

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Edition (4/7/20)

Mental Health and the Coronavirus Crisis

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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>

Special Edition:

Mental Health and the Coronavirus Crisis

"After thousands of mental health professionals volunteered, New York is launching a hotline to help residents cope with anxiety, depression and the emotional toll of the novel coronavirus outbreak.

Gov. Andrew Cuomo said Wednesday that 6,175 psychiatrists, psychologists and therapists signed up after his call for volunteers last week. He wanted to create a network that would be available to New Yorkers seeking mental health services during the pandemic.

"No one is really talking about this," he said. "We're all concerned about the immediate critical need. The life and death of the immediate situation, which is right. But don't underestimate the emotional trauma that people are feeling, and the emotional health issues."

Does your community have

> a mental health hotline?

> an online quick link resource list related to MH?

> Here are examples of hotlines from New York State and Los Angeles

(1) "NY State launches hotline to address mental health toll of coronavirus outbreak"

https://auburnpub.com/news/local/govt-and-politics/ny-launches-hotline-to-address-mental-health-toll-of-coronavirus/article_92a3ffc6-7fe9-5a21-8a5c-7448d7fbdc3e.html

(2) The Los Angeles Unified School District is adding a hotline that "students and families can call for help to manage fear, anxiety and other challenges related to COVID-19." The phone number is (213) 241-3840. That's also the number for the district's Student Health & Human Services division. According to a district press release, "counselors and mental health professionals" will answer calls at that number from 6 a.m. to 6 p.m. Monday through Friday, in both English and Spanish.

<https://laist.com/latest/post/20200402/lausd-mental-health-hotline-covid-19-coronavirus>

>>Here's an example of an online quick link resource list related to MH from NYC

<https://infohub.nyced.org/docs/default-source/default-document-library/for-print-use-only/school-mental-health-resource-list.pdf>

>Maintaining mental health during the Coronavirus crisis

A variety of resources have been put online related to this concern. Most stress the following:

- >>Acknowledge the impact but avoid speculation; look up reputable sources; manage how you follow the outbreak in the media and your information intake
- >>While maintaining physical distancing, stay socially connected
- >>Talk to others in your family about thoughts and feelings
- >>Anticipate growing distress and read about ways to respond
- >>Don't make ill-informed assumptions about what is and will happen
- >>Create a positive and streamlined routine that maintains your good practices
- >>Recognize your needs and try to address them as much as feasible

For more details, see the following resource or search for more on the internet:

Looking after your mental health during the Coronavirus outbreak

<https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronaviruses-outbreak>

Encourage Your Children to Become Helpers

Excerpt From: *Don't just look for helpers, be a helper*

<https://www.cnn.com/2020/04/03/health/parenting-look-for-the-helpers-wellness/index.html>

The world might feel terrible right now, with a pandemic spreading across the globe, but, somehow, there are still people out there caring for others....

as we cobble together our family coping strategies right now, it doesn't hurt to keep in mind that well-intended attempts at generosity yield rewards for all parties involved. Sincerity is key, and it's the part that will be most tricky to teach to your children.

One of the easiest ways to teach your children to be helpers is by doing more helping yourself.

"Modeling, also called observational learning, is one of the most underestimated and poorly used tools by parents," said Alan Kazdin, professor of psychology and child psychiatry at Yale University.

Kazdin said modeling generosity can begin by simply appreciating generosity in others. Hear about something nice someone did for someone else? Point it out.

When parents do it themselves, they should make a habit of telling their children about it. Though, importantly, do not boast about it. "Be instructive, kind and gentle, rather than righteous," Kazdin said.

In order to get kids to help on their own from a sincere place, Kazdin suggests starting small and practicing it over and over. Doing something simple like saying "thank you" or "I love you" to grandma, even if it is emotionless and rote at first, will eventually become internalized. This is especially the case if they can see how happy it makes grandma, and their parents gently note the same.

>Sharing from colleagues

(1) I know there's been a lot floating around lately about telehealth so feel free to disregard if this isn't relevant, but I listened to a great webinar today about doing telehealth specifically with kids/adolescents that I wanted to recommend. The presenter included information about doing group therapy over Zoom, privacy considerations with children and families, and great activities to engage kids using technology. It was the second part in a two-part segment and I didn't see the first one but plan to watch the recording. I would highly recommend it for anyone who works with younger people, especially if this could potentially be the new norm for several months.

Here is the link: <https://mailchi.mp/nationalregister/eftwebinar-144681> .

If the recordings are uploaded yet, but they should be soon.

You can view the slides and other materials here already.

(2) I am working on a project called Spartan Caregiver Support (spartancaregiversupport.com), which aims to provide ABA/behavioral consultations and share behavior-related and COVID-19 resources to Michigan families/caregivers of people with autism. It has been pretty busy, and I am thankful for your emails as they helped me find resources about COVID-19 that I could share with families.

