

A Conversation on School Mental Health—Supporting Students & Families—During COVID-19

April 22, 2020

The Institute for Innovation & Implementation Resources:

- [HIPAA-Compliant Technology During COVID-19](#)
- [Communicating with Your Audience During COVID-19: Five Essential Tips](#)
- [A State-by-State Guide to COVID-19 Telehealth Medicaid Expansions](#)
- [Telebehavioral Health: Tech to Connect with Youth & Families TA Network](#)
- [Register for the TA Telegram](#)

Presenter Resources:

- [Judge Baker Children's Center COVID-19 Family Resources](#)
- [FREDLA Resources for Talking with Children & Youth about Coronavirus](#)
- [National Center for School Mental Health](#)
- [National Center for School Mental Health COVID-19 Resources](#)

Community Resources Shared in Conversation Chat:

Federal Resources

- [SAMHSA COVID-19 Information for Discretionary Grant Recipients](#)
- [CDC Guide to Stress and Coping During COVID-19](#)
- [In Spanish: SAMHSA Taking Care of Your Behavioral Health: Tips for Social Distancing, Quarantine, and Isolation During an Infectious Disease Outbreak](#)
- [In Spanish: SAMHSA Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks](#)
- [Latest HIPAA Guidance](#)
- [CDC Infographics on Caring for Yourself or Others Who Have Been Infected](#)
- [Supplemental Fact Sheet from the U.S. Department of Education Covers Requirements About Providing Instruction While Serving Students With Disabilities](#)
- [US Dept. of Education COVID-19 Information and Resources for Schools and School Personnel](#)
- [USDOE Guidance for IDEA Service Delivery FAQ for School Psychologists](#)

Structural Racism & Disproportionate Impact of COVID-19

- [It's about racism, not race, when coronavirus hits communities of color hard](#)
- [Community Catalyst Structural Racism & COVID-19](#)
- [Racism Impact of Health on Children and Teens](#)
- [Embrace Race Disproportionate Impacts of COVID-19](#)
- [National Minority Health Month Toolkit National Institute for Children's Health Quality](#)

- [Why African-Americans may be especially vulnerable to COVID-19](#)
- [It's a Racial Justice Issue: Black Americans are Dying in Greater Numbers from COVID-19](#)

Telehealth

- [National Center for School Mental Health, UMB, Telehealth 101 Video](#)
- [Zero to Three Five Tips to Make the Most of Video Chats](#)
- [OCR Announces Notification of Enforcement Discretion for Telehealth Remote Communication During the COVID-19 Nationwide Public Health Emergency](#)
- [Cultural and Linguistic Responsiveness in Telehealth](#)
- [OCR Telemental Health Laws App](#)
- [Oregon's Telehealth Tips for Working with Clients with Suicide Risk](#)

Resources for Educators & for Families

- [COVID-19: Resources for Families and Educators](#)
- [Resources for Educating All Learners Through the Covid Crisis](#)
- [Supporting Student Resilience: Strategies for Teachers During School Closures](#)
- [School Crisis Center Resources](#)
- [NASP PREPaRE Training](#)
- [ADD Solution Center Resources](#)
- [NASP: Comprehensive School Suicide Prevention in a Time of Distance Learning Checklist](#)
- [NASP Guidance on Remote Suicide Risk Assessment](#)
- [NASP COVID-19 Crisis and Mental Health Resources](#)
- [Great Lakes MHTTC: SEL at Home: Remote Learning Options](#)
- [Video Series for Providers: Coping with COVID-19 As a Family](#)
- [Supporting Families During COVID-19](#)
- [Supporting Online SEL Lesson Plan development, Resource Connection, Food Connection, Wellness Checks, Virtual Family Support Meeting](#)
- [GoGuardian Teacher: More Teaching, Less Managing](#)
- [Resource for Helping Children Cope with Changes Resulting from COVID-19](#)
- [Fostering Resilience: Responding to the Needs of School-Age Children](#)
- [Mayo Clinic Resource: Mental Illness in Children: Know the Signs](#)
- [Mental Health America Toolkit](#)
- [Resources for Activity Breaks During COVID-19 and Home Bound Instruction](#)
- [How to Beat Stress, Trauma and Adversity with Resilience](#)
- [Bob's Notes on COVID-19: Mental Health Data on the Pandemic](#)
- [COVID-19 Resources for Social Workers and Therapists](#)
- [Try DocuSign](#)
- [Internet Essentials Program for Internet Service](#)
- [COVID-19 Resources from Child Mind Institute](#)
- [Resource for Families and Educators for Great Activities and Learning Platforms](#)

