

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
Special Edition (3/24/20)

**>Sharing Information about Resources and Actions**

**>>Time to establish a pool for free tutoring**

**>>Engaging teens in learning during the crisis**

**>>What state departments of education are doing/advising**

**>Links to a few other relevant 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**

**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).*

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**For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>**

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**Special Edition:**

**Sharing Information about Resources and Actions**

**>Time to Establish a Pool for Free Tutoring**

Free online tutoring by volunteers could be a significant resource for schools, families, and students.

One way for districts/schools to initiate this is to develop a network of school employees (teachers, administrators, support staff).

Another way is to reach out to university/college chairs of departments of education, psychology, social work, etc. and ask that they email their students with information about the opportunity for serving communities during the emergency and indicate who they could contact at the district/school.

Other pools of potential volunteers also can be contacted, and parents and older students might also be asked if they would like to be volunteer tutors.

Of course, all this would also require the type of screening the schools use when using any volunteer.

Student/learning support staff are logical personnel for organizing the network of school staff tutors. They also could do outreach, screening, organizing responses, letting students and families know once the pool of tutors is available, and then connecting students with appropriate tutors.

## >Engaging teens in learning during the crisis

From: *Engaging teens in learning during the coronavirus crisis*

<https://districtoflearning.org/news/2020/3/17/engaging-teens-in-learning-during-the-coronavirus-crisis>

Excerpt: Families and educators are struggling to sustain student learning while schools are closed during the coronavirus crisis. Learning for teenage youth at home can be far more than screen time or another version of homework. With the right structure and supports, teens can take ownership of learning and make important progress towards college and careers.

Instead of attempting to make up for lost class time, we should focus on transformative home-based learning opportunities that connect young people to their passions, peers, community, and careers.

Passions: Let teens select topics to focus on with adult input and guidance. What problems do they want to solve? What inspires their curiosity and passions? What might they learn related to coping with and recovering from the coronavirus pandemic?

Peers: Teenage students are feeling isolated at home, and learning activities can foster positive social interaction. Have them collaborate on projects with friends and classmates, using technology to communicate.

Community: Engage teens in learning activities that relate to their neighborhood, school, and community. Connect them to online forums and email lists as part of their activities. Strengthening community connections will help sustain them in the long run and support communities once recovery efforts begin.

Careers: Connect teen passions to possible future careers. Discuss potential pathways to employment and identify what teens might want to learn next. Spotlight how college or specialized training could help them pursue their career goals.

The following practices for home-based learning can boost engagement, strengthen learning outcomes, and help young people share what they learn...

Engage adults as resources. Connect teens to adults that can help them learn more about what they are interested in. There are many people with subject matter expertise who are also at home now and eager to assist....

As we struggle to cope with the coronavirus crisis, this approach to teen learning at home can help make the most of lost classroom time. Beyond the crisis, it can be a model for engaging entire communities in advancing education and career success."

## >What state departments of education are doing/advising

(1) North Dakota Department of Education <https://www.nd.gov/dpi/covid-19-behavioral-health>

Excerpt from: *Messages for Parents, School Staff, and Others Working with Children*

As public conversations around coronavirus disease 2019 (COVID-19) increase, children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, developmentally appropriate, and minimizes anxiety or fear. CDC has created guidance to help adults have conversations with children about COVID-19 and ways they can avoid getting and spreading the disease.

You know your children best. Let their questions be your guide as to how much information to provide. However, don't avoid giving them the information that health experts identify as critical to ensuring your children's health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

For many youth the intense discussions, media images, and messages that they are exposed to during COVID-19 can trigger a range of strong emotions. Some may experience anxiety which can present as sadness, fear, or worry, but can also make them irritable and angry. Some anxious youth

keep their worries to themselves. It is important to watch their sleep and eating patterns as they are often cues that they may be stressed or worried about something. Common changes to watch for can be found online.

For youth experiencing stress, we can help by spending time with them, encouraging them to talk about their feelings, maintaining a sense of normalcy in their schedules and activities, and providing healthy coping strategies. Below are general principles for talking with children.

- >Remain calm and reassuring. Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others. Our fear becomes their fear and our calm becomes their calm.
- >Make yourself available to listen and to talk.
- >Make time to talk. Be sure children know they can come to you when they have questions.
- >Avoid language that might blame others and lead to stigma.
- >Remember that viruses can make anyone sick, regardless of a person's race or ethnicity. Avoid making assumptions about who might have COVID-19.
- >Pay attention to what children see or hear in the media.
- >Consider reducing the amount of screen time focused on COVID-19. Too much information on one topic can lead to anxiety.
- >Provide information that is honest and accurate.
- >Give children information that is truthful and appropriate for the age and developmental level of the child.
- >Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information.
- >Teach children everyday actions to reduce the spread of germs....

