

(4/23/25) **This continuing education resource is from the national Center for MH in Schools & Student/Learning Supports at UCLA**

Featured

(1) Student well-being and social support

(2) About the Wellness Coach Model for Enhancing Student Supports

And, as always, you will find

(3) 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:

>Student well-being and social support

From: *The role of peers, teachers, and family on daily positive affect among school students*

“In recent years, there has been an extensive discourse surrounding initiatives aimed at understanding and promoting students’ well-being in school...

While a growing body of research exists, most of these existing studies have focused on academic performance and achievements or negative mental health aspects, with positive emotional experiences receiving less attention.

Individuals who frequently experience positive emotions tend to exhibit better health outcomes and are more sociable. Moreover, positive emotions, including school-related positive affect, have been suggested to be important for students’ academic achievement and school adjustment.

When it comes to promoting school students’ positive experiences, social support has been considered one of the most powerful contextual influences with findings suggesting that peers, teachers, and parents are typically the main sources of support...

School-related social support, which often refers to various forms of supportive social relations or interactions (i.e. families, friends, teachers, and classmates), can increase or enhance students’ subjective well-being in multiple ways, such as promoting a sense of belonging and acting as a protective barrier against negative individual or environmental influences. In the school context, students would likely benefit from high levels of social support from peers and teachers, as they spend most of their time in the school domain. Particularly crucial are peer relationships, which play a significant role for adolescents’ daily affective functioning....

Schools seeking to enhance student well-being should focus on long-term efforts to strengthen social bonds. Peers play a crucial role in this regard, alongside teachers and family members who also contribute significantly to adolescents’ subjective well-being. This implication aligns with previous studies underscoring the importance of school-based peer support programs as the most effective approach in promoting students’ overall well-being. Moreover, our findings underscore the importance of viewing each school day as an opportunity for positive interactions, where every day is a new day with new opportunities, where both students with favorable conditions and those with less support can benefit from positive interactions during the school day....”

Focusing on Enhancing Peer Social Support

Peer relationships at school can facilitate or be a barrier to learning and teaching. In general, peers play a major role in each others' social development and learning related to such matters as empathy, caring, social responsibility, negotiation, persuasion, cooperation, compromise, emotional control, conflict resolution, and more. They provide social and emotional support and are socialization agents – modeling and molding behaviors and beliefs and solidifying their own. School staff are wise to foster and guide peer social support.

See the Center's Quick Find on

>[*Peer Relationships, Peer Support, and Peer Counseling*](#)

Here are a few related Center resources

>[*Peer Tutoring: Part of Learning Supports*](#)

>[*Promoting Positive Peer Relationships*](#)

>[*Cross-Age Peer Mentorship Programs in Schools*](#)

>[*Making Collaborative/Cooperative Learning Effective in Classrooms*](#)

Here are a couple more articles from researchers in the field:

>[*Peers and teachers as the best source of social support for school engagement for both advantaged and priority education area students*](#)

>[*How teacher and classmate support relate to students' stress and academic achievement*](#)

For discussion and interchange:

>[***About the Wellness Coach Model for Enhancing Student Supports***](#)

From: [***Certified wellness coach***](#)

The 2021-2022 California Budget included a multi-billion-dollar investment and five-year plan to transform the behavioral health system for children and youth. As part of that funding and plan, a task force was tasked to design and implement the Certified Wellness Coach workforce. The position of a Certified Wellness Coach is intended to:

>increase overall capacity for children's behavioral health.

>serve vulnerable populations of children where they are

>engage directly with children and youth through age 25.

>build a public behavioral health workforce that better represents the diversity of the state's children & youth.

>fill some of the workforce gaps that exist today.

>ensure the profession is both a desirable occupation and a stepping-stone to more advanced roles.

Working under the direction of a Pupil Personnel Services or licensed professional, the scope of service includes:

>**Wellness promotion and education:**

Deliver group or classroom programming (e.g., structured curriculum) focused on:

a. Wellness promotion and education (e.g., building positive relationships, bullying prevention, nutrition and exercise in relation to behavioral health)

- b. Mental health literacy (e.g., symptom recognition, help-seeking strategies, how to provide support)
- c. Life skills (e.g., stress management, time management, problem-solving)

>Screening

- a. Support youth completing behavioral health screenings (e.g., answer questions, hand-off screenings to behavioral health professionals)
- b. Identify and referring behavioral health needs of youth to behavioral health providers in school or broader organization setting
- c. Coordinate universal screening programs in schools or other community-based organizations per Substance Abuse and Mental Health Services Administration guidelines
- d. Facilitate universal screening programs in school or other community-based organizations per Substance Abuse and Mental Health Services Administration guidelines

>Care coordination and extension

- a. Connect individuals to internal and external behavioral health resources (e.g., local/regional/national organizations, school or broader organization resources, outpatient providers, residential programs, crisis response resources) as well as social services (e.g., food or housing programs) as needed
- b. Facilitate communication with other professionals (e.g., behavioral health providers, school personnel) that are providing support and care to youth, including connecting individuals to licensed providers so all care team members work together and operate at the top of their license or certification
- c. Provide additional support to providers, school, or broader organization personnel, including behavioral health related administrative activities (e.g., billing support) and extension of non-clinical or clinical behavioral health support