- [Youth Grieving Resources](#)
- [Resources for Grieving Children and Families](#)
- [Social Emotional Learning from Social Thinking](#)

Spanish Resources

- [Check out COVID19 Health Literacy Project for Translated Materials](#)
- [Covid Book Resource in Multiple Languages](#)
- [Video: Mam on Health and Safety During COVID-19 Created by Oakland Education Association \(OEA\)](#)
- [Translation Website](#)

Resources for Immigrant Communities

- [Mayan Resources on COVID-19 \(MAM language\)](#)
- [UN Refugee Agency: Info. and a Live Blog About the Impact of COVID-19 on Refugee Families](#)
- [COVID-19 Resources for Immigrant Communities](#)

Child Abuse & Domestic Violence Resources

- [Health & Safety Resources in COVID-19 Crisis](#)
- [News clip: How Teachers Can Identify Abuse While Teaching Virtually](#)
- [Reporting Abuse Tipsheet](#)
- [Analysis of Crisis Text Line Data and Reasons Why Texts Are Increasing](#)
- [The Coronavirus Could Cause A Child Abuse Epidemic](#)
- [Protecting Children During the COVID-19 Outbreak](#)

Activity Resources for Children & Teens

- [Centervention Resources for Game-Based Behavior Interventions](#)
- [Caroline Conquers her Corona Fears: A Kids Coping & Coloring Book](#)
- [Great Free Yoga Online Here](#)
- [Cosmic Kids Yoga](#)
- [Yoga App](#)
- [Calm Together: Resources for Meditations, Sleep Stories, Movement Exercises, Journals and Music](#)
- [Free Video Tutorials of Games That Follow CDC Guidelines and Can be Played at Home with Little to No Equipment - Also Download a Printable Play at Home Playbook](#)
- [Go Noodle: Movement and Mindfulness Videos Created by Child Development Experts](#)
- [Free online Resources with Stress Reduction and Movement Breaks for Teens](#)

Comments from the Chat Box. Thank you for sharing!

What are the most effective strategies schools have used to continue care and support?
How are you allocating your mental health and student support staff resources right now?

- Emails, phone calls, regular check-ins
- Reaching out to food and essential resources for families to be delivered to door

- Zoom sessions, frequent phone calls
- Resources redirected towards mental health
- I am doing counseling sessions daily through face time, zoom or even phone conversations
- Some schools are using telehealth communications for behavioral support, occupational therapy, and speech therapy
- Classroom guidance sessions
- Doing telehealth, phone calls, and checking in online platform classroom
- Guidance sessions and telehealth
- School social workers, school psychologist in Denver Public Schools are providing virtual open office hours, providing services under IDEA and 504 to students, supporting student safety and resource supports that families may need
- Wellness checks
- The students have been given Chromebooks, however low-income families do not have access to wifi or internet.
- Emails sent to families
- In Indiana at Centerstone we are using zoom, facetime and google duo for telemed sessions with our clients/families daily
- Counselors, teachers, and para pros working with students and checking in daily with high need students and/or parents
- Mental health newsletter with tips, tools and resources that goes out to staff and families weekly
- Mostly wellness checks- calling those families
- We are holding video conferences with all our mandated students via google hangout
- We are doing wellness checks in a pretty tight system so that people checking in isn't overwhelming parents.
- Senior online support groups
- Our district has provided internet to low income families however, children do not understand how to access
- Using Talking Points too for translation. Very helpful.
- Co-teaching and supporting social emotional learning instruction within virtual classrooms
- Chromebook handed out to families in need as well as food
- Reaching out to administrators, school counselors, communities in schools letting them know I am here via zoom, phone whether they are clients our not
- I have open office hours in ZoomPro for kids and a separate set of hours for parents
- Monitor attendance in remote classrooms and reaching out to those families
- We have been using Talking Points to text with families who speak other languages
- There is a church here that have allowed parents to drive up in the parking lot (inside their cars) and sit to use the free church wifi
- We are giving telehealth, available 24/7 to our clients and families, lots of resources to cross over to OT, PT and Speech being lost at the time of the school closure, lots of understanding of the COVID rules, I am providing PTSD support and support to our first responders to assist with their needs and mental health
- Phone calls to individual students. Some students are still unreachable though.

