

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Edition (3/29/20)

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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

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

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>

Special Edition:

Sharing Requests and Information about Resources and Actions

>Moving Ahead: Ready to be Proactive?

For many of us, this past week has been devoted to reacting to the crisis. The closing of schools has been a particular challenge for those responsible for education and will continue to be so on a day-by-day basis.

But soon, at least some of us will be in a position to take some time to devote to proactive planning for the challenges ahead. (And that will be a good thing in so many ways.)

In the special edition of the community of practice for 3/27/20, we discussed the importance of proactively

>Establishing online teams at school, district, and state levels to plan and provide enhanced student/learning supports now and when students return -- (see

[http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner\(3-27-20\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/practitioner(3-27-20).pdf)).

The next day we referenced a set of policy notes:

>Early Warning:

Now is the time to Plan for the Increase in Student Problems When Schools Reopen

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

We were pleased to hear that a beginning had been to circulate these calls to action to leaders and staff in state and local education agencies.

If you are ready to do something proactive, you could send these to members of boards of education, superintendents, principals, student support staff, education department faculty, and any others you think can stimulate action.

>Physical distancing, not social distancing

<https://www.sciencealert.com/who-is-no-longer-using-the-phrase-social-distancing>

Excerpt: *It's Officially Time to Stop Using The Phrase 'Social Distancing'*

The World Health Organization is officially advocating against the phrase "social distancing" and is from here on recommending the phrase "physical distancing" instead...

The idea is to clarify that an order to stay at home during the current coronavirus outbreak isn't about breaking contact with your friends and family — but rather keeping a physical distance to make sure the disease doesn't spread....

The sentiment was echoed by Massachusetts Congresswoman Ayanna Pressley. "I would argue that what we are doing right now is physical distancing, not social distancing," she said... "We are creating physical distance between us to limit the spread of the virus," she added. "But we should be doing that in the same breath as we are maintaining our social connections and sense of community and common sense of purpose."

Socially Connected

Stanford University professor of psychology Jamil Zaki also argued that we should cut it out with all the talk about "social distancing". "I think we should begin by re-framing what we're doing right now," Zaki said... "We should think of this time as 'physical distancing' to emphasize that we can remain socially connected even while being apart." "Social distancing is vital to slowing the spread of COVID-19, but it also pushes against human beings' fundamental need for connection with one another," Zaki added. "Ironically, the same technologies we often blame for tearing apart our social fabric might be our best chance, now, of keeping it together."

>“Revisiting our school/district crisis plans: we didn’t plan for this”

In our online clearinghouse quick find, we have a page on Crisis Prevention and Response http://smhp.psych.ucla.edu/qf/p2107_01.htm

It has links to resources from our Center and from others. There is, however, nothing that addresses the magnitude of the current crisis. However, there are some plans that will help inform working through the current situation. See:

>*Schools Helping Students Deal with Loss* <http://smhp.psych.ucla.edu/pdfdocs/loss.pdf>

Excerpt: “In the aftermath of a Natural Disaster, while schools will need to plan to address the suffering and loss of many, we will also be awed by many demonstrations of strength and resilience. And, in planning ways to help folks cope, we will want to build on strengths....

And, as the American Psychological Association stresses, all responses should focus on fostering resiliency (see Exhibit 1). As the association also notes: “The act of providing help to others during difficult times may be beneficial to the provider as well as the recipient). It is empowering for children and adolescents to help others.”

About Facilitating and Fostering Social Ties and Resources

People seek out others for solace and support during difficult times. Identifying and utilizing these resources are important for resiliency. Social support is critical to managing stress. Caring and supportive relationships can provide emotional support that may buffer the impact of acutely stressful situations or crises and allow for expression of difficult emotions. Supportive social networks also can provide assistance and information relevant to managing traumatic stressors. For children and adolescents, parents and close friends represent primary sources of support. Research supports the importance of (a) support from parents and family members, (b) support from classmates and close friends, and (c) reaffirming ties to such institutions as social and religious groups.

