

(3/20/24) This continuing education resource is from the national  
**Center for MH in Schools & Student/Learning Supports at UCLA**

### Featured

- (1) **How can schools strengthen students' respect for each other?**
- (2) **What's are schools planning for the rapidly approaching summer?**
- (3) **Links to a few other relevant shared resources**

**For discussion and interchange:**

**>How can schools strengthen students' respect for each other?**

**Request from a colleague:**

*I just met with my Principal and she said according to our data, kids treating each other with respect is very very low. I was wondering if you have some curriculum or presentations I could do with them.*

Before responding, we did a quick Google search. Here's a sample of what seems usually recommended to schools for enhancing respectful interactions:

From: ***Creating a Climate of Respect***

"For some the notion of respect implies a courteous, decorous, civil, or deferential attitude. Here we use the term to refer to the experience of being taken seriously. Acting respectfully reflects appreciative feelings for another person or group....

As part of one school's climate reform work, a 4th grade class observed how students treated one another day to day. Despite the fact that students recited a daily pledge in which they promised to be models for their classmates and others, the 4th graders saw that few took this responsibility seriously. Taking action, the 4th graders now serve on the playground and in the classroom as models for 1st and 2nd graders, showing the younger students what a desired behavior actually looks like....

#### **Strategies That Work**

1. Create opportunities for group decision making. Open dialogue engages students in a democratic process in which compromise rather than competition is crucial to making decisions.
2. Use multidimensional group projects, and vary the composition of the groups. A good group project should highlight different learning styles and skills. Graphic, textual, presentation, creative, and other components should have equal importance; successful completion of the project will require interdependency among group members.
3. Vary protocols for classroom sharing. Student sharing in classrooms typically comes through talking or writing; often the fastest or loudest wins the stage. Instead, use reflection and writing time to help students organize their thoughts, have students share through visual art without using language, or have students share in pairs or small groups. Focus on ways for the writer, the thinker, the talker, and the visual artist to share their ideas.
4. Create conflict around issues. When discussing issues in class, provide a more realistic experience of what a complex issue is. Taking different sides of an issue—not to compete and win, but to come to a collective decision—creates a democratic experience that demonstrates the messiness and complexity of the process."

From: *What Middle Schoolers Can Teach Us About Respect*

“... in elementary school, teachers can remind students about ways to show respect in their day-to-day behavior, notice situations that have gone well, and point out how mutual respect was important in those situations. When things do not go well, you can unpack these situations, explore what emotions interfere with respect for others, and identify ways that showing respect could have made the situation better....

Take a strengths-based approach to discussing culture, race, and ethnicity, especially when discussing cultures that may be different from your own or those of your students....”

From: *Teaching Respect To Teenagers – Youth Work Session Idea*

“...One of the first steps in teaching respect to teenagers is to get them to think about people who they do respect and who they don’t....

The next step is to find out reasons why they feel that way about each group / person....

The next part of teaching respect is to reverse the situation. Ask them to list people who show them respect....

Try to focus on the positive as much as possible and celebrate their achievements, as this will encourage them to continue showing respect.”

### **Comments from the Field:**

We then asked several colleagues what they suggest. Here is a sample of their responses:

1. “It is tricky to respond to this without more information. So many factors can be at play. This sounds related to relational aggression or bullying if it is more directed to some kids than others. It could also indicate poor classroom management and, as you hint at, lack of quality relations with teachers. Often teachers can over-react and not look to see factors at play. Perhaps the school is overly competitive and evaluative? As I say, hard to know. If I were involved, I would ask to speak with the teacher and if local actually make a visit. .”
2. “Not only is a sustained effort needed, but such lessons need to be taught, modeled and recognized by the staff - not just one person. .

Since the principal has data that is related to respectful behavior, I would encourage them to share that data at a staff meeting and ask teachers to discuss "disrespectful" behaviors that concern them most. This is really important since any given behavior may be horrendous to one teacher and not phase another teacher. The entire staff need to be on the same page about what is allowed and not allowed in their school. Every staff member is needed to consistently apply the standard of behavior they want to see so staff must "define" the disrespectful behavior as something that is observable and then also define the respectful behavior they'd like to see students demonstrate. While the list of disrespectful behavior could be long, they need to limit themselves to 2 or 3 behaviors that are clearly defined, agreed upon, and observable so that ANYONE (teacher or student) would recognize "respect" when they see it.

As an example, disrespect could "look like" students who push and shove in the halls between classes (an observable behavior). Staff collect observational data X number of times @ day or week as a baseline and continue to monitor the behavior on a regular basis (whatever is appropriate based on the severity and frequency of the behavior) to see if there are changes. Once definitions and expectations are clear, students are taught about the "new" expectations in the hallways and teachers have students "practice" the behavior. Of course, all this has to be age-appropriate and suggestions of how this is done is difficult not knowing the age/grade levels in this situation.

