School Practitioner Community of Practice
(A network for sharing & exchange)
(8/19/20)

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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).

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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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For discussion and interchange:

>Reconnecting with students who didn't participate in online learning

From: *COVID-19 and student learning in the United States: The hurt could last a lifetime*
https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime

Data from Curriculum Associates, creators of the i-Ready digital-instruction and -assessment software, suggest that only 60 percent of low-income students are regularly logging into online instruction; 90 percent of high-income students do. Engagement rates are also lagging behind in schools serving predominantly black and Hispanic students; just 60 to 70 percent are logging in regularly ...In addition to learning loss, COVID-19 closures will probably increase high-school drop-out rates... The virus is disrupting many of the supports that can help vulnerable kids stay in school: academic engagement and achievement, strong relationships with caring adults, and supportive home environments....

How to increase student online engagement continues to be a major concern for so many school districts. As we recently heard from a leader in promoting graduation for all:

The hard truth is options are limited and I am pretty worried about this. In particular place that are opening on-line only. Without a familiar place to go to-its hard to see how students who were disconnected in the spring-will re-start themselves. My guess is that a sub-set might even be concerned that will get in trouble for not participating in the spring. And I agree that even if they are in a district where schools are re-opening in a hybrid way-that mobile kids won't know when and where to go.

Seems either means need to be found to find these kids-likely through peer networks and social media, as well as direct efforts from student support workers. Or folks need to create a place for these students to find the school, by creating-somewhere in the community-churches, community center, or the schools themselves even if they are operating virtual-where students can do to get re-connected and acclimated to school, and just be given support to find the their way in how school is now operating. This would then involve some sort of campaign again likely through social media-to let the students and families know about these places along with some friendly messaging-around we want everyone back-we can help you make it happen.

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The Center highlight some thoughts on this matter in a brief set of Practice Notes:

>*Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation*
http://smhp.psych.ucla.edu/pdfdocs/reengage.pdf

And here's a sample of recommendations we elicited from colleagues:

(1) From a school student/learning support staff member:

We offered virtual summer school for students who were not engaged in remote learning (it was mandatory, if students were to be promoted).Those students were able to keep their Chromebooks for the summer. When we return back to school, in person, we are going to focus on interventions, especially for students who did not participate in remote learning.

I'm sure we will have to track students who have moved. If they haven't enrolled in another district, we are still responsible for them. We are doing our best to pull this together, we're certainly in uncharted territory.

(2) From a state department of education student support consultant

We've also shared concerns of additional trauma students may have experienced while disengaged from school. We've tried to incorporate that into other work we've been doing such as webinars of social emotional well-being, general guidance for reopening, etc. The Back to School: Preparing for the Emotional Needs of Students During A Pandemic webinar I did last week incorporates it a little, but is not specific to what you're talking about. You can find our *State Lighting Our Way Forward: NC's Guidance on Reopening Public Schools* at https://www.dpi.nc.gov/ .

We're expecting that school social workers, in collaboration with school counselors, will take the lead on connecting with disengaged students and those who may be experiencing homelessness. Part of the challenge we've faced are that the overall school reentry needs are greater than the capacity of the existing school personnel for many districts. Also, we are a local control state, so most how-to decisions are being made locally.

(3) From a school social worker

We are doing home visits, workplace visits, apartment giveaways, communicating with apartment management, peer finding groups, food drives, drive-by meetings, open forum discussions like BLM to get interested kids talking, communicating with new schools to make sure kids land somewhere, etc. I have so many thoughts about what is happening and the current challenges.

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Invitation to Listserv Participants:

We hope you will share your experiences and suggestions about connecting with all students at the start and throughout this extraordinary school year.
Send to Ltaylor@ucla.edu

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Congratulations on graduating! Now throw your cap in the air!

A colleague who works at a state department of ed and also at a university shared some ideas from district plans for enhancing student/learning supports:

I can't think of a time when implementing a system of supports has been so critical!

