

**This resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA
(9/21/22)**

Featured:

- >What's being done about providing student/learning supports after school and when school is not in session?
- >Requests from colleagues about strengthening classrooms and reducing referrals
- >What's your reaction to the following article?
The Enigma of "Real World" Mental Health Care
- >Links to a few other relevant shared resources

For discussion and interchange:

- >What's being done about providing student/learning supports after school and when school is not in session?

Students spend a considerable portion of time in classes, but they are out of school more often than in. After school hours and days when schools are not in session are of special concern because what youngsters do during these times can have positive and/or negative effects.

School-based after-school programs vary considerably in what is offered. As described on youth.gov:

Afterschool programs (sometimes called OST or Out-of-School Time programs) serve children and youth of all ages. These programs encompass a broad range of focus areas including academic support, mentoring, positive youth development, arts, sports and recreation, apprenticeships, workforce development programs, and programs for opportunity youth (i.e., youth not in schools or the workforce) and youth experiencing homelessness.

The activities children and youth engage in outside of school hours are critical to their overall development, highlighting the need for quality afterschool programs in all communities. The demand for afterschool programs is strong, with nearly 10.2 million children and youth who participate in afterschool programs annually,¹ across 10 million in summer camps and 6 million in 4-H programs, alone.

Federal agencies, state-level resources, community organizations, and local and national philanthropies can provide support and resources to build, sustain, and ensure access to high-quality afterschool programs that can help promote positive outcomes for youth. Explore the articles and links on this topic to learn more about afterschool programs. Resources are also provided to help navigate challenges in planning and implementing afterschool programs during the COVID-19 pandemic.

See Youth.gov – *Afterschool Programs* <https://youth.gov/youth-topics/afterschool-programs>

For many parents, especially working parents, the programs also provide after-school daycare.

From our perspective, after-school and non-school days are facets of the many transitions that arise daily and throughout the year for which students often need support. Such times too often are missed opportunities for promoting healthy development, addressing barriers to learning, and preventing learning, behavior, and emotional problems.

For more on this topic, see

>*After-School programs and Addressing Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/afterschool/afterschool.pdf>
and the Center Quick Find on

>*After-School & Summer Programs, and Expanded Learning Opportunities*
<http://smhp.psych.ucla.edu/qf/afterschool.htm>

From: *District Opens First of Three After-School Student Support Centers Aimed at students who need extra, personalized instruction*

<https://www.jefferson.kyschools.us/departments/communications/Monday-memo/jcps-opens-first-three-after-school-student-support-centers>

Jefferson County Public Schools (KY) today cut the ribbon and opened an Elev8 Student Learning Center, the first of three centers the district plans to open. The after-school center will accommodate up to 250 students in grades K-12...

The center will be staffed by retired teachers who will offer additional instruction, targeted tutoring, college and career support and enrichment opportunities to make learning fun and exciting. In addition to receiving reading and math tutoring and hands on learning, students will also be exposed to activities related to STEAM – science, technology, engineering, the arts and math.

Students in five West Louisville zip codes are being invited to the first Elev8 location, which will be open for students from 2:30 p.m. to 7:30 p.m. each weekday for the remainder of the school year and 8 a.m. to 3 p.m. in June. The center's programming is aimed at students whose academic progress, particularly in reading and math, has been impacted by chronic absenteeism."

Requests from colleagues about strengthening classrooms and reducing referrals

A frequent request we receive asks for ideas and resources to strengthen classroom practices for preventing learning, behavior, and emotional problems and providing special assistance as soon as a problem arises.

Center Comments

Here are some resources that can be used for professional development focused on enhancing classroom strategies to increase student motivation, engagement, and success.

- > *Enhancing learning supports in the classroom*
<http://smhp.psych.ucla.edu/pdfdocs/classroomredes.pdf>
- > *Enhancing Professional Development to Better Address Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/persdevel.pdf>
- > *Matching students and instruction* <http://smhp.psych.ucla.edu/pdfdocs/grouping.pdf>
- > *Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs*
<http://smhp.psych.ucla.edu/pdfdocs/leastint/leastint.pdf>
- > *Personalizing Learning and Addressing Barriers to Learning* (Two Continuing Ed Units)
<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>
- > *Preparing All Education Personnel to Address Barriers to Learning & Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/preparingall.pdf>
- > *Engaging and Re-engaging Students in Learning at School*
<http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>
- > *RTI and Classroom & Schoolwide Learning Supports: A Guide for Teachers and Learning Supports Staff* <http://smhp.psych.ucla.edu/pdfdocs/rtiguide.pdf>
- > *School Engagement, Disengagement, Learning Supports, & School Climate*
<http://smhp.psych.ucla.edu/pdfdocs/schooleng.pdf>

We encourage rethinking all efforts to address barriers to learning and teaching with a view to building on and beyond MTSS to transform classroom and schoolwide student/learning supports. See our new brief guide:

Student/Learning Supports: A Brief Guide for Moving in New Directions
<http://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf>

Are the above topics being discussed in your locale?

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

>And what's your reaction to the following article?

The Enigma of "Real World" Mental Health Care

[https://www.jaacap.org/article/S0890-8567\(22\)00194-0/fulltext](https://www.jaacap.org/article/S0890-8567(22)00194-0/fulltext)

Excerpt: "Researchers have analyzed the Great Smoky Mountains Study database (a population-based study of 1,420 children followed up to 8 times during childhood (ages 9-16 years) about psychiatric status and specialty mental health services use. Participants were followed up 4 times in adulthood (ages 19, 21, 25, and 30 years.)

Researchers asked:

Does the use of mental health services in childhood prevent the later occurrence of mental health disorders in adulthood?

