

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
Special Edition (3/31/20)

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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).*

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**For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>**

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**Special Edition:**

**Sharing Requests and Information about Resources and Actions**

**>Request from NY for resources on grief that schools can use**

As the second week has wound down, loss and bereavement are the next topics we need to start preparing for staff to work with schools. There are different types of resources we would need that are easy to send electronically and use right away:

- > PDF Flyers for Parents on talking to children at each developmental phase, about loss and bereavement
- > PDF Flyers for Teachers to talking to students at each developmental stage, about loss and bereavement
- > Actual Power Points that could be used for staff and teachers that we could do remotely
- > Any other materials you think useful in the current state of things.

**Center response.** The virus is adding to the death toll of family members, friends, teachers, principals, and neighbors. This will add to the emotional vulnerability of many everywhere. With specific concern for grief reactions, here are links to some resources from our Center and from others.

From our online clearinghouse quick find topic page on

>Grief [http://smhp.psych.ucla.edu/qf/p3003\\_01.htm](http://smhp.psych.ucla.edu/qf/p3003_01.htm)

includes links to a one pager from our center

>>Grief and Loss <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/grief.pdf>

Also includes links to

>The Dougy Center (this Center focuses on child/youth grief with updates related to the current crisis <https://www.dougy.org/>

>>Tip sheets

[https://www.dougy.org/docs/Grief\\_during\\_COVID-19.pdf](https://www.dougy.org/docs/Grief_during_COVID-19.pdf)

[https://www.dougy.org/docs/Supporting\\_Children\\_and\\_Teens\\_When\\_Someone\\_is\\_Dying.pdf](https://www.dougy.org/docs/Supporting_Children_and_Teens_When_Someone_is_Dying.pdf)

>Coalition to support grieving students <https://grievingstudents.org/>  
includes Video and Downloadable Grief Support Modules for School Personnel

**Listserv Participants:** What resources are used in your local schools/district?  
Let us know so we can share. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

## >Concern about at-risk students and how schools can keep in touch

**Request from a colleague:** I work with teachers across the state on policy issues. I was asked by our Governor's Office to support the Office of Children, Youth, and Families as they look for ways to support students who are at risk for abuse and neglect at home and who will not see a trusted adult since school buildings are closed. We would like to provide curriculum for teachers that would allow students to journal or respond to writing prompts that would open up conversations with students if they are experiencing abuse or neglect at home. We also want to provide teachers with ways to identify students who may be in danger. Can you provide any resources that we can use to compile into supporting materials for teachers?

**Center response:** This is a complicated matter even in the best of times when schools are in session. It does provide an important focus for immediate action by districts/schools.

Teachers, student support staff, and administrators may want to create a list of the students/families they are most concerned about and make regular phone calls of support. Some family stress may be related to the need for food and money, so callers should be ready to provide information about a range of resources beyond accessing school meals.

The idea of a journal or responding to writing prompts is a good one for all students. As students share their experiences and needs, callers should be clear about matters that must be referred to welfare services. For instance, an increasing concern at this time is abuse or neglect at home.

(1) Here is a resource from Stanford University about this -- see:  
<http://childabuse.stanford.edu/screening/children.html>

Excerpt: "Verbal children - asking questions – Avoid asking leading questions. If sexual abuse is suspected, leave detailed questions for professional interviewers. It is best to have a general conversation where the child discloses spontaneously...."

To assess neglect, ask child to describe a typical day – what they eat, who makes the food, where do they play, who comes to or leaves the house...

What happens when you do something your parents don't like?

What happens at your house when people get angry? ...

(Adapted from California Child Abuse & Neglect Reporting Law: Issues and Answers for Mandated Reporters, and Identifying and Responding to Domestic Violence: Consensus Recommendations for Child and Adolescent Health)

(2) Regarding a curriculum for teachers, see:  
>Child Welfare Information Agency <https://www.childwelfare.gov/>

Excerpt from their website on *Preventing Child Abuse & Neglect*  
Resources on child abuse prevention, protecting children from risk of abuse, and strengthening families. Includes information on supporting families, protective factors...