As I've been studying various return to learn plans, I'm finding a few innovative ideas that have merit. For one, we know that research supports developing economies of scale. For larger districts (ones with more than 1 high school), one teacher should present content with all the other teachers in that subject area working with students (outreach and otherwise) to ensure that concepts are understood. It doesn't make sense for 5 or 10 teachers teaching the same subject, based on the same student outcomes. It does make sense to have 1 teacher present the content and 9 other teachers work with smaller groups of kids to make sure they understand the content.

Some plans have small groups or pods that stay together, whether at school or online. The intention is to reduce the possibility of infection by keeping students together for all subject areas, lunch and breaks/recess. When combined, these two concepts free up a majority of MS/HS teaching staff to focus on a few students rather than the hundred they might teach during the course of one week. Working with smaller groups could help develop closer relationships with students and know what's going on in their lives. This provides an opportunity to get help to the families BEFORE they are evicted. However, this strategy is predicated on the fact that schools have been working with community services and teachers know who to contact and how to help.... I should also mention that this concept of developing pods isn't as desirable an option for ES, but smaller groups of students that alternate between face-to-face and online options could be better than nothing. BTW - has anyone thought of working with childcare providers to reinforce learning concepts taught at school????

To follow up on this concept of working with smaller groups, teachers need to be proactive and not wait for students to disengage, display signs of stress or disappear altogether. Thinking of MTSS, teachers no longer have the luxury of referring students AFTER they experience problems, but instead, need to focus on universal strategies to help mitigate problems and support resiliency. All staff (not just support staff) need to know how to monitor the well-being of students and not be responsible for so many kids that they can't do a good job of keeping tabs on their personal/family lives. If the educational system rethinks how students learn and how material is taught, this could happen. In fact, I have to wonder if the educational losses resulting from closed schools last spring might not be made up more quickly with this kind of "individualized" attention to the overall well-being of kids. Students are more than what they know. While all these ideas could help, we've not even considered the fact that escalation of mental health issues is a given in the coming year. In the spirit of being proactive, I think all schools need complete transparency and unprecedented communication with students and their families. One site suggested "official" district communications every 2-3 days that occur in multiple formats to reach as many as possible. Given your concern of homelessness, these communications should also include information to help families navigate financial problems - at a minimum, where to look for help. Communications to students need to positively focus on behavior to support learning and recognize student achievements. I also believe regular communications with staff is important. Everyone needs to know the status of the school, hear positive messages from leaders, and be invited to ask questions. As with systems of learning supports, this communication task should not fall to one or two people, but requires a team. This team needs to continually monitor the plan to reopen safely and give regular reports, even anecdotal stories, about successes and challenges. If it's true that "we're all in this together", then schools need to let everyone in on what's happening and invite the community to help meet the needs of students and their families.

No one will know what works best until after we've lived through this pandemic. But I can't help but think that actively caring for each other will be the best option, in whatever form that takes.

For discussion and interchange:

>**The existing American mental health system is sorely lacking a public focus:**
it largely engages with those who are already mentally ill, and often only those who are able to pay for treatment. — Sofia Noori & Isobel Rosenthal
https://www.scientificamerican.com/article/mental-health-after-covid-19/

Psychiatrists Noori and Rosenthal stress in their Scientific American article that:

Public mental health focuses on preventing mental illness instead of simply treating it....
We believe that to reduce long-term economic and social impact, payers and government will need to increase funding of public mental health programs that prevent illness and increase treatment access. To be effective, these programs must offer access to those without financial resources or with serious mental illness, and commit to best practices when treating underserved populations. Tech-enabled services can assist with risk stratification, offer support before illness develops, or connect people with accessible mental health treatment. ...

U.S. Dept of Ed provides rethinking education grants to eleven states

From 7/29/20 press release -- https://www.ed.gov/news/press-releases/:

'U.S. Secretary of Education Betsy DeVos announced today more than $180 million in new grant funding will be awarded to 11 states rethinking education to better serve students during the COVID-19 pandemic. The Rethink K-12 Education Models Grant will support states' efforts to create new, innovative ways for students to continue learning in ways that meet their needs. Awardees include Georgia, Iowa, Louisiana, Maine, North Carolina, New York, Rhode Island, South Carolina, South Dakota, Tennessee, and Texas....

