

# *Addressing Barriers*

## *to Learning*

Vol. 25, #2

... the Center's quarterly e-journal\*

### **Plan Ahead to Support the Transition-back of Students, Families, and Staff**

**W**hen schools reopen, the transition-back will be challenging. We devote the following to highlighting essential transition-back supports.

#### **Supports for Transitions: What's Involved?**

Students, their families, and school staff have experienced a difficult set of transitions during the Coronavirus crisis. Upon returning to school, these core stakeholders will once again be confronted with the many transitions that occur every day at school and throughout the year.

One major transitional concern has always been initial entry or reentry into a school. In that context, most schools take steps to ease the start of a school year. These include (a) introductory and welcoming strategies (e.g., welcoming receptions, orientations, and related resources), (b) provision of some social, emotional, and academic supports, and (c) accommodations for special populations.

While usual transition concerns will be present when schools re-open, it is anticipated that the unique circumstances surrounding this return to school will be particularly difficult for some. Everyone, (students, families, staff) will have experienced considerable stress, some will have been ill, some will be grieving for a relative or friend who died. And transition-back stressors are likely to exacerbate other factors that interfere with school adjustment and thus with learning and teaching. It is predictable that schools will see an increased number of learning, behavior, and emotional problems.

**Transition-back to school may be relatively easy for some, but care-filled transition supports will be essential for others. Below we highlight three foci for planning. Resources related to each are offered in Exhibit 1.**

#### **Welcoming, Immediate Social and Academic Support, and Outreach**

The importance of accommodating individual differences is a given. While many students will be returning to their former schools, some will be entering a new school. Many will be more than pleased to return to school, many others will not. Some will be “stressed-out.” And, special assistance and even outreach always is indicated for some subgroups (e.g., those with learning problems and special education IEPs, homeless youth, those in foster care, immigrants, those who previously were chronic truants, dropouts).

A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing supports.

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**Also in this issue:** >Re-opening Schools with a Sense of Exciting Renewal: Generating Hope  
>Re-engaging the Disconnected in Instructional Activity  
>Addressing Grief and Loss

With respect to student/learning supports, transition-back planning involves strategies that establish supportive social and academic connections and actively engage students at school. Examples include matching-up peer buddies, providing immediate tutoring to those who need it, orchestrating entrance into ongoing groups and activities, and personalizing instruction.

Of course, not all students will show up when schools re-open. With all the challenges involved, it will be tempting to put off attending to these students. However, at a minimum, planning should include regular outreach and re-engagement strategies.

And, as painful as it is, there needs to be some recognition with respect to those who will not be returning (e.g., those who succumbed to the disease, those who graduated or moved away).

### **Rapid Identification of Students who aren't Successfully Adjusting at School**

The first weeks back are a critical period in the transition process. Before schools closed, many already were addressing traumatized students. When schools re-open, students, as well as families and staff, who are having trouble recovering from recent events will have difficulty readjusting to school. For example, besides those with lingering anxiety reactions, there will be individuals grieving someone who died and more than a few who experienced domestic violence and abuse.

As school gets underway, teachers who monitor how well their students readjust to school can readily identify those who are having difficulty. Similarly, administrators can monitor and identify staff who are having adjustment problems.

To address school readjustment concerns, transition planning focuses on preparing school staff to implement early warning and response procedures that

- quickly identify any student, family, or staff having adjustment problems
- provide personalized supports to aid those with minor adjustment problems
- initiate specialized assistance and referrals when necessary for those who have major adjustment problems.

### **Daily Transitions During the First Weeks**

Many schools will once again have significant problems with tardies, bullying, substance abuse, and other forms of out-of-classroom behavior that contribute to poor student performance and a negative school climate. Unstructured times at school can be dangerous, especially for vulnerable students.

Planning to prevent problems and encourage proactive behavior during daily transitions focused on before school, moving from class to class, breaks, lunch, and after school. The emphasis is on (a) ensuring positive supervision and safety and social supports, (b) providing attractive, well-designed and structured recreational, enrichment, and academic support activities, and (c) using problems that arise as teachable moments.

Attractive before school activities brings students to the campus early and reduces tardies. Those offered at lunch can reduce the incidence of harassment and other negative interactions. After school programs provide positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have problems learning.

When problems arise during daily transitions, those monitoring the situation have natural opportunities for helping students enhance social-emotional and moral development. For all students, daily transitions can be used as personalized, teachable moments to enhance learning and development. And, as feasible, follow-ups can be implemented to deepen knowledge, skills, and attitudes.

