

(1/15/25) **This continuing education resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA**

Featured

(1) Adverse and Positive Childhood Experiences and Resilience

(2) “Holidays” are Special Social and Emotional Development Opportunities

(3) Are you part of a school stakeholder collaborative?

And, as always, you will find

(4) Links to a few other resources relevant to continuing education

**This community of practice Practitioner is designed
for a screen bigger than an iPhone.**

Devastating events across the country have impacted so many, and we will all be affected for some time to come.

One impact is that schools must increase their attention to the well-being of students and staff who are experiencing problems.

So again, we want to share a resource that many have found useful.

Psychological First Aid for Schools (PFA-S) Field Operations Guide

<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

“Provides guidance on responding to disaster, violence, or terrorism events using the Psychological First Aid intervention. This version gives school administrators, educators, and staff practical assistance to meet immediate needs and concerns, reduce distress, and foster adaptive coping in the wake of a disaster. The manual includes in-depth information about each of the eight core actions and accompanying handouts for administrators, school staff, educators, students, and parents and caregivers.”

Schools still working on improving their *Crisis Response* will find links to many resources on our Center’s website <https://smhp.psych.ucla.edu/crisisresp.htm>

For discussion and interchange:

>Adverse and Positive Childhood Experiences and Resilience

Both adverse and positive experiences can contribute to an individual's ability to cope against subsequent adversities. So, while a focus on efforts to reduce risks and enhance protection is essential to minimize problems, interventions that promote healthy development go a step further by fostering full development, well-being, and a value-based life. Safe, stable schools and neighborhoods that provide enriched opportunities to promote student development, learning, and a sense of community go far in strengthening resilience.

From: *Exploring the Association between Parenting Stress and a Child's Exposure to Positive Childhood Experiences*

"...In contrast to adverse childhood experiences (ACEs) are positive childhood experiences (PCEs). Positive childhood experiences are experiences that help a child to grow into an adult with a healthy social emotional status. Examples include the experience of safe, stable, and nurturing relationships or healthy peer-to-peer social interactions. Not only do positive childhood experiences support healthy child development, but they may mitigate or moderate adverse childhood experience exposure...

Healthy Outcomes Positive Experiences (HOPE) provides a framework for understanding PCEs and how public health efforts can be geared to improve experiences for children . The HOPE framework categorizes PCEs into the following types of childhood experiences:

- (1) nurturing, supportive relationships,
- (2) safe, equitable learning environments,
- (3) constructive social engagement, and
- (4) social emotional competencies

These have been previously measured using the following: after school activities; volunteering in community, school, or church events; having a mentor for advice or guidance; being able to share ideas with a caregiver; living in a safe neighborhood; living in a supportive neighborhood; and being part of a resilient family.

Positive childhood experiences are often thought of as the other side of the "coin" for childhood experiences and have recently begun to be recognized as just as important to child and adolescent health as adverse childhood experiences...

The shift toward also examining the role of positive childhood experiences and resilience in children has been a relatively recent shift in the literature, with positive childhood experiences associated with a higher likelihood of childhood flourishing....

The implementation of positive childhood experiences in schools can help to promote equity and inclusion, meeting the needs of diverse children. Schools can also be a place to build community and gain social support for families and children, with a safe place to interact, build community, and subsequently potentially reduce parenting stress through the gains of a social network. Schools can also be a place to build upon community mentorship programs and other extracurricular activities for children and adolescents....

Positive childhood experiences are important contributors to healthy childhood development and toward building personal resilience, and may mitigate effects of adverse childhood experiences.... Findings suggest that programs that provide parents with support and resources to manage stress, as well as programs that raise awareness and increase the availability and access to positive childhood experience opportunities for children are important to their overall and long-term well-being."

For more on this, see our Center' Quick Find on *Resilience/protective factors*

Here are a few Center resources that are included there.

>About Positive Psychology

>Promoting Mental Health and Preventing Problems at School

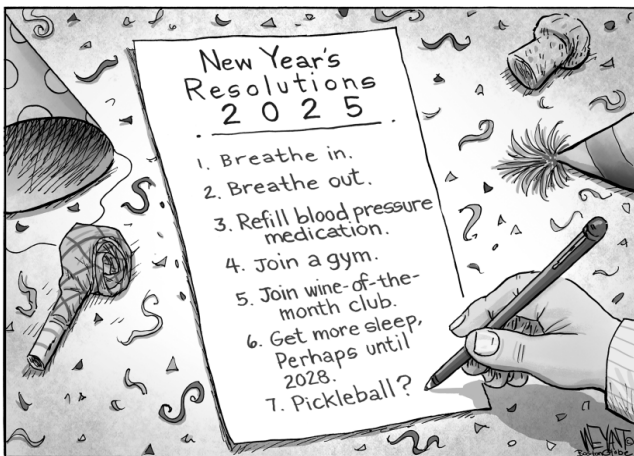
>Protective Factors and Resilience for Students and School Staff

