School Practitioner Community of Practice
(A network for sharing & exchange)
(6/3/20)

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The Two Pandemics

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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

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

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There comes a time when silence is betrayal. Our lives begin to end the day we become silent about things that matter. -- Dr. Martin Luther King, Jr

Schools have no choice but to deal with the two pandemics simultaneously. Everyone is stretched beyond capacity; nevertheless, we are seeing heroic efforts by so many.

This edition of the community of practice is expanded as we try to attend to both.

>**What are schools doing and planning to address the racial pandemic?**

From: *As Protests Erupt After George Floyd's Death, Teachers Grieve With Students From a Distance*
http://blogs.edweek.org/teachers/teaching_now/2020/06/as_protests_erupt_after_george_floyds_death_teachers_grieve_with_students_from_a_distance.html

The article reports on a teacher in Minneapolis:

"'*It's hard because as a teacher, you're not a therapist, you're not a social worker, you're not a doctor or a nurse—but those are all roles we take on when you become a teacher. Particularly as a black educator, it's so important to show up for students in moments like this.'* He messaged his students ... told them he wasn't assigning any work this week.

Instead, he wrote that students should do something to stop racism—like write a letter to elected officials, make a protest sign, or write a poem reflecting on inequities and the protests. Then, he messaged his black students individually to see if they were OK and if there's anything he could do for them. 'I was very open,' telling students that 'I'm feeling definitely sad, and I'm feeling hopeless and angry, and I feel rage. How are you doing? How are you feeling?'"

The article offers the following resources:

The Smithsonian National Museum of African American History and Culture launched an online portal called Talking About Race that's designed to help steer conversations about racism, racial identity, and the way these forces shape every aspect of society.
https://nmaahc.si.edu/about/news/national-museum-african-american-history-and-culture-releases-talking-about-race-web

PBS NewsHour Extra released a lesson plan for grades 6-12 about the death of George Floyd. The plan includes a news video (that omits the footage of Floyd's death) and discussion questions about the protests, police brutality, and media literacy.
https://www.pbs.org/newshour/extra/daily-videos/the-death-of-george-floyd-sets-off-massive-protests/

The New York Times' Learning Network shared an article about the protests, along with discussion questions, and opened comments for students to share their opinion.
https://www.nytimes.com/2020/06/01/learning/what-is-your-reaction-to-the-days-of-protest-that-have-followed-the-death-of-george-floyd.html

The Pulitzer Center partnered with the New York Times to turn the 1619 project, a collection of essays and literary works observing the 400th anniversary of the beginning of American slavery, into a curriculum for teachers of all grade levels. The curriculum includes reading guides, activities, and other resources about the history of race in America.
https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum

Teaching Tolerance, a project by the Southern Poverty Law Center, periodically updates its package on teaching about race, racism, and police violence.
https://www.tolerance.org/moment/racism-and-police-violence

What Some Students are Experiencing

My brother nearly lost his life at the hands of police brutality and was not given the justice he deserves. It was the most traumatizing experience of my life and every death of a Black man at the hands of White police officers reminds me, "that could've been my brother". This has been an emotionally frustrating and hurtful time. I have been trying to focus on my studies and have not protested, but I cannot deny the impact this is having on my ability to concentrate. In addition, being next to downtown … means I have been hearing the police sirens, helicopters, and loud firecrackers or flash bangs that are being discharged from daytime all throughout the night. I am exhausted and unable to sleep.

Living as a black person in the midst of all this is very confusing and scary and to be honest, schoolwork is the last thing on my mind right now. Receiving your email with resources provided to talk, for counseling, and even just acknowledging the events going on gave me a lot of peace of mind and made me feel seen....

... it is very difficult for me to work on the final project right now. I am currently sitting with friends while reading articles, watching videos, and having uncomfortable conversations about racism that we do not want to have but desperately need to.

>What works in online counseling/teaching

We asked colleagues to share their experiences in using online resources to support students. Here's the first response. **Send your thoughts about online efforts to Ltaylor@ucla.edu**

From a school counselor:

(1) *What ways have you worked online (e.g., teaching/counseling; group/individual contacts; presentations; interactive activities)?*

I've worked with students online providing individual and group counseling. Although this has been tricky because there is always someone in the background. It was more of a check in with students and lots of lunch groups. I set up a google classroom with resources for students and some interactive activities.

(2) *What do you find works well?*

Setting up meetings with teachers and families has gone well. I've had several team meetings, remotely.

(3) *How have you elicited participation?*

That's been touch and go. When a meeting has been set up through google meet, the student, parent, and teacher(s) receive an invite through an email. Most times students will respond. I haven't taught any classes due to students being overwhelmed with their regular core classes.