- We meet with community support systems that coordinate with school weekly
- We have been using Enable My Child and Vista Therapy.
- Using videos, FB and Tic Tok sites with students
- We are providing tele-services to more significant mental health concerns - this is ongoing weekly sessions (School Social Workers, Some School Psychs, and some School Counselors, counselors are providing telephone and email support to students and families. We are implementing a school-based referral system and a district level referral system for more intense needs.
- We are utilizing our mobile response team and school resource deputies for home visits for high risk or unresponsive students
- Centervention.com has some great SEL lessons
- Some of our clinicians are beginning to plan group zoom sessions, using resiliency curriculum (Bounce Back) and Teen Depression curriculum
- Busses are being deployed in communities to help with broadband access
- They have web-based social-emotional skill building games
- Using Zoom, Facetime, as well as telephone contacts to families, some daily, weekly contact with school personnel as well
- ZoomPro is HIPAA compliant ...it is not the free service
- I love the idea of homemade fidget boxes - Can you share what was inside?
- We also use doxy.me professional for tele-health services
- I check-in with my mentees once a week. I am able to use "Google Duo" or Zoom to communicate. We are able to do art projects through the phone. I have even tried Tik Tok with a mentee of mine, because I know she loves the app.
- I have been utilizing a lot of snail mail and kiddos are reaching out more since I started that.
- Do your pandemic best!
- Google classrooms for each individual student on caseload, posting activities that align with IEP goals and objectives
- Phone calls to students on caseload, parent phone calls, daily check-ins with some students on caseload.
- I am a mental health placed inside the school through my agency, I have sessions with my students 2-3times a wk, just 15-30 mins to check in with them and explain anything they need explained. The SST department in district are doing weekly check-ins with the families and the students.
- Our school here in buffalo are completing CSE meetings through Life Size and then asking parents who are present how can we help them in home to assist with meeting needs of student IEP. We are discussing giving breaks etc.
- Microsoft TEAMS
- We are doing weekly check-ins through school status (phone calls, emails); using Zoom for those with technology.
- Amazon Chime
- In teaching sessions, towards the end, direct messages to parents and holding virtual parent support groups and a dedicated parent chat room
- Our district has requested we stick to google as it has been vetted and is FERPA, COPPA compliant