## Exhibit 1

**Some Resources to Aid in Planning Transition-Back**

Coalescing assistance from family, friends, peers, and community can enhance school capacity to handle transition-back concerns. The following are a few online aids.

- > *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*  
<http://smhp.psych.ucla.edu/welcomeguide.htm>
- > *Addressing School Adjustment Problems* <http://smhp.psych.ucla.edu/pdfdocs/adjustmentproblems.pdf>
- > *Students and Anxiety Problems* <http://smhp.psych.ucla.edu/pdfdocs/anxiety.pdf>
- > *School Engagement, Disengagement, Learning Supports, & School Climate*  
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter11.pdf>
- > *Engaging and Re-engaging Students and Families*  
<http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf>

For a guiding framework, see

- > *Support for Transitions*, see <http://smhp.psych.ucla.edu/pdfdocs/book/ch5trans.pdf>

For more specific examples of ways to enhance Supports for Transitions, see

- > *Self-Study Survey* <http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/transitionssurvey.pdf>

The Center's online clearinghouse Quick Finds provide links to other useful resources; see

- > *Supports for Transitions* [http://smhp.psych.ucla.edu/qp/p2101\\_01.htm](http://smhp.psych.ucla.edu/qp/p2101_01.htm)
- > *Motivation, Engagement, Re-engagement* <http://smhp.psych.ucla.edu/qp/motiv.htm>

The following books have been developed by the Center to provide an in depth presentation of the Center's work related to school improvement and addressing barriers to learning and teaching; they can be freely accessed online.

- > *Improving School Improvement*  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](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](http://smhp.psych.ucla.edu/improving_school_improvement.html)

**Concluding Comments**

Schools must begin now to enhance plans for addressing the variety of initial transition concerns that will confront students, their families, and staff when schools re-open. Planners need to consider:

- How will everyone, staff, students, and families, be welcomed, oriented, and positively connected to the school?
- What outreach will be made to those students and families who were expected but did not return?
- How will staff minimize problems during daily transition times (e.g., before school, during breaks, lunch, after school)?
- How will the school provide supports for those not adjusting well?

What lies ahead will benefit from an approach to providing transition supports that is embedded in a unified, comprehensive, and equitable system of learning supports. Appropriately planned and implemented such a system can play a critical role in the emergence of a positive school climate. Our Center's research and development delineates such a system as encompassing classrooms and schoolwide interventions, coordination among families of schools, and collaboration with community resources. Given tight budgets, the framework stresses ways to redeploy existing school resources and weave whatever the community can add to fill gaps. See discussion at <http://smhp.psych.ucla.edu/newinitiative.html>

Below is an excerpt from a recent commentary on planning ahead for school re-openings written by Doug Fisher, Nancy Frey, & Dominique Smith

***Planning Ahead to Welcome Students Back to School After COVID-19***

<https://corwin.us13.list-manage.com/track/click?u=2ab0a4c270f799f978478f203&id=991f71057d&e=a84ec0d3f4>

We're one week into the stay home order and we have no idea when it will end. We are worried about our families, our students, our colleagues, our friends... We know that the world will never be the same and yet we hope that there are some good things that come from this awful situation. We desperately miss this place called school and the regular routines that it provides us all. We long for the normalcy of the phone waking us up early, the traffic on the way there, the sleepy teenagers eager to talk with us ...

To keep sane, we decided to start planning the return to school. We decided to keep updating this as the situation evolves, but it helped us get through another day of news stories to talk about what we needed to do to ensure that our school was ready, when the time came, to welcome students and staff back. ... What we can do, now, in addition to developing online experiences, is to plan for the return to school.

**Deep clean.**

It probably goes without saying, but the building needs to be cleaned. We want staff, students, and families to know that we have taken every precaution to clean the place that we will re-inhabit.

**Welcome those who come.**

We plan to ensure that teachers say every student's name every period. We plan to have a welcome ceremony, but not one that is too celebratory as there are people who have been lost. But we also recognize that people will need a chance to re-connect and re-establish bonds. We need to re-build the culture of the school and develop intentional plans to do so.

**Recognize who is not here.**

This is really hard to write, but some of the people who left school on the last day we were all together will not return when we re-open. There are a range of reasons, including seniors who graduated but did not get to say goodbye other than virtually (and we will be planning a ceremony for them when we are told it is safe to do so). There are also probably going to be staff who decide not to return out of fear or personal reasons. There will probably be people who are no longer with us, having succumbed to this disease. And there are students whose lives changed while we were away and they are not able to attend any more because they have moved away, are in jail, or worse. As painful as this is, we think it's worth the time when we return to recognize who is not here with us anymore.