*Promoting child & family well-being* – Information on well-being and ways programs and systems can support it. Includes resources on protective factors...

>*Supporting & Preserving Families* – Families are central to child safety, permanency, and well-being, and all families need support. For families with limited resources, or those facing additional challenges, the need for assistance is even greater. This may include family support services, which refers to a range of supportive services for families with children, or family preservation services, which are more intensive services intended to preserve families that are at risk of disruption while keeping children safe. Family support and family preservation services are part of a continuum of services to support and strengthen families that build upon the principles of family-centered practice. These principles include focusing on families' strengths, engaging families in planning and decision-making, and leveraging community-based services and supports on behalf of families....

>*Identification of Child Abuse & Neglect* – A key to reporting child abuse and neglect is being able to recognize common indicators. Find factsheets, reference books, and research on definitions, signs, and symptoms of different types of child maltreatment....

(3) For a broad range of ideas for prompting students/families to write, see:

> *Using Words and Art to Strengthen and Heal Family Bonds*

<http://promising.futureswithoutviolence.org/files/2014/01/Write-It-Out-Using-Words-and-Art-to-strengthen-and-heal-family-bonds.pdf>

The appendices provide a range of activities and lists of prompts. Here is a sample of the various areas of focus:

> Children, adults, or families create timelines that illustrate 'a day in my life'.

> Participants write about dreams that they have for themselves or their family.

> Participants each create a page of writing, artwork, collage, etc. for a family member who is special to them.

> Children, adults and families imagine what types of superheroes they would be

> Participants express their gratitude, love, and respect for each other.

> Grown-ups write stories down for children and create a book to read to them and even give to them as a gift

> Participants create an all-about-me book to highlight what is special about them

> Bring adults and children closer together by re-directing their thoughts towards shared hopes, dreams, and brighter days

**Listserv Participants:** How are these matters being handled locally during the crisis?

As always, please let us know so we can share. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

### > Updates on Arizona and Illinois schools during pandemic

>> *Arizona bill stresses school flexibility*

[https://www.richmond.com/arizona-governor-oks-bill-giving-closed-schools-flexibility/article\\_30ac0c6a-04da-53eb-b097-675beab4024f.html](https://www.richmond.com/arizona-governor-oks-bill-giving-closed-schools-flexibility/article_30ac0c6a-04da-53eb-b097-675beab4024f.html)

Excerpt: Arizona Gov. Doug Ducey on Friday signed legislation that will give the state's K-12 schools added flexibility to deal with shutdowns caused by the coronavirus outbreak.

The measure signed by the Republican governor relaxes rules requiring a minimum number of school days and mandatory testing. Schools are required to switch to online-only instruction or other alternatives after the end of the month and teachers and support staff can work remotely and won't lose pay.

A series of other requirements are waived, as are penalties for not meeting school letter grade requirements. Schools are allowed to spend extra money on summer school and use their buses to deliver meals or assignments to students....

"During this unprecedented time, parents and educators need certainty so they can plan and make decisions — and this bill provides it," Ducey said in a statement. "It protects our teachers and prioritizes our students, ensuring kids continue to receive instruction even with schools closed."...

>> *Illinois sets guidelines for schools during pandemic*

[https://www.richmond.com/illinois-sets-guidelines-for-schools-during-pandemic/article\\_712cd13d-6a7f-5352-a847-d74b5c9d9b08.html](https://www.richmond.com/illinois-sets-guidelines-for-schools-during-pandemic/article_712cd13d-6a7f-5352-a847-d74b5c9d9b08.html)

Excerpt: Illinois has set new guidelines for schools during the COVID-19 pandemic, as it seems more likely remote learning and other changes will continue further into the academic year.

The Illinois State Board of Education said late Friday that all districts must implement remote learning plans for all schools starting Tuesday. The board said districts may use online or non-digital learning, such as giving out homework packets, but that districts must find ways to engage students.

