# JCSH News and Resource Bundle March 28 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. 3142. How health care can respond to the lifelong impact of adverse childhood experiences

Not directly focused to a school setting, this story does point to the overwhelming impact of [ACES](https://vetoviolence.cdc.gov/apps/aces-infographic/home) (adverse childhood experiences) on education outcomes. From the perspective of health care, the author provides a road map using the social determinants of health to explore ACES using a [trauma-informed lens.](https://www.nccih.ca/495/Aboriginal_Peoples_and_Historic_Trauma__The_process_of_intergenerational_transmission.nccih?id=142) The ACE pyramid provides a link from historical and generational trauma through social conditions, cognitive impairments, and health risks. “The concept of health equity focuses on allowing individuals to “[reach their fullest health potential](https://www.publichealthontario.ca/en/health-topics/health-equity)” by addressing disparities in access to care and other social determinants of health, and we should actively work to reduce these disparities…. [Schools with trauma-informed practices](https://doi.org/10.1007/s12310-016-9177-0) have better results for children with exposure to ACEs.” Advocating for adults to provide positive childhood experiences in homes, schools, and communities, the author reminds readers that many children still face the same lives showcased in Tupac’s song about 12-year-old Brenda:

*I hear Brenda’s got a baby  
But, Brenda’s barely got a brain  
A damn shame, the girl can hardly spell her name  
(That’s not our problem, that’s up to Brenda’s family)  
Well let me show you how it affects our whole community*

[*Tupac Shakur, Brenda’s Got a Baby*](https://www.youtube.com/watch?v=NRWUs0KtB-I)

[How health care can respond to the lifelong impact of adverse childhood experiences (theconversation.com)](https://theconversation.com/how-health-care-can-respond-to-the-lifelong-impact-of-adverse-childhood-experiences-177232?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20March%2028%202022&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20March%2028%202022+CID_57dc879f2c643dc0d689cb0aa728bdb8&utm_source=campaign_monitor_ca&utm_term=How%20health%20care%20can%20respond%20to%20the%20lifelong%20impact%20of%20adverse%20childhood%20experiences)

2. 3143. Kids’ media use is up. Blame the pandemic – and Tik Tok

Screen time use by children and youth has, unsurprisingly, increased since the beginning of the pandemic. Researchers with the non-profit Common Sense Media, which recently [released a research report](https://www.commonsensemedia.org/sites/default/files/research/report/8-18-census-integrated-report-final-web_0.pdf) detailing the findings, add that the pandemic is not the only reason for the increase. “Most people’s temptation is to say that the pandemic changed things so much and kids were at home, so it was easier to keep kids occupied and turn them to screens,” Mike Robb, senior director of research, explains. “That’s a likely and major contributor to this increase. But we cannot discount the fact that we’ve seen the emergence of new platforms that may add to media time and media diets.” One platform in particular stands out. “TiKTok is a big force,” he says. “TikTok wasn’t as big a platform in 2019, and it wasn’t even a thing in 2015.” A compounding issue is that most platforms, including Facebook, Instagram, and YouTube, as well as TikTok were developed for an older audience. “Every time we do this [survey], it creeps up, creeps up, creeps up,” Robb says of kids’ social media use. “That’s something—because those platforms were not made for young children. They’re not made for tweens. They’re barely made for teens.”

[Kids’ Media Use Is Up. Blame the Pandemic — And TikTok. | EdSurge News](https://www.edsurge.com/news/2022-03-24-kids-media-use-is-up-blame-the-pandemic-and-tiktok)

3. 3131. Restorative justice does more than resolve conflict. It helps build classroom community

Bringing practices from her relatives and community to her classroom was something Helen Thomas did instinctively. A [2017 report from the Zehr Institute for Restorative Justice](https://zehr-institute.org/images/Restorative-Justice-Listening-Project-Final-Report.pdf) notes that practitioners acknowledge many of the restorative practices used in communities and schools are directly from Indigenous communities in North America and across the globe Now the Office of Indian Education’s professional learning specialist for the Arizona Department of Education, Thomas notes that restorative justice/practice is more than solving conflicts or behaviour management: “I conceptualized it as a holistic framework for not only repairing, but nurturing and sustaining relationships with and among the classroom community…. As more and more schools turn to restorative practices, I encourage all interested educators to [center and learn from Indigenous communities](https://selcenter.wested.org/resource/the-toolkit-before-the-toolkit-centering-adaptive-and-relational-elements-of-restorative-practices-for-implementation-success/) who have been implementing restorative practices as a holistic way of being since time immemorial.”

[Restorative Justice Does More Than Solve Conflict. It Helps Build Classroom Community. | EdSurge News](https://www.edsurge.com/news/2022-02-23-restorative-justice-does-more-than-solve-conflict-it-helps-build-classroom-community)

4. 3058. The SEL skills that may matter most for academic success – curiosity and persistence

Researchers are finding that, rather than opposing ends of the spectrum, academic excellence and social-emotional skills two sides of the same coin.  Andreas Schleicher, the director for education at the Organization for Economic Cooperation and Development (OECD), which conducted the first international study of social-emotional skills, says the study findings should be reviewed: for instance, the result showed that 15-year-olds showed lower social-emotional skills than 10-year-olds did, and the finding was consistent across countries and across socioeconomic backgrounds. “Ask yourself, what are we doing as parents, as schools, as education systems to help young people through this difficult period of adolescence. This is a finding that I don’t think many educators are aware of. It’s something that I think we should take to heart, that there is a period in their lives where we should redouble our efforts.” Kimberly Schonert-Reichl, a psychology chair of social and emotional learning at the University of Chicago, also responded to the findings: “I don’t think we can really think about outcomes for young people without a trauma lens ... and how we as a society nurture and work to reduce the impact of trauma on young people.”

[The SEL Skills That May Matter Most for Academic Success: Curiosity and Persistence (edweek.org)](https://www.edweek.org/leadership/the-sel-skills-that-may-matter-most-for-academic-success-curiosity-and-persistence/2021/10)

Resources: Intentional, explicit, systematic: Implementation and scale-up of effective practices for supporting student mental well-being in Ontario schools

This article is somewhat dated but reflects questions asked recently and throughout the pandemic on the resources helpful to improving mental health and wellbeing in students. Although the article, as noted, reflects an Ontario perspective, author Kathryn Short also notes transferability throughout Canada using resources designed for schools. In addition to the focus on implementation of resources, such as the JCSH Positive Mental Health Toolkit or the resources noted in this article, the author also makes note of the benefit to all students of “a particularly thoughtful and comprehensive understanding” of mental well-being reflected in the First Nations Mental Wellness Continuum Framework. (From the conclusion:” While there isn’t a clear road map to follow to bring this work to scale in a region as large as Ontario, the implementation science literature has been a helpful guide. As an embedded initiative within Ontario’s Mental Health and Addictions Strategy, with meaningful inter-ministerial collaboration and ongoing support and partnership with EDU, SMH ASSIST is well positioned to make a difference in the well-being of children and youth, through intentional, explicit and systematic system change in school mental health. With continued effort, it is hoped that this approach will have lasting impacts, enhancing the sense of purpose, hope, belonging and meaning in the lives of Ontario’s children and youth. It is further hoped that the lessons learned here, though bound by a particular time and place, will be of interest and value to other jurisdictions in their efforts to promote student mental well-being to scale, in a sustainable manner.”

<https://www.tandfonline.com/doi/pdf/10.1080/14623730.2015.1088681>

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