From: *Neighborhood Adversity and Externalizing Problems: The Moderating Role of Educational Opportunities*

“...This study paves the way for future research to shift from focusing solely on adversity and disadvantage to exploring the role of opportunities and resources. It would be valuable for future studies to examine how educational opportunities influence other aspects of children’s mental and physical health, and to map the specific pathways that link educational opportunities to externalizing problems. Expanding the scope to investigate other dimensions of neighborhood opportunity—such as health, environmental, social, and economic resources—would be particularly useful, especially through longitudinal research that tracks the effects of neighborhoods on child development over time. Moreover, it is crucial to explore how children’s interactions with their neighborhoods evolve as they transition from childhood into adolescence. Future research should also address measurement equivalence, ensuring that resources like educational opportunities are assessed consistently across different populations. Employing a person-centered approach would further enrich our understanding of the complex interactions between educational opportunities and externalizing problems. By examining these factors together, future work can inform the development of more targeted and effective policies and interventions to improve child development outcomes across diverse populations....”

If any of the topics we cover are being discussed in your locale, please let us know so we can share the info widely.

Send to ltaylor@ucla.edu



For discussion and interchange:

>“Holidays” are Special Social and Emotional Development Opportunities

Often, days that schools set aside for holidays are times we think of as natural opportunities to promote social and emotional developments. See

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

The upcoming Martin Luther King Jr. remembrance is approaching. Last year we shared ideas about projects, lessons, and discussions not only about the historical context, but also to facilitate social and emotional development (e.g., fostering understanding of and compassion for others).

As **AmeriCorps** has stressed, it especially is a day for enhancing commitment to service.

MLK Day is the only federal holiday designated as a National Day of Service to encourage all Americans to volunteer to improve their communities. During the last 30 years, the MLK Day of Service has grown, and its impact increased as more Americans embraced the idea that citizenship involves taking an active role in improving communities. On MLK Day, and the days surrounding, AmeriCorps invites you to: engage with your community and create constructive action; act on Dr. King’s legacy of social justice and equity; and recommit by volunteering to serve others.

For more, see *Service learning in Schools*

Life’s most persistent and urgent question is, What are you doing for others?

Dr. Martin Luther King Jr.

From: *Martin Luther King Jr. Day*

“On January 20, 2025, the Dr. Martin Luther King, Jr. holiday will mark the 30th anniversary as a National Day of Service. This day was established to honor the life and legacy of Dr. King, and to encourage all Americans to volunteer to improve their communities.... Dr. King advocated for nonviolent resistance to overcome injustice as a means of lifting racial oppression. He created change with organized sit-ins, marches, and peaceful demonstrations that highlighted issues of inequality. ...”

From: *How to Celebrate Martin Luther King Day 2025?*

“Celebrating Martin Luther King Day can be done in various meaningful ways that honor Dr. King’s legacy and promote his ideals. Here are some ways to celebrate:

Attend Commemorative Events: Many communities organize parades, lectures, and other events that celebrate Dr. King’s life and message.

Engage in Community Service: Participate in volunteer activities or service projects that benefit your community, aligning with Dr. King’s commitment to social justice.

Educational Activities: Learn more about the civil rights movement and Dr. King’s work through books, documentaries, or visits to relevant museums and historical sites.

Reflect on Social Justice: Take time to reflect on the progress made in the fight for civil rights and consider how you can contribute to a more just society.

Spread Awareness: Share Dr. King’s messages of equality, love, and nonviolence on social media to inspire others....”

From: *Facing History*

“...Celebrating Dr. King’s revolutionary life means each of us standing up against the injustice that he was seeking to confront: racist incidents, and in our own day, antisemitic incidents, anti-Asian incidents, in fact all identity based hatred. Observing a day meant to honor his legacy means explaining to ourselves and our children what that legacy entails. If we are willing to celebrate Dr. King’s contributions to American history and contemporary life, then we must be willing to talk about and teach about the injustices he sought to address, the legacies of which we are still struggling to overcome today....”

Are You Part of a School Stakeholder Collaborative?