(4) *What has been most challenging (e.g., in terms of type of activity, content, process, technology problems)?*

To be honest with you, all of it has been a challenge. Many students are overwhelmed with the volume of work assigned. Parents are also feeling overwhelmed because they don't know how to help their child. Students are receiving too many emails and don't know how to strategies of what to tackle first. Some students haven't engaged at all which makes us worry about regression. I worry about certain students and their safety at home.

(5) *What recommendations do you have (e.g., for teachers, for student support staff, in general about dealing with challenges)?*

Keep doing what you're doing. Reach out to students and parents as much as possible when they have a concern. Know that it's okay to let some things go when students are struggling and find time to practice self care. It's a stressful time for all of us.

For Sharing, Discussion, and Interchange

I am a project coordinator at the University of Wyoming- Wyoming Institute for Disabilities (WIND). I work on the ECHO in Student Health Network consisting of Wyoming School Nurses and Counselors. Here is some information about the ECHO model. ECHO in Student Health provides ongoing support for school nurses and other professionals working to enhance the physical, mental, and emotional well-being of P-12 school-aged students. The heart of the ECHO model is its hub-and-spoke knowledge-sharing networks, led by expert teams who use Zoom videoconferencing to conduct learning sessions about evidence-based practices. With this method, our educators and healthcare providers have access to expert advice right in their communities. If you are curious about ECHO I am providing a link to our webpage
http://www.uwyo.edu/wind/echo/index.html

>About professional development for student/learning support staff
during the COVID-19 pandemic

We received the following request from the field:

> We had a request from the nurses and educators to provide a session on supporting students when they return to school following COVID-19. Recognizing they may not return until next school year this would still provide them with tools for the fall. I am curious if someone in your organization would be available to address our network and provide some best-practices on supporting children returning to school after a disaster (COVID-19 Pandemic). I look forward to hearing back from you and hope there is potential for a collaboration.

Center Response: Professional development for student/learning supports staff at this time is essential for dealing with the current situation and planning how to move schools toward a unified, comprehensive, and equitable system of learning supports next year.

We provide a host of free resources on our website (http://smhp.psych.ucla.edu/) and provide free distance technical assistance and coaching (http://smhp.psych.ucla.edu/pdfdocs/coach.pdf). In addition, we have colleagues who provide in-depth professional development sessions.

One colleague recently did an online presentation in response to the above request. Here is how she described its emphasis:

> "The presentation puts actions into the context of a system of Learning Supports and helps organize planning efforts. It can help your audience think about what already exists, who might be best positioned to help them address student needs, and what is still lacking. There are six content arenas for Learning Supports and I provided examples for concrete actions for three of those arenas. That way, even if they don't buy into the concept of organizing supports, they will have 3 direct actions they could take.

> The title is "Addressing Barriers to Learning During a Pandemic". The summary might say something like: This presentation outlines a system of student supports that is organized to efficiently and effectively provide students with the supports they need once they return to school next fall. The goal of presentation is to offer a few concrete ideas on supports that may be helpful, to identify others who can help implement them, and to place these supports into the larger context of a system of learning supports."

Also see the slides from her 2018 presentation to CT Assoc. of Schools –
http://smhp.psych.ucla.edu/powerpoint/janepres.pptX

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Here is a sample of some of the free resources that can be accessed from our website –
http://smhp.psych.ucla.edu

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

Webinar:
> 30 minute Introductory webinar on *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*
http://smhp.psych.ucla.edu/powerpoint/briefintroslidesrec.pptx

>Download accompanying PDf handouts http://smhp.psych.ucla.edu/pdfdocs/intropphandouts.pdf

Slides from Presentations:
>*Moving School Improvement Policy and Practice Forward: Standards for a Unified & Comprehensive System of Learning Supports*

>*RTI and Learning Supports: Addressing Barriers to Learning and Teaching &*
   Re-engaging Disconnected Students
>*Moving School Improvement Policy and Practice Forward: Context for Common Core*
   Standards for a Unified, Comprehensive, & Systemic Learning Supports Component
>*Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students*
>*Addressing Barriers to Learning and Teaching to Enhance School Improvement*
> *Enhancing School Improvement: Addressing Barriers to Learning and Reducing the*
   Achievement Gap
>*Mental Health in Schools: Becoming an Integrated Part of the School Improvement*
   Agenda

For a range of upcoming and archived webinars from others,
see our website page homepage and click on the link to webinars.

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Listserv Participants:
*Please share what is being offered for the professional development
of student/learning support staff.* Send to **Ltaylor@ucla.edu**

Student and retired teachers volunteer efforts during the pandemic

From the Los Angeles Times

"...students from six Santa Clarita Valley area schools ... developed Six Feet Supplies...
more than 100 volunteers have delivered food to 260 homes of those who can't leave
home....
     At Valencia High students developed Supply Neighbor, a platform that allows
neighbors to assist one another by requesting or donating hard to find goods and
services... Within two weeks it have 550 users in three states..."

