

School Practitioner Community of Practice
(A network for sharing & exchange)
(5/6/20)

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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).

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 are student/learning support staff doing while schools are closed?

School closures are increasing the opportunity gap and thus will increase the achievement gap.

What is being done to address the problem?

As too often is the case, discussion about this mainly stresses what else teachers might/should do. This is unfair to teachers. They already are stretched to capacity. This raises the question: *Why is so little attention given to the invaluable expertise that student/learning support staff can bring to the situation?* While such staff undoubtedly are working, from the coverage we see online and in the media, what they are doing is almost invisible.

This is unfortunate for multiple reasons – see *COVID-19 is Killing District/School Budgets: What to Do and Not to Do about Student/Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/budgetx.pdf>.

What student/learning support staff do proactively over the coming months warrants considerable discussion, planning, and action. To underscore the concerns we raise in the above document, below are a few items we found online:

- (1) Excerpt from: *What does School Counseling look like during school closures?*
https://iscainfo.com/resources/Documents/Position%20Statement_%20Role%20of%20the%20International%20School%20Counselor%20During%20School%20Closures.pdf

... provide continuity of services across all domains of school counseling, direct and indirect, including the following:

Core Counseling Curriculum, Individual Counseling, Responsive Services and Program Management/System Support.

Examples of ways this can be done:

Provide brief online counseling for students in need. Serve as liaison for communication with students/families in crisis. Maintain, deliver, and/or share developmentally appropriate, social-emotional lessons on topics such as: ...Wellness strategies...Manage transitions and adapt to changing situations...Effective coping and personal safety,,,

Offer Online Parenting Workshops/Presentations....Collaborate with teachers, administrators and parents... Your community should know that your counseling services are still happening, albeit in a different format.... Participate on the Crisis Response team working along side administrators and teachers to ensure student safety and wellbeing are at the forefront of all decisions....

(2) Excerpt from: *Coronavirus highlights the many roles school nurses play — and the challenges of going without them*

<https://chalkbeat.org/posts/us/2020/03/09/school-nurses-and-coronavirus/>

... As more Americans are diagnosed with illness caused by the new coronavirus, ... more attention is being paid to school nurses — and how they can both contribute to keeping school communities healthy and keeping them calm and informed when there's a disease outbreak.

In New York City, officials have pledged a nurse for every school in response to coronavirus concerns....Still, school nurses are just one piece of the puzzle. ... Nurses typically work on larger teams — including school social workers, counselors and psychologists — to address the health needs of students, and this situation is no different....

(3) Excerpt from: *How to make an impact as a school psychologist during Covid-19*

<https://www.iowaschoolpsych.com/?p=2042>

... As school psychologists, it can be paralyzing and limiting to feel like we can't do anything right now. Everything is different and changing. A challenge ...: Look for the opportunity in this crisis. Our profession is

These 4 actions have become my new priorities

1. Focus on everyone's well-being – The families we serve are in crisis. We may be in crisis ourselves. Talking about prioritizing children's and families' well-being has never been more critical. Before each virtual evaluation meeting, it's been helpful to connect with teachers, school counselors, and principals to better understand the resources that our families may need – food, medical access, emotional support, or community resources....

2. Embrace opportunities for human connection – Vulnerability is the driving force of connection. This is a perfect opportunity when we can all check-in with each other... In addition to reaching out to students and families, we can reach out to our fellow teachers and administrators. Navigating uncharted waters is stressful and exhausting. If you have never communicated with your school board, this is a time to reach out in gratitude for the support.

3. Encourage intentional relationships – Let's not spend our time spinning on what we cannot do. In recent virtual evaluation meetings, it's been productive to have team discussions around what we can do now. For example, How can the newly involved special education teacher begin to develop a relationship with the student? The creativity and the focus on first building an intentional relationship with the student are incredibly refreshing. When school is in session, collaboration time can be bound by the confines of the daily schedule. Instead of squeezing in a team planning meeting between 11:10-11:35 during the lunch break, some of the highest quality conversations have taken place recently because of the relaxed time constraints during the day....

4. Be a learner – No one is an expert right now. But, we can all commit to being learners. For example, as we begin to support teachers and schools with remote learning plans, we are all continuing to learn about instructional accommodations and modifications. We can band together, continue to be problem-solvers, and learn collectively.... Look for the opportunity in this crisis.

(4) Excerpt from the website of the School Social Workers of America
<https://www.sswaa.org/covid-19-resources>

... As School Social Workers always do, we come at this situation with resilience, positivity, and from a strengths perspective. While individuals are called to practice social distancing, increasing their distance from other humans, we can cling to our humanity caring for others and caring for ourselves. While we are cooperative with efforts to flatten the curve, we do not need to flatten our smiles and our optimism. ...SSWAA is committed to continue to support our members by curating resources, offering trainings, and encouraging our members and fellow professionals as we press on during the upcoming weeks and months....

