

This resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA
(8/24/22)

Featured:

- >**How are schools using federal funds to advance efforts to transform student and learning supports?**
- >**How can classroom's better meet student needs this fall?**
- >**Finding places where marginalized young adults can find support and increase resilience**

Plus:

Links to other resources

For discussion and interchange:

- >**How are schools using federal funds to advance efforts to transform student and learning supports?**

Recent federal legislative initiatives have added dollars to help schools cope with students' problems and improve conditions for learning. However, the way the funding is targeted produces a dilemma for schools concerned with making fundamental improvements in how they provide student and learning supports.

The \$13 billion Bipartisan Safer Communities Act exemplifies the dilemma. The Act provides funds targeted as follows:

- \$1 billion in new funding through Title IV-A of the Elementary and Secondary Education Act to lift up activities for student learning conditions, such as evidence based-practices that foster positive school climates
- \$500 million for the School Based Mental Health Service Grant Program to increase the number of mental health service providers
- \$500 million for the School Based Mental Health Service Professionals Demonstration Grant program to train and diversify the pipeline of counselors, social workers and psychologists in schools
- \$300 million through the STOP School Violence Act to improve school violence prevention efforts
- \$240 million for programs raising awareness about mental health among school-aged children and teens, and to connect students who have potential behavioral health issues with needed services (Over four years, this stream of funding will be coordinated through state education agencies.)
- \$50 million for the 21st Century Community Learning Centers program, which invests in extracurricular, after-school and summer programs
- \$28 million to support trauma care in school settings.

<https://www.k12dive.com/news/4-ways-ed-leaders-can-prepare-for-funds-in-newly-enacted-gun-safety-bill/626125/>

Most schools receiving these federal dollars will use them directly as targeted to meet immediate needs, and when the money runs out, long-standing systemic concerns will remain unaddressed.

An irony in this is that the U.S. Department of Education recently has emphasized that: *The current system is not working for many children, students, families, and staff, with notable problems that existed before the pandemic made much worse during the pandemic.* Below are some of the specific concerns they cite:

From:

Supporting Child and Student Social, Emotional, Behavioral and Mental Health
<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

"Current systems focus on individual level needs, leaving out community supports."

"There is increasing recognition of the need to (a) move away from co-located programs involving ad hoc involvement of mental health system staff in schools or programs and (b) move toward approaches that clearly integrate education and mental health systems."

The document cites our Center's work when it notes that "...within schools, those providing direct services to children and students, including teachers, counselors, school psychologists, and social workers, are often siloed and work in relative isolation from one another affecting all children and students ..."

The document recommends development of an integrated framework to address the problem of fragmented approaches and discusses blending funding, developing policy, changing job descriptions, etc.

In keeping with the Education Department's recommendations and to resolve the dilemma raised by federal funding targets, greater strategic efforts must be made to embed targeted funding into plans for a unified approach to addressing barriers to learning and teaching.

See the detailed discussion and planning and implementation aids in the following free Center developed resources:

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

all three can be accessed at http://smhp.psych.ucla.edu/improving_school_improvement.html

How are schools in your locale using federal dollars to improve long-standing systemic concerns?

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

For discussion and interchange:

>How can classrooms better meet student needs this fall?

From:

Supporting Child and Student Social, Emotional, Behavioral and Mental Health
<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

This document from the U.S. Department of Education stresses the importance of starting to improve the focus on mental health by establishing "positive, nurturing environments where all children, students, and staff thrive; and layer on additional supports to address the unique needs of some." And it emphasizes that "Children and students learn more, report feeling safer, and develop more authentic trusting relationship with peers and adults if the learning and social environments of the school are positive. Educators foster safe and supportive environments by maximizing child and student connections, arranging engaging and successful learning, and being positively constructive in responding to the needs of children and students."

From:

One classroom but very different students

<https://www.nbcnews.com/news/us-news/student-test-scores-pandemic-rcna38106>

“The pandemic’s impact on children has been so uneven that many U.S. classrooms now have a wider range of student abilities, with more students lagging far below grade level...

That means that the “crazy hard job” that teachers had before the pandemic has only gotten more so, making it less likely that children are getting enough support to succeed...

The old ‘stand and deliver’ method where teachers give lessons from the front of the classroom, usually playing to the students in the middle of the class’s ability range, had been discouraged by teaching experts even before the pandemic. That approach excludes students who are struggling academically and those who need more of a challenge. ...

Teachers need to break students into small groups, putting some on computers and matching others with their peers so they can work independently while teachers and aides move around the classroom, spending time with each student or group. ...”