Collaboration is essential to addressing barriers to learning, enhancing healthy development, and strengthening families and neighborhoods. Building such collaboration requires stakeholder readiness, an enlightened vision, creative leadership, and new and multifaceted roles for professionals who work in schools and communities, as well as for family and other community members who are willing to assume leadership. And there must be an effective operational infrastructure.

For more on this, see the following resources from our Center:

- >*School-community collaboration*
- >*Fostering School, Family, and Community Involvement*
- >*Enhancing School-Community Infrastructure and Weaving School-Community Resources Together*
- >*Community Outreach and Collaborative Engagement*
- >*Addressing Neighborhood Problems that Affect the School*

And, in this context, next week we will propose the concept of establishing
Concerned Stakeholder Discussion Clubs

>Links to a few other relevant shared resources

- >>**The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions**
- >>**Mental health and well-being in schools: A survey of school practitioners' views.**
- >>**Looking at the association between school satisfaction and mental health among elementary-aged children**
- >>**Mental health promotion and problem prevention in schools: What does the evidence say?**
- >>**Social and emotional learning: Promoting the development of all students**
- >>**Kids Check Out of School as They Get Older, and Parents Are in the Dark**
- >>**The Education Crisis and the Allied Role of School-Based Mental Health Care**
- >>**How to Help Kids Deal With Embarrassment**
- >>**How to Help Kids Who Are Too Hard on Themselves**
- >>**Investigating the Interplay Between Mental Health Conditions and Social Connectedness on Suicide Risk: Findings from a Clinical Sample of Adolescents**

New From our Center

Our quarterly e-journal is now online -- <https://smhp.psych.ucla.edu/news.htm>

Contents:

- > *School Boards Must Pursue New Directions to Help Schools Address Barriers to Learning and Teaching*
- > *ARTIFICIAL INTELLIGENCE & SCHOOL THERAPEUTIC COUNSELING*

And six Information Resources have been added to the **online Clearinghouse**

- > *About Parenting Styles and School Performance*
- > *Recruitment and Retention of Teachers: About Low and Stagnant Teacher Wages*
- > *About Psychosis in Children and Adolescents and Schools*
- > *About Children and Adolescents Participating in Performing Arts*
- > *A Personal Look at a Counselor's Influence Beyond Academics*
- > *Technology's Role in Enhancing IDEA's Policy for Inclusion*

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to [Upcoming/Archived Webcasts/Podcasts](#)

- 1/15 AI in addressing absenteeism
- 1/15 Education policy
- 1/15 Tailoring mentoring to youth needs
- 1/15 Adapting evidence based programs
- 1/15 School avoidance
- 1/16 Blending and braiding funding streams
- 1/21 Creating a low stress environment
- 1/22 Creating a work-life balance
- 1/23 Conflict management
- 1/23 Leveraging evaluation for transformative growth /
- 1/28 Culture as prevention
- 1/29 Community organizing
- 2/4 Making the most of your high school experience
- 2/4 AI in education
- 2/5 Support professional learning
- 2/5 Self-care and wellbeing
- 2/10 Positive discipline
- 2/11 Prevention core competencies
- 2/12 Safe and inclusive schools
- 2/12 Students as equity leaders
- 2/19 Planning an IEP team meeting for your child with mental health challenges
- 3/6 Ensure we do no harm
- 4/22 Student led initiatives

Webinar recording: [*Unpacking the Impacts of Structural Racism on Youth*](#)

For more webinars, go to the our Center's links to [Upcoming/Archived Webcasts/Podcasts](#)

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! Contact: ltaylor@ucla.edu

Transforming Student/Learning Supports

Are you 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 have many resources to help in moving forward.

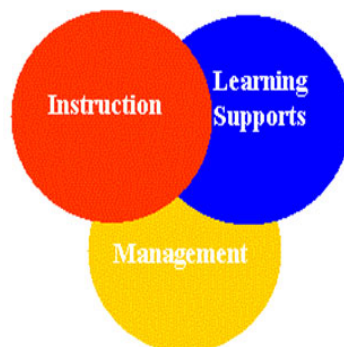
For example, see our recent guides that provide a roadmap for moving in new directions:

- (1) ***Student/Learning Supports: A Brief Guide for Moving in New Directions***
- (2) ***Transforming Student and Learning Supports: Starting the Process***

These provide prototypes for new directions and first steps for moving forward on a monthly, schedule. The first steps outlined involve

- (a) mapping existing student support activities and operational infrastructure,
- (b) analyzing what has been mapped,
- (c) identifying priorities for and clarifying the benefits of system changes,
- (d) developing recommendations for system changes,
- (e) building a critical mass of support

Links to resources are provided to aid in carrying out each task.



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