School Practitioner Community of Practice
(A network for sharing & exchange)
(3/17/21)

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(Scroll down to read about the above and for hotlinks to resources)

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).

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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

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For discussion and interchange:

>*About School Planning for Uncertainty in Navigating COVID-19*

As pressure mounts to resume in-person teaching, schools are discussing plans. We thought the following excerpts from the planning guide developed at the University of Pennsylvania might be useful in anticipating the ups and downs. It is entitled:

>*Planning for Uncertainty: An Educator's Guide to Navigating the COVID-19 Era*
   https://www.gse.upenn.edu/academics/research/project-mental-health-and-optimal-development

Description of the guide: In light of the educational upheaval caused by COVID-19, a team of teachers, counselors, school leaders, psychologists, teacher educators, and university faculty created a guide that aims to build educators' and schools' capacity to navigate the unknown territory in which we all find ourselves....

An Uncertainty Mindset is a stance that encourages embracing the unknown in order to remain responsive to needs and opportunities as they emerge.

This guide is written with the understanding that "school" today looks unlike it has ever looked before–and with the assumption that what school looks like today may be different from how it looks tomorrow....

The Uncertainty Mindset framework has four components for addressing challenges: It recommends educators first dialogue with stakeholders, consider climate, and apply an equity lens; following these steps, they should continuously reflect and evaluate their progress....

An overview from the web is provided below.

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"For many educators, this will be the most important year of their careers—and also the most trying. The cycling between in-person, hybrid, and online instruction; the Zoom fatigue; the technological breakdowns; the health risks: all of it has left teachers feeling anxious, upset, fatigued, and stuck....

In their new guide, Nakkula and Danilchick say educators should cultivate what they call an "uncertainty mindset," a disposition that encourages embracing the unknown to remain responsive to needs and opportunities as they emerge.

The guide, created by a team of teachers and mental health counselors, includes resources and tools to help educators recognize challenges, make plans, and care for the wellness needs of themselves and their students.

The team's framework for embracing uncertainty and focusing on elements in one's control centers on three areas: engaging in dialogue with colleagues, students, and families; considering classroom and school climate; and identifying equity concerns....

>*Dialogue with Stakeholders:* By widening the problem-solving network, educators can expand their support system, become more aware of resources, and coordinate with those best positioned to take action. Establishing ongoing communication between teachers, counselors, support staff, and families is essential. Students should also be considered crucial partners in this work.

Key questions to ask:
Who are the relevant stakeholders?
How can I work with stakeholders to develop a responsive action plan?
In practice, this can look like:
>letting students co-construct assignments that relate to what they are experiencing consulting with the school nurse, or inviting them to give a lesson, to connect course material to COVID-19 (e.g., math or science lessons about viral spread; social studies lessons about the health care system)
>asking the school counselor for resources to incorporate social-emotional learning (SEL) into lessons

>*Consider Climate:* "We must look critically at the environment we have created and consider how our classroom and school climates support, or hinder, students' needs and strengths," says Danilchick. This assessment includes both how educators establish trust and connections with students, and how classroom norms may adversely affect some students. Notes Nakkula, "We must also consider what potential barriers are in place for students as a result of neglect, oversight, or unjust practices within the school and larger systems."

Key questions to ask:
How can I make my classroom (in-person or online) a safe and supportive space?
How does the larger school climate, including school-wide policies and practices, impact the situation?
How have larger societal issues, including the COVID-19 crisis, affected this situation?
In practice, this can look like:
>incorporating classroom practices like mindfulness and journaling, to help students manage anxiety caused or exacerbated by the pandemic
>ensuring classroom policies for attendance and coursework do not penalize students for home circumstances like technology/connectivity access or care responsibilities for siblings

>*Apply an Equity Lens*: At a time when students and families face vastly divergent challenges in adjusting to COVID-19-era learning environments, educators must actively consider race, ethnicity, gender identity, socioeconomic status (SES), neurodiversity, religion, sexual orientation, physical ability, and other salient aspects of their own and students' identities. Such a lens helps educators fully see their students—both what makes them who they are and the inequities and privileges that may exist for them because of those identities....

Key questions to ask:
How does my sociocultural identity influence how I am viewing and responding to this student/situation?
How do my students' sociocultural identities influence how they are viewing and responding to this situation?
In practice, this can look like:
>questioning if you react more harshly to certain behaviors, like lack of assignment completion or rowdiness, differently depending on the race or gender of the student—and working to shift those dynamics
>addressing inequities that may exist among students, such as between those who

do and do not have caregivers at home during virtual schooling; teachers can help individual students set up routines and reminders for themselves that others' parents may be providing

Using this mindset and set of questions, educators can develop and deepen relationships with students and other stakeholders, so as to make better decisions about students' needs and their own wellness.

Danilchick emphasizes, though, that we should look beyond mere maintenance of mental health; it is also crucial to think about optimal development—the unique pathways to mental wellness and fulfillment that individuals envision for themselves—despite the sub-optimal conditions of the COVID-19 era.

"Kids want to engage in the world. To do so, they need to feel challenged and inspired," he says. "Amid this crisis, creating learning environments that promote opportunities for supportive academic, emotional, and social exploration is not a luxury," adds Nakkula. "It is the way through it."

https://www.gse.upenn.edu/news/educators-playbook/planning-for-uncertainty
Educators playbook: planning for uncertainty

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Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu
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How Do Young Children Explain Differences in the Classroom? Implications for Achievement, Motivation, and Educational Equity

https://journals.sagepub.com/doi/full/10.1177/1745691620953781?af=R&ai=1gvoi&mi=3ricys

As described in *This Week in Psychological Science*

Goudeau and Cimpian propose that children tend to explain the differences they see among their classmates, such as why some perform academically better than others, by focusing on their peers' inherent characteristics rather than external circumstances. This bias affects children's motivation and achievement in school, exacerbating, perpetuating, and even legitimizing inequalities. The researchers suggest that teachers, parents, and policy makers counteract children's inherent biases by providing extrinsic explanations for differences, blocking the implication that differences are stable and immutable, and minimizing the salience of differences in the classroom.

