

School Practitioner Community of Practice
(A network for sharing & exchange)
(7/8/20)

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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>

NEW BOOK JUST PUT ONLINE FOR FREE ACCESS

Embedding Mental Health as Schools Change
Access from the Center homepage at <http://smhp.psych.ucla.edu/>
or through the direct link provided at
http://smhp.psych.ucla.edu/improving_school_improvement.html

As plans for schools to re-open progress, discussion is increasing about the mental health needs of students. Some Departments of Education have placed a high priority on the matter - even to the point of noting that attention to mental health should come first.

To make certain that planners are aware of the need not to just pursue old ways of thinking about mental health in schools, we have accelerated the time line for circulating our book on *Embedding Mental Health as Schools Change*. We sent an early draft for feedback to a group that expressed interest. We have been making many changes since then. More feedback is always welcome, and appropriate changes will be made in subsequent drafts.

For discussion and interchange:

>NEA's request re: a "virtual care package"

We received the following request from the NEA. See our response and then use the material as a stimulus for a community of practice sharing.

"I am reaching out during this difficult time to see if you might be interested in further discussing your valuable work around looking ahead to when (if?) schools re-open. We at the National Education Association (NEA) are working hard throughout the crisis to meet the needs of our 3 million members (educators) and the students they serve. At this critical time, we are looking for allies to help us support the staff of our school communities, parents and students. Specifically, we are attempting to identify virtual care options available to educators or their students, as well as prepare for what lies ahead. We were swamped with requests to provide as much support as possible to our members and the students they serve over the past few months. Might you be willing and able to share any materials, appropriate resources, and/or best links to resources that focus on loss and coping? We are busy preparing for multiple scenarios if/when K-12 students go back to school in the fall and what we might be able to provide to educators (and parents) to address student trauma and educator mental health and wellness - something like a virtual care package. Anything you suggest we share would be greatly appreciated!"

Center Response: Regarding materials, appropriate resources, and/or best links to resources that focus on loss and coping student trauma and educator mental health and wellness, we have many relevant resources, below are a few. (You might provide a link to our website for those looking for more resources <http://smhp.psych.ucla.edu/>)

- >*Plan Ahead to Support the Transition-back of Students, Families, and Staff*
<http://smhp.psych.ucla.edu/pdffdocs/newsletter/spring20.pdf>
- >*School Helping Students Deal with Loss* – <http://smhp.psych.ucla.edu/pdffdocs/loss.pdf>
- >*Grief and Loss* – <http://smhp.psych.ucla.edu/pdffdocs/practicenotes/grief.pdf>
- >*About Resilience and Schools* – <http://smhp.psych.ucla.edu/pdffdocs/resili.pdf>
- >*Promoting Staff Well-being and Preventing Burnout as Schools Re-open* –
<http://smhp.psych.ucla.edu/pdffdocs/staffwellbeing.pdf>

Because there always is yet another crisis confronting schools, we suggest that the real need is to go beyond emphasizing specific learning, behavior, and emotional problems and focus on ensuring the school has an effective system of student/learning supports. The COVID-19 pandemic and the increasing demand to correct social injustices ensure there will be a growing number of mental health concerns at schools (along with more learning and behavior problems). Schools will need to address all this at a time when budgets are tightening. To do so, they will need to expand their approach beyond current multi tiered thinking. The following brief discusses moving forward:

- >*The Two Pandemics Call for Commitment to Embedding Mental Health Concerns in All Forms of Schooling* – <http://smhp.psych.ucla.edu/pdffdocs/calltoaction.pdf>

This brief concludes by emphasizing: *We are at a societal turning point. It must be a turning point for how schools work with families and communities to address the problems and well-being of children and youth. In particular, schools must transform how they work to prevent and ameliorate the many problems experienced by too many students. There is much work to be done as public schools across the country strive to enhance equity of opportunity by meeting the needs of the many as well as the few.*

With this in mind, here a resource focused on helping principals and their staff start to develop a unified, comprehensive, and equitable support system:

- >*Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff* – <http://smhp.psych.ucla.edu/pdffdocs/7steps.pdf>

We hope this is helpful. Please let us know if we can be of further assistance in this important work NEA is doing.