**Address the trauma that we have all experienced.**

We're told it's better to talk about it than keep it in, so we plan to do that. We plan to engage our professional counseling staff in individual and group sessions to help us all, students and staff alike, process this experience. It's already been traumatic, and it's only been a week. ... we're told that the suicide rate has already increased. Yes, we're going to need to mobilize a lot of resources to start the healing process.

**Commit to learn something every day.**

We are educators and there is a reason we do what we do; we care deeply about learning. As we return, some of the learning will need to be social and emotional and some may need to be behavioral. We suspect that students will return with new habits and some of them may be problematic. ... our students may need to re-learn some of their classroom behaviors. And we commit to ensuring that we all learn something every day. ...

Schools are a major foundation of our society and our communities need us. On that first day back, whenever it is (but hopefully soon), we want to be ready. We want to have thought through the re-entry plans that our students, faculty, and staff need to thrive.

## Re-opening Schools with a Sense of Exciting Renewal: Generating Hope

School re-openings provide the opportunity to start with a “clean slate” and an agenda for renewal. With all the discussion about school climate in mind, this is the time to revisit school improvement planning to see how well it encompasses an exhilarating agenda for renewal.

Renewal begins with planning events to kick-off the re-opening. In such planning, it is critical to work against pressures to primarily cover the many bureaucratic things that “need to be understood” (e.g., procedures, regulations, requirements, rules). Such messages generate a perception of “more of the same;” this counters feelings of renewal and hope about a new beginning.

Creating an optimistic mood and a sense of excitement requires welcoming and supportive participatory activities that highlight

- how much all the stakeholders are valued and the critical role they play
- an exciting agenda for renewal
- plans for making renewal a reality
- new opportunities for stakeholder participation and taking on leadership roles

### Making it Happen

Our Center stresses that school renewal is a time for transforming student/learning supports. A key to planning and developing renewed student/learning supports is establishment of a *Learning Supports Leadership Team* (see <http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf> ). Under the leadership of this team, planning and implementation work groups are established. For the emphasis on renewal, this involves

#### (1) a “Kick-off” Planning Work Group to

- create a variety of attractive ways to present and publicize what makes the coming year so special (e.g., a colorful handout, a feature on the website, a news release, email announcements, a brief video, etc.)
- plan several participatory kick-off events, including
  - >keynote presentations by the leadership that focus on renewal and hope, followed immediately by small discussion groups focused on (a) ways each stakeholder can play a role in making renewal a reality and (b) clarifying what personnel and other stakeholders indicate they will need in order to take on a meaningful role
  - >welcoming events for teachers and staff, families, students, community members (including volunteers) – with buddy and mentor systems set up to support newcomers until they are functioning effectively (Note: Welcoming events are not information sessions; they are meant to be celebratory and relationship-building – the capstone for the series of welcoming events might be a communal picnic open to all stakeholders.)
  - >first day and first week welcoming and transition supports for all students

#### (2) a *Renewal Facilitation Work Group* to develop an implementation action plan for

- each kick-off activity
- each of the welcoming activities
- substantive orientations and support for newcomers (e.g., teachers, staff, families, students, volunteers)
- newcomer induction and transition supports
- building capacity and ongoing support and care related to the renewal agenda
- mobilizing and sustaining stakeholder engagement to move forward with the renewal agenda
- identifying and correcting any problems that arise early in the renewal process
- celebrating the work and publicizing outcomes

## Re-engaging the Disconnected in Instructional Activity

Many folks helping youngsters at home and online with their school lessons have experienced students who are not engaged, and some who are actively disengaged. Some of these young people are reacting to current events, but some are repeating behavior they manifested in school.

Engaging students is a constant motivational concern; re-engaging disconnected students is a major motivational *problem*. Most teachers tell us they usually have received at least a bit of preparation for the former, but have had almost no professional development for addressing the latter. And we imagine those trying to help at home are often at a loss when youngsters act disinterested in doing school work.

One motivational interpretation of student disengagement is that the youngster perceives the activities as threats to feelings of competence, autonomy, and/or relatedness to significant others. Under such circumstances, individuals (especially those with learning, behavior, and emotional problems) can be expected to react by trying to protect themselves from the unpleasant thoughts and feelings associated with activities where they do poorly and experience negative interpersonal interactions, including being controlled by others. Not surprisingly, over time they tend to develop strong motivational dispositions to avoid such activities.

