

(5/7/25) This continuing education resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA

Featured

(1) Redefining the resilience narrative

(2) Student Surveillance vs. Privacy: Another dilemma for schools And,
as always, you will find

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

**This community of practice Practitioner is best viewed
on a screen larger than an iPhone.**

For discussion and interchange:

>Redefining the resilience narrative

From: *Resilience is a matter of national health*

... Resilience is not about survival and just getting through. It's about coming back from set backs and thriving. It is about learning and growing. And it's about something that is fostered within a supportive community rather than an ordeal endured alone by every student.

Resilience is about putting in place support, about gathering what you need to be a success instead of simply finding a lifeline in a crisis.

It is community that becomes a building block of resilience: the pro-active building of strong networks among students that enable and encourage them to support each other; building a wider support network of academic staff and of family and friends. It is here you find fresh perspective, the space to come back from setbacks....

By challenging negative interpretations of themselves, the "I can't do it," "I don't belong," "I'm the only one who's struggling," students begin to see new choices. Resilience becomes about developing the sense of agency and the confidence to respond differently, to challenge, to get the support you need to navigate towards your own definition of success....

What we're talking about here is a cultural shift, about redefining the resilience narrative so it is about enabling students to discover their strengths and navigate their challenges with confidence....

By using coaching tools and techniques, those whose job it is to support students can:

- >Create a supportive environment that mitigates against self-stigma and provides students with permission and opportunities to be proactive in disclosing needs and unconditional reassurance that they feel they will be heard and valued;
- >Work in relationship with the whole student, supporting students to reflect on who they are and where they are going, and to make courageous choices;
- >Foster a sense of community to create a more supportive and effective learning environment....

For more on this important matter, see our Center Quick Find

>Resilience/Protective Factors

Center comments: For us, resilience refers to an individual's ability to cope with challenges and recover from adversity. Research clearly indicates that external factors (related to neighborhood, family, school, and/or peers) are primary challenges causing most learning, behavior, and emotional problems manifested at school. In supporting student success, schools must proactively improve how they address such challenges. In keeping with the continuum of interventions highlighted by MTSS,

this means improving the way the school

- (a) promotes well-being and prevents problems,
- (b) responds as soon as problems arise, and
- (c) plays an appropriate role related to addressing severe and chronic problems.

Over the long-run, the need is to transform student and learning supports by developing a unified, comprehensive, and equitable system of interventions to address barriers to learning and teaching and reengage disconnected students. Such a system enhances the well-being of students, their families, and school staff. In doing so, it fosters protective buffers, promotes social and emotional development in ways that enhance student and staff resilience and reduce the number of students in need of special assistance.

For more on the Center's discussion of the matter, see

[>Protective Factors \(Resiliency\)](#)

[>About Resilience and Schools](#)

Center Perspective on the Above Matter

As the authors of [Resilience is a matter of national health](#) suggest, fostering resilience is a whole student, whole school, *and* whole community concern for ensuring good supports are in place.

Our perspective for some time and even more so today is that current approaches to providing student/learning supports in schools and the surrounding community require a fundamental transformation.

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](#)

For discussion and interchange:

[>Student Surveillance vs. Privacy: Another dilemma for schools](#)

From: [Schools use AI to monitor kids, hoping to prevent violence](#)

... Many districts around the country have turned to technology to monitor school-issued devices 24/7 for any signs of danger as they grapple with a student mental health crisis and the threat of shootings.

The goal is to keep children safe, but these tools raise serious questions about privacy and security — as proven when Seattle Times and Associated Press reporters inadvertently received access to almost 3,500 sensitive, unredacted student documents through a records request about one district's surveillance technology. The released documents show students use these laptops for more than just schoolwork; they are coping with angst in their personal lives.

Students wrote about depression, heartbreak, suicide, addiction, bullying and eating disorders. There are poems, college essays and excerpts from role-play sessions with AI chatbots. ...

Roughly 1,500 school districts nationwide use Gaggle's software to track the online activity of approximately 6 million students. It's one of many companies, like GoGuardian and Securly, that promise to keep kids safe through AI-assisted web surveillance.

The technology has been in high demand since the pandemic, when nearly every child received a school-issued tablet or laptop. According to a U.S. Senate investigation, over 7,000 schools or districts used GoGuardian's surveillance products in 2021. ...