There are many lessons available on "respect" but I strongly encourage the staff to only select research-based offerings. For example, Character Counts (<https://charactercounts.org>) or CASEL (<https://pg.casel.org/review-programs>) will have excellent teaching resources that are based on quality research. While a single person, like a counselor, may deliver the lessons, the entire staff MUST be made aware of the content so they can reinforce the concepts frequently and consistently. The most effective approach is to make it a school-wide effort with reminders in the daily announcements, the lunchroom, notes home to parents asking them to talk with their child about the

topic, whatever is appropriate. Engage students by having them make posters about positive behaviors in the hallways or possibly have them nominate classmates when they are observed being respectful. This school-wide approach is only limited to the creativity of the staff - again, because they must all be involved and be in agreement about the initiative.

Finally, students demonstrating the desired behavior need to be recognized in appropriate ways - again this depends upon the student, the behavior and the situation. Since staff are monitoring the behavior on a regular basis, the effort can easily be modified to address changing needs and/or celebrate successes. Perhaps the hallway behaviors improve but issues arise after school. Use the same approach - define, teach, practice, monitor, adjust as needed and celebrate. What I've described is not new. There is much research behind the approach and more information can be found at PBIS (<https://www.pbis.org>)."

### **Center Comments:**

It is evident that many "lessons" and curricula have been developed to teach respect (as well as to teach skills related to other aspects of social and emotional development. What has long been evident is that for many students teaching doesn't always result in substantive learning, especially when the focusing is mainly on teaching skills.

Learner engagement that results in acquiring the type of attitudes (internalized values) that generate respectful interactions are associated with personal, authentic experiences. Because schools are social milieus, they provide many natural opportunities and "teachable moments" for all facets of social and emotional learning. Each day in the classroom and around the school students interact with their peers and various adults in formal and informal ways. Every encounter, positive and negative, represents a potential learning experience. All school staff, and especially teachers, can use these encounters as opportunities to enhance respectful interactions and other facets of social-emotional development.

See: *Natural Opportunities to Promote Social-Emotional Learning and MH*

### **For discussion and interchange:**

#### **>What's are schools planning for the rapidly approaching summer?**

Catching-up, remediation, credit recovery, service learning, enrichment opportunities, work experiences

This is the time for schools to start:

- > Canvassing, cataloguing, and publicizing existing local summer opportunities (recreation, internships, etc.)
- > Contacting business organizations in the community to ask them to
  - (a) work on creating additional summer jobs, internships, and volunteer opportunities,
  - (b) help encourage development of other enrichment, service learning, mentoring, and recreational opportunities throughout the community, and
  - (c) underwrite the participation of economically disadvantaged students when fees are involved
- > Contact service, cultural, and recreational organizations (e.g., hospitals, senior centers, shelters, libraries, zoo, museums, performing arts, Ys, boys and girls clubs, scouts) and encourage them to help develop additional summer opportunities and strategies to facilitate participation
- > Explore ways for school staff to help publicize and encourage families to have youngsters participate in summer opportunities.

The planning can be done by the team responsible for school improvement and implemented by a *Workgroup Group for a Healthy and Productive Summer for Youth*. The workgroup can consist of school staff, students, and community collaborators (e.g., graduating seniors, student leaders, family members participating in the PTA, volunteers from service clubs, youth groups, senior citizen

organizations, colleges). Summer opportunities can be featured on district and school websites and school newspapers.

***Data on summer 2023 program offerings as reported by school leaders in U.S. from the National Center for Education Statistics School Pulse Panel dashboard***

<https://nces.ed.gov/surveys/spp/results.asp>

NCES defined summer programs for respondents as follows:

**Summer school program:**

Classes offered during the summer that students take for remedial or credit recovery purposes; students are often required to attend summer school because of their performance during the school year.

**Summer learning and enrichment programs:**

Classes or programs offered during the summer that students may participate in that provide additional learning opportunities, or course credit, in a variety of subject areas; students' participation in these programs is voluntary.

**Summer recreation programs:**

Programs offered during the summer that students may participate in that may include recreation, sports, games and activities, youth development, etc.; these programs typically do not have an academic focus and students' participation is voluntary.

**Summer bridge programs:**

Programs offered during the summer that support transitions to new grade or school levels (e.g., the transition from elementary to middle school or from middle school to high school)

**Service-learning programs:**

Program where students learn in a classroom-type setting and apply what they've learned by providing meaningful service to their community.

**Work-based learning programs:**

Programs that provide students with a continuum of career-related experiences that support their career goals and prepare them for education and employment beyond school.

**Summer internship programs:**

Programs where students are connected to businesses or non-profit organizations and gain real-world work experiences.