Listserv Participants: As you know, we are calling for student/learning support staff to take a leadership role in proposing a transformation in how schools address barriers to learning and teaching and reengage disconnected students. *What do you suggest about what they should be doing over the next few months?* Send to Ltaylor@ucla.edu

For discussion and interchange:

>Reaching Students Who Don't Have Internet Access

Excerpt from: *How to reach students without internet access during coronavirus? Schools get creative*
<https://www.nbcnews.com/news/education/how-reach-students-without-internet-access-during-coronavirus-schools-get-n1186251>

As the coronavirus crisis worsens the impact of the digital divide, schools must rely on offline instruction to reach students.

... In Arkansas, where 23 percent of households lack internet service, and schools will be shut for the remainder of the school year, the local PBS affiliate is providing daily television programming tied to the state's distance learning curriculum. The network got the idea from a similar arrangement that the Los Angeles Unified School District made with its own local PBS stations in mid-March.

"We saw what California was doing," said the executive director of Arkansas PBS, Courtney Pledger. "We wanted to localize it even more by bringing in actual teachers to address the kids." The result is five hours of weekday programming for pre-K to eighth grade students, available to any household with a TV, hosted by a roster of Arkansas educators, all former state teachers of the year. Recording remotely from their homes or empty classrooms, the teachers introduce each episode by welcoming students to "class," sharing how excited they are to meet everyone and talking briefly about the upcoming show...

For discussion and interchange:

>Follow-up to discussion of Missing Students

The Community of Practice discussion on 4/22/20 responded to the following request:

One of the issues we are talking about now is how to reach children who have fallen off the grid – that I am calling "missing children." Those who are not engaging at all in the distance learning opportunities, not picking up free meals, not responding to continued outreach? Do you have any resources you could share on that issue?

In addition to the responses shared on 4/22

(see [http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(4-22-20\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(4-22-20).pdf)), here is a response from a colleague (who is a former superintendent):

This issue is of great concern now. This is the guidance given to me by those who are dealing with this. In general, the protocols for school districts for unexplained absences are followed.

- Contact the parent by phone
- Send social worker to investigate for safe-well check if parents do not respond

- (during stay at home, law enforcement may have to be used for safe-well checks)
- Refer family to needed services in response to check visit (food, internet, device to access on-line, etc)
- if unable to find family and no evidence of online attendance, report to Department of Family-Children services and/or court contact (just as you would for a child who stopped coming to school.)

One thing to consider is when a family moves, the parents need to register them in a new school system. Doing this remotely is a challenge, and many may not try.

On the state level, it seems that the responsibility would be to assure that local school districts were maintaining their protocols. There may be protocols for addressing homeless children that may apply in some states.

>Links to a few other relevant shared resource

Screen Time During the Coronavirus Crisis

https://childmind.org/article/screen-time-during-the-coronavirus-crisis/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-04-21-20

Teachers use high- and low-tech means to reach English Language Learners during coronavirus crisis

<https://hechingerreport.org/teachers-use-high-and-low-tech-means-to-reach-english-language-learners-during-coronavirus-crisis/>

Strategies for Supporting Learning at Home

https://childmind.org/remote-learning-resources-for-families/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-04-21-20

Middle school teachers work to overcome E-Learning challenges

<https://www.journalreview.com/stories/middle-school-teachers-work-to-overcome-e-learning-challenges,119183>

Mental Health Amid the COVID-19 Pandemic

<https://www.activeminds.org/about-mental-health/be-there/coronavirus/>

About online book clubs

<https://www.cbs19news.com/story/42056050/burley-library-specialist-hosts-online-book-clubs>

Webinars

How to School Psych During a Global Pandemic: Supporting Students Through Teleconsultation with Caregivers and Educators

<https://apadivision16.org/2020/04/free-division-16-webinar-how-to-school-psych-during-a-global-pandemic-supporting-students-through-teleconsultation-with-caregivers-and-educators/>

COVID-19 Podcasts and Webinars (UMN) <http://www.cidrap.umn.edu/covid-19/podcasts-webinars>

For more, go to *Upcoming/Archived Webcasts/Podcasts* – <http://smhp.psych.ucla.edu/webcast.htm>

For links to activities to pursue while schools are closed, see

<http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf>
and previous special editions of the Community of Practice.

Here's another good list of *Family Resources for Remote Learning*

https://childmind.org/guide/family-resources-for-remote-learning/?utm_source=newsletter&utm_medium=email&utm_content=VIEW&utm_campaign=Weekly-04-21-20

Activity for today

Play a Game of Simon Says

If you need the rules, see

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=2ahUKÉwii37Ga3YvpAhUnIDQIHVeoDDoQwqsBMAJ6BAGMEA4&url=https://www.youtube.com/watch?v=3DZyX2lvRPqIA&usg=AOvVaw3kUJq2tUa0NfPHYAuV8pS>

What some secondary students say about their current situation

>"I miss having some where to go. I miss the face to face learning and socializing. I also miss having a set schedule where I do my work in a way that helps me learn. And most of all I miss some of my teachers. The fact that they care enough to struggle with us disrespectful brats to help us have a better chance at a future."