How student surveillance works

Gaggle uses a machine-learning algorithm to scan what students search or write online via a school-issued laptop or tablet 24 hours a day, or whenever they log into their school account on a personal device.... The algorithm detects potential indicators of problems like bullying, self-harm, suicide or school violence and then sends a screenshot to human reviewers. If Gaggle employees confirm the issue might be serious, the company alerts the school. In cases of imminent danger, Gaggle calls school officials directly. In rare instances where no one answers, Gaggle may contact law enforcement for a welfare check....

While schools continue to use surveillance technology, its long-term effects on student safety are unclear. There's no independent research showing it measurably lowers student suicide rates or reduces violence.

A 2023 RAND study found only "scant evidence" of either benefits or risks from AI surveillance, concluding: "No research to date has comprehensively examined how these programs affect youth suicide prevention."

Center comments: As ways to monitor students at school expand, so do concerns about privacy, confidentiality, and informed consent. Schools are leaning more and more toward surveillance to enhance safety and cope with behavior problems. Many students (and staff) see this as a further invasion of their privacy and a tightening of the school's control over them.

Surveillance is fraught with ethical concerns and has considerable implications for teaching, school climate, student supports, and special assistance. New issues are emerging as surveillance increases (e.g., monitoring students' computers).

We discussed this as a *Hot Topic* related to mental health services in schools; see

>[*Security Measures at Schools: Mental Health Considerations.*](#)

And in the context of counseling, we suggested

>[*Reframing the Confidentiality Dilemma to Work in Children's Best Interests.*](#)

In general, as with other intervention dilemmas, consensus is not feasible; the need is to proceed in ways that minimize negative outcomes.

For more on all this, see

>[*School Surveillance: The Consequences for Equity and Privacy*](#)

>[*Cameras in Schools: Security & Surveillance Pros & Cons*](#)

>[*Guide to School Video Surveillance Policy: Safety, Privacy, and Legality*](#)

>[*Schools relying on digital surveillance find security still takes a human touch*](#)

>[*Safe Schools and Violence Prevention*](#)

>[*Protecting Student Privacy*](#)

>[*Ethical/Legal/Consumer Issues in School Health/Mental Health*](#)

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

- >>Neighborhood resources and stressors associated with parenting inputs for children's learning and development
- >>Using generic AI chatbots for mental health support: A dangerous trend
- >>A Systematic Review of School-Based Suicide Prevention Interventions for Adolescents, and Intervention and Contextual Factors in Prevention
- >>Executive Order regarding school discipline
- >>Will Trump's school discipline order drive wider disparities or 'restore common sense'?
- >>Executive order regarding AI education for American youth
- >>She came home from school with fingerprint bruises. Can she sue the new Education Department?
- >>Trump administration cuts \$1 billion in school mental health grants, citing conflict of priorities
- >>Transform Student & Parent Voice for Trust, Engagement and Impact
- >>The K-12 Cases in the Supreme Court

A Few Upcoming Webinars

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

<http://smhp.psych.ucla.edu/webcast.htm>

- 5/7 Racial Justice in Discipline
- 5/7 Addressing messy leadership
- 5/7 Creating conditions for healthy disagreement
- 5/12 Teaching students choice and responsibility
- 5/14 Health, Well-being and Safety is Essential to Showing Up
- 5/15 Social media tactics for prevention
- 5/15 Mental health and student outcomes
- 5/17 Using AI for student success
- 5/20 Strategies to enhance student mental and physical well-being
- 5/20 Understanding anxiety
- 5/20 Making the case for prevention
- 5/22 How AI is expanding in schools
- 5/22 Community centered prevention
- 5/27 Creating a low stress environment
- 5/29 Understanding depression
- 5/29 End student boredom
- 6/2 Raising resilient children
- 6/3 Prevention science: application to practice
- 6/16 Nurturing connections with children
- 6/17 Responsive youth justice system
- 8/6 Student Connectedness Fosters Attendance and Engagement
- 9/24 Family Engagement is the Foundation for Attendance and Learning
- Webinar recording: Unpacking the Impacts of Structural Racism on Youth

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

Is something wrong?

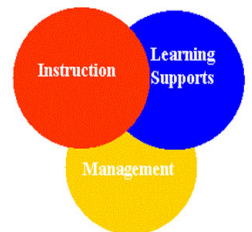


I know it sounds paranoid, but I can't help feeling I'm being watched all day at school.

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



**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/>)**