

School Practitioner Community of Practice
(A network for sharing & exchange)
(8/12/20)

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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).

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>

For discussion and interchange:

>What should online schooling do to promote positive social development?

In calling for schools to reopen, the American Academy of Pediatrics stressed the costs of not reopening schools in terms of the fundamental role schools play with respect to child and adolescent development and well-being. They specifically note the critical role schools play in addressing racial and social equity.

<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/>

Given that so many schools will start the school year online and may remain there for some time, we want to start including a focus on sharing what teachers are planning to do to facilitate online social interactions that can enhance social and emotional development.

First, there is the matter of teacher-student relationships. See:

>Nurturing Teacher-Student Connections in a Virtual World

<https://www.edweek.org/ew/articles/2020/07/23/nurturing-remote-learning-relationships.html>

Then, there is the matter of online small group work that facilitates positive peer relationships and social and emotional development and learning. Most in-classroom activities can be adapted with a little creativity. Here is an example of one listing of adapted activities:

>Social-Emotional Learning Activities for Online Teaching

<https://shannonmareceteaching.com/social-emotional-learning-activities-for-online-teaching/>

We asked two teachers who have worked with us about their efforts. Here is what they shared:

- (1) The third grade teacher indicated that the following are small group activities she and her colleagues are implementing online.

“-Virtual Restorative Just Circles: Virtual platforms for students to share experiences, thoughts, and concerns (I currently use Zoom). The platforms could be for means of social activity, but can also be for matters of building empathy. This is also a great strategy to help address trauma, since we are all living through a pandemic. Households are affected differently during this time.

- Pen Pals*: Last academic school year I had my students write emails to one another as a pen pal. Since friends couldn't socialize like normal, they were able to utilize emails and writing prompts to talk to one another. They also didn't have to wait for instruction to communicate to each other. We also went over email/letter etiquette during this time. This new year I'm planning to have them do the same but with someone from another school. I have a friend who is teaching the same grade as me. This would be good to share a mutual experience of the pandemic.
- Social Hour*: I utilize breakout rooms on Zoom so that students can chat and snack with each other to just catch up or talk about daily life. I used this last year and it was a very positive and bonding experience. Global collaboration, now that LAUSD is going virtual for the beginning of the year, I want to focus on curriculum that is relevant to current events and social justice issues. I have many colleagues/friends in various fields of study and I thought it would be good to invite them to our zoom calls whenever talking about issues that related to their profession/experience. Likewise I want to use Google Classroom as a collaboration platform for students to work together and promote change.
- Promoting empathy*: I'm currently taking an extension course which includes developing a six-week unit to teach my students virtually that will help them understand empathy and how to share this connection with others, even at a distance.
- Discussions*: Last academic year I held many opportunities for discussions via our district platform: Schoology. Students were able to share their thoughts about different topics (guided by the instructor) and comment on one another's responses. I plan to teach my incoming class norms for this process as well, so that they may validate and build on their classmates' ideas.
- Digital Citizenship*: Since students will be virtually learning, there are a lot of norms and practices to consider to be safe/respectful in an online setting. Common Sense offers a great series on their website to help teach these types of lessons to students. The lessons are differentiated by grade span and address issues of: carbon footprint, cyber bullying, plagiarism, etc. This is good to know in a academic space, but also a personal space as many students engage in social media outside of school learning.
- There is a website/application called *Flipgrid* that I use. This is a platform that uses video recordings. We use this for show and tell, sharing projects, etc. Students can respond to one another's submissions by video recording their responses."

(2) The new middle school teacher shared what he is considering.

"... I think a lot of students have already figured out ways to hang out with friends during quarantine, whether it be through online video calls, phone calls, or even just visiting in person in small groups. That being said, interacting with people at school is obviously going to be different from just hanging out with your close friends. I think the day to day conversations/discussions students have with people not in their friend group is a pretty important aspect of going to school in person. I see a lot of my students growing the most when interacting with people who have different views from them.

... one idea I had to potentially address this particular aspect would be to form small group discussions somewhat like a book club, where students who share a broad interest in something could gather and discuss a specific topic (ex. students interested in basketball can discuss who they consider the greatest player to be and why, or kids interested in trucks and talk about their thoughts on electric trucks and what that means for truck culture/the environment, etc). You'd probably want to give students a choice on what interests groups they would want to join. For instance, you could have a basketball discussion group, sci-fi movie club, fantasy book club, music club, current events group etc.

The idea is to have something that a group of kids would be interested in talking about in [facilitated] groups of no more than 10.... The goal is to create an environment where students can talk with people they wouldn't normally interact with during quarantine about something that is interesting for them. ...

