

This resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA
(9/7/22)

Featured:

>**Can resilience and protective factors reduce stress?**

>What role can youth play in promoting positive changes at school and in the community?

>What are other countries doing to enhance mental health in schools?

Plus:

Links to other resources

For discussion and interchange:

>**Can resilience and protective factors reduce stress?**

Concerned with social and emotional development and reducing social and emotional problems?

Don't forget about enhancing resilience – an individual's ability to cope with challenges and recover from adversity. Failure to cope effectively contributes to learning, behavior, and emotional problems.

There is growing realization that schools need to embed a focus on fostering resilience into efforts to facilitate social and emotional development and to begin this at the onset of schooling. Learning to cope effectively with challenges and being able to recover from adversity are important to efforts to reduce the academic and opportunity gaps.

External factors (related to neighborhood, family, school, and/or peers) are primary challenges causing most problems manifested at school. Schools must proactively improve how they address such challenges. With protective buffers in mind, a first step in focusing on resilience is to improve 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.

For a quick overview, see

>*Protective Factors (Resiliency)* <http://smhp.psych.ucla.edu/pdfdocs/sampler/resiliency/resilien.pdf>

>*About Resilience and Schools* <http://smhp.psych.ucla.edu/pdfdocs/resili.pdf>

Some Research on Resilience

From: "Mitigating the Relation Between Adverse Childhood Experiences and Perceived Stress: The Role of Resilience" <https://link.springer.com/article/10.1007/s42844-022-00057-x>

"...Social-ecological resilience pertains to the important role individual, relational, community, and cultural factors have in enhancing adaptive functioning. Within this framework, resilience is understood as a multifaceted process that is shaped by interactions with many systems (e.g., families, social institutions). In other words, resilience is viewed as resources available at different social-ecological levels that can be mobilized to improve functioning. The relation between cumulative adversity and posttraumatic stress symptoms is reduced as resilience increased..."

From: "Change in protective factors across adolescent development"
<https://doi.org/10.1016/j.appdev.2015.04.006>

"... Providing individuals with opportunities for involvement or interaction with prosocial others, teaching the skills to participate in prosocial activities, and recognizing or reinforcing individuals for skillful participation in prosocial activities will lead to the development of social bonds between the individual and the socializing unit providing the prosocial opportunities, skills, and recognition. If these social bonds are well established and the standards for prosocial behavior of the

socializing unit(s) are clear, it is expected that the youth will engage in prosocial behaviors as a result, which in turn contributes to prosocial development in the next developmental phase. These opportunities for involvement or interaction, skills, recognition, bonding, and beliefs are protective factors. They are hypothesized to operate in a similar manner in different socializing units (e.g., peers, family, school, community)... School transitions during adolescence are naturally occurring transitions for most U.S. students who receive public education as they transition from the home to elementary school, from elementary to middle school, and from middle to high school, although there are some differences in these transition patterns. As individuals are introduced to new settings, new rules, new peers, and new teachers, the mismatch between social settings and individual development can create distress. Thus, transitions across these social settings can provide important opportunities for behavioral continuity or change, especially during adolescence.... Given the sharp decrease in protective factors during the middle school years, it may be useful to provide middle school youth with greater opportunities for involvement in community-based prosocial activities, to encourage families to strengthen opportunities and recognition for family involvement, and to ensure that youth have ample opportunities to interact with prosocial peers. Perhaps these strategies could change the negative trajectory observed during middle school to a positive trajectory earlier than during high school....”

From “Managing resilience fatigue”

<https://www.linkedin.com/pulse/managing-resilience-fatigue-peter-butko/>

“[Resilience fatigue] is the exhaustion people experience from attempting to act motivated, inspired, and positive. To keep smiling. To demonstrate how tough they are. Basically, it’s what happens when you keep the engine revving too high for too long. It’s the act of trying to be resilient, which is impeding the ability to be actually be resilient.”

For more links to resources, see our online clearinghouse Quick Find on
> *Resilience/Protective factors* <http://smhp.psych.ucla.edu/qf/resilience.html>

Over the long-run, the need is to transform student and learning supports by developing a unified, comprehensive, and equitable system of interventions that address barriers to learning and teaching, enhance protective buffers, and promote social and emotional development and resiliency. Such a system not only can enhance supports for students, staff, and families, it can reduce the number of students in need of special assistance.

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

For discussion and interchange:

>What role can youth play in promoting positive changes at school and in the community?

Concern for youth voice and participation encompasses a focus on civic engagement, youth rights, and intergenerational equity. As defined in a sociological and psychological context, intergenerational equity embodies fairness or justice in relationships between children, youth, adults and seniors, particularly in terms of treatment and interactions.

Advocacy for including youth in discussions and decision making ranges from appreciation of the importance of understanding the perspectives of youth, to calls for promoting youth development and empowerment, and on to the proposition that youth participation benefits families, adults, organizations, planners, policy makers, communities, and society in general. Some advocates organize students into a social movement and push for establishing a Student Bill of Rights that guarantee a vote on all schooling matters that affect them (<https://www.sturights.org/>; <https://www.stuvoice.org/>).

From: *Youth Activism and Community Change*

<https://circle.tufts.edu/index.php/our-research/youth-activism-and-community-change>

“Young people bring many assets to community-building work, which too often are not valued or leveraged. Communities should have varied avenues for a wide diversity of young people’s voices to be heard and for youth to contribute to a thriving community. Young people pursue and create change when they participate in school civics projects that involve addressing local problems, when they work with others in their neighborhood, when they work as part of organizations that enhance youth voices in communities, and in myriad other ways.

