

School Practitioner Community of Practice
(A network for sharing & exchange)
(11/17/20)

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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:

>How can the negative impact on MH of COVID protection protocols be mitigated?

Request from a colleague: "I began a webinar series on reopening schools with a weekly discussion related to school operations in COVID. The operations officials are the ones responsible for protocols for PPE, social distancing, cleaning, planning pathways for entrances and exits, schools bus seating, controls for cohort sizes and mixing of cohorts. These logistical elements can all have mental health impacts. It would be helpful to understand how these mitigation measures can be implemented to have the least negative impact on the staff, students and their families."

Center response: We shared this request with a range of colleagues; here is some of what they said:

- (1) *From a national leader on social emotional learning.* "We are recommending widespread COVID education for students, school board, staff, and parents. In other words, it should be clear why all of these measure are being taken and, especially, how they work to be effective. The negative impact comes from lack of understanding and disconnect with the science behind the actions. And anything that anyone has a problem explaining means it's a policy that would benefit from review and more discussion!!"
- (2) *From a school social worker.* "My feeling is that youngsters of all ages have been following the news of what has been going on with the virus for many months now and the need and want to keep safe. I think they will feel safe when their school is taking the necessary precautions on their behalf. These kids are very resilient and I doubt that the PPE issues would be a "mental health" issue for them, but rather be "pro-therapeutic" to their overall well being."
- (3) *From a state department student support coordinator.* "All of our state guidance and protocols can be found in our *Lighting Our Way* guidance doc. But, with local control, individual school districts are determining their own specific means of meeting the requirements. We've stressed social emotional needs in this doc and have a section specific to that and also one to specialized instructional support in the Appendix, Exhibit F. But with local control, I don't have a lot of specific details since it's varying considerably across the state." [*Lighting our way* can be accessed at

<https://docs.google.com/document/d/1z5Mp2XzOOPkBYN4YvROz4YOyNIF2UoWq9EZfrjvN4x8/edit>

- (4) *From a national student support organization.* “There are many organizations that have issued guidance on how to open schools safely (AASA and AFT off the top of my head) – the ASCA guidance has always said their should be ongoing communication with stakeholders and a “reentry team” which should include some of the school’s crisis team and school based mental health staff. Communication should be ongoing and regular during the reentry process so they can address things like this. Additionally, we are recommending they are reassessing needs and plans almost weekly at this point and using a tiered model to see what students and staff need support and to what degree. Since the entire country is in different places with all of this and their own reentry it has been very difficult to highlight a best practice since there are so many unique factors at play in any given community.”
- (5) *From a state department mental health program coordinator.* “These are such hard times. It has taken this long to even gain perspective on which path to take under these circumstances. Our best support from the district at this time has to do with raising the expectation that we need to teach “behaviors” just like we would teach curriculum content. More so now, because the new behaviors are required. We offer online classroom management planning seminars that address both in person behaviors that need to be addressed (e.g. mask wearing, physical distancing and hand washing) or distance learning behaviors that need to be addressed (using mute and unmute, other related behaviors for successful connectivity both socially and with computers). Our 4 reflective questions are by no means set in stone, we felt that we needed to support reflection on the teachers part as to what to prioritize:
- > What routines and procedures exist to start the day, manage student work, and end the day?
 - > What’s being done at the teacher level to develop and teach behavior expectations (e.g. classroom expectations, rules, restroom policy, classroom-managed vs. office-manage discipline, communication to family, teaching and re-teaching behavior expectations)?
 - > How are you encouraging positive behavior (e.g. reinforcements, strategies for increasing positive feedback and positive regard)?
 - > Do you have de-escalation strategies?
- Just a little more structure for teachers or maybe even a bus driver, on behavior practices coupled with lots of patience, helps kids to learn what we need to do in these times. These all need to be taught and reinforced through school to family zoom meetings or in the distance learning classroom so that when schools open up, it will be a smoother transition. With anxiety and frustration running high, we need to offer more support to the adults to keep their cool, and build all this into their lesson plans.”
- (6) *From a former state department of education learning support director.* “When it appeared that the virus was going to be a long-term crisis, I created a work group that included superintendents, social workers, DFCS case workers, and others to discuss the long-term impacts of the virus on not only children and staff but also on the facilities, equipment, etc. This same working group discussed the return to school and how that would look as an operational challenge as well an emotional challenge. To make a long story shorter, we found that communications was more important than ever before. What I mean by that is preparing students, parents, and staff about PPEs, social distancing, cleaning, hallway travel protocols, etc. made all of those things less scary and onerous when students, parents, and staff knew AHEAD OF TIME what to expect. In schools that did not do the prep communications there were and still are a lot of issues. In schools where advanced communications were extensive and deliberate, the opening of schools has gone much better with fewer issues from students or staff. So, it is my opinion based on our experience that any webinar that covers those topics should led with a section on communications – we cannot assume that schools know the most effective ways of communications. It is also important to encourage schools to continue the communications even after school starts back, regardless of instructional delivery type. Eliminating the unknown, assuring students, parents, and staff that there is a plan of action that is thoughtful and efficient, and offering on-going supports is foundational to the communications strategy.”
- (7) *From We Are Teachers.* <https://www.weareteachers.com/virtual-to-in-person-teaching/> “,,, Staying healthy at school involves following a whole list of safety protocols, from hand washing, proper distancing, wearing masks, etc. You’re going to need help monitoring this aspect of returning to in-person learning. Empower your students to be part of the process. Establishing classroom norms and procedures together will help students buy into the new climate. Have students rotate through jobs that help keep the classroom safe, like making sure the hand washing station is clean and stocked, keeping track of mask breaks, and reminding each other about safe distances. ... Some school districts are advising students to carry their materials back and forth each day, just in case school needs to shut down overnight. For health reasons, kids should be using their own individual supplies anyway, don’t let things get too intermingled.... The

