

School Practitioner Community of Practice
(A network for sharing & exchange)
(11/4/20)

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Note: Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

**This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA**

*So please feel free to share with anyone you think might benefit (e.g.,
forward our resources to individuals and share on listservs and websites).*

**For those who have been forwarded this and want to receive resources directly,
send an email to Ltaylor@ucla.edu**

**For previous postings of community of practice discussions, see
<http://smhp.psych.ucla.edu/practitioner.htm>**

For discussion and interchange:

>What innovations are schools introducing during these challenging times?

As examples, we asked about strategies to engage students, outreach to struggling students, responding to student and family feedback, etc. etc.). Here's what we have received so far:

(1) Here are some of the things our district are doing and supporting teachers in doing during our dual modality.

- >Students can choose whether to go in-person or work remote.
- >Students are encouraged to choose quarterly which modality they would like to learn through, but they can switch during the quarter if needed.
- >The district is providing weekly progress reports in our gradebook to help keep parents informed. Teachers can add messages to these weekly progress reports.
- >Teachers can stream a Google Meet while they teach in-person (I do this and have around 6-8 students attend daily).
- >All students (in-person and remote) have had the opportunity to check out a Chromebook (if needed). Many students have taken advantage of this opportunity.
- >The local Internet provider offered reduced prices for students in need (I'm not sure if this is still available).
- >Hot spots are available for students who have trouble connecting to the Internet.
- >Fridays are 100% remote so teachers can plan for the dual modality and interact with remote students. Many teachers hold office hours or other means of connecting with students.

It's a lot of work (much more than in-person instruction only), but we're working on it!

(2) Here's something my husband (5th grade teacher) does that I've suggested (I'm a school psychologist and counselor). Every morning before his Zoom meeting with the kids, he throws out a "would you rather" card question and let's kids vote by raising hands for all to see. On Fridays he picks questions that are more involved like, "what's your favorite dessert?" In this way, kids have a chance to socially connect without using lots of Zoom time. It seems to really help the kids enjoy class.

- (3) ... All of our teachers are using google classroom. Google has made several updates to the programs they offer so teachers and students can be more interactive (they now have breakout rooms so students can work in a collaborative manner with each other). Taking attendance has been challenging, our administrators are tracking students who are not engaging remotely and taking the necessary steps as if they were in person. When students are learning remotely, they are following their same schedule as if they were in school to maximize consistency, this includes live meets with teachers, intervention, and breaks. If a student is not engaging or is struggling, we reach out to them and their parents to set up a meeting to develop a plan to make them more successful. As the year progresses, we are getting better and more comfortable with remote learning. We always need to be ready to go full remote at the drop of a hat because things happen fast.
- (4) Our school started with an A/B day schedule where half the students would come in Monday/Tuesday and the other half on Thursday/Friday (with Wednesday being fully online). During this time, I found that using a flipped classroom model was the most effective. I would use Edpuzzle to deliver lecture content, reducing the time students needed to be on Zoom for lecture. Edpuzzle worked pretty well because teachers are able to imbed questions into the video, prevent skipping, and track student progress. After students are introduced to the content through the video, we would meet for shorter periods of time synchronously. I would use Nearpod and Zoom/Google Meet to teach with slides/games/activities. Nearpod actually worked extremely well because I could control the pacing of content. It also has a lot of nice interactive features when it comes to having students reflect on their own learning during the lesson. I was one of the few teachers at my school using it, and I got a lot of great feedback from my students! While I did this in a hybrid class. This would probably be an effective strategy for students fully online. I also find that posting materials regularly on Google Classroom and using the Remind messaging app to contact/remind students was an effective way to stay organized. On our fully online days, I would typically use that time to help students catch up. Students typically would log in for attendance, and I would only require students with missing work to stay on the call so that I could help them catch up. As of now we are fully in person except for Wednesdays. I've moved back to a more traditional style of teaching, limiting the amount of time students need to be on their devices. I found that students would just get really distracted on their devices. I'm also currently looking into Dochub as a way for students to work on handouts online. Not sure how effective that will be, but I'll be testing it out this week. If I think of anything else that is helpful I'll let you know!
- (5) This is all so hard! We have reinvented school and we are learning as we go. All schools in the district were allowed to create their own daily schedules and then they were approved by the district. It is so hard to know what works best because I think it depends on the learner. For example: some do a longer time and place synchronous and asynchronous together in a block schedule format, some do synchronous in the morning and asynchronous in the afternoon. I have learned that many students have a difficult time with block scheduling, A/B. They get days confused and are better served and more connected if they see the teacher daily, especially English language learners and special education students.
- Some things I have found to be helpful are:
- >One-on-one technology support
 - >Encouraging and supporting teachers in beginning class with a quick how are you today. >Something to connect and build relationship before jumping right into academics
 - >Very regular check-ins via Google Voice or some kind of messaging if virtual and hallway/stop by the office check-ins if in person
 - >Higher grade level students mentoring or tutoring lower grade level students or some kind of peer support
 - >Student created/student led clubs, with a faculty/staff sponsor, that meet virtually – this gets kids active in something other than academics
 - >Leadership has to be convinced that many staff have a modified role right now. All of our roles have changed and we can spend more time focusing on contacting students and making connections. We created a form for teachers to complete if