Gov. J.B. Pritzker has suspended state-mandated standardized testing, including the SAT, which is widely used for college admissions. The state board said it's working on options to allow high school juniors to take the SAT in the fall.

Pritzker originally ordered schools closed through March but extended the order through at least April 7 as the state tried to get a handle on the pandemic by issuing a stay-at-home order through the same day. Chicago Public Schools suspended in-person classes at least through April 20.

Both Pritzker and Chicago Mayor Lori Lightfoot have said they do not know when schools may be able to reopen, but Lightfoot predicted Friday that Pritzker's stay-at-home order will last "deep into April."

The state board of education guidance issued Friday says districts should adopt a grading system of "pass" or "incomplete," and students should be allowed to make up or do assignments over...."

## >Links to a few other relevant shared resources

*Greater Good's Guide to Well-Being During Coronavirus*

[https://greatergood.berkeley.edu/article/item/greater\\_good\\_guide\\_to\\_well\\_being\\_during\\_coronavirus](https://greatergood.berkeley.edu/article/item/greater_good_guide_to_well_being_during_coronavirus)

*Seven Guidelines for Parents Who Are Divorced/separated and Sharing Custody of Children During the Covid19 Pandemic*

<https://www.afcnet.org/Portals/0/COVID19Guidelinesfordivorcedparents.FINAL.pdf?ver=2020-03-17-202849-133>

*18 Tips on How to Cope with Children During Quarantine*

<https://www.forbes.com/sites/biancamillercole/2020/03/20/18-tips-on-how-to-cope-with-children-on-quarantine/#3dbca6e7e6e8>

*Teachers Share Their Favorite Free Learning Websites And Apps For Kids*

[https://www.huffpost.com/entry/free-online-learning-activities-for-kids\\_1\\_5e73848dc5b63c3b648bc968?guccounter=1](https://www.huffpost.com/entry/free-online-learning-activities-for-kids_1_5e73848dc5b63c3b648bc968?guccounter=1)

**See previous special editions for links to activities to pursue while schools are closed.**

Here's a few more resources:

*Avoid Cabin Fever With These 125 Ideas to Keep Kids Entertained During the Coronavirus Crisis*

<https://parade.com/1009774/stephanieosmanski/things-to-do-with-kids-during-coronavirus-quarantine/>

*Getting Bored? Here's A List Of Free Things That Weren't Free Before Coronavirus*

<https://www.npr.org/2020/03/20/818670715/getting-bored-heres-a-list-of-free-things-that-werent-free-before-coronavirus>

*Two-Player Games Online* <https://www.learn4good.com/games/twooplayer.htm>

*PBS Games online* <https://pbskids.org/games/>

*50 plus Easy Indoor Activities for Kids* <https://www.hellowonderful.co/post/easy-indoor-activities-for-kids/>

### **Activity for today**

#### **Visit the stars**

>>Spot the Space Station <https://spotthestation.nasa.gov/>

>>Stargaze <https://solarsystem.nasa.gov/whats-up-skywatching-tips-from-nasa/>

#### **What's Up: Skywatching Tips from NASA**

<https://solarsystem.nasa.gov/whats-up-skywatching-tips-from-nasa/>

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.*

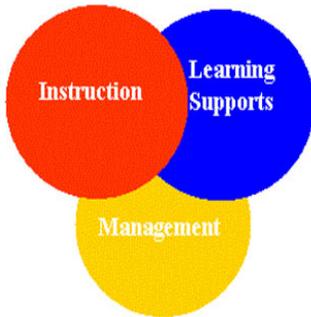
*For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.*

What have you learned about ways to help during the crisis?



*My friends just want to stay connected, the neighbors would appreciate us doing some shopping for them, and my parents want me to do a million chores around the house!*

*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.*



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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](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)***

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***THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS RESOURCE BECOMES!***

***For new sign-ups – email [Ltaylor@ucla.edu](mailto: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/>)***