Their answer is, somewhat surprisingly, no. The treatment as prevention hypothesis is not only unsupported in their analyses, but there is also evidence of iatrogenic effects on the later development of substance use disorders, particularly among children with behavioral disorders....

Primary prevention of mental health disorders is the holy grail of the public health model. However, our understanding of the causes of mental illnesses is still very incomplete, and we are rarely able to modify risk factors and enhance protective factors to prevent the onset of mental health disorders....

Surprisingly, however, there is no consensus that mental health treatment for children is effective in the real world, although the research base is sparse. Results from formal effectiveness trials of evidence-based psychological treatments in routine clinical settings have shown outcomes comparable to those of efficacy studies. However, naturalistic studies of treatment as usual, cited by the authors, were unable to link symptom reduction to treatment effects or showed worse outcomes for participants in treatment compared with participants getting no treatment at all. These conflicting findings suggest that evidence-based treatments such as cognitive-behavioral therapy have limited uptake in routine practice. ...

The current mental health treatment system is fragmented and inequitable, and the treatments provided are more often than not non-evidence based. ... If the hodgepodge nature of treatments for children and adolescents is improved, and access is improved, perhaps a clearer picture of the validity of treatment as prevention would result...."

>Links to a few other relevant shared resources

Embedding equity into school mental health theory, research, and practice
<https://onlinelibrary.wiley.com/doi/10.1002/pits.22679>

Preparing young children for school <https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

Saying no to Facebook: Uncovering motivations to resist or reject social media platforms
<https://www.tandfonline.com/doi/full/10.1080/01972243.2021.1924905>

Social media and teen anxiety <https://www.gse.harvard.edu/news/uk/17/12/social-media-and-teen-anxiety>

The 'walking with friends to school' project and its contribution to independent mobility, self-esteem and happiness <https://onlinelibrary.wiley.com/doi/10.1111/chso.12532>

Responding to the Current Youth Mental Health Crisis and Preventing the Next One
<https://nap.nationalacademies.org/download/26669>

Seven new studies on the impact of a four-day school week
<https://hechingerreport.org/proof-points-seven-new-studies-on-the-impact-of-a-four-day-school-week/>

Empowering Students with Equitable Access to Career Experiences

https://learn.definedlearning.com/guide-to-student-careers-access?utm_campaign=Equitable%20Access%20to%20Careers%20with%20DC&utm_source=WP%3A%20Equitable%20Access%20to%20Careers&utm_medium=Smart%20Brief%20Inline%20Ad

Strategies for Youth <https://strategiesforyouth.org/>

The Impact of Juvenile Justice System Involvement on the Health and Well-Being of Communities of Color

<https://nap.nationalacademies.org/catalog/26623/the-impact-of-juvenile-justice-system-involvement-on-the-health-and-well-being-of-communities-of-color>

Living Improvement: Leadership Resources from the 2021 Summit, Vol 1 – Between August now and November 2022, the Carnegie Foundation will publish a series of selected resources for education practitioners focusing on leadership, equity, data, and coaching. In this post, they present resources focusing on the role of leadership in continuous improvement.

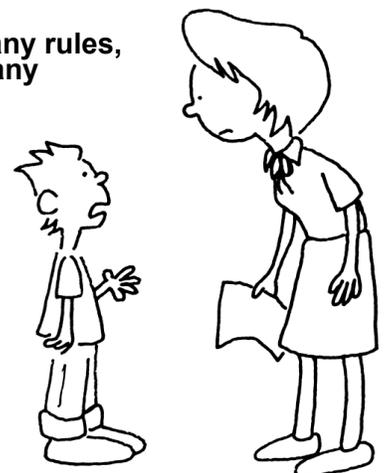
https://www.carnegiefoundation.org/blog/living-improvement-leadership-resources-from-the-2021-summit-vol-1/?utm_campaign=Carnegie%20News&utm_medium=email&hsmi=224441891&hsenc=p2ANqtz-3MPoKnrw4E09hfDiNVF1RlntfQDrgfDqC8lnZadt2ZLnBevX0obeHpBRXBa04TjTJqSDhiRyOBKfNWvgsvJOhaWgSpg&utm_content=224441891&utm_source=hs_email

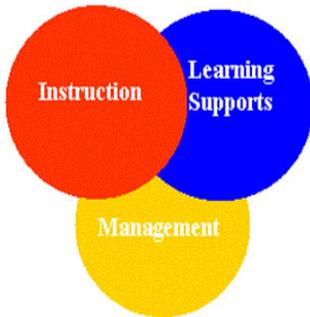
A Few Upcoming Webinars

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>

- 9/21 Classroom strategies for building confidence
- 9/21 Student mental health and the future of work
- 9/21 Legal and Ethical Considerations: Suicidal Risk & Informational Gathering
- 9/22 Handle with care: a network of communication between local law enforcement and schools
- 9/23 Team strategies to promote equity
- 9/27 Emotionally Connect, Partner, and Respond
- 9/28 Care Coordination: A Key Component of the Service Array for Youth & Families
- 9/28 Shared decision making
- 9/29 Strategies for year round hiring
- 10/4 Strengthening family coping
- 10/5 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- 10/11 Teacher retention
- 10/12 Elevating the work of Community Based Violence Intervention: The importance of collaboration in public safety
- 10/20 Protecting our children in the digital age
- 10/20 Action planning for the adaptive leader
- 10/25 Basic Requirements of the McKinney-Vento Act
- 10/26 Toxic positivity: how to avoid pitfalls

**If you didn't make so many rules,
there wouldn't be so many
for me to break!**





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/>)