students aren't showing up/aren't engaging that signals to other adults who can help; social worker, counselor, administrator, clerks. Teachers complete the quick form and it goes in to a spreadsheet and then we begin making contact. A script is provided to help with the staff comfort level when calling.

>We also have a person whose only role right now is to monitor attendance and alert the team (described above). We call to try to find out what we can do to help. Both 6 and 7 are ongoing – it's not perfect, we just learn and adjust.

>We have started home visits, really porch visits.

Regarding student feedback – that is something we have just started trying to access in a survey.

We have completed the first 6 weeks and just returned to in person learning (40% chose to return). After the first day, Monday, we had to close due to some positive cases in the building. The district had to close 16 schools. Hoping to return tomorrow. My guess is that attendance will go down again. The hard part also about a survey is the students who participate are often the students who are engaged. The other way we are collecting feedback is when we call and contact the student and family and try to problem solve with them.

Most of the feedback I am hearing is – “virtual classes are hard, I get behind and then give up, technology issues, need more time with the teacher, difficulty concentrating, sleep schedule is off, I'm working now and can't get to class, can't motivate myself, tired of all of this.”

I have also heard a lot of concerns regarding the amount or kind of work assigned by teachers. I do think there is a lot to be said about the way we are teaching. Teachers who are in-person teachers and now, with no training are virtual teachers, is creating a new problem. Teachers are amazing! They are 100% doing their very best and are well intentioned. However, teaching virtually is a new skill. It takes time to learn, to adjust, to get comfortable with. Kids can feel this.

Listserv Participants:

What new ways have you found to provide learning support during these extraordinary times?

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

More on resilience and teens during the pandemic

From: *Are the kids all right? Supporting your teen's mental health through Covid-19*
<https://www.cnn.com/2020/10/08/health/teen-mental-health-pandemic-wellness/index.html>

...psychologist Mary Alvord, suggested building resilience and a sense of empowerment. ... When teens identify the things they can control in their lives, such as self-care and planning for the future, they build the skills of adapting to day-to-day challenges. ... "We know that people who don't take action start feeling helpless," Alvord said. "When you feel helpless, you're more prone to depression, and you're more prone to feeling like a victim." ...

Tips:

- >Teens are struggling right now...
- >Listening can help. Work on listening with an open mind, instead of offering solutions.
- >Resilience is key to mental health in a time of crisis. Try starting conversations about the things teens can control even when life feels unpredictable.
- >Watch for signs of a more serious issue, including bad moods your child can't seem to bounce back from.
- >Model good self-care by taking care of yourself and making time for good sleep, healthy food and relaxation.

How are you working with students to strengthen resilience?

