you an upcoming webinar.... We would love to invite school and district staff as well as school partners to join us....

Free Webinar on *Peer Mentoring - Creating a Culture of Youth Empowerment*
Thursday, December 8, 10:00-11:00 am Pacific

https://us02web.zoom.us/webinar/register/WN_-Tct4y1VQ42NR4pqdDK8Zw

Peer-to-Peer Mental Health and Wellness Support Programs have been identified as a promising strategy to address the youth mental health crisis. Join the California School-Based Health Alliance and school-based behavioral health experts to hear how an Oakland school works with the youth they serve to grow power into purpose through a peer-to-peer mental health mentoring program now thriving in its 7th year.

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

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 <http://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