Activism, community organizing, and participation in social movements are powerful forms of civic engagement. Throughout American history, these avenues for change have often been led and fueled by young people. Youth activism has an extraordinary potential to transform communities, and it carries important benefits to those who participate—especially for low-income youth, youth of color, and other young people who have been historically marginalized from civic life.

Opponents emphasize that many students lack a mature perspective and those who are “at the table” often are unrepresentative. They also worry that youth voice and participation can overly empower students and undermine the experienced and expert decisions of school professionals and policy makers. Some are agreeable to student input and are only opposed to students having a major role in decision making. Others caution that eliciting student views and recommendations gives them hope that schools will respond with positive actions, and when this doesn’t happen, negative reactions are likely.

Despite the opposition, most educators understand that students have an important perspective on and insights into learning, teaching, and schooling. Many believe that student viewpoints warrant attention and discussion by decision makers. From our perspective, as young people express their concerns about social issues, such as the climate, social justice, and health, learning and school engagement are the beneficiaries.

For more on this, see

>Protests, Politics, and Power: Exploring the Connections Between Youth Voting and Youth Movements

<https://circle.tufts.edu/latest-research/protets-politics-and-power-exploring-connections-between-youth-voting-and-youth>

>Youth Participation: Making It Real <http://smhp.psych.ucla.edu/pdfdocs/youthpartic.pdf>

>About Student Voice and Participation <http://smhp.psych.ucla.edu/pdfdocs/voice.pdf>

Also see our online clearinghouse Quick Find on

>Youth development – <http://smhp.psych.ucla.edu/ql/youthdev.htm>

Are these topics being discussed in your locale?

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

**Another problem at school?
Can you handle it?**



What are other countries doing to enhance mental health in schools?

Our Center tries to keep up with work being done around the world related to mental health in schools and student/learning supports. We collate links in our Quick Find on

>*Mental Health in Schools in Other Countries*
<http://smhp.psych.ucla.edu/qf/mhinternational.html>

It is a great help when others share. Here is a recent example of a note we received from colleagues in Nepal:

"I am writing on the behalf of Sambhavya Foundation, a school mental health non-profit. Our Foundation is a child & adolescent mental health organization established in the year 2018. The organization operates in and advocates for the field of school mental health through marquee programs such as the School Mental Health Program and Counseling Room Project.

The Foundation is a team of dedicated and enthusiastic school counselors, clinical psychologists and counseling psychologists glued together with a common goal of supporting education system through psychological counseling services. It is an organization established with an aim to provide mental health counseling services to everyone, especially focused on schools. To obtain these goals, the Foundation deploys counselors to schools contracted to, for a year, where subject matters like emotional, academic, behavioral and social awareness and problems are addressed and tackled.

The Foundation works with schools in and out of Kathmandu Valley. ... this institute has been working towards its goal of encouraging mental well-being of every student of Nepal, reaching the most underprivileged and rural parts of the country. The approaches inclusive of group and individual counseling services within schools provide a healthy environment for school children to express themselves. Such strategies have been proven the most efficient in attaining a goal of adjustment and positive outlook. In order to ensure these results are reached,

Our Foundation continues these programs on a weekly basis for a year that includes follow ups and holistic programs with the involvement of concerned parties: Teachers, Administration and Guardians. The Foundation is currently working within and remote areas with a couple of schools, some run in collaboration with other organizations. We have currently mobilized school mental health counselors at 25 schools and established standard counseling rooms for free. Please visit our website: www.sambhavya.org.np

We are hoping for your positive support, suggestions and advice to promote school mental health in Nepal."

>Links to a few other relevant shared resources

Resilience in action: leading for resilience in response to COVID-19

<https://bmjleader.bmj.com/content/early/2020/05/27/leader-2020-000260?versioned=true>

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

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

Young adults' motivations for following social influencers and their relationship to identification and buying behavior <https://www.sciencedirect.com/science/article/pii/S0747563221002338>

Motivations for Social Media Use: Associations with Social Media Engagement and Body Satisfaction and Well-Being among Adolescents <https://pubmed.ncbi.nlm.nih.gov/33475925/>

School policing programs <https://www.ojp.gov/pdffiles1/nij/301592.pdf>

Should school conduct lockdown drills?

https://www.wested.org/wp-content/uploads/2020/06/WestEd_JPRC_School_Lockdown_Brief.pdf

Increased Government Funding Recognizes the Need for Strong Community School Technical Assistance

<https://www.brookings.edu/blog/education-plus-development/2022/08/15/increased-government-funding-recognizes-the-need-for-strong-community-school-technical-assistance/>

Responsible Fatherhood Programs: Children Benefit from a More Integrated Family Approach

<https://www.srcd.org/research/responsible-fatherhood-programs-children-benefit-more-integrated-family-approach>

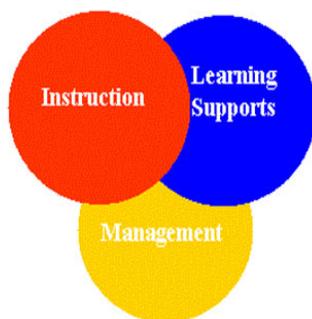
Supporting Students Experiencing Adjustment Problems as School Starts

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

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>

- 9/19 The power of youth leadership
- 9/20 Determining McKinney-Vento Eligibility
- 9/21 Legal and Ethical Considerations: Suicidal Risk & Informational Gathering
- 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
- 10/5 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- 10/11 Teacher retention
- 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



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/>)