Featured

(1) Supporting students impacted by threat of family deportation

(2) Positive working relationships in the classroom

(3) Concerns about online therapy for adolescents

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.**

For discussion and interchange:
   >Supporting students impacted by threat of family deportation

Request from a colleague: "Can you send out resources for how to talk to children/students who are worried about parents or themselves being deported? (And thank you for all your great information and resources.)"

Center Comments: While this is a long-standing concern, it has a new sense of urgency.

In general, immigrant students bring a wide range of backgrounds and experiences to school; their stories often are both amazing and poignant. They differ in terms of such circumstances as family and peer support structure, documented status, language proficiency, literacy, and cultural identity. Most face a myriad of challenges.

Below are some materials to stimulate discussion among concerned folks and provide some resources. We will send out more as we hear from the community of practitioners.

From: *How to Provide Social-Emotional Support for Immigrant Students*

> ...For many immigrant students, issues around immigration that may be affecting their social-emotional health.... Here are a number of age-appropriate strategies schools and individual teachers can use to help address those challenges in the classroom and beyond...
> Dr. Patricia Gándara UCLA encourages teachers to continue to "share with students a deep sense of caring and a real relationship; more than ever, it is important for teachers to know what is going on with their kids."
> **Getting started**
> Without singling students out, look for ways to check in and find one-on-one time at lunch, during group work, before or after school, or during another activity or class. Consider whether having some small group break-out conversations might also be helpful.
> In these conversations:
>   >Be mindful of protecting student privacy.
>   >Avoid drawing attention to your immigrant students in front of peers.
>   >Let students know they can talk to you at any time.
>   >Be as honest as possible and acknowledge the uncertainty of the moment as well as the difficulty of the challenges students are facing.
>   >Avoid platitudes such as, "I'm sure it will be fine," or "Everything will work out." Instead, try, "That sounds really hard. You can always talk to me when you need to."
>   >Determine whether students have someone they can talk to in their own language and help make those connections if needed....

Giving students strategies to express emotions and manage stress
You may wish to introduce this topic by asking students how they manage difficult topics – they may never have thought about it! Consider sharing the following activities that educators have recommended and giving students opportunities to practice these activities. You may also wish to invite a school counselor to lead a class discussion and share strategies such as:
>Drawing "what this means to me"
>Writing journal entries
>Writing letters to elected officials
>Brainstorming ways that students do/can help each other
>Activities to deal with stress such as breathing exercises, meditation, the arts, and sports **...**
>Providing opportunities for students to share their stories
>Talking with trusted friends or adults....

From: *The Distress of Citizen-Children with Detained and Deported Parents*

"...Findings point to the probable disruptive effects that parents' detention and deportation can have on the psychosocial functioning of children. Even living under the cloud of the deportability of their parents has a negative effect on children. There is the constant sense of vulnerability to losing a parent and a home if parents are arrested, detained, and deported. The high level of anxiety across all groups of children in our study appears to support this point....

There are some practice and policy implications that can be drawn from our findings. For practitioners, this study points to the need for close assessment of children not just whose parents are under deportation proceedings, or have been deported, but clinical attention to children who live under the fear of parents' deportability. Children in all of these categories present complex clinical and family pictures....

Prospectively, social, health, and immigration enforcement policies must look at the impact that living under the threat of deportation and the actual deportation process has on children. Before workplace raids occur or immigrants are detained, immigration officials should consult with local child welfare authorities and mental health professionals to determine what is in the best interest of the children who will be affected by their enforcement actions. The process can begin with providing children access to their parents during the detention process. Preparations must be made for children's care and counseling to minimize the trauma that they suffer when parents are arrested, detained, deported, and repatriated. Federal immigration officials and local child welfare and social services must work together to minimize the disruption to children's attachment. Most undocumented immigrant parents present very little threat to public safety and, therefore, supervised release after an arrest will insure that they can provide care for their children's health and development. Careful planning for the care and future needs of children should be undertaken well before a parent is deported...."

From: *Between the lines: A mixed-methods study on the impacts of parental deportation on the health and well-being of U.S. citizen children*

"...This study sought to explore the impact of parental deportation on health, behavioral, economic, and academic outcomes of teenage children of deported parents, using data from the Between the Lines project, which included families exposed to parental deportation and families who had not experienced this event.... Children in families separated by deportation experience a host of negative health, behavioral, academic, and economic impacts. Of the outcomes examined, we observed negative effects on health status, depression, internalizing and externalizing behavioral problems, total difficulties, housing quality, parent-teacher conference attendance, school absences, school effort, and academic expectations..."