A youngster may *proactively* disconnect (e.g., to pursue some preferable, desired activities). Or the disconnection may be *reactive* – a protective form of coping stemming from motivation to avoid and protest against situations in which s/he feels unable to perform and/or is coerced to participate (e.g., instruction that is too challenging; activities that seriously limit options; activities where those providing instruction are over-controlling). The underlying motivational differences have profound implications for successful re-engagement.

### Options, Decision Making, and Engagement

Decreasing negative attitudes and behaviors is no easy task. Personalized strategies are necessary. Research suggests that providing students with options and involving them in decision making are key facets of addressing the problem of engagement. For example, numerous studies have shown that opportunities to express preferences and make choices lead to greater motivation, academic gains, increases in productivity and on-task behavior, and decreases in aggressive behavior. Similarly, researchers report that student participation in goal setting leads to more positive outcomes (e.g., higher commitment to a goal and increased performance).

One difficulty in reversing conditions that produce disconnection is that too few currently available options may be appealing and some may even be eliciting strong avoidance tendencies. The emphasis for school work that engages and maintains engagement is on

- expanding the range of curricular and instructional options (content and processes)
- enhancing opportunities for the student to make personal and active decisions
- accommodating a wider range of individual differences (e.g., matching a student's motivation and capabilities, widening limits on behavior).

Given a good range of options, the importance of involving students in decision making cannot be overstated. Those who have the opportunity to make decisions among valued and feasible options tend to be committed to following through. In contrast, those not involved in decision making may manifest little commitment. And if individuals feel coerced, besides not following through, they may react with hostility.

### Personalized Strategies for Re-engagement

Some disconnected students are at a point where the most fundamental decision they have to make is whether they want to participate or not. Before such students will re-engage, they have to perceive the learning environment as positively different – and quite a bit so – from the one in which they have come to dislike. This raises the question of how far adults are willing to go to re-engage such students since it usually requires temporarily putting aside standard practices and proceeding with a set of intensely personalized strategies.

Those willing to make major changes in order to re-engage students need to begin by entering into a *dialogue* with the youngster. The discussion is a starting point for (a) understanding the motivational underpinnings of the disconnection, (b) formulating a personalized plan for re-engaging the youngster, and (c) continuing to modify the plan when necessary.

### Dialogue for Personalized Re-engagement

The aim of the dialogue is to

***Talk openly with (not talk at) the youngster to clarify reasons for the disengagement.***

***Reframe learning activities*** – exploring changes that help the student (a) view instructional activity and those guiding the work as supportive (rather than controlling) and (b) perceive content, outcomes, and activity options as personally valuable and obtainable. Examples include eliminating threatening evaluative measures; reframing content and processes to convey purpose in terms of real life needs and experiences; enhancing expectations of personal benefits.

***Renegotiate involvement in learning activities*** – developing new and mutual agreements that will be evolved over time. The intent is to affect perceptions of choice, value, and probable outcome. The focus throughout is on clarifying awareness of valued options (including valued enrichment opportunities), enhancing expectations of positive outcomes, and engaging the youngster in meaningful, ongoing decision making. Arriving at and maintaining an effective mutual agreement involves assisting the youngster in sampling what is proposed and ensuring provision for reevaluating and modifying decisions as perceptions shift.

***Reestablish and maintain an appropriate instructional relationship*** – ensuring that ongoing interactions are designed to create a sense of trust, open communication, and provide personalized support and direction.

### Maintaining Re-engagement and Preventing Recidivism

As school improvement enhances the focus on addressing barriers to learning and teaching, the practices will help maintain re-engagement and prevent relapses. Special attention must be given to

- minimizing threats to feelings of competence, self-determination, and relatedness to valued others
- maximizing such feelings (included here is an emphasis on a school taking steps to enhance its image as a welcoming, caring, safe, and just institution)
- providing a wide range of potentially interesting options and including students in decision making
- guiding and supporting motivated learning and providing opportunities for continued application and generalization (e.g., ways in which students can pursue additional, self-directed learning or can arrange for additional academic and social supports and guidance)
- ensuring a range of enrichment opportunities
- providing continuous information on learning and performance in ways that highlight accomplishments and strengths
- implementing special assistance as needed.

### A Cautionary Note

Rather than addressing the reasons for disengagement, the focus often turns to managing the associated behavior problems. This tends to lead to overrelying on social control strategies. Such strategies can temporarily suppress negative behaviors but are not usually effective in re-engaging a youngster in learning. And, without re-engagement, unwanted behavior will very likely reappear. (For more on this, see Chapters 4-6 in *Improving School Improvement* –

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html) .)