amount of effort educators and families have put in to keeping our kids learning has been monumental. And though it has been far from perfect, I think most people would agree we're all doing the best we can. And isn't that just about one of the most important life lessons our kids can learn?"

Listserv Participants:

How are local schools working to reduce the anxiety of staff/students/and families as schools reopen? Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

For discussion and interchange:

>>How supported are K-8 students in moving from online to hybrid learning?

Request from a colleague: "Do you by chance have any simple student survey questions that we can give our K-8 students to measure pre and post functioning as we move from Distance Learning to a hybrid model?"

Center Comments: In approaching the matter of gathering data on this and related matters, we stress it is essential *first* to determine (a) what student/learning supports are in place, (b) what else is needed, and (c) how to do something about improving the system of supports. We find that teachers and parents generally already are aware of many students in need and the pressing problem is to provide all students with essential supports.

Assessing *individual* students who need help is a parallel step. The emphasis in such instances is on triage (i.e., prioritizing which students need immediate individual attention in situations where the supports they need are limited).

>With respect to assessing system concerns, see *Mapping & Analyzing Learning Supports* – <http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

>With respect to assessing individual students, we provided some items for this colleague to consider. After working with them, she created the following:

During distance learning

1. How much are you looking forward to going back to school?
(1) very much (2) some (3) a little (4) not at all
2. How worried are you about going to school?
(1) not at all (2) a little (3) some (4) very much
3. How much do you think being in school will improve your learning
(1) very much (2) some (3) a little (4) not at all
4. Describe how you are feeling these days
(1) I am pretty happy all the time (2) I am happy sometimes and sad others
(3) I am sad most of the time (4) I feel like I really need help.

After hybrid learning occurs

1. How much have you liked going to school
(1) very much (2) a little (3) some days more than others. It's up and down. (4) not at all
Why?
2. How worried have you been now that you are going to school again
(1) not at all (2) a little (3) some days more than others. It's up and down.
(4) very much or most of the time
Why?
3. How much has going to school improved your learning
(1) very much (2) a good deal (3) more in some classes, but not in others (4) not at all
Why?
4. Describe how you are feeling these days
(1) I am pretty happy all the time (2) I am happy sometimes and sad others
(3) I am sad most of the time (4) I feel like I really need help.

Listserv Participants:

What's your take on what data to gather and any surveys that focus on helping schools provide essential student/learning supports in ways that enhance equity of opportunity and help students feel hopeful? Send to ltaylor@ucla.edu

Let's provide input to the Biden education transition team

The Biden education transition team has been formed. See:

<https://www.washingtonpost.com/education/2020/11/12/what-bidens-new-education-transition-team-tells-us-about-his-agenda-what-it-doesnt/>

We want to be sure they hear from a wide segment of folks concerned with improving how schools address barriers to learning and teaching as an essential facet of enhancing equity of opportunity for students to succeed at school and beyond.

Let us know your recommendations, and we will summarize what we receive and send the input from all of us in the field on to the transition team to help inform the process.

Send to Ltaylor@ucla.edu. We look forward to hearing from you.