From: *Crossing Clinical Borders: Anxiety and Depression in U.S. Citizen Children after Parental Deportation or Coercive Relocation*

"... Our results support the claim that experiencing parental detention and deportation increases the propensity to develop clinical symptoms of depression and anxiety in United States Citizen Children living in Mexico, which calls for specialized culturally adapted interventions and underscores the need for specialized attention to prevent undesirable outcomes later in adolescence....

United States Citizen Children are a tremendously vulnerable, understudied, and underserved population, which is marginalized by the absence of social and government attention in both Mexico and the United States. Across both sides of the border, United States Citizen Children have limited access to evidence-based mental health services, which highlights the importance of studying and developing easily accessible and sustainable parenting and family intervention programs to address their psychopathology and well-being in both Mexico and the USA....

Regardless of the circumstances of their relocation to Mexico, United States Citizen Children would profoundly benefit from family support and warmth during their adaptation process to counter separation anxiety symptoms. Favoring parental communication and involvement in their adaptation efforts to Mexico and specifically their school might help them feel supported and motivated to socialize and be confident enough to ask for help and communicate their feelings and concerns....

What we learn from the narratives in this study is how essentially necessary it is for those United States Citizen Children that relocated due to deportation, to untangle their well-being and their present capabilities from the traumatic displacement. These participants communicated feeling alienated from Mexico and estranged from the USA, they felt like they were living in no man's land, and given their ambivalent feelings towards their parents, they were seemingly hopeless. More efforts should be made to understand the complex barriers that prevent these children from feeling successfully adapted to Mexico and to understand if pre-existing family strengths such as parent training interventions could help foster and manage their well-being...."

For more on this concern, see

>*The Children Left Behind: The Impact of Parental Deportation on Mental Health*

>*Shattered families* –

>*How today's immigration enforcement policies impact children, families, and communities*

>*Mental Health study of kids affected by surge in deportations*

>*Immigrant Children and Youth: Enabling Their Success at School*

>*Immigrant Youth: Some Implications for Schools*

Also see our Center Quick Find on *Immigrant Students, and Mental Health*

Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

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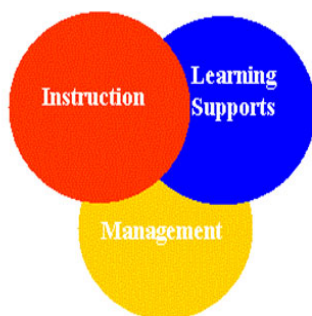
Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

National Initiative for Transforming Student/Learning Supports

>Positive working relationships in the classroom

The desire to feel connected to peers is a major driver of behavior. Sometimes it seems like there is nothing more important to a student than her/his relationship with other students. If a teacher can capitalize on this by establishing and sustaining positive working relationships among classmates, this can facilitate student academic, social, and emotional learning and minimize student misbehavior. Toward these ends, the focus is on creating a strong sense of community and positive and authentic interpersonal connections in the classroom. Each day provides natural opportunities to promote feelings of connection and community, and such feelings can be solidified through a regular focus on activities that involve cooperative learning.

From: ***Student's and Classmates' Prosocial Behavior Predict Academic Engagement in Middle School***

"...Students' prosocial behavior in the classroom might include offering to help a classmate, cooperating in groups, expressing kindness, and giving praise and compliments to classmates....
The social benefits of being in a classroom with a high concentration of prosocial peers can be especially powerful for students from disadvantaged backgrounds. For instance, prosocial support from peers in the form of acceptance, offering comfort, and being kind can be an important protective factor against adversity....

Prosocial behavior such as helping, offering comfort to a peer in distress, and sharing supplies when needed are described as common ways peers can convey support and fulfill an individual's needs for relatedness in the classroom. Classroom relatedness and emotional support often include constructs beyond prosocial behavior such as empathy, friendship, or social status....

The larger literature of relatedness, emotional support, and classroom climate can inform why classmates' prosocial behavior might foster individual's classroom academic engagement. Relatedness (i.e., that individuals feel cared for), along with a sense of autonomy (i.e., having control and choice), and competence (i.e., feeling capable and effective) are innate needs that, when fulfilled, promote optimal motivation according to self-determination theory. Research has robustly shown the positive effects of relatedness among peers and a supportive classroom climate on all facets of students' academic engagement.