## Addressing Grief and Loss

At this time and when schools re-open, we all must be prepared to respond to those who are experiencing grief and loss. The death rate is staggering. Physical isolation creates a sense of loss with respect to interactions with friends and family.

Many useful “what to do” resources are available. Ideas culled from various sources are offered below. Links to more on this topic are in the Center’s Quick Find on *Grief and Bereavement* [http://smhp.psych.ucla.edu/qf/p3003\\_01.htm](http://smhp.psych.ucla.edu/qf/p3003_01.htm)

### Stages of Grieving

Grieving disrupts normal functioning, but it need not be a long lasting problem. “Working through” grief can help restore emotional health. Although grief stages may not occur in the following order, they are described as follows:

- *Shock* – usually the first reaction – often experienced as numbness or physical pain and withdrawal.
- *Denial* – acting as if no loss has occurred
- *Depression* – feeling pain, despair, emptiness – may not be accompanied by an emotional release such as crying
- *Guilt* – self-blame for not having expressed more caring or belief the loss was his/her fault
- *Anxiety* – panic reactions as reality sets in
- *Aggression* – toward those who might have prevented the loss and sometimes toward the lost object (may have trouble acknowledging anger toward the object of loss, but expressing such anger is seen as helping recovery)
- *Reintegration* – loss is accepted (although there may be periods of relapse).

### Helping Others Deal with Loss

One of the most difficult losses is the death of someone who was loved. As in all loss situations, those grieving need to perceive they are in a safe place to think about and express loss. To this end, anyone trying to help needs to:

- (1) Recognize loss; encourage talking about what happened and how they feel. (“Tell me what happened.” “I’m so sorry.”)
- (2) Tell others who are in contact with the person grieving what happened and do so without hiding your own feelings. Directly relate the facts. Let them know how you feel. (“It hurts to know your grandmother died.”)

- (3) Allow others to express their reactions and then validate the emotions that emerge at each grief stage. Offer time for them to share feelings and facilitate the process with warmth and understanding. Validate the feelings expressed – even if they seem harsh. (There will be expressions of anger, fear, guilt, and so forth. Some will even indicate relief that what happened to someone else didn’t happen to them. Others may find it hard to express anything.) All need to be told it is O.K. to cry.
- (4) Answer questions directly and sensitively. Relate the facts of an event as best you can. In discussing death, recognize its finality – don’t compare it with sleeping (that can lead to sleep problems).
- (5) When school is in session, be sure that students and staff are prepared for what to say and how to act. It is critical that they not shy away from someone who is grieving (“Glad you’re here, sorry about your brother.” “When you feel like it, let’s talk about it.”).
- (6) Helpers need to also take care of themselves – especially if the loss is one for them as well.

### Helping the Bereaved Return to School

Individuals experiencing loss sometimes don’t want to return to school. There are many reasons for this. Plans should address what to do to maximize return after a loss.

- *Outreach.* A home visit can help assess needs and how to address them. A step-by-step plan can be made with the individual’s family.
- *Special support and accommodations at school.* Steps need to be in place to inform teachers and other staff about plans and specific ways to help a student or colleague readjust. Supports include connecting the person to special friends and counselors who will be especially supportive. Ensuring that everyone understands grief reactions and is ready to be appropriately responsive. Adding support around classroom learning activities and job functions to help if someone is having trouble focusing.
- *Counseling to help the person through the stages of grief.* In general, the individual needs to have prompt and accurate information about what happened, honest answers to questions, an opportunity to work through the grief, and lots of good support.



## List of the Center's Online Community of Practice Special Editions Related to the Crisis

Each provides links to other relevant resources  
<http://smhp.psych.ucla.edu/practitioner.htm>

4/7/20

Mental Health and the Coronavirus Crisis

- >Does your community have
  - >>a mental health hotline?
  - >>an online quick link resource list MH?
- >Maintaining MH during the Coronavirus crisis

4/6/20

- >Added Stressors on Teachers
- >Online Teaching? Another Problem in Providing Equity of Opportunity
- >How one teacher is reaching out to students

4/3/20

- >What kids are saying about no school
- >Sharing from the Field about Grief Resources

4/2/20

- The elephant in the room when school's provide online teaching
- >What student/learning supports are in place for students being taught at home during the crisis?
- >What we hear from student/learning supports' leaders who are working to address the need

3/31/20

- >Request from NY for resources on grief that schools can use
- >Concern about at risk students and how schools can keep in touch
- >Updates on Arizona and Illinois schools

3/30/20

- >How schools and their student/learning support staff are and can take action NOW
- >What children and youth can do to help others during the crisis
- >What a superintendent told the community?