We have just recently launched but are only able to support a specific community group. Other organizations from other states began to reach out for more information about what we do and how they can do the same. As a result, we are trying to find ways to organize what we currently have so others can access it as well.

I know that you have many years experience doing this, so I wanted to ask you if you had any tips/advice/shortcuts on sharing resources and creating a shareable database so we can maximize the number of people these resources can help.

And thank you so much for everything you have done and are currently doing!

Center Response: As shared above, we think the first steps are to ensure there is a hotline and an online quick link resource list related to MH that are well publicized and on your website. Then, we would establish a listserv for a Community of Practice (like this one) that shares information, ideas, and resources. (Think about putting it on your website.) For the resources from your project, a Quick Find menu provides ready access (see <http://smhp.psych.ucla.edu/quicksearch.htm>).

Listserv Participants: What can you share in response to this request?

Send for sharing to Ltaylor@ucla.edu

>Links to a few other relevant shared resources

Ways to Promote Children's Resilience to the COVID-19 Pandemic

<https://www.childtrends.org/publications/ways-to-promote-childrens-resilience-to-the-covid-19-pandemic>

A Look at Gaming Culture and Gaming Related Problems: From a Gamer's Perspective

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

Bring Out the Best in Your Children

https://www.aap.org/en-us/Documents/ttb_bring_out_best.pdf

Helping Your Child Succeed in School

<https://www2.ed.gov/parents/academic/help/succeed/index.html>

Links to Frequently Updated COVID-19 Information <https://www.nihcm.org/categories/covid-19-resources>

Coronavirus Resources from the National Health Law Program

<https://healthlaw.org/coronavirus-resources/>

For links to activities to pursue while schools are closed, see <http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf> and previous special editions of the Community of Practice.

Activity for today
20 Questions
Think about fun and educational topics
(e.g., stuff around the house, historical figures, geography, etc.).

States and School Districts Can Use Some Federal Resources More Flexibly

The Coronavirus Aid, Relief, and Economic Security (CARES) Act now allows states and school districts to devote more of their federal resources to technology infrastructure to support distance learning for students and for professional development for teachers who are teaching remotely, many for the first time. By providing a streamlined process to obtain funding flexibilities, states will be able to quickly make decisions to meet the needs of their students.

Any state may complete a brief form available at oese.ed.gov, and it will receive an initial determination within one business day. Using the form, states can receive flexibility in the use of funds and other requirements covered under the Elementary and Secondary Education Act of 1965 (ESEA), including the Title I, Parts A-D, Title II, Title III, Part A, Title IV, Parts A-B, and Title V programs. Specifically, states may request a waiver of:

- >Section 1127(b) of Title I, Part A of the ESEA to waive the 15% carryover limitation for Title I, Part A funds;
- >Section 421(b) of the General Education Provisions Act (GEPA) to extend the period of availability of prior fiscal year funds, for Title I, Parts A-D, Title II, Title III, Part A, Title IV, Parts A-B, and Title V, Part B programs, and the McKinney-Vento Homeless Children and Youth program;
- >Section 4106(d) of Title IV, Part A of the ESEA to waive a needs assessment to justify the use of funds;
- >Section 4106(e)(2)(C), (D), and (E) of Title IV, Part A of the ESEA to waive content-specific spending requirements;
- >Section 4109(b) of Title IV, Part A of the ESEA to waive spending restrictions on technology infrastructure; and
- >Section 8101(42) of the ESEA to waive the definition of "professional development," which might otherwise limit the ability to quickly train school leaders and teachers on topics like effective distance learning techniques.

This action follows the Department's earlier announcement of a turnkey waiver process allowing states to cancel federally-mandated standardized testing, in response to widespread school closures in the wake of the declaration of a national emergency. It further builds on the Department's actions to support states and local education leaders since the outbreak of COVID-19, including guidance on ensuring students with disabilities have access to distance learning opportunities and providing an extension for states that need additional time to develop career and technical education plans under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Department continues to update www.ed.gov/coronavirus with information for students, parents, educators and local leaders about how to prevent the spread of COVID-19.

https://www.ed.gov/news/press-releases/secretary-education-betsy-devos-authorizes-new-funding-flexibilities-support-continued-learning-during-covid-19-national-emergency?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

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.*

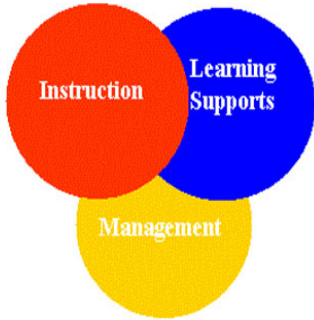
For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.

My Mom's doing a good job helping me learn.



So's mine; but my Dad needs a bit of tutoring to improve his math skills.

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/>)