- I use Skype Professional to forward all of my office calls to my cell phone and when I call parents it shows my school phone number (not my cell phone)
- As families call in with needs, our SST team will break up calls and begin to do safety and wellness checks on those families calling in. The administrators then retrieve a list of those students where there were no contact. These will be giving out to attendance officers and SST staff will assist as well.
- We are using social media to our advantage during this time
- Zoom is being reexamined in NYC for FERPA concerns
- We are still providing Second Step through online learning and it is one of the most attended programs our kiddos have engaged with
- We are switching platforms constantly for remote learning and parents get confused about all the scheduling and different apps they need to have on phones or computers.
- We are delivering additional devices to students and families for addressing inequity
- We have been guided to have clear conversations with families about why we are not finishing evaluations and create a plan to follow up when in-person learning so we are not denying FAPE
- Maryland Department of Education advises against using Zoom -regular version due to safety issues as advised by the FBI. We stopped for anything related to students and moved to Doxy.
- More family time with games and helping work
- Lots of help with home token economy, schedules
- Daily routines
- Games for the family, positive support
- Providing a routine has helped
- More conversations with the parents
- Having a daily schedule and sticking to the schedule
- To decrease stress on the families, we are having "joint sessions" with the school counselor/SSW and behavioral health clinician-as long as there is a release of information
- Magic Money has been HUGE for my kiddos
- Interesting to hear all the concerns about Zoom safety. That is the ONLY platform my school is allowing me to use currently because of the HIPAA compliance.
- In Chicago or at least in my district we are doing Virtual Zumba and Yoga for the whole family
- Parents are now seeing those social emotional issues that the school system have been seeing and have been requesting help and support in dealing with their own kids
- I encourage my children to take breaks as needed, do their best and I have also set up lines of communication with their teachers as well as support staff at each school. My children both have MH concerns and background - one is on an IEP.
- I try to mix things up. My kiddos and I have breakfast together via zoom. We take "virtual trips" to places they have not seen, and we really try to use a strengths perspective overall
- I've been able to create "Spirit Theme Week" where youth are able to have them for each day throughout the week

- I am finding it necessary with my ENL, particularly resettled refugee population, that many aren't literate in their home language. Thus, have been advocating for videos in as many languages as possible. Work with numerous families that are also non-ASL speaking Deaf and that is the biggest challenge I have at this time ...languages such as Nepali Sign Language etc. Kinrwandan, etc.

What are some effective strategies you've seen for engaging and supporting families?

- Encouraging families to develop a routine
- Introduce structure and routine in the home since it was a big transition from school to schooling within the home online
- Playing games together and having no screen time during family time.
- Reassuring families that learning happens anytime and anywhere and to structure time slots. but main thing is they understand that they aren't homeschooling their child; they are supporting learning from home
- Lots of self-care and flexibility with families. It's okay to not be okay.
- I also instituted no screen time on the weekends
- Taking walks as a group while on the phone
- I've been doing check ins with other staff (Special Ed teachers, speech) to limit the amount of time we are asking kids to be on Zoom
- We have started sending a newsletter via email to all of our families. Great way to get info out to them. Also doing meetings zoom and phone meetings for families who do not have the capability to zoom
- Reward bucks
- Our program tacked on to our tribal cultural learning center that has been passing out lunches to students by passing out "care packages" along with the lunches. These included a few coloring pages, cocoa (for hot cocoa), a game that the family can play at home, a flyer notifying school and mental health resources, as well as a COVID based info graphic.
- My team held parent forums to provide strategies and resources, posted recording on our website
- My principal also gave each teacher/staff member funds to create tangible incentives for engagement
- I have a lot of challenges coming up where parents are mental health consumers. Trying to accommodate their own care as well as their children's.
- We are doing a weekly mental health letter to families with resources, coping strategies, and tips for that week
- Collaborate with and between service systems is important
- Our students can receive food for the week from our schools. However, many students/families have no income or means of getting to the meal pick up. For these families, I do home delivery with -no contact. I drive up to meal pick up, items are loaded in trunk. I deliver to house (no pets or people are allowed to be out or delivery is not made-has not been an issue). Huge resource for families

