

JCSH News and Resource Bundle for February 28 2019

Hello everyone

Here is the News and Resource bundle for this week. February 27 was Pink Shirt Day in Canada.

Cheers

Susan

News Articles:

1) Why experts say schools shouldn't shy away from a little physicality during recess.

In this episode of CBC's The Current, experts in child development and child psychology recommend that schools increase the time students are outdoors and engaging in physical, even roughhouse play. Some schools are moving in this direction; elementary schools in Quebec are required to have a minimum of two 20-minute recess breaks and an Edmonton school has introduced four 15-minute breaks. The goals are multiple, and include improved student relationships, reduced conflicts, and enhanced behaviour regulation leading to better readiness for learning. Parental engagement can assist schools manage liability concerns, said University of British Columbia professor Mariana Brussoni.

<https://www.cbc.ca/radio/thecurrent/the-current-for-february-27-2019-1.5033957/why-experts-say-schools-shouldn-t-shy-away-from-a-little-physicality-during-recess-1.5034120>

2) Teachers and parents respond to the issue of violence in elementary schools

Another CBC radio program, The Sunday Edition, this week looked at violence in elementary schools by students, and the mental, physical, and emotional toll on all involved in the school communities. The link to the program is included; there are also quotes from a number of respondents, many of them educators. The opinions and perspectives vary. However, two threads are common: that more supports need to be in place for increasingly complex educational environments; and that students who present unique needs and teachers require immediate resources. One teacher's voice is representative: "I don't want to wear Kevlar..., I don't want to have to be on medication in order to continue to do my job. I just want proper supports for these kids."

<https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-february-24-2019-1.5029453/teachers-and-parents-respond-to-the-issue-of-violence-in-elementary-schools-1.5029457>

3) Among preschoolers, bullies who get bullied are at high risk for depression

The Canada Research Chair in school-based mental health and violence prevention says bullying by pre-school children causes long-term damage, particularly for those children who both receive and cause the harm. Emotional bullying is particularly harmful, and can lead to depression beginning then and extending into adolescence. "Kids who are depressed are actually pretty easy to pick out," says Tracy Vaillancourt, professor of psychology at the University of Ottawa and co-author of the [study](#) into peer victimization by preschoolers. In particular, young children "are inherently little narcissists. They think they're amazing — the fastest runners, the funniest. So it would be atypical for them to say they hate themselves or be down on themselves."

<https://hechingerreport.org/among-preschoolers-bullies-who-get-bullied-are-at-high-risk-for-depression/>

4) Extra arts education is boosting students' writing scores – and their compassion, big new study finds

For students and school communities in Houston, Texas, the immediate purpose of the arts-based class featuring fish puppets was straightforward: "When you're the big fish, it's not OK to pick on the little fish just because you can." The long-term aim was more exploratory.

Researchers from Texas A and M University and the University of Missouri investigated the costs of removing arts education from schools and, conversely, the intrinsic gains of retaining, even expanding, arts programs. What they [found](#) from studying over 10,000 students:

"increases in arts educational experiences significantly reduce the proportion of students receiving disciplinary infractions..., improve [state assessment] writing achievement..., and increase students' compassion for others.... For students in elementary schools, which comprise 86 percent of the sample, we find that these arts educational experiences also significantly improve school engagement, college aspirations, and arts-facilitated empathy. These findings provide strong evidence that arts educational experiences can produce significant positive impacts on student academic and social development."

<https://www.chalkbeat.org/posts/us/2019/02/12/study-arts-education-boosted-compassion-and-writing-scores/>

Resources:

Resource 1: Health Canada Statement on Use of Vaping Products by Youth

In addition to the statement, there are included links to the CTADS ([Canadian Tobacco, Alcohol and Drugs Survey](#)), the CSTADS ([Canadian Student Tobacco, Alcohol and Drugs Survey](#)), and the [Tobacco and Vaping Products Act](#) (2018).

<https://www.canada.ca/en/health-canada/news/2018/11/health-canada-statement-on-use-of-vaping-products-by-youth.html>

Resource 2: Factors associated with cannabis use change in youth: Evidence from the COMPASS study

Harmful effects of cannabis use in youth scale with frequency. In the context of approaching legalization in Canada, understanding the distinctions between youth who change and who maintain their cannabis use is essential for designing interventions and policy. A substantial number of characteristics may play a role. This study assessed whether and how youth who change their cannabis use differ from those who do not. Conclusions: Students who change their cannabis use differ in several demographic and behavioural characteristics. The results raise further concerns about the impact of e-cigarettes and the role of poly-substance use in high-risk trajectories. Distinct classes of cannabis users, essential for policy and intervention development, can be identified in high school populations.

<https://www.mendeley.com/catalogue/factors-associated-cannabis-change-youth-evidence-compass-study/>