Listserv Participants:

Here's a chance to help the NEA.
Please share what you recommend for their virtual care package
Send to Ltaylor@ucla.edu

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For discussion and interchange:

>How do schools respond to students expressing strong emotions?

The following is an excerpt from:

>*Our Students Have Strong Emotions Right Now, And That's Not a Disability*
https://educationpost.org/our-students-have-strong-emotions-right-now-and-thats-not-a-disability/?utm_source=Education+Post+Mailing+List&utm_campaign=fab948c7c6-Weekly_Newsletter_091517_COPY_02&utm_medium=email&utm_term=0_1b7a185fca-fab948c7c6-199775317

The article features a mental health matter schools need to discuss.

"...our perceptions of emotion, achievement, and identity are shaped by the political and cultural context in which our schools are built and sustained.

When we classify students as having an emotional disability, or any other type of disability, we are implicitly affirming a particular conception of normal. But when we look at the inequities that have become so clear during the pandemic, and during the subsequent protests against police brutality and other injustices, how can we possibly expect our students to conform to this type of normal? Are there not times when disturbance should, in fact, be celebrated?

Too often, we take our students' extreme emotions as personal assaults. But at the end of the day, a lot of students' intense emotional displays are not actually about us as educators. They are about a system that does not allow them to express themselves and be heard. They are about a system that was not designed to benefit them, that was in fact built through oppression and that has labeled them as deficient in one way or another. And no matter how well we do our job as educators, no matter how strong our special education services are, a single IEP, or a set of benchmarks and goals, cannot single-handedly change the system.

We are asked to dis-regulate, to become disturbed, and to recognize and validate the emotions with which our students enter schools and function within them. We must remember that our students, as well as ourselves and the rest of the staff members, are living in a time where we are taking part in a process of collective grief and reconciliation. We are asked to dis-regulate, to become disturbed, and to recognize and validate the emotions with which our students enter schools and function within them.

As Frederick Douglass stated, "It is easier to build strong children than to repair broken men." We have the opportunity to capitalize on our students' emotional responses to everything going on in this historical moment as learning moments and as lessons that extend beyond an IEP goal.

We have the opportunity to rethink what we mean by socially constructed identity markers, including race, gender and disability. As we do, we must push ourselves to validate our students' emotions and continue to equip our students to grow and develop as leaders, recognizing each of their capacities regardless of the labels by which they have been identified in our schools and societies."

>What's taking place locally to support learning over the summer? *Time to share!*

<https://www.gainesvilletimes.com/news/education/hall-school-district-plans-least-some-person-learning-come-fall/>

"... When folks talk about the summer slide, they talk about the fact that students don't have access to academics over the summer time period," said Matthew Alexander, Hall County (GA) elementary schools director of literacy and numeracy... While young learners will certainly suffer from the unusual finish to the school year, there are measures parents can take to ensure students stay as sharp as possible over the summer months.

For one, parents from both Hall and Gainesville City schools can access free online resources that will keep young learners engaged throughout the remainder of June, July and early August. Hall schools offers a number of online courses for all grade levels through the parent toolbox on the HCSO website. Hall schools have also undergone a K-12 initiative to get books into the homes where they are needed. Alexander said the school district has already distributed over 1,700 books through the bus system to families that need them the most."

>Links to a few other relevant shared resource

>With the move to online schooling, each of the student support professional organizations has provided guidelines. See:

>>American School Counselor Association – *Planning for Virtual/Distance School Counseling During an Emergency Shutdown*
<https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-school-counseling-toolkit>

>>National Association of School Psychologists – *Virtual Service Delivery in Response to COVID-19 Disruptions*
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions>

>>National Association of School Nurses – *Considerations for School Nurses When Providing Virtual Care*
https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/2020_05_13_Considerations_for_School_Nurses_When_Providing_Virtual_Care.pdf

>>School Social Work Association of America – *COVID-19 Health Crisis And The Role of School Social Workers*
https://aab82939-3e7b-497d-8f30-a85373757e29.filesusr.com/ugd/486e55_23151f03c9d248658c4488ba46d876d0.pdf

>*School Reentry Considerations Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID 19*
<https://www.nasponline.org/assets/Documents/Resources%20and%20Publications/Resources/Crisis/School%20Reentry.pdf>
<https://schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>