- Our local NAMI chapter is holding weekly virtual youth support groups for teens here in Philly but are likely doing similar work elsewhere?
 - A weird and unconventional idea, I have families who because they can't go to a park are instead take mindful walks in a cemetery.
 - We have patio 'virtual' BBQ gatherings, has been very successful and a lot of fun to stay up with friends and family.
 - Our Wraparound team holds virtual youth groups, stress management groups, and mindfulness groups each week
 - NAMI in Bucks County PA is holding Zoom groups for youth as well
 - Walks in a cemetery are the best!! I did it all the time with my teens in therapy
 - My teenage daughter who is a senior in HS has had a couple spatially distanced campouts with 3-4 close friends where they slept in the back of their SUVs on family properties. Cars were distanced and they brought their own food and drink. They could talk from a distance which was so healing for them at this tough time where they are missing each other so much.
 - Remember to ask the parents how they are doing. This is a simple kind gesture that has meant so much to the adults, a release and a feeling of support from us is so important to them right now
 - We created a crisis protocol document for staff to use during COVID-19. We consulted with our local department of social services and our police department.
 - We put together a tip sheet on reminders and what to be aware of regarding child abuse, bullying, suicide/ self-harm and reporting- what procedures to follow, who can help them from the school mental health team, and reporting information.
 - Using CHAT features in case abuser is nearby, using CODE words with our students to help them discuss if they are having thoughts of suicide, self-harm, etc. Asking families what the best way is to communicate.
- email me at rmschrader@smcps.org - I am happy to chat or share

What are your strategies for identifying students and families who are struggling, including those who might have major mental health concerns, including suicidality?

- Our agency has an after-hours crisis response line as well as a crisis team during normal working and after hours
- My community is talking about training the current front-line people in recognizing signs of child/abuse neglect and how to report - meaning grocery store staff or staff handing out school meals. We are also working on a PSA with info on crisis lines and the abuse/neglect reporting hotline.
- We have had conversations about mental load, often but not always, mothers carry a disproportionate burden here. having conversations about strategies for self-care, under close quarters
- Safe word is awesome idea
- There is a lot of discussion of the black dot, a silent way to alert others for help, it has helped a lot

- We also have a protocol for tele-sessions that includes requiring at the start of every session the address where they are currently located, who is home with them, contact info for a person home with them and writing that at the start in case of an emergency
- Using colors to identify needs....example RED means need help immediately, YELLOW means okay for now and can safety plan, GREEN means everything is good
- Our Medford (Oregon) school district is providing Chromebook to students. charter/spectrum cable is providing free internet to those families for a month and a special rate for those families moving forward after that
- At this time, we get the families at their most vulnerable state
- They place a black dot on the palm of their hand, it is a way during telehealth for the client to alert assistance is needed without having to verbally express, they simply hold their hand up and show the dot
- Working with younger kiddos has been hard because even to just get on kids need adults to help
- I check in with my wraparound/icts families/parents twice a week for family support
- We also added a "mental health resources" button on our district and school webpages. This links to lists of MH and COVID resources for families - crisis supports, local agencies providing tele-health services, etc.
- One of my schools is doing a Zoom with parents to express what their concerns are. The facilitators are a school administrator and a Mental Health Consultant.
- They are discussing drive-in movies in our area
- We have children's mobile crisis response team available 24/7
- Our agency is continuing Youth Groups through Zoom
- SAMHSA guided protocols and tech assistance tends to be my go-to resource
- Love the ideas for codes, this would be a great tool for families who have experienced issues in the past. We are reaching out to our 'high traffic' families via video/facetime meetings. I will bring this up to managers and see if we can incorporate this.
- We are continuing our Suicide Assessment, Safety Planning and Re-entry process, but virtually
- My team increases appointments during a suicidal risk
- We are following up with those students – check-ins with parents and then students. If student needs increased support, we are referring to school based or district level MH supports. We are providing aftercare meetings (just as before closure) for students returning from hospitalization which also offers counseling support from our School Social Work team for several weeks as students get connected to community-based supports
- Every computer we have handed out/or ipad, we have partnered with GoGuardian. If a student is looking up anything unsafe, we get flagged
- Doxy.me has a chat option
- Google Voice is great for private phone numbers or texting to occur with school staff
- Make sure you are calling ahead and confirming they have room for a non-COVID patient

- We are utilizing our school crisis workers
- A lot of mental health hospitals are providing virtual screening
- Providing families with the local Psychiatric Emergency Screening Programs numbers
- Remind out children they are not in trouble for expressing suicidal thoughts

Are there any specific efforts to better equip educators with the tools they need to promote mental health and identify mental health concerns?

