

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Edition (4/15/20)

Coping with the Pandemic AND
Continuing to Address Learning and Teaching Problems

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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>

Coping with the Pandemic AND
Continuing to Address Learning and Teaching Problems

For discussion and interchange:

>Crisis Responding: Does it preclude planning ahead?

A North Carolina superintendent posted on social media that: *At a time when teachers are working twice as hard as normal and our child nutrition workers and bus drivers are delivering thousands of meals a day, they don't need to be told that they need to be fixed.*

It's certainly true that these particular school personnel are doing an impressive and exceedingly demanding job. At the same time, there are school personnel and others who can, and we believe, need to continue to, focus on students not doing well at home and who will return to school needing something quite different from what they have experienced in the past.

The only way to do what's needed now and to be prepared for when schools re-open is to escape old thinking about how to assist students in need and take some of the limited time available to plan ahead. Those who possibly are in the best position to do this at this time are student/learning support personnel.

If you missed it, we discuss some of what planners need to consider in our quarterly ejournal, see <http://smhp.psych.ucla.edu/news.htm>

Listserv Participants: *What's your thinking about this matter? Send to Ltaylor@ucla.edu*

For discussion and interchange:

>What can we do for students who are not doing well in being schooled at home?

As we all cope with the pandemic, there is growing concern about children and youth who are experiencing learning, behavior, and emotional problems. (For many of these youngsters, these were problems they manifested when they were in school.)

This is a challenging opportunity for those who are in a position to address these problems.

We note that one of the chronic concerns the New York governor has raised is how fragmented the health resources are in responding to the pandemic. This concern has been repeated in every state. The fragmentation problem is no surprise to student/learning support personnel who have seen it play out for years as schools have addressed learning, behavior, and emotional problems.

What the current crisis makes clear is that working in fragmented ways is not conducive to effectively addressing major problems. Most adults, and too many children and youth, are finding the unique circumstances of everyday living stressful, some are ill, some are grieving for a relative or friend who died, some are being abused. All this likely is exacerbating efforts to facilitate learning at home, and it is predictable that schools will see an increased number of learning, behavior, and emotional problems when schools reopen. And the opportunity and achievement gaps will widen.

As CDC stresses, this is a critical time for schools, working together with local health departments, to protect vulnerable students and staff, to help ensure students have safe and healthy learning environments. (See *Interim Guidance for Administrators of US K-12 Schools and Child Care Programs* <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>)

So the question arises:

What are good ways for student/learning support staff, community agencies, and others to work together in a unified way to address students learning, behavior, and emotional problems?

Here's one example from Alaska:

On the fourth floor inside the Jewel Jones conference room at the Anchorage Health Department sits nine tables, stacks of papers, several whiteboards and a handful of Anchorage School District nurses working alongside health department officials. The task: contacting those infected and quarantined due to the Coronavirus COVID-19, making sure they are staying isolated and checking to see if they need anything.

There are 60 school nurses volunteering to assist with a variety of essential tasks related to the community response according to Jennifer Patronas, Health Care Services Director for the Anchorage School District. Twenty eight are working with Anchorage Health Department, two are working at the Municipal Emergency Operations Center and 30 are working to answer 2-1-1 calls. Of the 60 nurses, 35 are trained and ready to assist at mobile testing sites if needed.

The support that our school nurses have provided during this pandemic has benefited the entire community," Patronas said.

She said they have been serving as a professional link between the school district, health department, and emergency operations center and are key in providing accurate, timely health information to our school communities and the Anchorage community as well.

Anchorage Health Department director Natasha Pineda said there's no way the department would have been able to do all the monitoring without the school district nurses. She said having District nurses come on board with their training has been valuable. "The benefit of school district nurses is that they already know our neighborhoods, they know the kids and they know the families, and so when they're calling contacts in particular parts of town, they're already familiar with that particular part of town or those folks, and it just makes a big difference," she explained. ...

<https://alaskasna.nursingnetwork.com/nursing-news/178874-asd-nurses-play-critical-role-in-flattening-the-curve-with-the-anchorage-health-department>

Here's another example of student support staff in action from a newspaper article about parent organizers and support staff stepping in to help the most fragile families:

After being asked the same questions about food distribution, internet connections and other school-based supports dozens of times, a student support staff member created an old-fashioned flyer, visited public housing complexes and called on families at a shelter for victims of domestic violence, distributing copies

Listserv Participants: In discussions this week with others who want to help reduce students' learning, behavior, and emotional problems, explore ways for student/learning support staff, community agencies, and others to work together in a unified way. Please send us the ideas generated and any existing examples. Send to Ltaylor@ucla.edu

What Students are Saying

A colleague of ours shared what a teacher in her school asked students about online learning. This is a sample of what she heard from her students:

*Questions: As we move toward online learning, what are you most looking forward to?
What about online learning worries you?*

Answers:

