

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

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Is it being treated as an imperative?**
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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:

- >**Empathy for students in these challenging times:
Is it being treated as an imperative?**

At K-12 and University levels, faculty and other staff are being asked to show special empathy for students. Here is an example of a request we received:

I am hoping to do some sort of program to help my staff increase their empathy during this difficult time. My hope would be that this will benefit everyone in our school family, especially our students. As you know, the COVID crisis has made it difficult for everyone, but particularly our students who have limited resources. I appreciate all of the resources you offer and am hoping you can suggest a place to start.

Center Comments: We believe that enhanced empathy is an imperative for everyone's benefit during this difficult time. As a stimulus for staff discussion, here are three resources

- >*Roots of empathy* – <https://rootsofempathy.org/>
- >*How to build empathy to strengthen the school community* –
<https://mcc.gse.harvard.edu/resources-for-educators/how-build-empathy-strengthen-school-community>
- >*Teaching empathy* – <https://www.parentingscience.com/teaching-empathy-tips.html>

These and other resources relevant to empathy are listed with their links in our online clearinghouse Quick Find on *Social and Emotional Development* at http://smhp.psych.ucla.edu/qf/p2102_05.htm

Listserv Participants:

What can you share about enhancing empathy in schools during these difficult times?

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

For interchange:

>Teaching students in a mental health facility

This colleague is looking for an interchange with like-minded folks:

I have taught upper elementary students in a mental health hospital-based setting for the past 10 years in a teaching career spanning 30 years. I love the challenge of my assignment, the complex students, and the rewards of working on a multi-disciplinary team. I am feeling less satisfied with the philosophical, ideological and procedural barriers that I perceive prevent the maximized actualization of our potential to meet the needs of our students. Being in a unique setting, it is challenging to encounter like minds and circumstances that would enable me to engage in innovative and expansive conversations which enhance my practice and context. I feel like it should be possible to tailor a learning experience that fits my students rather than always trying to warp typical methods, understandings and expectations awkwardly into what I do. I believe there is huge untapped potential in what we can achieve to have a lasting impact on the success of my vulnerable students. I would love to connect with some like minds or resources that would resonate with what I am seeking. I would appreciate any direction or suggestions!

We hope that readers of this community of practice will send along their thoughts and practices to Ltaylor@ucla.edu so we can share them with this teacher. We know that many of you resonate with the need to *tailor a learning experience that fits*.

Here are a few Center Comments on the matter:

As some of you know, our concern for personalizing instruction and learning and providing learning supports stems from the work we did at a university lab school in the early 1970s. (The lab school served students whose learning, emotional, and behavioral problems had caused their public schools to give up on them.)

In recent years, we have been pleased to see education leaders embrace the concepts of personalized teaching and learning. However, we note that discussions of personalized practices often leave the impression that the process is mainly about incorporating technological innovations and/or primarily matching differences in capability.

We find a broad psychological perspective is missing in most discussions. *Personalization* needs to be understood as a psychological construct that includes a focus on motivation, capabilities, and the learner's perspective of what is a good fit. From a psychological viewpoint, we define personalization as the process of matching learner *motivation and capabilities* and stress that it is the learner's perception that determines whether the match is a good one.

Each of the following resources discusses the matters of personalizing instruction and learning supports in detail:

>**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

*If a child can't learn the way we teach,
maybe we should teach the way they learn.*

Ignacio Estrada

Disaster Recovery: COVID-19 Pandemic Intensifies Disaster Recovery Challenges for K-12 Schools

From the Government Accounting Office <https://www.gao.gov/assets/720/710136.pdf>

“... the resilience of schools is critical to help communities recover from natural disasters. In the wake of a disaster, education and school services are often suspended, which may make returning to work difficult for some parents. At the same time, it is also essential that school leaders focus on the health, safety, and well-being of students and staff during the recovery period...”

Local education officials in disaster-affected areas told us the COVID-19 pandemic has exacerbated mental health issues and trauma, and contributed to lost instructional time, staff burnout, delays in recovery projects, and financial strain in their communities. Such varied challenges reflect the multi-faceted nature of both recovery and services that schools provide to students. In addition to their primary responsibility of providing academic instruction, schools often assist students and families in accessing social services, the internet, food, and shelter.

Participants from all of our interviews with local education officials emphasized that the COVID-19 pandemic has compounded the emotional trauma that staff and students experienced due to recent natural disasters. They explained that after the natural disaster, restoring students’ mental health was a top priority. Moreover, one school disaster recovery expert said that as a result of lessons learned from recent natural disasters, the need for mental health services and supports due to the pandemic was a major concern...”