Eighty-two percent of U.S. public schools offered some type of summer programming during summer 2023.

Seventy-eight percent offered academically focused summer programming, which includes summer school, learning and enrichment, bridge, and other summer programs. Nineteen percent of public school students who had the opportunity to participate in these programs did so, which equates to 15 percent of all public school students across the country.

When considering all public school students across the country, a higher percentage of those in schools with 76 percent or more students of color (19 percent) and in cities (18 percent) participated in these programs.

Around three-quarters of public schools offering academically focused summer programs provided programming to most or all students who needed or wanted to participate in them.

Around 90 percent of public schools offering academically focused summer programs did so at no cost to families.

A third or more of public schools utilized district or school finances to fund their academically focused summer programs, while slightly less than a third used Elementary and Secondary School Emergency Relief funds.

Most public schools offering academically focused summer programs had full-time teachers working in these programs.”

From: *The Ultimate Guide to Planning Your Summer Learning Program*

“...Summer learning programs are designed to keep students interested, engaged and safe throughout the day. Here are a few things to keep in mind as you plan for your program:...

>Choose daily or weekly themes that align with your goals. Involve students in your planning to incorporate their interests and get them excited about summer learning. You can plan activities, field trips and events based on the planned themes and use related books, movies and other resources in your program. ...

>You can also invite professionals from the community to explain and demonstrate their particular area of expertise to students. Parents are a good source! Examples include dancers, police, lawyers, dentists, artists, etc. Get students involved by incorporating a hands-on learning activity. For example, dancers can teach students simple choreography or lawyers can conduct a mock trial. ...

>If needed, look for volunteers from the school system, secretaries, teachers and older kids who may have the summer off. You can also hire college students or teacher aides for extra help....

>Brainstorm with stakeholders (students, parents, directors, etc.) on their hopes and needs for the summer program....

#### *March-May*

Create and/or find a curriculum that supports program goals, theme(s) and philosophy.

Advertise and pre-register students.

Hire staff.

Arrange for field trips (reservations, transportation, etc.).

Arrange for special classes

Schedule staff training and orientation.

Prepare materials for planned activities.

Communicate with parents about start and end dates, required forms, policies, etc....

Don't wait until the eleventh hour to begin planning your summer learning program. Start planning now in order to keep your students learning and engaged during the summer months...”

For more on this, see the resources on our Center Quick Find

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



“Have a great summer and please do not throw your books in the air or run through the halls -- wait until the students have left the building.”

## >Links to a few other relevant shared resources

- >>Summer learning planning guide
- >>Enhancing Summer Learning
- >>Summer learning toolkit
- >>National Summer Learning Association
- >>Youth Perspectives on Engagement and Resilience: A Representative Study on Summer Learning
- >>Potential Beneficial Effects of Summer Programs for Children from Low Income Families
- >>School connectedness
- >>The Development of Respect in Children and Adolescents
- >>Substance abuse program ratings
- >>Should students have cell phones in class? Indiana just said no - with a few exceptions.
- >>Mandated Reporting Policies Do Not Promote More Accurate Reporting of Suspected Neglect
- >>The Solar Eclipse Is Coming. How to Make It a Learning Opportunity
- >>Doing educational equity right: Grading

### A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <https://smhp.psych.ucla.edu/webcast.htm>

- 3/20 Bullying prevention
- 3/27 Building Sustainable Infrastructure to Implement Programs That Promote Healthy Development and Prevent Behavioral and Mental Health Problems
- 3/28 McKinney-Vento School Selection Rights
- 4/2 Grief goes to school
- 4/3 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- 4/17 Foster care and unhoused families
- 4/17 Family guide to support students mental health
- 4/17 Bullying in elementary and middle schools
- 4/18 Mentoring
- 4/24 Legal and Ethical Complications in Working with Minors in Schools
- 4/25 Cyberbullying
- 4/25 Social determinants of health

**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](mailto: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](mailto:ltaylor@ucla.edu)

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**National Initiative for Transforming Student and Learning Supports**

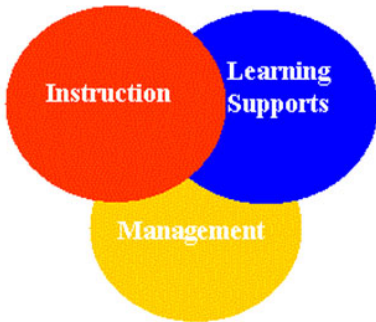
Our Center emphasizes the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students.

**Let Us Know about what ideas are being proposed for moving in new directions to transform 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 and requests to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

**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.**

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**THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**Also send resources ideas, requests, comments, and experiences for sharing.**

**THIS IS THE END OF THIS ISSUE OF THE PRACTITIONER**

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.