From the Daily Chronicle

"Members of the Illinois Retired Teachers Association, a statewide association of retired
educators, their families and supporters, are volunteering during this COVID-19
pandemic to assist students tackling the unprecedented challenge of extended at-home
learning...."

>Links to a few other relevant shared resource

Recovery and renewal: Principles for advancing public education post crisis
   https://www.aspeninstitute.org/publications/recovery-and-renewal-principles-for-advancing-public-education-post-crisis/?mc_cid=17b576ae7f&mc_eid=16fc7ea409

Framing adolescent development during the covid 19 pandemic
   http://www.frameworksinstitute.org/assets/files/adolescence_youth/adolescentdevelopment_covid.pdf

Promoting Staff Well-being and Preventing Burnout as Schools Re-open
   http://smhp.psych.ucla.edu/pdfdocs/staffwellbeing.pdf

Maryland's Recovery Plan for Education
   http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf

Leveraging SEL as you prepare to reopen and renew
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew
.pdf

Schooling disrupted, schooling rethought: How the Covid-19 pandemic is changing education
https://read.oecd-ilibrary.org/view/?ref=133_133390-1rtuknc0hi&title=Schooling-disrupted-schooling-rethoug
ht-How-the-Covid-19-pandemic-is-changing-education

SEL Assessment to Support Effective Social Emotional Learning Practices at Scale
https://files.constantcontact.com/df591f85401/41f7dd15-eac5-4753-9b72-4e436e467969.pdf

A school-based intervention for mental illness stigma: A cluster randomized trial
https://pediatrics.aappublications.org/content/early/2020/05/19/peds.2019-0780

*Rise Up for Equity: A VIRTUAL Summit on Community Schools & Family Engagement! June
1-26*
http://www.cvent.com/events/rise-up-for-equity-national-summit/registration-e1eff05710084dbd8a2ef586c5c3e708.
aspx

Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity
https://www.nap.edu/catalog/25466/vibrant-and-healthy-kids-aligning-science-practice-and-policy-to

Teenagers and Reopening
https://childmind.org/article/teenagers-and-reopening/?utm_source=newsletter&utm_medium=email&utm_cont
ent=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-05-26-20

Webinars

>A series from the National Youth League Council https://www.nylc.org/events/event_list.asp

>6/4 - *Slow the Summer Reading Slide With School & Library Partnerships*

>6/5 - *Strategies for Addressing Trauma, Crises and Grief Through Tele-Mental Health*

>6/9 - *Emergencies, Disruptions, and Pitfalls in Telemental Health*

>6/9 - *Special Education, Compensatory Services, COVID & Beyond*

>6/10 - *Advancing equity through summer and school year partnerships*

>6/12 - Understanding the Impact of Coronavirus on K-12 Education

>6/16 - *Risk Management in Telemental Health*

>6/16 - *Strengthening the Development of Black Boys*

>6/17 – *Addressing Education Equity through Service-Learning*

 >6/18 – *Supporting the Education of Unaccompanied Students Experiencing Homelessness*

>6/24 - How to Support Successful STEM Learning Online

>6/29 – *Determining Eligibility for Mckinney-vento Rights and Services*

 >7/15 – *Building Peace through Service-Learning*

 >8/19 – *Addressing Environmental Challenges through Service-Learning*

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
http://smhp.psych.ucla.edu/webcast.htm

Links of family/student activities at
http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf
and previous special editions of the Community of Practice.

Here's a couple of other lists of Family Resources for Remote Learning
https://childmind.org/guide/family-resources-for-remote-learning/?utm_source=newsletter&utm_medium=email&utm_content=VIEW&utm_campaign=Weekly-04-21-20

https://www.skirball.org/family-activities

Activity for today
Go to: *The Big List of Children's Authors Doing Online Read-Alouds & Activities*
https://www.weareteachers.com/virtual-author-activities/
and pick one to listen to or do..

Why do you say the school doesn't respect your privacy?

They keep calling to tell you that I'm not doing my online school work!

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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
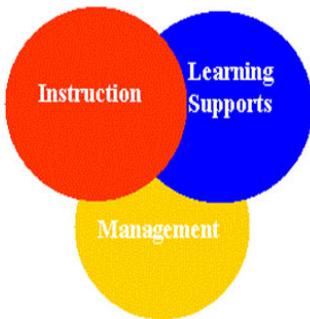
Improving School Improvement
http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide

http://smhp.psych.ucla.edu/improving_school_improvement.html

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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/)