>Links to a few other relevant shared resources

Key Issues: Covid 19 pandemic – <https://www.ecs.org/covid-19-pandemic/>

“Education Commission of the States is continuing to track state education policies related to the impacts of the COVID-19 pandemic. This page provides high-level overviews of key issues education leaders are facing as they continue to provide education services during these uncertain times. Each overview contains a brief explanation of the topic and the implications for students, and includes additional links that readers may find helpful. This resource is forward-looking, providing considerations and policy examples for the 2020-21 school year.”

Special education resources

<https://www.educationmodified.com/wp-content/uploads/2020/09/ReadyNow.SpecialEducation.9.1.20.pdf>

Students count: Highlights from covid19 student surveys

<https://www.crpe.org/thelens/students-count-highlights-covid-19-student-surveys>

Developing a tutoring program – <https://www.readingrockets.org/article/developing-tutoring-program>

Youth risk behavior data trends 2009-2019

<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBSDataSummaryTrendsReport2019-508.pdf>

Integrating Social and Emotional Learning Throughout the School System

<https://mkto-ab200065.com/h3v8n9B00D000aRmD020Uwa>

Prioritizing Educator Well-Being for Safe and Healthy Schools

<https://mkto-ab200065.com/lmBaC00038av0U2R90D0t0D>

Beyond screening: Achieving California's bold goal of reducing exposure to childhood trauma

<https://preventioninstitute.org/publications/beyond-screening-achieving-californias-bold-goal-reducing-exposure-childhood-trauma>

This is terrible!

I taught you how to write a better than this.



*You know, just because you teach it,
doesn't mean we all learn it!*



A Few Upcoming Webinars

- >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
- >11/12 EdTech in the Time of COVID-19: Leveraging Technology for Your continuous improvement work
- >11/19 McKinney-Vento 101: Understanding the Rights of Students Experiencing Homelessness
- >11/19 Creating high quality hybrid, blended, and remote learning experiences
- >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

Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12

Education Webinar Series 11/10, 12/15, 2/16, 5/18, & 7/20

https://www.wested.org/wested_event/ncsi-intersection-race-disability-k12-education-webinar-series/?utm_source=e-bulletin&utm_medium=email&utm_campaign=2020-10-issue-2&mkt_tok=eyJpIjoiTTJFMlI6azJNlF5WWpWayIsInQiOiI1RIFIQUYyR2U3eWVUY2RjVllcL250R0JJVVNBVTljU3NCVUFaQmNCYmEMnBVK1hOZ0kreKfQM2Fjd002RFZGQ1E2TctBUVpKUmJ4RllhbFREeVVIQTh5RU5lQXFMMmo5cVILbHNwQjVvOXp2cFord245TDM4M3hcL2ZFZFU0MnNaIn0%3D

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=17f472fa9&e=b6757fd9d7>

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –

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

A Few News Items

>Civil Rights Data Collection covering the 2017-18 school year showed restraint, seclusion, sexual assault on the rise

>Students with disabilities were disproportionately restrained and secluded

>K-12 sexual violence increased 55%

<https://www.educationdive.com/news/education-civil-rights-data-release-takeaways/587339/>

>English-language learners, homeless and disabled students and children in foster care have had the most trouble accessing school

As many as 3 million of the country's most marginalized students may not have returned to school - online or in-person - since the COVID closures in March, a new analysis suggests.

English language learners, homeless and disabled students, and children in foster care are among the groups that have had the most trouble accessing school since the pandemic began, according to the "Missing in the Margins" report by Bellwether Education Partners.

<https://districtadministration.com/3-millions-students-miss-school-absences-attendance/>

>Why post-COVID-19 U.S. education will be even less like it used to be than you think

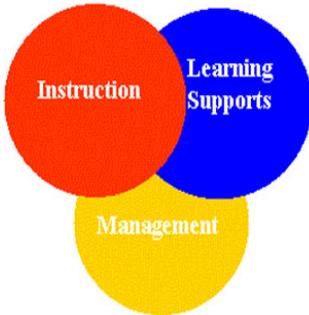
Quotes Geoff Spencer, writing for Microsoft, as saying "the push for major changes was already underway before the pandemic struck and that they will go far beyond just online lessons at home." He proposes a general shift away from a teaching culture to what he calls "a learning culture," where, more often, the teacher will act remotely as a one-on-one facilitator helping students with particular learning needs as they progress through AI-enhanced learning processes where interaction is already built into the learning programs.

<https://exclusive.multibriefs.com/content/why-post-covid-19-u.s.-education-will-be-even-less-like-it-used-to-be-than/education>

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/>)