For a reciprocal deterministic perspective on differences and equity concerns, see the following books provided by the Center at no cost:

>*Improving School Improvement*

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

(Both can be accessed at - http://smhp.psych.ucla.edu/improving_school_improvement.htm)

>Links to a few other relevant shared resources

The American Rescue Plan: What's in it for K-12 Schools?
https://ednote.ecs.org/the-american-rescue-plan-whats-in-it-for-k-12-schools/?utm_source=ECS+Subscribers&utm_campaign=f0085214b1-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-f0085214b1-53599575

Here are a set of primers from the American Psychological Association:
>Students experiencing race-based hate
>Students experiencing low self-esteem or low perceptions of competence
>Students experiencing bullying
>Students exploring gender identity
>Students exposed to trauma
All at https://www.apa.org/ed/schools/primer

A year into the COVID-19 pandemic, school as we know it has been transformed
https://www.chalkbeat.org/2021/3/8/22315200/coronavirus-anniversary-schools

Black History Beyond Black History Month
https://ednote.ecs.org/black-history-beyond-black-history-month/?utm_source=ECS+Subscribers&utm_campaign=eb43fe5f02-ED_CLIPS_03_09_2021&utm_medium=email&utm_term=0_1a2b00b930-eb43fe5f02-53599575

Turnaround for Children Toolbox – designed to embed an equitable whole-child purpose into the education system https://turnaroundusa.org/toolbox/

Inside Look at Online School Psychology Programs
https://www.publicservicedegrees.org/online-degrees/psychology-programs/school-psychology/

Support for Kids With ADHD During the Pandemic
https://childmind.org/article/giving-kids-with-adhd-support-and-structure-during-the-coronavirus-crisis/?utm_source=newsletter&utm_medium=email&utm_content=Support%20for%20Kids%20With%20ADHD%20During%20the%20Pandemic&utm_campaign=Public-Ed-Newsletter

Radical Care" to Let Black Boys Thrive
http://www.ascd.org/publications/educational-leadership/mar21/vol78/num06/%C2%A3Radical-Care%C2%A3-to-Let-Black-Boys-Thrive.aspx

Who helps the helpers? SEL for school counselors' mental health
https://inservice.ascd.org/who-helps-the-helpers-social-emotional-learning-for-school-counselors-mental-health/

Treatment for Youth and Young Adults with Mood Disorders and other Serious Emotional Disturbances and Co-occurring Substance Use
https://store.samhsa.gov/product/Treatment-for-Youth-and-Young-Adults-with-Mood-Disorders-and-other-Serious-Emotional-Disturbances-and-Co-occurring-Substance-Use/PEP20-06-02-001

Promoting Educator Well-Being: What Is a District to Do?
http://www.ascd.org/ascd-express/vol16/num10/promoting-educator-well-being-what-is-a-district-to-do.aspx

Remote work burnout statistics https://www.apollotechnical.com/remote-work-burnout-statistics/

Anti Racist School Counseling Resources on ASCA
https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/Anti-Racism-Resources

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New Center Report

>New Directions for School Counselors, Psychologists, & Social Workers

Online at -- http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf

Part I: Ending the Marginalization and Fragmentation of Student/Learning Supports
Part II: Reworking Operational Infrastructure for Student/Learning Supports
Part III: New Roles and Functions for Student/Learning Support Staff

A Few Upcoming Webinars

3/17 Access and Accommodations: Reimagining Places and Spaces for Students and Staff

3/18 Guidance for COVID-19 prevention in schools -- delivering in-person instruction safely

3/19 Working with Culturally or Linguistically Diverse Families

3/23 Basic Requirements of the McKinney-Vento Act

3/23 Communication with School Staff in the Individual Family Service Plan Process

3/24 Telecounseling Students During Distance Learning: A Look From the Other Side of the Screen

3/25 How Districts Can Enhance Career Readiness for All Students

3/30 The ABCs of the IEP: Making the Individualized Education Program (IEP)

3/30 Leading social justice in your school

3/31 Transform the Norm: Rethinking How Teachers Teach & Principals Lead

4/8 Stay Sleep or Get Woke: Leading Anti-Racist Assessment & Action in Schools

4/12 Inquiry as a caring act

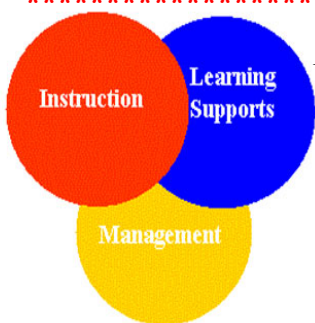4/20 Determining Eligibility for Mckinney-ven to Rights and Services

How Learning Happens (Edutopia's updated series of videos explores how educators can guide all
   students, regardless of their developmental starting points, to become productive and engaged
   learners.
   https://www.edutopia.org/how-learning-happens

Webinar recording: Unpacking the Impacts of Structural Racism on Youth
   https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fe
   a9&e=b6757fd9d7

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

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*For i*nformation 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.

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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

Do you think going to school is important?   Sure! Everyone needs an education,
                                                   even if they already know everything.

**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 a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)