- >Being able to have more time to take the time on what you need during the learning process. This will help me to slow down and understand as I go along instead of being confused during lecture.
- >Wearing pajamas non stop :) And exploring new techniques and approaches to learning that I have not yet delved into. It'll be an interesting and hopefully enriching process.
- >I fear that I'll start to feel disconnected from the class and thus lose the motivation I had before. For me, it's hard to absorb information/work hard for something that you aren't taking a hands on, active approach to. I'm scared it's going to start feeling too much like I'm just 'going through the motions,' and that is no way to learn! But I will do my best to stay engaged, because this class has been one of my favorites all year.
- >The freedom to learn at your own pace, and having extra time to go over things you don't understand. Also, as many snacks as I need to stay focused.
- >I am most looking forward to having tasks to complete! Having something to work on will be a great thing, even if it is school work. I'm also glad that I will be able to move at my own pace as far as the assignments. Having the freedom to decide when I do my work will be nice.
- >I think it will be nice to have more say in my school schedule, and I get all the assignments for the week for all my classes and I get to create my own schedule. I think that will make me more motivated to do schoolwork too.
- >Being able to watch the videos as many times as is required to let the information sink in.
- >I am excited about the flexibility I have. I think it will help me turn in my work.
- >I worry I will not be able to get motivation because of the trapped feeling.
- >I don't have self discipline so I think it might be hard to get myself to do stuff.
- >Doing the work on our own terms when we want to throughout the day. For instance maybe one day you want to start with biology and the next day you want to end with biology.
- >I am worried that I will not be able to balance school and babysitting. If we were to start using Zoom I am not sure how I would be able to join my classes due to having two younger siblings I must watch throughout the day.

>Links to a few other relevant shared resource

Peer Support Workers across the Continuum of Crisis Services Webinar 4/23 -

<https://www.eventbrite.com/e/recovery-live-peer-support-workers-across-the-continuum-of-crisis-services-tickets-93552874165>

Immigrants Rising serves undocumented communities during the Coronavirus (COVID-19) pandemic; has a list of resources to help undocumented immigrants navigate the crisis.

https://docs.google.com/document/d/1PxLuuH0-hwHXftUXuEi52Q1qWUDegN8_I1L4ulIFwzk/edit

Autism and the Coronavirus: Resources for Families

https://childmind.org/autism-coronavirus-resources-for-parents/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-04-08-20

Forum for Children's Well-Being COVID-19 Resources

<https://docs.google.com/document/d/181sITu3hNRCJTAMH1KU2ON5nUQ5DVozkOP7qUFkURMI/edit>

Childhelp National Child Abuse Hotline (helpful for both finding legal resources/child abuse reporting, as well as support for those impacted by child abuse)

<https://www.childhelp.org/hotline/> (for live chat) 1-800-4-A-CHILD (1-800-422-4453)

Conversations & Resources on COVID-19 <https://theinstitute.umaryland.edu/covid-19/>

How Not to Tank Your Relationship in Quarantine

<https://www.theatlantic.com/family/archive/2020/03/how-maintain-your-relationship-quarantine/608830/>

My Hero Is You (children's story book released to help children and young people cope with COVID-19 – in English, Spanish, and other languages)

<https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>

Wikiversity on the pandemic (brings together info & resources for dealing with the crisis)

https://en.wikiversity.org/wiki/Helping_Give_Away_Psychological_Science/Coping_with_Coronavirus_and_other_Epidemics#Educational_Activities_and_Content_For_Kids

For links to activities to pursue while schools are closed, see

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

and previous special editions of the Community of Practice.

Here are a few more:

Boost Collaborative. This collaborative offers many learning and fun resources. YouTube page

<https://www.youtube.com/channel/UCkBeKuvXpABv1gmvK-dps8A>

Scholastic Learn at Home. Every day this site includes four separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers. <https://classroommagazines.scholastic.com/support/learnathome.html>

FunBrain. Created for kids in grades Pre-K through 8, this site offers free educational games, books, comics, and videos that develop skills in math, reading, problem-solving and literacy.

<https://www.funbrain.com/>

Education Companies Offering Free Subscriptions due to School Closings

<http://www.amazingeducationalresources.com/>

Activity for today

Connecting with friends

Have everyone write to a different friend (or family member) asking about and sharing how and what they are doing while at home.

If you missed the Center’s quarterly ejournal, the contents are:

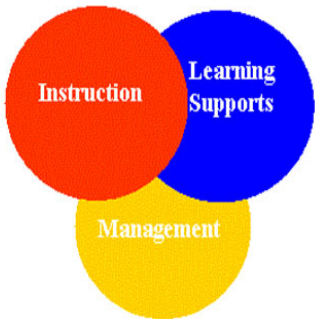
- >Plan Ahead to Support the Transition-back of Students, Families, and Staff
- >Re-opening Schools with a Sense of Exciting Renewal: Generating Hope
- >Re-engaging the Disconnected in Instructional Activity
- >Addressing Grief and Loss

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

I'm really enjoying distance learning.



Not me! I can't get enough distance from my math assignments.



**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

DEAR READER:

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.***

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.

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.

***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/>)***