From:

Enhancing Student/Learning Supports in Classrooms

<http://smhp.psych.ucla.edu/pdfdocs/classroomredes.pdf>

“Opening the classroom door can enhance student support, staff development, and outcomes. The crux of the matter is to ensure in-class collaborations. Collaboration and teaming are key to facilitating personalized instruction and special assistance, creating a stimulating and manageable learning environment, and generally addressing barriers to learning and teaching. To further enhance engagement and learning, opening the doors provides opportunities to broaden the range of enrichment activities by inviting in community colleagues and volunteers who have special knowledge, skills, and talents.

Collaboration also provides an avenue to improving personalized on-the-job professional development for teachers and student support staff. These professionals have much to teach each other. For example, student support staff (e.g., school psychologists, counselors, social workers, nurses) have specialized expertise. Their training prepares them to provide targeted direct assistance and support to students and their families. Currently, they tend to offer what they know through consultation with colleagues which is viewed by them as a form of collaboration. However, effective collaboration with teachers involves much more than consultation and making recommendations. It encompasses learning from teachers about classroom teaching and then working with teachers in their classrooms to improve how classroom design and practices can more effectively address learning, behavior, and emotional problems.”

For resources related to making the classroom a better fit for students, see our online Quick Finds. For example, go to

>*Classroom-based learning supports* <http://smhp.psych.ucla.edu/qf/classenable.htm>

Among the many items listed there you will see links to the following Center developed resources:

>> *Enhancing Classroom Teachers’ Capacity to Successfully Engage All Students in Learning*
<http://smhp.psych.ucla.edu/pdfdocs/enhanceteachers.pdf>

>> *Personalizing Learning and Addressing Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

>> *Turning Big Classes into Smaller Units*
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/small classes.pdf>

>> *Classroom based learning supports self-study survey*
<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/classroomsurvey.pdf>

What did you learn in school today?



**Not enough I guess, they told me
I have to go back tomorrow!**

Finding Places Where Marginalized Young Adults Can Find Support and Increase Resilience

From:

*Third Places, Social Capital, and Sense of Community as Mechanisms of
Adaptive Responding for Young People Who Experience Social Marginalization*
<https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12531>

“...many young people who have endured trauma exposure and social marginalization... exhibit the ability to maintain psychological well-being through and despite these constrained contexts. While the ability to move through crisis or hardship is often referred to simply as “resilience,” in order for young people to be resilient, the environments in which they are situated must supply the necessary resources—one can only navigate towards what is available and easily accessed. In other words, it is almost ironic and even harmful that the society which marginalizes young people through limiting access to resources and agency is the same society which asks them to be resilient. Recent literature has offered the construct of “adaptive responding” as an alternative to understanding resiliency for individuals and groups who experience social marginalization. ...

Drawing from work across psychology and the humanities, adaptive responding has two distinct, yet interconnected, mechanisms: (1) self-protection and (2) self-enhancement through participation in settings. Self-protection works in an immediate sense to buffer against the impacts of acute trauma; self-enhancement through participation in settings alongside a “psychological community of others” can serve as a “community of resistance” which promotes marginalized individuals’ sense of worth and humanity. As many young people have been excluded or pushed out of home and school settings, understanding community and public spaces as settings that foster adaptive responding is vital to promoting well-being among young people who experience social marginalization....

While pre-eminent research on young people who experience social marginalization employs a deficit-based standpoint by seeking to mitigate “risk behaviors” like substance use, sexual activity, and justice system involvement, a growing community of scholars is focusing on adaptive capacities of young people in response to marginalization and oppression. Such research has illustrated the importance of formal and informal social support and creative expression among young people ...

Practitioners such as staff at libraries, parks, and community centers may consider how their practices may support (or hinder) the ways that young people seek to accrue social capital as well as their desires to experience a sense of community—this may include both programmed and unprogrammed settings...”

For more, see our online clearinghouse Quick Find on:

Peer relationships and support

<http://smhp.psych.ucla.edu/qf/peersupport.htm>

>Links to a few other relevant shared resources

CDC's updated Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>

FACT SHEET: BACK TO SCHOOL 2022: Giving Every School the Tools to Prevent COVID-19 Spread and Stay Safely Open All Year Long

<https://www.whitehouse.gov/briefing-room/statements-releases/2022/08/16/fact-sheet-back-to-school-2022-giving-every-school-the-tools-to-prevent-covid-19-spread-and-stay-safely-open-all-year-long/>

Public School Enrollment Slow to Rebound

<https://www.usnews.com/news/education-news/articles/2022-08-16/public-school-enrollment-slow-to-rebound>

