School Practitioner Community of Practice
(A network for sharing & exchange)
(9/16/20)

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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).*

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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:
  >**Does remote schooling increase or decrease cyberbullying?**

We recently received the following from the Government Accounting Office:

"The U.S. Government Accountability Office (GAO) recently began work on K-12 school climate issues—i.e., incidents of bullying, cyberbullying, harassment, hate speech, sexual victimization, and other forms of victimization—at the request of Chairman Bobby Scott, House Committee on Education and Labor. GAO is an independent federal agency housed in the legislative branch that conducts fact-based, non-partisan research to help inform Congressional decision making and executive branch policies and programs.

As part of this work, we are talking with subject matter experts to learn more about K-12 adverse school climate issues. In particular, we would be interested to learn about your insights and work on adverse school climate issues. (a quick survey with questions about adverse school climate trends and best practices for addressing these issues)...."

We responded indicating how limited the available research is and what it says.

We know this is a topic about which many on this listserv are concerned, so here is some material to promote discussion:

(1) From a recent report: *Research Shows Rise in Cyberbullying During COVID-19 Pandemic*
https://www.verywellfamily.com/cyberbullying-increasing-during-global-pandemic-4845901
"... Initial research shows cyberbullying has increased 70% during stay-at-home orders. Pandemic stressors can cause kids to lash out or potentially create conflict with others.... kids sometimes engage in cyberbullying because they are bored, lonely, or want attention. And, because this pandemic exacerbates those issues this is also leading to an increase in mean behavior online....To complicate matters, when kids are cyberbullied their support networks are limited. They can no longer stop by the guidance counselor's office or talk to their teacher or coach about what's happening. And, they often don't talk to their parents about it either because they are concerned their technology use will be restricted. Right now, their technology is their only connection to the outside world.
    Whether you are a parent or an educator, it's important that you recognize that the risks

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associated with cyberbullying have increased exponentially since the pandemic began. For this reason, you need to be aware that kids may be struggling silently with these issues. Ask meaningful questions about their experiences online and be on the lookout for signs of trouble..."

(2) From an Ohio news outlet: *Remote learning has decreased cyberbullying but offers more opportunities for online predators to target children*
https://www.news5cleveland.com/news/getting-back-to-school/remote-learning-has-decreased-cyberbullying-but-offers-more-opportunities-to-online-predators-to-target-children

"Bark is a company that helps schools and parents monitor their children's devices and online accounts.... Bark data shows:...
>Cyberbullying has substantially declined while in quarantine
>Depression has also substantially declined while in quarantine...
>Imminent suicide risk alerts are DOWN by 61% during quarantine..."

(3) From a colleague's high school son:

"From my personal experience, I have seen cyber-bullying decreasing ever since quarantine and the introduction of distance learning.
    a. It seems to be that there is less social interaction that happens between peers and it in turn causes less cyber-bullying as well. I have noticed a general lack of sociability comparative to when school was face to face and nowadays it seems like many students have nothing to bond over and socialize less.
    b. I suggest that if schools are able to effectively use online, distanced learning, then teachers should incorporate lessons that encourage sociability and that encourage students to talk and work together, especially during this time where it is hard to connect with peers on a daily basis."

(4) From a recent college grad who worked with our Center:

"A lot of cyberbullying is in text messages and Facebook messages, so I am not aware if there are increases or decreases there. But publicly I think there has been a decrease. Especially with the younger generation on Tik Tok, it is mostly video based. It is harder to cyber bully when videos are public and you have to show your face. That said, I know there has been an increase in digital advertisements by both political groups, especially since campaigning is online. They are campaigning on social media like Tik Tok (Not through advertisements), Facebook, Twitter, and Instagram, which might increase cyberbullying for supporting the other side. But it also allows people with different points of views, to find people who are in support of their ideas since everyone is digital now. I know that using Zoom, there have been reports of cyberbullying through the messages. But most schools have begun blocking individual messages on Zoom, so people can only message teachers and not fellow students. I do worry about online privacy and a potential increase in online predators. But that is another issue."