>Individual support

- a. Provide brief check-ins (~5-15 min) and scheduled meetings (~30 min) that provide emotional support and/or follow manualized curriculum that enhance wellness; individual support may include:
 - b. Wellness education (e.g., basics of behavioral health symptoms, nutrition, and exercise in relation to behavioral health)
 - c. Goal setting/planning (e.g., increasing movement, sleep hygiene)
 - d. Life skills (e.g., stress management, time management, problem solving)

>Group Support

Deliver small group programming (e.g., structured curriculum) to enhance wellness and life skills (e.g., social-emotional skills, stress management, time management, organization, problem solving)

>Crisis referral

- a. Adhere to a standardized protocol when responding to signs of crisis in the school or broader organization setting
- b. Identify potential risks and refer to the appropriate qualified behavioral health provider or supervisor
- c. Provide emotional support and engage in warm handoffs with the appropriate qualified behavioral health provider or supervisor for youth who are waiting to be seen for crisis services...”

2025 update: **Wellness coach pathways**

“...The goals of the profession remain the same: Certified Wellness Coach roles add career opportunities for qualified individuals from diverse backgrounds with associate or bachelor’s degrees to specialize in behavioral health. Under the supervision of qualified professionals, coaches provide important support to children and youth. The Certified Wellness Coach profession is also designed to be a stepping stone to future career opportunities, such that the coaches of today might continue their professional journey and become the clinicians and

counselors of tomorrow.

What are the updates to the Wellness Coach certification requirements?

>*Education Pathway Revisions:*

The Education Pathway for Wellness Coach certification is for individuals who recently graduated from a California college or university with an associate or bachelor's degree in specific fields of study. Psychology is being added as a qualifying field of study, adding to existing eligible degrees of Human Services, Social Work, or Addiction Studies. ..

>*The Workforce Pathway*

For individuals with an associate or bachelor's degree who have experience providing direct pre-clinical behavioral health services to children and youth. In TK-12 settings, this may include individuals who have been serving in roles such as Family and Youth Liaison, Family Advocate, Student Support Liaison, Community Service Coordinator, Student Advocate, and Behavioral Health Specialist/Technician.

The degree requirement is expanding to any associate or bachelor's degree, and is therefore increasing the emphasis on field experience. As a result, the required field experience hours are increasing, and the definition of allowable field experience is specific to providing direct pre-clinical behavioral health services to children and youth....”

***Does your school/district have Wellness Coaches?
What is your experience with this new role?***

Center Perspective on the Above Matter

While we certainly appreciate the intent underlying adding a wellness coach and increasing the number of student/learning support personnel, we know that such efforts are unlikely to make a dent in meeting the needs at schools where many students aren't doing well. See, for example,

>*Let's stop tinkering and really change how schools address mental health*

For some time and even more so today, it has been evident that the focus must shift to a fundamental transformation of student/learning supports.

What might such a transformation look like?

See

>*Student/Learning Supports: A Brief Guide for Moving in New Directions*

How might the process be initiated?

See

>*Transforming Student and Learning Supports: Starting the Process*

How are these topics being discussed in your locale?

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

>Links to a few other relevant shared resources

- >>Have We Been Thinking About A.D.H.D. All Wrong?
- >>The impact of student and school factors on early adolescent behavioral health:
Exploring the urban middle school context
- >>Students in Team-Based Learning Classes Report Greater Perceived Social Support
- >>Social support is fundamentally important for mental health among adolescents and emerging adults
- >>Preventing Youth Suicide: Potential” Crossover Effects” of Existing School-Based Programs
- >>Recommendations to Center Young People and Families in Youth Probation

A Few Upcoming Webinars

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

- 4/23 The State of AI in Education
- 4/29 Managing conflict
- 4/30 Problem solving in relationships
- 5/1 Community organizing
- 5/1 Strategies for Strengthening Instruction, Collaboration, and Engagement
- 5/5 Substance abuse and the impact on families
- 5/6 School and district AI policies
- 5/6 Understanding burnout
- 5/7 Racial Justice in Discipline
- 5/8 Creating conditions for healthy disagreement
- 5/12 Teaching students choice and responsibility
- 5/14 Health, Well-being and Safety is Essential to Showing Up
- 5/20 Strategies to enhance student mental and physical well-being
- 5/19 Understand adolescent risk behavior
- 5/20 Understanding anxiety
- 5/21 Understanding adjustment disorders
- 5/27 Creating a low stress environment
- 5/29 Understanding depression
- 6/2 Raising resilient children
- 6/4 Understanding social anxiety
- 6/16 Nurturing connections with children
- 8/6 Student Connectedness Fosters Attendance and Engagement
- 9/24 Family Engagement is the Foundation for Attendance and Learning

How Learning Happens (Edutopia’s updated series of videos explores how educators can guide all students, regardless of their developmental starting points, to become productive and engaged learners.

Unpacking the Impacts of Structural Racism on Youth (webinar recording)

The work of the **National Initiative for Transforming Student/Learning Supports** emphasizes that:

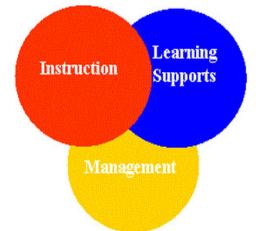
Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

Our research indicates that transforming student/learning supports involves

>moving school improvement policy from a 2 to a 3 component framework

and

>unifying and developing student/learning supports into a comprehensive and equitable intervention system



What happened at school?



The teacher said I was cheating when I looked at another student's test answers, but I was just getting some support from a peer.

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

**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/>)**