What Works

Parents, teachers, and other caring adults can help children and adolescents cope with stressful events and build resilience in several ways.

- >Provide children and adolescents with opportunities to share and discuss their feelings and concerns. This enables parents and other caring adults to correct any misinformation or misperceptions and to provide reassurance about safety....
- >Maintain social connections. Youngsters' friendships and social activities are important for normalizing children's and adolescents' lives and promoting good adjustment.

- >Reduce or minimize children's and adolescents' exposure to upsetting images. For example, after a disaster eliminate viewing without an adult present, restrict media viewing, discuss news shows and other programming with children, and actively encourage alternative activities (e.g., reading, athletic activities, games with friends).
- >Encourage children and teens to stay healthy and fit by eating well and getting regular exercise and proper sleep. Maintaining good health is important for coping with stress.
- >Encourage children and adolescents to use positive strategies for coping with stressors that ensue. Parents and caring adults may also model positive coping for children....

>Seattle schools provide essential services during the crisis

https://www.seattleschools.org/district/calendars/news/what_s_new/coronavirus_update

Excerpt: from a letter to the community from the Superintendent

Dear Families:

Just 10 school days have passed since we closed our school buildings. A lot has continued to change in that time, and many of us are trying to settle into a new normal including our response to Governor Inslee's statewide "Stay at Home, Stay Healthy" order. Seattle Public Schools will continue to provide food access, child care, and ongoing learning supports while the statewide order is in place and during school closures.

Despite the uncertainty we are all navigating, Seattle Public Schools is proud of the hundreds of educators, school leaders, and central office staff who have gone above and beyond to provide essential services and student learning support....

- >*Student Meal Distribution* – Student meal sites operate from 11 a.m. until 1 p.m., Monday through Friday. Meal sites are OPEN during the two week "Stay Home, Stay Healthy" period and social distancing is enforced for the protection of you, your child, and family. There are 26 locations across the city, and meals can be picked up by anyone in your family. Please share this information with SPS families who might benefit from this support.
- >*Weekend Food Support* – Weekend food supports will be provided at the 26 Student Meal Distribution Sites every Friday. Any family in need can pick up food and other essentials on Friday, March 27. Learn more about weekend food support and where to find the meal sites on the student meal webpage.
- >*Child care for first responders opened this week* – Thank you to the Boys & Girls Club for opening our first child care sites. In alignment with guidance from the Governor's Office and OSPI, child care services will be prioritized for SPS children who have first responders in their family. Each provider will be responsible for enrollment, registration, and identifying which of their current families need care based on the outlined priorities. To review the list of providers, criteria for registration and enrollment, and locations please visit the child care resource webpage.
- >*Right Now Needs Fund* – The Right Now Needs Fund, supported by the Alliance for Education and Amazon, is available during the school closure. The fund assists with basic needs, including food, shelter, clothing, school supplies, and medical costs. To request use of the fund, please reach out directly to your school principal or school staff. You can learn more on the Alliance for Education COVID-19 resource webpage.
- >*Continued Learning Supports* – The Office of Superintendent of Public Instruction (OSPI) has released revised guidance to school districts focused on learning during school closures. Read the OSPI guidance. While schools are closed, we expect learning to continue. Educators have been asked to continue communicating with families and students in support of academic work throughout the closure. Specifically, they have been asked to communicate with families at least two times per week via Schoology (our online Learning Management System), email, phone, or the typical way they connect with families throughout the school year. The individualized channel for communication and academic support will be responsive to student need and resource access. If you have yet to hear from your child's teacher, please reach out to the school principal for guidance....
- >*Student Mental Health Supports* – We recognize that being away from school means not only being away from friends, teachers, and instruction, it also means being away from services like counseling and mental health support. Even if your child has not received counseling or mental health support at school in the past, you may notice that during this

period of time your child might benefit from talking with a mental health professional about their thoughts and feelings.

