

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Issue (3/17/20)

>How are on-the-job school staff continuing to provide support to students and families?

>What do state departments of education suggest?

>Links to a few other relevant resources

Note: Go to <http://smhp.psych.ucla> for links to other Center resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

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>

Special Issue

>How are on-the-job school staff continuing to provide support to students and families?

With schools closing, school staff are exploring additional online/email/telephone contacts to provide support to students and families. For school staff who are continuing to be “on-the-job”, here are a few examples of matters that students are raising and that families may want help with during these difficult times.

(1) Anxiety about closing down communities (schools, movies, etc.)

Excerpt from *Why is everything closing?*

<https://www.forbes.com/sites/tarahalle/2020/03/13/why-everything-is-closing-for-coronavirus-its-called-flattening-the-curve/#13830fd96e2b>

... There's a good reason to “cancel everything.” All these decisions by public officials and businesses are aimed at one goal: slowing down the spread of the virus to avoid overburdening a healthcare system... Basically, if you assume a certain number of cases are inevitably going to occur, continuing business-as-usual allows cases to escalate rapidly ... But if that same number of cases can be stretched out over months, never quite exceeding the healthcare system's capacity, then people will get the care they need, more healthcare providers can avoid illness and burnout....

(2) Fear about health problems

Excerpt from The American Academy of Pediatrics website:

<https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.aspx>

... The American Academy of Pediatrics encourages parents and others who work closely with children to filter information and talk about it in a way that their child can understand. These tips can help:

- >Simple reassurance: Remind children that researchers and doctors are learning as much as they can, as quickly as they can, about the virus and are taking steps to keep everyone safe.
- >Give them control. It's also a great time to remind children of what they can do to help – washing their hands often, coughing into a tissue or their sleeves, and getting enough sleep....”

(3) Good stuff for learning at home

While each state/district is planning how to provide support for student learning, this is a good time to also encourage students to explore and enrich their personal learning interests. For homes with access to the internet, we cited some online learning opportunities in the 3/15/20 practitioner. (See [http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(3-15-20\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(3-15-20).pdf))

Here are six more online resources.

- >NASA STEM Engagement <https://www.nasa.gov/stem>
- >American Museum of Natural History <https://www.amnh.org/explore/ology>
- >Exploratorium <https://www.exploratorium.edu/>
- >Smithsonian museum online: for kids <https://www.si.edu/kids>
- >PBS learning media <https://ca.pbslearningmedia.org/>
- >National Geographic Kids <https://kids.nationalgeographic.com/>
- >Learning Heroes has developed free resources for kids and parents to support learning at home. <https://bealearninghero.org/>
 - >>*The Readiness Check* - your child answers short questions (like a game!) and you see how they're doing with math and reading. At the end, you get videos, activities, and everyday tips to support learning at home.
 - >>*The Learning Hero Roadmap* - an interactive guide on the topics parents care most about-from supporting life skills to handling tough conversations with your kids to preparing for college and more. With extra time at home, talk to your child about their strengths, interests, and where they might need more support.

As alternatives to online learning, there are, as always, many offline learning experiences (e.g., reading, journal/diary writing, penpals, music, art, and all sorts of special projects). Ironically, searching the internet brings forth many site describing offline activities; perhaps those without internet can get print outs from friends.

Resources for Home Study Topics Related to MH Topics

Over the school year, our Center resources are used by university students, middle and high school students and others who are doing projects related to mental health topics. So we thought we might mention that our online clearinghouse Quick Finds may be helpful as student pursue their learning from home. See the dropdown menu at <http://smhp.psych.ucla.edu/quicksearch.htm>

And in the weeks ahead, we hope to share what others are finding useful aids for students who are pursuing home study. Send your ideas, resources, experiences to Ltaylor@ucla.edu



Please let us hear from you

We want to share information and lessons learned about what school staff who are on-the-job are doing.

- >What contacts are being made to provide support to students/families?
- >Is the contact being made by teachers, student support staff, administrators, and/or ?
- >Is special attention being given to reaching out to vulnerable students/families?
- >What measures have been taken to enable stakeholders to ask questions and get quick responses?
Also, if there is anything we can help with (e.g., finding online resources for specific concerns), let us know.

Send to Ltaylor@ucla.edu



>What do state departments of education suggest?

(Over the next week we will feature additional state department guidance)

(1) Alabama – <https://www.alsde.edu/covid-19>

A sampling:

“Effective Thursday, March 19, 2020, all public schools in the state of Alabama shall close facilities until Monday, April 6, 2020. Decisions about whether or not staff should report to school facilities remain at the discretion of the local education agency.

3/12 Parent Guide:

“...Most districts are not prepared to implement a distance learning model, such as online learning, on short notice. Some districts and schools may be in a position to continue teaching using distance learning methods; however, equity is a critical consideration. It is important to note that if educational services are being delivered to students in any form, in order for the district to remain open, access to those services must be equally provided, including to students who don’t have access to technology at home and students receiving special education services.

For most districts, it will make more sense to cancel school altogether than to organize a learning model that cannot be accessed equitably by all students...”