Congress set aside 1% of the $30.75 billion allotted to the Education Stabilization Fund through the CARES Act for grants to states with the highest coronavirus burden. The Department of Education announced the Rethink K-12 Education Models (REM) grant competition in April 2020, inviting any state educational agency to apply. The program supports new, innovative ways to access education with an emphasis on meeting students' needs during the coronavirus national emergency. Specifically, it called for projects to provide families with:

Microgrants, so that states can ensure families have access to the technology and services to advance learning remotely (absolute priority 1);

Statewide virtual learning and course access programs, so that students can access a full range of subjects, even those not taught in their assigned setting (absolute priority 2); or

New, field-initiated models for providing remote education to ensure that every child is learning and preparing for successful careers and lives (absolute priority 3)...."

>Links to a few other relevant shared resource

Grit, Growth Mindset, And Deliberate Practice in Online Learning
https://files.eric.ed.gov/fulltext/EJ1153307.pdf

Time management matters: Online faculty perceptions of helpfulness of time management strategies https://www.tandfonline.com/doi/full/10.1080/01587919.2020.1724773

Building protective factors for yourself and your school community
https://mhttcnetwork.org/centers/northwest-mhttc/product/building-protective-factors-yourself-and-school-community-school

Developing rapport and therapeutic alliance during telemental health sessions with children and adolescents https://pubmed.ncbi.nlm.nih.gov/26491890/

Back to School Planning: Checklists to Guide Parents, Guardians, and Caregivers
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html

Implementation during the COVID-19 pandemic of interventions rated by Blueprints as Model/Model Plus and Promising
https://www.blueprintsprograms.org/wp-content/uploads/2020/08/Blueprints-Covid-survey-responses_DirectorLtr14.pdf

Pods for all? Some districts and nonprofits are reimagining the remote learning trend
https://www.chalkbeat.org/2020/8/10/21362268/pods-for-all-some-districts-and-non-profits-are-reimagining-the-remote-learning-trend

Children and Violence: Nurturing Social-Emotional Development to Promote Mental Health
https://srcd.onlinelibrary.wiley.com/doi/full/10.1002/sop2.8

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/pdfdocs/teachers.pdf

>*Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation* http://smhp.psych.ucla.edu/pdfdocs/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/pdfdocs/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/pdfdocs/july19init.pdf

>*Hypersensitivity to a Student's Emotional Reactions Can Be Harmful*
   http://smhp.psych.ucla.edu/pdfdocs/july16init.pdf

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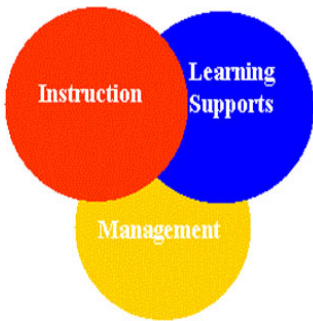   Access from   http://smhp.psych.ucla.edu/improving_school_improvement.html

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Webinars

>*8/20 It Takes a Whole School to Support a Whole Child*

>*8/20 Strategies and Solutions for Mitigating COVID-19 Learning Loss*

>*8/26 Supporting the Education of Unaccompanied Students Experiencing Homelessness*

>*8/26 Equity, Social Justice, Race and the Aspiring Principal*

>*8/27 The Future of Learning - Emerging from the Pandemic Better than Normal*

>*8/27 Capacity building for smaller mentoring organizations*

>9/1 Fostering Organizational, Participant, and Mentoring Relationships

>9/9 McKinney-Vento 101: Understanding the Rights of Students Experiencing Homelessness

>9/9 Reunite, Renew, and Thrive: SEL Roadmap for Reopening Schools

>9/15 Comprehensive Gang Model: Building Impactful Collaboration Through Community Mobilization

>9/17 Meeting the needs of adolescent youth

>9/22 Determining Eligibility for McKinney-Vento Rights and Services

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

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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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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/*)