Seattle Public Schools created a list of community agencies that are continuing to provide counseling and mental health support either through telehealth (phone/video) or in person during this time. In addition, we have included several agencies that provide crisis support, if you find yourself needing immediate help for your child. To access the complete list, please visit the mental health resources webpage....”

Listserv Participants: Let us know about other resources and actions for supporting students, families, and staff during the crisis and planning for when schools reopen.
Send to Ltaylor@ucla.edu

>Links to a few other relevant shared resources

Maintaining Your Mental Health During Coronavirus

https://thekojonnamdishow.org/shows/2020_03_24/maintaining_your_mental_health_during_coronavirus

Resources to Support Your Mental Health During the COVID-19 Outbreak

<http://psychiatry.ucsf.edu/coronavirus>

Mental Health and COVID-19 – Information and Resources <https://mhanational.org/covid19>

Uplifting videos at <https://www.facebook.com/CBSMinnesota/videos/518983372365524/>

Study reveals how long COVID-19 remains infectious on cardboard, metal and plastic

<https://newsroom.ucla.edu/releases/covid-19-through-air-contaminated-objects>

Guidance Reports on Wraparound and FOCUS

Two reports from the National Wraparound Institute re. modifications to effectively support young people and families during COVID-19, while also adhering to public health and safety standards.

>*Managing and Responding to Coronavirus*

https://theinstitute.umaryland.edu/media/ssw/institute/institutefocus_special_guidance.pdf

<https://nwi.pdx.edu/pdf/NWIC-Special-Guidance-COVID-19.pdf>

During the COVID-19 pandemic, telehealth can help connect home visiting services to families

<https://childtrends.us16.list-manage.com/track/click?u=2dcd6a778a067d2b0f01fd186&id=e5f74a133f&c=ad5ca476dc>

Got kids? Try these 11 quick tips for working from home while they're with you

<https://www.fastcompany.com/90478087/got-kids-try-these-tips-for-working-from-home-while-theyre-with-you>

Parents as Teachers

<https://parentsasteachers.org/news/2020/3/18/national-nonprofit-organization-turns-tonbsptelehealth-to-help-mitigate-coronavirus-outbreak>

Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019

<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>

Also online in Spanish and Chinese

More Activities

For the earlier list we compiled, see

Activities for Kids While Schools are Closed <http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf>

Here are some more resources:

PBS Daily Activities for Families

<https://www.pbs.org/parents/pbskidsdaily?source=pbsparents>

Mejora y Práctica de las Habilidades de Función Ejecutiva con Niños desde la Infancia

Hasta la Adolescencia https://developingchild.harvard.edu/translation/mejora_y_practica_de_las_habilidades_de_funcion_ejecutiva_con_ninos_desde_la_infancia_hasta_la_adolescencia/

Peep and the Big Wide World Videos y Actividades para los padres de familia

http://peepandthebigwideworld.com/es/los_padres/

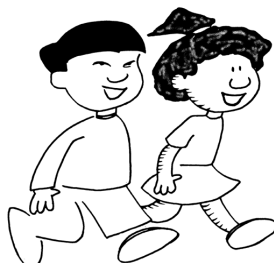
Simple Activities for Children and Adolescents https://www.nctsn.org/resources/simple_activities_children_and_adolescents

Request from a Colleague (Claire Barnett, Executive Director, Healthy Schools Network)

Please let folks know that the annual National Healthy Schools Day on April 7th has as its theme "On the Pandemic Frontline: Children and Schools"

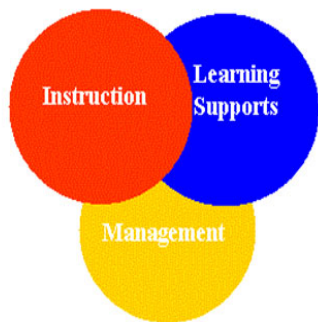
<http://www.healthyschools.org/National-Healthy-Schools-Day/>

Have you figured out any ways we can help during the crisis?



Well, the first thing is not to drive our families crazy!

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.



**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

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/>)