Using my school as an example, we have around 600 students, and I was envisioning that each group would have 10 students at most and 1 teacher moderator. We would end up having around 60 groups of students and around 30 teachers/adults, each teacher would be in charge of

moderating around 2 groups. We would list out all the potential interest groups being offered and have students rank their top 3. If we had 55 people interested in a book club, you could break that into 5-6 groups.

Teachers ideally wouldn't need to put in too much extra effort, unless they are in charge of a book/movie club, where they would need to read/watch the book. Regardless, this could easily transition into a student led discussion where the teacher is there to supervise only. I can see this functioning similar to a normal high school club. Obviously not every student would be interested in this, but I think giving students an option to form online discussion clubs could be beneficial in terms of social development for adolescents in quarantine.”

Invitation to Listserv Participants:

We hope you will share your experiences and suggestions about how schools can promote positive social and emotional development through small group activities during online instruction time. Send to Ltaylor@ucla.edu

For discussion and interchange:

>What's your view of this student's reaction to online instruction and support?

From *Students Speak Out on COVID-19*

http://www.ascd.org/ascd-express/vol15/num19/students-speak-out-on-covid-19.aspx?utm_source=SmartBrief&utm_medium=email&utm_campaign=Express15-19

“...Teachers try to address the lack of traditional school by flooding students with work or pushing students to communicate with their classmates about their struggles. The number of times my teachers inadvertently flared up my social anxiety during a group call is astronomical. When I felt pressured to discuss my internal struggles on a Zoom call, the situation didn't improve. Instead, I felt more anxious and like my boundaries weren't respected. My teacher assumed it would be a healthy bonding activity for the class, but my peers seemed hesitant to share their thoughts.

If there was one thing I could tell my school, it's this: Just because you reduce class lecture times, offer office hours, and praise yourselves for hosting "Wellness Wednesday," that doesn't necessarily mean you're helping students. Sometimes, the best course of action is to give students autonomy over their mental state by reducing classwork and providing a nurturing environment to offer emotional support when students are ready. With the mixed bag of minor supports students are currently getting, students feel pressured into staying silent, because how can you demand your school do more when teachers claim they're already doing everything they can?...”

Will online schooling reduce relational bullying?

“A middle school girl stares at me through the screen on my laptop. She lets out a huge sigh of relief, like she's been holding it for weeks — months, even. For the first time in a long time, a smile spreads across her face. I ask her why she's looking much happier than usual and she tells me that it just hit her: With distance learning, the other girls in her middle school couldn't bother her anymore. The stares, the whispers, the jokes, the ostracizing, it all went away 'literally overnight.'”

My client is not alone in feeling relief from social bullying — referred to as “relational aggression” in the psychology trade, a covert form of psychological bullying that does not include physical bullying — during closures due to COVID-19. In fact, several other teenagers I treat describe feeling lighter, less stressed and more content....

This phenomenon isn't entirely new, even if our current pandemic gives it a fresh twist. Anxiety specific to victims of bullying has been shown to decrease when students don't have to face their aggressors five days a week, just as happens over summer break. In essence, it's a

vacation from their stressors.... getting physical distance from the school environment — and that sense of empowerment that comes along with it — has helped students even in the virtual bullying arenas that continue apace during COVID-19. Some teens, for example, are making the choice to quiet their exposure to hurtful content by unfollowing, muting or blocking the posts of those who bully them or are unkind..”

<https://www.nbcnews.com/think/opinion/coronavirus-shut-schools-shut-down-mean-girls-can-one-reopen-ncna1232157>

>Links to a few other relevant shared resource

What Back to School Might Look Like in the Age of Covid-19

<https://www.nytimes.com/interactive/2020/07/29/us/schools-reopening-coronavirus.html>

Resources for teaching remotely <https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely>

Tutoring programs look to curb learning loss

<https://hechingerreport.org/jobless-college-students-are-being-given-summer-jobs-to-mentor-younger-peers/>

Learning at Home During COVID-19 --

>9 *Tips for Motivating Children to Learn at Home*

<https://www.apa.org/topics/covid-19/parenting-caregiving/motivating-children-tips.pdf>

>8 *Tips for Fostering Children’s Self-Regulation and Promoting Creativity*

<https://www.apa.org/topics/covid-19/children-self-regulation.pdf>

10 Tips for Assessing and Monitoring Students’ Academic Progress During COVID-19

<https://www.apa.org/topics/covid-19/parenting-caregiving/academic-progress-covid-19.pdf>