Let us know. Send to ltaylor@ucla.edu

>Links to a few other relevant shared resources

National survey of public education's response to covid 19

<https://www.air.org/project/national-survey-public-education-s-response-covid-19>

Mental Health America: Back to school toolkit <https://www.mhanational.org/back-school>

Learning in the time of COVID 19 <https://learningpolicyinstitute.org/issue/covid-19-resources>

Special ed toolkit <https://go.rethinkfirst.com/rethinked-resources>

National Geographic Learning

<https://exploreinside.ngl.cengage.com/index.php/interdisciplinary-k12-resources/>

How deeply will digital learning transform K-12 long term?

https://www.educationdive.com/news/how-deeply-will-digital-learning-transform-k-12-long-term/587507/?utm_source=ECS+Subscribers&utm_campaign=45f5f520b2-ED_CLIPS_10_26_2020&utm_medium=email&utm_term=0_1a2b00b930-45f5f520b2-53599575

Telehealth in an Increasingly Virtual World

https://childmind.org/our-impact/childrens-mental-health-report/2020-childrens-mental-health-report/?utm_source=newsletter&utm_medium=email&utm_content=READ%20THE%20REPORT&utm_campaign=2020-Children-Mental-Health-Report

Parent and Family Digital Learning Guide

<https://tech.ed.gov/publications/digital-learning-guide/parent-family/>

The pandemic exposes human nature: 10 evolutionary insights

<https://www.pnas.org/content/early/2020/10/21/2009787117>

Understanding the Well-Being of LGBTQI+ Populations

https://www.nap.edu/download/25877?utm_source=NASEM+News+and+Publications&utm_campaign=a4c35901dd-NAP_mail_new_2020_10_26&utm_medium=email&utm_term=0_96101de015-a4c35901dd-103064593&goal=0_96101de015-a4c35901dd-103064593&mc_cid=a4c35901dd&mc_eid=eac5cd8a62

Reimagining the "New Normal": Equity, Policy, COVID, and Rural Public Schools

<https://maec.org/resource/reimagining-the-new-normal/?eType=EmailBlastContent&eld=db3e35fa-495c-4ca8-83f7-360927a322a3>

Integrating Social and Emotional Learning throughout the School System: A Compendium of Resources for District Leaders

https://www.wested.org/resources/sel-resources-for-district-leaders/?utm_source=e-bulletin&utm_medium=email&utm_campaign=2020-10-issue-2&mkt_tok=eyJpIjoiTTJFMlI6azJNeIF5WWpWayIsInQiOiIIRIFIQUYyR2U3eWVUY2RjVllcL250R0JJVVNBVTljU3NCVUFaQmNCYmlEMnBVK1hOZ0krekFQM2Fjd002RFZGQIE2TCtBUVpKUmJ4RllhbFREeVVIQTh5RU5lQXFMMmo5cVILbHNwQjVvOXp2cFord245TDM4M3hcL2ZFZFU0MnNaIn0%3D

From the Center:

>*Improving School Improvement*

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

>*Embedding Mental Health as Schools Change*

All three resources can be accessed at no cost at

http://smhp.psych.ucla.edu/improving_school_improvement.html

A Few Upcoming Webinars

- >11/4 Building an effective team
- >11/10 Equitable and Engaging Concurrent Virtual Learning
- >11/11 Flexible learning models for a resilient district
- >11/11 McKinney-Vento School Selection Rights
- >11/12 Building virtual student connections to enhance assessment
- >11/19 McKinney-Vento 101: Understanding the Rights of Students Experiencing Homelessness
- >12/9 Planning to Pivot: Creating Schedules to Enhance Teaming (K-8) in the Era of Covid-19
- >12/9 Stressed Out
- >12/11 Build Educator Resilience Through Self-Compassion and Gratitude

Webinar recording: Unpacking the Impacts of Structural Racism on Youth

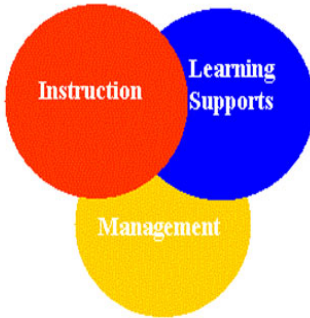
<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7>

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
<http://smhp.psych.ucla.edu/webcast.htm>



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/>)