3/29/20

- >Moving Ahead: Ready to be Proactive
- >Physical distancing, not social distancing
- >"Revisiting our school/district crisis plan: we didn't plan for this crisis"
- >Seattle schools provide essential services during the crisis

3/28/20

- >Early Warning: Now is the time to Plan for the Increase in Student Problems When Schools Reopen
- >Resources related to setting up a hotline/helpline related to the crisis
- >District to go to online learning/grading to complete the school year
- >Community Tool Kit of Resources
- >Messages Sent Out by a School Nurse and a Superintendents

3/27/20

- >Establishing online teams at to plan and provide enhanced student/learning supports now and when students return
- >What student support organizations are advising
- >What State Departments of Education are Doing

3/26/20

- >Mental Health and the crisis
- >What are kids' questions about coronavirus?
- >About situations where parents/caregivers are working remotely
- >Virginia State Department of Education's Changing Graduation Requirements

3/24/20

- >Time to establish a pool for free tutoring
- >Engaging teens in learning during the crisis
- >What state departments of education are doing/advising

3/23/20

- >U.S. Department of Education update
- >Social and Emotional Support for students
- >What state departments of education are doing

3/22/20

Activities for Kids While Schools are Closed

3/21/20

- Sharing Information about Resources and Actions
- >National School Boards Association guidance on the crisis
- >In times of crisis:
  - >>Taking care of ourselves and our families and friends
  - >>Continuing to support students and their families
- >Strengthening our communities What state departments of education are doing/suggesting

3/19/20

- >About Student/Learning Supports and the Coronavirus
- >A Superintendent's letter to families
- >APA Advice for Mental Health
- >What state departments of education are advising

3/17/20

- >How are on-the-job school staff continuing to provide support to students and families?
- >What do state departments of education suggest?

3/15/20

- >Update on plans for students

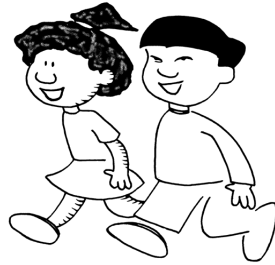
3/13/20

- >CDC resources for schools
- >Mitigation: Schools/childcare
- >Mental health concerns

3/4/20

- >Guidance for Schools About the Coronavirus

Are you looking forward to going back to school?



I am, but I'm not sure that my teacher is looking forward to my return!

With schools closed, we feel a great press to do whatever we can for children and adolescents. As always, we are especially concerned about those who have been deprived of equity of opportunity for far too long. The crisis has starkly and poignantly underscored so many inequities.

We are thankful to hear about how many folks are striving to do something about current problems and disparities. And thanks are due to those who are looking ahead and advocating for changes in school policy and practice that will enhance equity of opportunity for success at school and beyond.

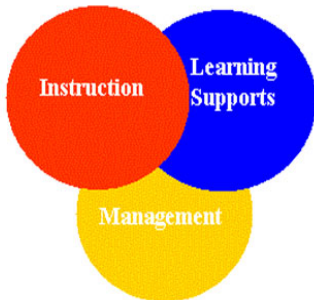
As our Center continues to move forward, we are always seeking ways to be more helpful as we pursue our mission. Let us know your suggestions and thoughts, and please share what you are doing. Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .

We plan to come out of this crisis better and stronger, and we hope the same for you.

Best wishes to all and be well,

Howard, Linda, Perry, and the many colleagues and students who contribute to the Center's work

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**Want resources? Need technical assistance? Coaching?**  
**Use our website:** <http://smhp.psych.ucla.edu>

**Or contact us – E-mail:** [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) **or Ph: (310) 825-3634**

**Not receiving our monthly electronic newsletter (ENEWS)?**  
**Or our weekly Community of Practice Interchange?**  
**Send requests to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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*Hope is being able to see that there is light despite all of the darkness.*  
 Desmond Tutu

Crises present challenges and opportunities.  
 Cope well and pursue the opportunities.

The Center for Mental Health in Schools operates under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA.

Center Staff:  
*Howard Adelman, Co-Director*  
*Linda Taylor, Co-Director*  
*Perry Nelson, Coordinator*  
*. . . and a host of students*