

From: the national Center for MH in Schools & Student/Learning Supports

August, 2020

HERE'S HOW THE CENTER IS RESPONDING TO THE CORONAVIRUS CRISIS AND SOCIAL INJUSTICES

On March 11th our Center at UCLA joined the ranks of those devoting their resources to the immediate and future challenges caused by COVID-19. With the murder of George Floyd and the events that have and will continue to follow, we have made an extra effort to address these matters as well.

Here's what our Center has been doing:

>*Community of practice School Practitioner* – continues to share information, ideas, resources, lessons learned, etc. about supporting students/families/community that are of relevance in this time of crisis. See the 30 editions sent out from March 13th to the time of this posting – <http://smhp.psych.ucla.edu/practitioner.htm> .

As always, we ask that you share with us whatever you think others might find relevant. Send to Ltaylor@ucla.edu

>*Quarterly ejournal* – Online at <http://smhp.psych.ucla.edu/news.htm>

In April, the focus was on *Looking Ahead to When Schools Re-open*.

Contents:

- >>*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*

In June:

Contents:

- >>*Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*
- >>*The Role of Schools in Promoting Whole Child Development and Learning*

>*Monthly ENEWS* – Each month provided many links to online resources and discussion topics in April focused on:

- >>About Coping with the Emergency and Beyond
- >>Starting to Plan for Schools Reopening and Transforming Student/Learning Supports

in May:

- >>Rethinking schools in planning to re-open
- >>Renewing calls for children's cabinets

in June:

- >>What's being planned to support learning over the summer?

in July:

- >>About Screening for Trauma and Implementing Social Emotional Learning
- >>What should schools say about social justice?
- >>What about school police?

>>Supporting school staff to enhance their motivation and capacity during this difficult time

in August:

- >>What is (and isn't) in Place to Address Barriers to Learning and Teaching for the New School Year?
- >>Experiences Reported from the Front Lines

>Calls to Action/Policy Alerts – sent out so far:

- >>The Two Pandemics Call for Commitment to Embedding Mental Health Concerns in All Forms of Schooling <http://smhp.psych.ucla.edu/pdfdocs/calltoaction.pdf>
- >>Schools, COVID-19, and Mental Health <http://smhp.psych.ucla.edu/pdfdocs/callmh.pdf>
- >>Transforming Public Schooling: The Wars Resume!
<http://smhp.psych.ucla.edu/pdfdocs/calltrans.pdf>
- >>COVID-19 is Killing District/School Budgets:
What to Do and Not to Do about Student/Learning Supports
<http://smhp.psych.ucla.edu/pdfdocs/callki.pdf>
- >>Task Forces Forming to Provide Recommendation for Re-opening Schools:
Student/Learning Supports Leaders Need to be at the Table
<http://smhp.psych.ucla.edu/pdfdocs/calltask.pdf>

>Resources for schools as planning proceeds for school re-openings. The quarterly ejournal cited above stressed some key student/learning supports matters related to the transition-back of student, families, and staff. We also referenced two books that are free and accessible online. These were prepared last year and lay out prototypes for reframing student and learning supports. The prototypes provide blueprints for adapting current policy and practices to unify and weave together available resources and rework the operational infrastructure at schools and districts. See:

- >>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

In response to the current situation, we incorporated the frameworks into a work entitled:

- >>Embedding Mental Health as Schools Change
http://smhp.psych.ucla.edu/improving_school_improvement.html

We also have been sending out sets of Practice and Policy Notes and Commentaries

- >>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>
- >>Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation
<http://smhp.psych.ucla.edu/pdfdocs/reengage.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>

Finally, the Center's online clearinghouse Quick Finds provide links to a host of relevant resources – see the drop down menu of over 130 topics at <http://smhp.psych.ucla.edu/quicksearch.htm> . See for example, *Supports for Transitions* http://smhp.psych.ucla.edu/qf/p2101_01.htm .

As always, we focus on the need and opportunity for transforming student/learning supports to better meet the inevitable increasing demand as students and families return to school.

And, as always, we will continue to provide free technical assistance.

For more information, visit the Center website <http://smhp.psych.ucla.edu/>

For a personal contact, email Linda Taylor – Ltaylor@ucla.edu

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.