

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
Special Edition (3/30/20)

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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).*

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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 Requests and Information about Resources and Actions**

**>How schools and their student/learning support staff are and can take action NOW**

Clearly, with school closures, districts have been focusing widely on ways to facilitate student instruction and learning.

*But how are they mobilizing student/learning supports to address student, family, and staff needs?*

Given the importance of such efforts, we are trying to provide exemplars highlighting ways local and state education agencies are mobilizing their student/learning support resources. For example:

>districts across the country are finding ways to continue their food programs

<https://www.latimes.com/california/story/2020-03-18/school-meal-distribution-scenes>

>Seattle schools are proving a range of services including learning supports and mental health supports

[https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/coronavirus\\_update](https://www.seattleschools.org/district/calendars/news/what_s_new/coronavirus_update)

>Philadelphia School District has established a hotline to respond to concerns

<https://www.philasd.org/coronavirus/>

>our Center at UCLA is providing resources to help guide action:

>>*Establishing online teams at school, district, and state levels to plan and provide enhanced student/learning supports now and when students return -- (see*

[http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(3-27-20\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(3-27-20).pdf) ).

>>*Early Warning:*

*Now is the time to Plan for the Increase in Student Problems When Schools Reopen*

<http://smhp.psych.ucla.edu/pdfdocs/earlywarn.pdf>

>UNICEF is urging schools to provide students with holistic support. "Schools should

provide children with vital information on ... measures to protect themselves and their families; facilitate mental health support; and help to prevent stigma and discrimination by encouraging students to be kind to each other and avoid stereotypes when talking about the virus.”

**Listserv Participants: *Here’s a quick way to take some actions:***

- >forward the message to school decision makers
- >propose ideas and send them to us to share
- >provide information about places that are exemplars so we can share them

Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

**>What children and youth can do to help others during the crisis**

(1) From: *Cultivating Empathy in the Coronavirus Crisis*  
<https://www.gse.harvard.edu/news/uk/20/03/cultivating-empathy-coronavirus-crisis>

Excerpt: With children and adults encouraged to stay inside and practice social distancing, it’s easy for children and caregivers to draw their focus inward toward themselves or their nuclear families. However, research suggests the best way to combat feelings of isolation is to grow and strengthen concern for others.

Developmental psychologist Richard Weissbourd, director of the and Making Caring Common Project, emphasizes the important role parents play in modeling and strengthening their child’s capacity to care for others.

“It’s a time to expand children’s circles of concern, to focus children on those people who are especially vulnerable to this virus, including senior citizens and economically disadvantaged populations — people many children may not think about,” Weissbourd says.

Parents can help their children expand circles of concern through:  
Modeling empathy

Listen carefully to children when they speak. Act as a guide to help children empathize with family members or neighbors who may be vulnerable.

**Taking action** – Talk with your child. Think about ways you might be able to help, including:

- >Making care packages for nurses, elderly neighbors, or people whose jobs have been directly impacted.
- >Offering to shop for groceries for senior citizens in your neighborhood.
- >Supporting local businesses by buying gift certificates to use at a later time.
- >Looking for ways to support workers who have been laid off.
- >Thinking about how to show gratitude to people whose jobs make them vulnerable (grocery store workers, bank tellers, food service workers).”

For more ideas, see

- >*Tips for teaching empathy* <https://www.parentingscience.com/teaching-empathy-tips.html>
- >*Teaching Empathy* <https://designforchange.us/>

(2) From: *Youth Changing the World* <https://ysa.org/covid/>

Excerpt: Volunteering and service are more important during a crisis than ever. Social distancing does not mean social isolation. We’re all in this together, so be a helper. Let’s all do our part to contribute to the common good, so that when this crisis is over, we’re proud of how we came together to keep our young people, our communities, and our democracies thriving.

It is important to follow guidelines and restrictions set by your local government agencies and health organizations for staying safe during this time. Before beginning any of these activities, talk to your parents or guardians to ensure that your chosen activity fits within safety guidelines.

Here are ideas for how you can help your community respond to the coronavirus crisis.

- > Help seniors or others who are isolated – check in with them to see what they need; then run errands, deliver food and medication.... Make regular phone or video call visits to combat social isolation/loneliness. Make cards or write letters, emails, or social media messages to seniors in nursing homes who can’t have visitors....
- > Help provide access to meals for students who rely on school meals. Many states and school districts are providing “grab and go” meal pick-up locations, and you can help by spreading the word and helping kids get to sites if they’re not within walking distance. Donate to and volunteer with your local food banks....

- > Older teens and college students can provide childcare for family/friends/neighbors if schools are closed, but parents still have to work. Organize a neighborhood childcare co-op to share the responsibility....
- > Protect the mental health of your family, friends, and neighbors....Take a break from the news and go outside, play a game, watch your favorite tv show or a movie, etc. To support others who are having a hard time right now, one expert says that just dismissing their worries can be counterproductive. ... Instead, with our friends and families that are feeling distressed, we can empathize and we can validate that this can be a really scary, anxiety-provoking time....”

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*Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?*  
Cesar Chavez

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### >What are superintendents telling their community?

Fifty years from now, when our students are old, when they have children and grandchildren of their own, they will look back and say, “Do you remember what happened?” I picture them pensively reflecting, staring silently, breathing deeply, perhaps tearing up, and then after reliving the experience to the very end, smiling, “Those were the times of amazing grace, when people came together with kindness and compassion to support each other, when they made sacrifices for complete strangers, when schools became beacons of hope for families who were food deprived, and when teachers transformed educational experiences through emotional connection, through affirming mental health, and through meaningful learning.”