How afterschool is supporting learning and recovery during COVID-19

http://www.afterschoolalliance.org/afterschoolsnack/New-issue-brief-How-afterschool-is-supporting-learning-and_07-31-2020.cfm?utm_source=sendinblue&utm_campaign=Monthly_Snack_832020&utm_medium=email

How to Set Limits on Your Child's Screen Time

<https://www.scholastic.com/parents/family-life/social-emotional-learning/technology-and-kids/set-limits-screen-time.html>

6 ways to help ELLs improve reading, writing skills

https://smartbrief.com/original/2020/08/6-ways-help-ells-improve-reading-writing-skills?utm_source=brief

Tips for Partnering With Teachers in the New School Year

<https://childmind.org/article/tips-for-partnering-with-teachers-in-the-new-school-year/>

COVID-19 Highlights Unequal Treatment of People of Color in U.S. Territories

<https://healthlaw.org/covid-19-highlights-unequal-treatment-of-people-of-color-in-u-s-territories/>

5 Reasons Students Aren’t Engaging in Distance Learning

<https://www.understood.org/en/school-learning/for-educators/empathy/5-reasons-students-arent-engaging-in-distance-learning>

Graphic Novels for Young Kids <https://www.readingrockets.org/article/graphic-novels-young-kids>

Teen Cyberbullying Content Assessed in the Context of Social Networks

https://nij.ojp.gov/topics/articles/teen-cyberbullying-content-assessed-context-social-networks?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

About Special Education

Special Education Equity in the Era of COVID-19

<https://aacte.org/2020/04/special-education-equity-in-the-era-of-covid-19/>

COVID-19 and Special Education <http://www.cde.state.co.us/cdesped-covid19>

Special Education COVID-19 Resources

<https://education.mn.gov/MDE/dse/health/covid19/spedcovid19/>

COVID-19 Special Education Resources

<https://www.ride.ri.gov/StudentsFamilies/SpecialEducation/COVID-19SpecialEducationResources.aspx>

Special Education Guidance for COVID-19

<https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources/special-education-guidance-covid-19>

Supporting Students in Special Education Through COVID-19

<https://www.readingrockets.org/reading-rockets-nea-guide/supporting-students-special-education-through-covid-19>

3 tips for teaching special education online

https://www.smartbrief.com/original/2020/08/3-tips-teaching-special-education-online?utm_source=brief

In case you missed these recent online resources from the Center:

- > *Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*
- > *The Role of Schools in Promoting Whole Child Development and Learning?*
Access at <http://smhp.psych.ucla.edu/news.htm>
- > *Online and At School: Teachers Alone Can't and Shouldn't Be Expected to Address the Wide Range of Student Mental Health Concerns*
<http://smhp.psych.ucla.edu/pdffdocs/teachers.pdf>
- > *Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation* <http://smhp.psych.ucla.edu/pdffdocs/reengage.pdf>
- > *What is (and isn't) in Place to Address Barriers to Learning and Teaching for the New School Year?* <http://smhp.psych.ucla.edu/pdffdocs/what'sin.pdf>
- > *Watch out! Much Discussion of MTSS, Little Discussion of Student/Learning Support Staff and Developing MTSS into a Unified, Comprehensive, and Equitable System*
<http://smhp.psych.ucla.edu/pdffdocs/july19init.pdf>
- > *Hypersensitivity to a Student's Emotional Reactions Can Be Harmful*
<http://smhp.psych.ucla.edu/pdffdocs/july16init.pdf>

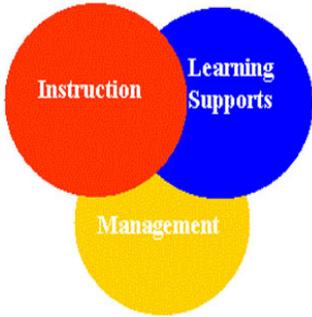
Free Books:

- > *Embedding Mental Health as Schools Change*
- > *Improving School Improvement*
- > *Addressing Barriers to Learning: In the Classroom and Schoolwide*
Access from http://smhp.psych.ucla.edu/improving_school_improvement.html

Webinars

- > 8/18 – *Determining Eligibility for McKinney-Vento Rights and Services*
- > 8/19 – *Could Large-Scale Tutoring Address COVID-Related Learning Loss? (Podcast)*
- > 8/19 – *Addressing Environmental Challenges through Service-Learning*
- > 8/19/20 - *Creating an Engaging & Restorative Environment to Support Transitions to School*
- > 8/20 – *It Takes a Whole School to Support a Whole Child*
- > 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>



*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/>)