(2) Arkansas <http://dese.ade.arkansas.gov/divisions/communications/covid-19-information>

“**Digital Learning Resources - COVID-19** – In response to COVID-19 concerns, the Division of Elementary and Secondary Education - Research and Technology team has been working with state partners to create a list of digital learning resources that may assist schools with potential closures.

>Using ZOOM for Online Learning – Arkansas TEAM DIGITAL has worked with ZOOM for online learning and virtual classrooms as a provider for Arkansas schools and the Division of Elementary and Secondary Education...

>Arkansas Digital Sandbox – Arkansas Digital Sandbox has prepared a list of ideas for how teachers might use the platform in the event of school closures. The Sandbox is a great tool for Live Broadcasting lessons to students and events to parents, sharing instructional videos with your students, and even integrating quizzes into videos for student assessment. All teachers have a Sandbox account, and can log in by going to <http://adesandbox.arkansas.gov> and entering their state Active Directory credentials. If districts want to use Sandbox for students to log in (not public), students accounts can easily be created via Google, LDAP, CSV export or via Classlink. Teachers have free access to use the Arkansas Digital Sandbox and can pre-record

lessons (video record or screen capture) to complement Alternative Methods of Instruction (AMI) plans.

As concern with COVID-19 (novel coronavirus) progresses, the Division of Elementary and Secondary Education (DESE) is providing the following guidance on addressing the mental health needs of students and communities during an infectious disease outbreak.

Access Quality Information: It is important to access accurate information from credible sources such as those listed below. This will help individuals maintain a healthy perspective and feel more in control. The Arkansas Department of Health (ADH) has been designated as the lead agency in coordinating information and response to COVID-19 within the State of Arkansas. Information can be accessed at: <https://www.healthy.arkansas.gov/programs-services/topics/novel-coronavirus> .

The Centers for Disease Control and Prevention (CDC) provides regular updates on all aspects of the virus.

Under the What You Should Know section, readers can learn:

- How the disease spreads
- Prevention tactics
- Treatment protocols
- Answers to frequently asked questions

...at: <https://www.cdc.gov/coronavirus/2019-ncov/index.html> .

...Model Calmness – Children observe adult behaviors and emotions for cues on how to manage their own feelings during difficult times. Maintain a practical and calm approach and follow official advice, particularly around observing good hygiene habits.

Provide Support. When talking with youth about the virus, relay factual information without causing alarm and in a way that is appropriate for a child's age and temperament...

The DESE will continue to provide guidance and support on meeting our students' mental health needs and will continue to coordinate with other state agencies to provide ongoing updates as new information develops...."

(3) California <https://www.cde.ca.gov/nr/el/le/yr20ltr0305att.asp>

"... LEAs are strongly urged to consider the effects of significant absences on student achievement and establish plans in advance that not only ensure health and safety, but also maintain a continuity of learning.

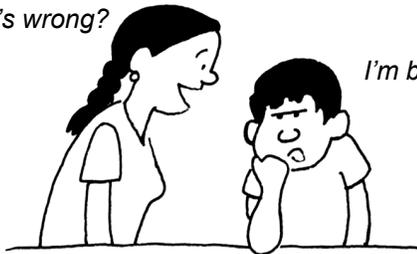
Consider the following and plan accordingly:

- Are distribution plans in place to ensure student access to resources in the event of sudden absences or school dismissal?
- Are contact information records for students, parents, guardians, and all staff (e-mail addresses, physical addresses, phone numbers, including mobile, etc.) on file, and do teachers have access to that information to check in with absent students regarding academic progress?
- Are policies regarding privacy and sharing of personal information in place and clear to all parties?
- How can schools and districts leverage distance learning resources from other sources, including current vendors, community colleges and universities, and online sources of open content?
- Are policies in place for awarding credit for courses in the event of sustained distance learning (e.g., credit without seat time, etc.)
- Are defined staffing plans in place to support distance learning in the event of small or large student or faculty absences?
- Will staff be permitted to return to school to use school-based equipment and resources?
- Are adequate resources or agreements in place to support copying and distributing learning packets and materials for students to use at home for up to 12 weeks if necessary?..."

Links to a few other relevant resources

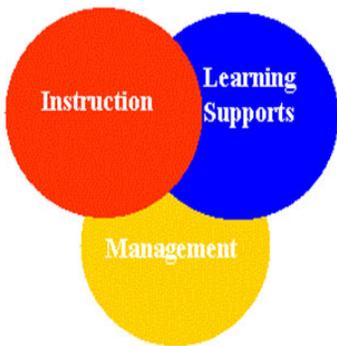
- > *Supporting Kids During the COVID-19 Crisis* – <https://t.e2ma.net/click/3ogmwf/r7alew/brbyu5c>
- > *Fun and Free Educational Websites for Kids*
<https://www.verywellfamily.com/best-free-educational-websites-for-kids-3129084>
- > See the special practitioner for 3/13/20 at
[http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(3-13-20\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(3-13-20).pdf)
and the one for 3/15/20 [http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(3-15-20\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(3-15-20).pdf)

What's wrong?



I'm bored. When can I go back to school?

*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.*



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

***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/>)***