State Laws on School Nursing Outline Copious Responsibilities for Nurses

<https://www.childtrends.org/publications/state-laws-on-school-nursing-outline-copious-responsibilities-for-nurses>

Managing stress following a traumatic event: tips for survivors

https://www.nmvrc.org/media/qwek25em/samhsa_tips-for-survivors-of-a-diaster-or-other-traumatic-event-managing-stress.pdf

Rebuild your community after mass violence

<https://www.nmvrc.org/community-leaders/rebuild-your-community/>

For more on Safe Schools and Violence Prevention, see our Center Quick Find at

http://smhp.psych.ucla.edu/qf/p2108_03.htm

Research Update on Peer Support for Youth and Young Adults

<https://www.pathwaysrtc.pdx.edu/pdf/research-update-on-peer-support-07-2022.pdf>

Offering Sexual and Reproductive Health Services to Adolescents in School Settings Can Create More Equitable Access

<https://www.childtrends.org/publications/offering-sexual-and-reproductive-health-services-to-adolescents-in-school-settings-can-create-more-equitable-access>

Tutor/Mentor eNews <http://www.tutormentorexchange.net/2022-enevs>

Justice and Prevention Resource Center <https://jprc.wested.org/>

Youth and Young Adult MH Resources from NAMI

<https://www.nami.org/Your-Journey/Kids-Teens-and-Young-Adults/Youth-and-Young-Adult-Resources>

Sometimes Leaving Means Staying: Race and White Teachers' Emotional Investments

<https://journals.sagepub.com/doi/abs/10.1177/016146811912101305>

Youth Who Learned about Voting in High School More Likely to Become Informed and Engaged Voters

<https://circle.tufts.edu/latest-research/youth-who-learned-about-voting-high-school-more-likely-become-informed-and-engaged>

Youth Civic Action Across the United States: Projects, Priorities, and Approaches

<https://journals.sagepub.com/doi/full/10.1177/0044118X19883737>

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>

8/25 A Discussion About Inclusion for Kids with Special Needs

8/25 Preventing staff burnout in schools

8/26 Using data to advance racial equity

8/30 Special Education: Parent Action, Accountability, and Resolving Differences

8/30 Critical conversations: prepares students for heart-to-heart conversations with parents, peers

8/30 Understanding Doubled Up

8/31 Growing Voters In and Out of the Classroom: A Role for K-12 Schools

9/21 Legal and Ethical Considerations: Suicidal Risk & Informational Gathering

9/27 Emotionally Connect, Partner, and Respond

About Mental Health in Schools and Student/Learning Supports

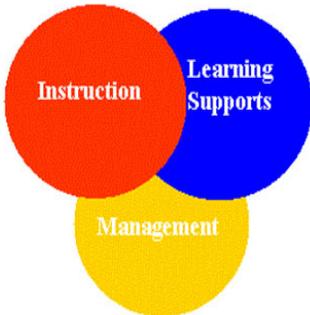
In addition to the free online book entitled *Embedding Mental Health as Schools Change*
http://smhp.psych.ucla.edu/improving_school_improvement.html,

see:

- > *Mental Health in Schools: Taking Stock, Moving Ahead*
<http://smhp.psych.ucla.edu/pdfdocs/5-19-22.pdf>
- > *Time for Straight Talk about Mental Health Services and MH in Schools*
<http://smhp.psych.ucla.edu/pdfdocs/mhinschools.pdf>
- > Embedding Mental Health into a Learning Supports Component: An Essential Step for the Field to Take Now <http://smhp.psych.ucla.edu/pdfdocs/embeddingmh.pdf>
- > Everyone’s Talking About Students’ Mental Health: Schools Need to Avoid Five Potential Pitfalls <http://smhp.psych.ucla.edu/hottopic.htm>
- > Mental Health in Schools is Not Just about More Services: It is part of a Comprehensive Approach to Student and Learning Supports <http://smhp.psych.ucla.edu/pdfdocs/7-1-21.pdf>
- > Addressing Student Mental Health Concerns Involves Much More than Increasing the Number of Mental Health Providers <http://smhp.psych.ucla.edu/pdfdocs/morethan.pdf>

Links to related documents can be accessed on our website at
<http://smhp.psych.ucla.edu/aboutmh/aboutmhover.htm>

and related *commentaries* can be found at
<http://smhp.psych.ucla.edu/hottopic.htm> and <http://smhp.psych.ucla.edu/newinit3.html>



For information about the
National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

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.

Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

Send to 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/>)**