(5) From a former state department of ed learning supports leader:

"I'm not up to speed on this so I did a little research. What I learned was Google Trends has noted an 80% increase in parents searching for help online to deal with cyberbullying and by last April Digital Trends research (a "consumer reports" type tech site) indicated a 70% increase among kids in the first weeks of social distancing. Statistics indicate that roughly 50-60% of kids have been cyberbullied with more time being spent online. Researchers also have found widespread tweets containing hate speech, mostly against Asians, substantial increases in internet traffic to prominent hate sites, significant growth in hate speech among teens and children and a rise in online toxicity among online gamers.

    Parenting is key - whether a child is bullying or being bullied. Screen time should have limits, even when kids are learning online. Parents need to talk with their kids about what they expect from their child (appropriate behavior) and what that looks like online. They should define cyberbullying and explain what they should do if they are bullied. Having different expectations for different ages goes without saying. The goal is to create an environment where it is abundantly clear that cyberbullying will not be tolerated and to let them know what to do if they think they are being cyberbullied.

Parents also need to keep in mind that children don't live in a bubble. They see the news and hear the negativity on the national sceen. They hear parents talking with other adults about that negativity. Not talking with a child about family values and behavioral expectations certainly leaves the door open for any type of behavior to be acceptable. Being on the internet with no guidance is like giving a teen the keys to the family car with no training and telling them to "be careful". Parents need to talk with their kids about being online. These talks will also strengthen their relationship.

If parents have tried several strategies (and kept records) without success, they should contact their school and work with staff to address the issue. Many schools have anti-bullying and cyberbullying policies that can be used to stop the harassment. Helpful and trusted site for parents to learn more: https://www.stopbullying.gov/cyberbullying/what-is-it "

Listserv Participants: *What are you hearing about cyberbullying?*

Send your response for sharing with others to ltaylor@ucla.edu

From the New York Times, an article that reports on remote learning and increases in cyberattacks https://www.nytimes.com/2020/09/08/us/school-districts-cyberattacks-glitches.html

> A rash of cyberattacks and other problems caused havoc on the first day of school in a number of districts, including a ransomware incident that led Hartford, Conn., officials to call off their remote-learning classes. In Florida, a 16-year-old student faces charges related to an earlier cyberattack against the Miami-Dade County Public Schools.

Are you upset because you have to take your classes online?

Naw, it's because I have to keep track of a zillion Zoom passwords!

For discussion and interchange:

>What's Happening to Strengthen Online Student & Staff Support?

Districts are launching supports such as mental health hotlines and telehealth services accessible – what else is happening?????????????????????????

Here's what Education Dive reported:

> "...Fulton County (GA) school district is planning to start school with four weeks of lessons that incorporate social-emotional learning around emotions, stress management, support systems and resilience for most grade levels....
>
> Los Angeles Unified School District continues to train the crisis team at the school sites to ensure that even though they are in a virtual setting, in a remote setting, they have the tools and infrastructure to be able to respond to any situation, any death or any other sort of critical incident impacting that school community..."
> https://www.educationdive.com/news/school-districts-plan-covid-19-trauma-support-even-as-classes-resume-onlin/583747/

Let us know what's happening in your locale so others can learn about possibilities.

Send to ltaylor@ucla.edu and we'll share the responses.

About Layoff Protections and Shortages

"The school year is kicking off across the country and administrators, teachers, students and families are navigating the many new realities caused by the COVID-19 pandemic. The school reopening debate has dominated the national conversation throughout the summer, with health and safety concerns top of mind for education stakeholders. While teachers advocate for health and safety provisions in reopening plans, an economic recession resulting in state budget shortfalls has led to thousands of teacher layoffs and workforce actions like furloughs or salary reductions, with more expected.

An analysis projected that state budget cuts could result in an 8.4% reduction in America's public-school teaching force, which amounts to over 300,000 teachers. Reductions in teacher job postings also indicates that job prospects for new teachers and those laid off are limited. Some states, including New York, have considered legislation to incentivize early retirement for teachers more vulnerable to COVID-19 to cut costs, avoid layoffs and protect teachers....