Research suggests teachers should be supported in using strategies that promote their students' prosocial behavior. Being immersed within a classroom alongside prosocial classmates not only elicits students' greater academic motivation, but also leads to increased social support, both of which are key to supporting individual students' learning. By nurturing prosocial behaviors, students can develop the skills and attitudes that contribute to their academic success while simultaneously fostering a more collaborative learning community....

Research also suggests the importance of group-level behavior when considering the target of interventions. The findings underscore the dynamic between personal prosocial behavior and the perceived collective prosocial behavior within the classroom. While individual behavior is a key determinant of academic engagement, the influence of group dynamics within the classroom is also an important component of classroom climate and students' prosocial behavior. Being around prosocial peers can support and even promote individual student's prosocial behavior and engagement. Thus, in addition to fostering individual prosocial actions, behavioral interventions might also consider addressing the collective level of classroom prosocial behavior. One approach may be to provide students with opportunities to collaboratively work together to cultivate and reinforce prosocial behaviors. This, in turn, encourages the kind of motivation and critical thinking that can increase academic engagement. Another approach is for teachers to intentionally, publicly praise students' behaving prosocially....

Classrooms are inherently social places. Understanding how social relations affect students' behavior in school could support cultivation of a learning environment where all students can thrive. This study highlights the connection between students' prosocial behavior and academic engagement. In particular, when students collectively engage in prosocial behavior—such as sharing, helping, supporting, and encouraging each other—they are not only strengthening classroom relationships and climate, but they are also promoting each other's prosocial behavior and academic engagement."

For more on this matter, see our Center Quick Find
>*Classroom Climate/Culture and School Climate/Culture and Environments that Support Learning*

It includes links to such Center resources as:
>*Improving Working Relationships Inside the Classroom*
>*Schools as Caring, Learning Communities*
>*Natural Opportunities to Promote Social-Emotional Learning and MH*

For discussion and interchange:
>**Concerns about online therapy for adolescents**

From: *APA/APA Services Relay Chatbot Concerns to the FTC*

"APA and its companion organization APA Services sent a letter to the Federal Trade Commission (FTC) today conveying concerns about the potential harm to the public from AI-generative chatbots and other AI-related technologies that describe themselves as trained mental health providers and engage in misrepresentations and deceptive trade practices (including false claims about education, training, licensure, and ability to provide psychological services). The APA/APA Services letter states:

'We have grave concerns about 'entertainment' chatbots that purport to serve as companions or therapists, especially because some of these technologies are available to the public without appropriate safeguards, adequate transparency, or the warning and reporting mechanisms necessary to ensure appropriate use and access by appropriate users .... Incidents are increasingly coming to light where someone struggling with mental health issues, often an impressionable adolescent, has experienced negative impacts from interactions with a publicly available AI-driven chatbot due to a lack of appropriate safeguards.'"

APA/APA Services go on to urge the FTC to initiate an investigation into the prevalence and impact of chatbots that list false qualifications and describe themselves as mental health providers and offer to meet with the FTC to discuss concerns and solutions...."

For more on this concern, see our Center resource

About Online Mental Health Assistance for Students: Discussing the Pros and Cons from a school perspective

>Links to a few other relevant shared resources

>>**Youth Practices and Perspectives on Resilience**

>>**Health and Wellness**

>>**Addressing Student Mental Health Needs by Providing Direct and Indirect Services and Building Alliances in the Community**

>>**Responding to Today's Mental Health Needs of Children, Familes and Schools: Revisiting the Preservice Training and Preparation of School-Based Personnel**

>>**How Social Media Affects Your Teen's Mental Health: A Parent's Guide**

>>**Gen Beta kicks off in 2025: Your guide to all the generation names and years**

>>**The Key Role of Schools in Youth Suicide Prevention**

A Few Upcoming Webinars

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

1/8 Work stress and burnout
1/13 Being a calming presence
1/13 Wraparound fidelity
1/14 Use cultural humility to shape a prevention coalition
1/14 Social media, stress, pressure and mental health
1/14 How to have a successful and equitable student program
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
5/8 Creating conditions for healthy disagreement

How Learning Happens (Edutopia's updated series of videos explores how educators can guide all students to become productive and engaged learners.

Webinar recording: *Unpacking the Impacts of Structural Racism on Youth*

Why is it you don't like math?

Because everything is presented as a problem!

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.