## (2) Oregon Department of Education

From: the Director of the Department and Deputy Superintendent of Public Instruction

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20letter%20to%20superintendents%20and%20association%20leaders%203-20-20.pdf>

Excerpt: Oregon is facing an unprecedented challenge in our effort to respond to the COVID-19 outbreak. Governor Brown has called on our schools to fulfill essential tasks in communities across Oregon. This is the right call. Our schools are trusted community institutions. Our educators are compassionate professionals that deliver for children day-in and day-out. And, in most of our communities, schools are the largest employers and have the greatest capacity to serve our communities in while they are in need.

The response from school systems in most communities has been nothing short of incredible. Thousands of meals are being delivered, schools are ensuring the children of health care workers are safe and cared for, and many districts have gone beyond these efforts. Districts and associations have worked hand-in-hand to creatively coordinate and be extraordinarily responsive to our families....

At this time we have asked school districts to focus on:

- >Delivery of supplemental education and learning supports, including pathways to graduation for high school seniors in alignment with guidance from ODE (expected the week of March 23, 2020).
- >Provision of school meals.
- >Provision of supplemental services and emergency management services, including but not limited to, the provision of child care for first responders, emergency workers, health care professionals, and other individuals, consistent with any guidance and requirements provided by the Oregon Department of Education.
- >Continue to regularly pay all employees.

Thank you for standing together in this time of need. Please strive for the flexibility, compassion, and partnership needed to come through for our children and families. This is all new, we are with you in this and stand ready to partner around any question you have.



**Please let us hear from you**

**We are trying to share good information, ideas, and lessons learned about what state/district/school/community are doing to support students/families/community during this challenging time.**

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](mailto:Ltaylor@ucla.edu)



**Links to a few other relevant resources**

- >*The 10 Best Educational YouTube Channels for Kids*  
<https://www.learningliftoff.com/the-best-educational-youtube-channels-for-kids/>
- >*6 Places to Find Free Audio Books for Kids* <https://www.learningliftoff.com/free-audio-books-for-kids/>
- >*10 Cool At-Home Science Experiments for Kids*  
<https://www.learningliftoff.com/10-cool-at-home-science-experiments-to-do-with-kids/>
- >*10 Fun Indoor Activities for Kids Who Are Home from School*  
<https://www.learningliftoff.com/10-fun-indoor-activities/>
- >*Examples of sites with teaching lesson plans*
  - >>readwritethink (NCTE) Lesson Plans  
<http://www.readwritethink.org/classroom-resources/lesson-plans/>
  - >>Lesson Plans <https://www.teacher.org/lesson-plans/>
- >*From Xfinity WiFi:* Until further notice, all Xfinity WiFi Public Hotspots are now open to everyone on the “xfinitywifi” SSID. Public hotspots can be found in small/medium businesses and outdoors in commercial areas. Non-Xfinity subscribers need to accept Terms and Conditions to access the network and repeat when requested to continue to receive free unlimited access. Please refer to the map for available public hotspots.  
<https://wifi.xfinity.com/#find-a-hotspot>
- >*Resources for Supporting Children’s Emotional Well-being during the COVID-19 Pandemic*  
<https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>

**Resources for Home Study Topics Related to MH Topics**

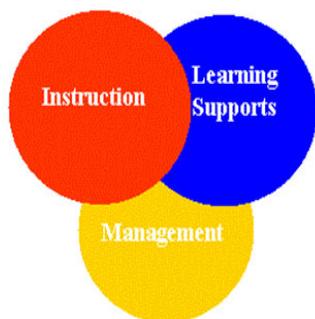
Over the school year, our Center resources are used by university students, middle and high school students and others who are doing projects related to mental health topics. So we thought we might mention that our online clearinghouse Quick Finds may be helpful as student pursue their learning from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

Why are you so upset?



*I just realized that having so much time to goof off isn't such a great thing.*

*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.*



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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](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](http://smhp.psych.ucla.edu/improving_school_improvement.html)**

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***THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS RESOURCE BECOMES!***

***For new sign-ups – email [Ltaylor@ucla.edu](mailto: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/>)***