These layoffs will coexist with increased teacher shortages spurred by individual safety decisions and by pandemic-induced retirements, which could exacerbate already existing shortages in certain schools and subject areas. Substitute teacher shortages may also be amplified by the COVID-19 pandemic, potentially increasing teacher absences and staffing issues on a daily basis..."

https://ednote.ecs.org/layoff-projections-and-shortages-create-teacher-workforce-challenges/

NOTE, AS USUAL, THE LACK OF ATTENTION TO SHORTAGES AND LAYOFFS OF STUDENT/LEARNING SUPPORT STAFF

>Links to a few other relevant shared resource

COVID-19 and Parent-Child Psychological Well-being
https://pediatrics.aappublications.org/content/early/2020/08/31/peds.2020-007294

Back to School? Painful Decision
http://goodparentinc.com/back-to-school-painful-decision/

Center for Youth   https://www.centerforyouth.net/

Covid-19 Planning Considerations and Resources: Addressing Staff and Student Mental Health for School Re-entry
https://img1.wsimg.com/blobby/go/6365f4da-115a-4d63-a7fa-96cf31874f55/downloads/Superintendent%20Covid-19%20Planning%20Consideration.pdf?ver=1596246160970

Website devoted to Covid19 K-12 Education Issues   https://covid19k12counseling.org/

Resources for Addressing Racism
https://docs.google.com/document/d/1sCKsvGVFJJl6LyiKKvhAs7TgUSmIlzHVQwJbxnR07aI/edit

Serving Students Hidden in Plain Sight (homeless students)
https://www.aclusocal.org/sites/default/files/homelessk12report_aclu_r4_digital.pdf

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Invitation to Listserv Participants:
We hope you will share useful resources, experiences, and suggestions to help the wide range of colleagues who are part of this practitioner network.
Send to Ltaylor@ucla.edu
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In case you missed these recent online resources from the Center:

>*Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*
http://smhp.psych.ucla.edu/news.htm

>*The Role of Schools in Promoting Whole Child Development and Learning?*
http://smhp.psych.ucla.edu/news.htm

>*Online and At School: Teachers Alone Can't and Shouldn't Be Expected to Address the Wide Range of Student Mental Health Concerns*
http://smhp.psych.ucla.edu/pdfdocs/teachers.pdf

>*What is (and isn't) in Place to Address Barriers to Learning and Teaching for the New School Year?* http://smhp.psych.ucla.edu/pdfdocs/what'sin.pdf

>*Watch out! Much Discussion of MTSS, Little Discussion of Student/Learning Support Staff and Developing MTSS into a Unified, Comprehensive, and Equitable System*
http://smhp.psych.ucla.edu/pdfdocs/july19init.pdf

>*Hypersensitivity to a Student's Emotional Reactions Can Be Harmful*
http://smhp.psych.ucla.edu/pdfdocs/july16init.pdf

>*Increased Numbers of Students with Learning, Behavior, and Emotional Problems: What will Schools Do?* http://smhp.psych.ucla.edu/pdfdocs/septtwo.pdf

Webinars

>*9/17 Meeting the needs of adolescent youth*
>*9/22 Determining Eligibility for McKinney-Vento Rights and Services*

>*9/22 My School Has Reopened, Now What? What Assistant Principals Need to Know and Be Able to Do*

>9/22 *Navigating the Needs of Students, Parents, and Teachers*

>9/22 *Character Education & COVID-19: How to Build Confident, Engaged Learners Now*

>9/23 *How Can District Leaders Support Schools During Distance Learning*

>9/24 *Promoting educator well being: Compassion Fatigue, Burnout and Secondary Traumatic Stress in the Era of COVID-19*

>9/29 McKinney-Vento School Selection Rights

>9/30 *Every Learning Opportunity Matters:Promising Strategies to Help Students Show Up*

>*10/15 Paving the Way to College for Students Experiencing Homelessness*

>*10/20 Understanding Doubled up*

>*10/29 Supporting the Education of Unaccompanied Students Experiencing Homelessness*

>*10/27 Wait! Did I Sign up for This? Tips for Leading Your School Through COVID-19*

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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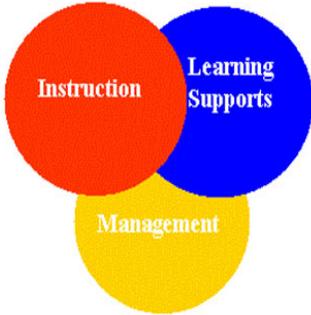
For information about the

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

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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.

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 as schools reopen.

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/)