>Links to a few other relevant shared resources

Parent and Family Digital Learning Guide

<https://tech.ed.gov/publications/digital-learning-guide/parent-family/>

Anti-racist organizational development

[https://www.njcn.org/uploads/digital-library/org%20assessment%20western%20states%20\(1\).pdf](https://www.njcn.org/uploads/digital-library/org%20assessment%20western%20states%20(1).pdf)

Mental health actions in the COVID 19 era

<https://ednote.ecs.org/state-mental-health-actions-in-the-covid-19-era/>

Privatization and Education Reform

<https://kappanonline.org/federal-policy-push-privatize-education-burch/>

Tip Sheet: Telehealth for Transition Age Youth and Young Adults: Privacy, Emotional Safety and Welfare During Covid-19 and Beyond

<https://pdx.us9.list-manage.com/track/click?u=a1ea550f3d36d6cfbcd5f5e31&id=f35f5f1abf&e=be839dd84f>

Teens Did Surprisingly Well in Quarantine

<https://www.theatlantic.com/family/archive/2020/10/how-teens-handled-quarantine/616695/>

New Interactive Module on Exploring Strengths with Young People

<https://pdx.us9.list-manage.com/track/click?u=a1ea550f3d36d6cfbcd5f5e31&id=e77dc06106&e=be839dd84f>

The key to a better world? Teach empathy early

https://www.smartbrief.com/original/2020/11/key-better-world-teach-empathy-early?utm_source=brief

How an Oregon Measure for Universal Preschool Could Be a National Model

https://www.nytimes.com/2020/11/06/upshot/oregon-universal-preschool-election.html?utm_source=newsletter&utm_medium=email&utm_campaign=cb_bureau_colorado&utm_source=ECS+Subscribers&utm_campaign=a28c1aa09b-ED_CLIPS_11_10_2020&utm_medium=email&utm_term=0_1a2b00b930-a28c1aa09b-53599575

Tips for Raising Generous Children

https://childmind.org/article/tips-for-raising-generous-children/?utm_source=newsletter&utm_medium=email&utm_content=Tips%20for%20Raising%20Generous%20Children&utm_campaign=Public-Ed-Newsletter

Holidays During the Pandemic: Tips for reducing stress, helping kids cope, and making new traditions

https://childmind.org/article/holiday-during-the-pandemic/?utm_source=newsletter&utm_medium=email&utm_content=Holidays%20During%20the%20Pandemic&utm_campaign=Public-Ed-Newsletter

How to Help Your Kids Handle Disappointment

https://childmind.org/article/how-to-help-your-kids-handle-disappointment/?utm_source=newsletter&utm_medium=email&utm_content=How%20to%20Help%20Your%20Kids%20Handle%20Disappointment&utm_campaign=Public-Ed-Newsletter

Safe Communities of Learning (SCOL) Decision Guide for Families with Special Needs

https://stanfordmedicine.qualtrics.com/jfe/form/SV_3RcFo5QJ5p54RKJ

Young adults aging out of foster care face unique challenges during COVID-19

<https://www.today.com/tmrw/young-adults-aging-out-foster-care-face-unique-challenges-during-t193363>

Suicide Prevention Toolkit <https://inthe forefront.org/learn/>

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

A Few Upcoming Webinars

- >11/18 Scaling Tech Support for K-12 Success
- >11/19 How to Make Hybrid Learning Work During COVID-19
- >11/19 McKinney-Vento 101: Understanding the Rights of Students Experiencing Homelessness
- >11/19 Creating high quality hybrid, blended, and remote learning experiences
- >11/19 Living United for Racial Equity and Social Justice
- >11/20 Supporting Students With Disabilities
- >12/8 Focus on Wellness: Apps to Support Mental Health for All Ages
- >12/9 Planning to Pivot: Creating Schedules to Enhance Teaming (K-8) in the Era of Covid-19
- >12/9 Stressed Out
- >2/10 Working Toward Positive Educational Outcomes: Mental Health and Special Education
- >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 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=eyJpIjoiTTJFM116azJNeIF5WWpWayIsInQiOiI1RIFIQUYyR2U3eWVUY2RjVllcL250R0JJVVNBVTljU3NCVUFaQmNCYmEMnBVK1hOZ0kreKFQM2Fjd002RFZGQ1E2TCtBUVpKUmJ4RllhbFREeVVIQTh5RU5lQXFMMmo5cVILbHNwQjVvOXp2cFORD245TDM4M3hcL2ZFZFU0MnNaIn0%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=17f472fea9&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 Couple of News Items

Supporting students on 504 plans during remote learning. The coronavirus pandemic and remote instruction have been particularly challenging for students on 504 plans, part of the Rehabilitation Act and the Americans with Disabilities Act.

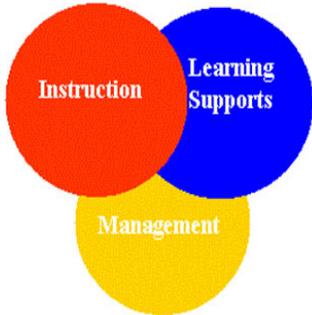
https://www.smartbrief.com/original/2020/11/supporting-students-504-plans-during-remote-learning?utm_source=brief

Why post-COVID-19 U.S. education will be even less like it used to be. Geoff Spencer, writing for Microsoft, said “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>

*What’s wrong?
Do you have pandemic fatigue?*





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/>)