>"I miss interacting and actually learning, and now having regrets about how much I didn't pay attention in class."

>"I miss being able to see my friends, participate in spring sports, and being able to go to the school library."

>"Honestly I really really miss my classes no matter how much I wanted to say I wanna go home I kinda miss school. I always said I wanted to graduate but I feel like i did and I feel like I didn't even say goodbye to my teachers or my friends. one thing I don't miss is the drama that happens but I will be crying tears of joy when I graduate and make a new chapter in my life..."

>"One thing I don't miss about school is my chaotic schedule. Until COVID-19, I never realized how much pressure I was putting on myself. I was moving from morning to night, always busy with something to do for academics, ASB, cheer, or work. This has been an opportunity to slow down and reflect upon my lifestyle; I was going to drive myself crazy!"

>"I just wanted to say that although i do enjoy the online stuff more it is really hard for me. i don't have wifi at home so i can't necessarily work on a computer all the time so i'm working from my phone for every class and it kind of gets hard. on top of that school isn't my first priority. there are others things i have to do on the daily such as watch siblings and take care of them, clean my house, do dishes, laundry, etc...so basically i just wanted to say that i'm sorry if i don't get my work turned in right on time i really am trying my best. i just didn't want you to get the wrong idea that i'm not putting in effort cuz i am...sorry that was really long."

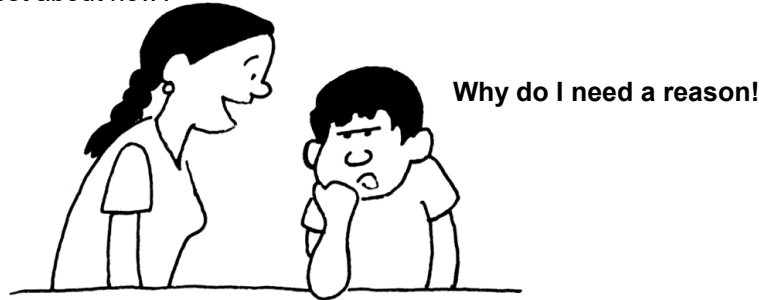
>"I think it is extremely difficult to keep up with all the work. It is hard because we aren't physically in a classroom with the teachers telling us what to do. This is all so new for us all and we have never done anything like this and I personally think a lot less school work for at least the few couple weeks would definitely help us all succeed."

>"I'm stuck with my parents, i miss people, and I am really not a fan of just having time off bc it's hard for me to just sit still. I seriously wish this wasn't a thing bc softball is literally everything to me and now i can't play so it's killing me."

>"Because I am not a homebody, it is very difficult for me to not have social interaction outside of my home. As someone who was involved in activities that kept me out everyday it is quite an adjustment. Understanding all that I have missed out on has also negatively affected me. Senior year is supposed to be memorable and special. While it will be memorable, I can't help but sometimes dwell on the fact that I'll miss senior prom, state, senior party, graduation.. I do keep my head on my shoulders and remember that so many individuals have it worse and my "lasts" don't equal a life."

Listserv Participants: *What are you hearing from the kids?*

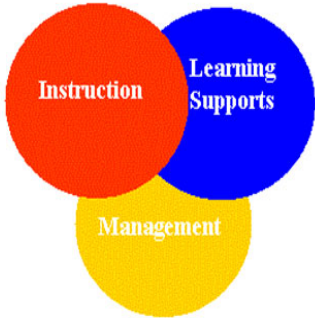
What are you upset about now?



If you missed the Center's quarterly ejournal, the contents are:

- > *Plan Ahead to Support the Transition-back of Students, Families, and Staff*
- > *Re-opening Schools with a Sense of Exciting Renewal: Generating Hope*
- > *Re-engaging the Disconnected in Instructional Activity*
- > *Addressing Grief and Loss*

<http://smhp.psych.ucla.edu/news.htm>



For information about the

National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

Also online are two related free books

Improving School Improvement

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

Addressing Barriers to Learning: In the Classroom and Schoolwide

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

DEAR READER:

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.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity, promoting whole child development, and enhancing school climate.

Note: A Live Chat with Carissa Moffat Miller, CCSSO Executive Director and Matthew Blomstedt, Nebraska Commissioner of Education is scheduled for Wednesday, May 6, at 3:00 pm. ET/2:00 pm CT. Focus is on learning how state chiefs are addressing the inequities in our education system that have been illuminated as a result of the pandemic.

Contact: to Susan.Taylor@ccsso.org

***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/>)***