>COVID-19 Planning Considerations: Guidance for School Re-entry
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

>*Playbook for School Reopening*
<https://thrivingschools.kaiserpermanente.org/get-inspired/coronavirus-response/schools-reopening-playbook/>

>*Successful Launch of the 2020-2021 School Year for Students with Disabilities*
<http://papsa-web.org/wp-content/uploads/NASDSE-2020-21-Lanuch-Document.pdf>

>*Summer Activities for Kids With Learning Disorders*
https://childmind.org/article/summer-activities-for-kids-with-learning-disorders/?utm_source=newsletter&utm_medium=email&utm_content=Summer%20Activities%20for%20Kids%20with%20Learning%20Disorders&utm_campaign=Weekly-06-23-20

>*Will My Child Bounce Back From the Coronavirus Crisis?*
https://childmind.org/article/will-my-child-bounce-back-from-the-coronavirus-crisis/?utm_source=newsletter&utm_medium=email&utm_content=Will%20My%20Child%20Bounce%20Back%20From%20Coronavirus%20Crisis&utm_campaign=Weekly-06-23-20

>*Helping Kids Face the Challenges of Reopening*
https://childmind.org/article/helping-kids-face-the-challenges-of-reopening/?utm_source=newsletter&utm_medium=email&utm_content=Helping%20Kids%20Face%20The%20Challenges%20of%20Reopening&utm_campaign=Weekly-06-23-20

>*Large-Scale Tutoring as a Solution for School Closure Losses: Is the Idea Taking Hold?*
<https://robertslavinsblog.wordpress.com/2020/05/28/large-scale-tutoring-as-a-solution-for-school-closure-losses-is-the-idea-taking-hold/>

>*A decade of research on the rich-poor divide in education*
<https://hechingerreport.org/a-decade-of-research-on-the-rich-poor-divide-in-education/>

>*Embracerace website* <https://www.embracerace.org/resources>

- > *Empowering Adopted Children of Color in the Face of Racism and Discrimination*
<https://onlinepsych.pepperdine.edu/blog/empowering-adopted-children-of-color-in-the-face-of-racism/>
- > *Adoption by Family Type: Transracial/Transcultural Families*
 From: Child Welfare Information Gateway
<https://www.childwelfare.gov/topics/adoption/adoptive/family-type/transracial/>
- > *Research to consider as schools address community demands to renegotiate school-police partnerships*
<https://mailchi.mp/bef079e6822e/research-to-consider-as-schools-address-community-demands-to-renegotiate-school-police-partnerships?e=ad5ca476dc>

From a news article:

More than 40 San Francisco Bay Area principals are in quarantine after being exposed to COVID-19 during an in-person meeting about how to reopen schools safely - an early indicator of how difficult it will be for the country's school districts to operate amid the ongoing, and in some places surging, coronavirus pandemic.

Webinars

- > A series from the National Youth League Council https://www.nylc.org/events/event_list.asp
- > *The Well-Being Series: Connections During COVID-19: Mental Wellness Webinars For Families & Educators* <https://mhttcnetwork.org/centers/northwest-mhttc/well-being-series>
- > Series of on Homeless Students and McKinney-Vento act
- > 7/15 – *Building Peace through Service-Learning*
- > 7/30 – *Safety matters: Helping families affected by substance use disorders and domestic violence*
- > 8/19 – *Addressing Environmental Challenges through Service-Learning: Could Large-Scale Tutoring Address COVID-Related Learning Loss? (Podcast)*
- > 8/19 – *Addressing Environmental Challenges through Service-Learning*
- > 9/17 – *Meeting the needs of adolescent youth*

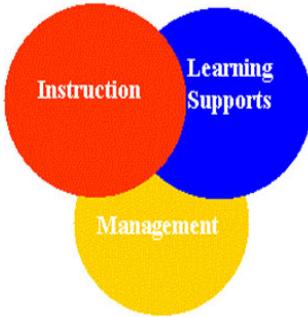
For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

In case you missed it, the latest Quarterly ejournal is now online. See

- > *Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*
- > *The Role of Schools in Promoting Whole Child Development and Learning?*

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

*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

***Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
promoting whole child development, advancing social justice,
and enhancing learning and a positive school climate.***

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 as schools reopen.

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/>)