It was a time when people realized that humanity has no barriers, and that love is limitless if we have the courage to embrace it and to share it near and far, with neighbors and strangers, with old and young, rich and poor, Christian, Hindu, Jew, Muslim, Buddhist, LGBT, black, brown, yellow, and white. It was a time like no other, when the world came together, collaborated, communicated, created, thought critically, and acted with compassion to save humankind.

I know this will be true because I see it happening right now. I see it in our Food Service workers as they prepare and pass out food for thousands of our children. I see it in our teachers as they work tirelessly creating new curriculum and a new way of virtual learning through a completely transformed system. I see it in our students who connect and help each other virtually with enthusiasm and care. I see it in our IT workers who have refurbished thousands of laptop computers for kids to use. I see it in our counselors and social workers who reach out to young people suffering from depression, isolation, and emotional starvation. I see it in our administrators who work endlessly, filling all the gaps in a topsy turvy world. And I see it in total strangers, coming out of the woodwork, volunteering time and sometimes money to pitch in and to help heal a fractured world.

I am so proud and blessed to be surrounded by people in our district who are absolutely committed to our students, our families, and our communities. But as we face this threat today, let us go forward knowing that things will likely get worse before they get better, that stress will mount and tempers will flare, and that we may take it out on those we love most - our children.

Remember that one day, our young people will become adults, and how we respond in these most traumatic times will forever imprint on them whether it was our darkest or our finest hour. It is up to us. ...

### >Links to a few other relevant shared resources

*Free Resources, FAQ for Families Educating at Home During Coronavirus Pandemic*  
<https://schoolchoiceweek.com/parent-resources-during-coronavirus/>

*Coronavirus Triple Duty: Working, Parenting, And Teaching From Home*  
<https://www.npr.org/2020/03/17/816631571/coronavirus-triple-duty-working-parenting-and-teaching-from-home>

*Child Welfare Information Gateway* <https://www.childwelfare.gov/>

*COVID-19 resource page at the National Health Law Program*

[http://r20.rs6.net/tn.jsp?f=001JkLXPWu3\\_rkRBjz80A6HBpuh2f-q9TqFENexgl3rD-j-ZYm37TGLz7ULi6\\_ewIJwrnZmw4GirJf\\_sPsQURCBjI8CxnvAFUcvkWCOAvsF-z2brqfL\\_3reoJi\\_mvfZmTgVPeiu9tiRd3ZynUJQny3FPZZIXMKEy2Aslr0lcmhyPI=&c=7s7mzyPa0lCxwbXIiot47se670uk\\_r9u6eehUex1dFYwQ7mT9Mz37g==&ch=b9bqdU5PF1Sp5Lk3iRxGif8tjVCW\\_3aB-zOovBAN95qNM7K-uoNJJw==](http://r20.rs6.net/tn.jsp?f=001JkLXPWu3_rkRBjz80A6HBpuh2f-q9TqFENexgl3rD-j-ZYm37TGLz7ULi6_ewIJwrnZmw4GirJf_sPsQURCBjI8CxnvAFUcvkWCOAvsF-z2brqfL_3reoJi_mvfZmTgVPeiu9tiRd3ZynUJQny3FPZZIXMKEy2Aslr0lcmhyPI=&c=7s7mzyPa0lCxwbXIiot47se670uk_r9u6eehUex1dFYwQ7mT9Mz37g==&ch=b9bqdU5PF1Sp5Lk3iRxGif8tjVCW_3aB-zOovBAN95qNM7K-uoNJJw==)

**See previous special editions for links to activities to pursue while schools are closed.**

Here's a few more resources:

*Things To Do While You're Stuck at Home* <https://kidsactivitiesblog.com/category/stuck-at-home/>

*Virtual Exhibits for Online Learning and Fun*

<https://coronavirus.ohio.gov/wps/portal/gov/covid-19/home/family-activities/virtual-exhibits-online-learning-and-fun>

*Bored at Home? Here's a Massive List of Museums, Zoos, and Theme Parks Offering Virtual Tours* <https://www.goodhousekeeping.com/life/travel/a31784720/best-virtual-tours/>

*Fun Brain* <https://www.funbrain.com/>

### Activity for today

New episodes of "Space Racers," an animated kids' TV series produced in collaboration with NASA experts, are being released each week on the series' YouTube channel. This free educational content for students offers STEAM-rich entertainment for children during school closures amid the coronavirus outbreak. New episodes to look forward to include "Stardust Rhythm," "When the Envy Bug Bites" and "Happiest Rocket in the World." Educator-approved lesson plans are available at <https://www.spaceracers.com/grownups/>

*Are you figuring out ways to help during the crisis?*



*Not yet, but I just emailed my friends to and neighbors to ask what they need.*

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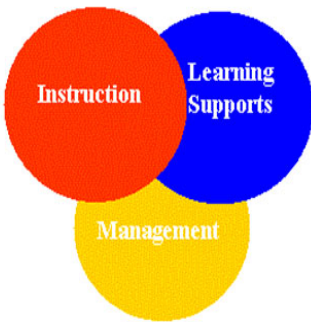
### **Out of sight, child abuse in Texas thought to be on the rise**

<https://www.texastribune.org/2020/03/27/texas-coronavirus-child-abuse-likely-rise-risk/>

Families are stuck at home, confronting stress and fear. And with many schools and day care centers shuttered, child welfare workers can't rely on teachers to help detect abuse. ... "The reality is, incidences will likely be on the rise," said Sophie Phillips, chief executive officer of the advocacy organization TexProtects. "We know that additional strain and stress on families during this crisis puts children at an increased risk of abuse."

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*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/>)***