- Our team is meeting more now than ever via Zoom and phone conferences.
- We are working with our community providers to help connect families "faster" than normal. We do have people needing hospitalization. That process is much more traumatic right now. They are required to stay in ER for 2-3 days while they are tested for COVID-19 - both the student and parent must be tested. Then, if clear they are admitted.
- We are using Microsoft Teams for one on ones and family team meetings
- We use google meet for staff/department meetings
- Yes. We are continuing to conduct group and family counseling via electronic media
- We send out daily messengers to all sels, sped, and counseling mental health professionals and also smaller group meetings via zoom and google
- Google meet allows presentation whereas doxy.me doesn't
- Yes, I have completed family sessions through Face time, goggle duo
- We hold a Monday meeting to set the stage for the week with all mental health and admin. We are using google hangouts for social skills and mental health groups
- Yes, Family support team and school family support team meetings continue via Microsoft Teams.
- We are still doing online therapy, groups, meetings, etc. via zoom and teleheath meetings.
- I work for a community MH Center in SC. We continue to provide services to children and families via Doxy, Zoom, Skype and Face time. We do team meetings and staffing via Zoom and WebEx. Whatever venue the families are able to do, we will try.
- I am attending weekly staff meeting via zoom, and we have had some mental groups including coping cat and bounce back
- We are utilizing doxy.me. I have an iPhone I use for work purposes only; I use FaceTime with those patients who have the feature
- Zoom and Telemed
- We are not allowed to conduct groups
- Only for IEP meetings, staff meetings, school-based meetings via Zoom and Google. No video services provided to students outside of google classroom but not for mental health her social skill services.
- Are there any free language translation apps that are hipaa compliant?
- We gained consent first for virtual groups

How can we support students in distance learning who are struggling with behavioral health challenges?

- We are not allowed to do groups other than universal classes etc.
- We have switched to 1:1 to do interventions and posting activities to everyone rather than to specific students
- Refugee families are struggling a lot in my area, especially with understanding guidelines
- Prepaid phones, when they run out of talk time, often can still receive text messages. When I call, I receive the message "this mailbox has not been setup", I was told this means they are out of minutes, so I text several of my families instead of calling when I receive this message.
- We did a Notification of Remote MH Services, went over it with parents for group services, and obtained consent
- lifeline during COVID is unlimited
- We have a VERY detailed consent that lays out for parents the risk of tele-health services. We go over this at length with parents and require written consent for all student engaging in tele-health services
- Out treatment plans have COVID-19 addendums for telehealth with a crises number.
- We have a blurb in our CSN basically stating Explained to patient that service today will be provided via telephone rather than in the office for health safety reasons due to COVID-19, with no change from usual office billing. Service was provided via telephone since video capability was not available. Obtained verbal consent to provide services by telephone
- Using google forms to check in with students bi-weekly
- Daily pre-lesson check-ins
- We are implementing google referral form for school-based MH and services Team and a district level referral for more intensive MH supports. We developed a flow chart and providing training for staff at all levels to understand process.
- We do attendance each day with a google form with a mental health check in embedded.
- We have been giving families restorative circle ideas for families
- I use Google Voice. I send text messages and provide my contact info.
- I have a check-in in my Google Classroom and Seesaw for my kiddos regularly
- We must ensure that we have addresses of families when and if emergencies arise
- Our school district also has a Dept. of Mental Health Parent Assistance Hotline
- Call back - we use our regular office numbers. Our IT folks have set up our emails to show our phone messages. We see when people call back.
- We are using our School Resource Officers to do wellness check-ins for families that are not engaging or responding
- We have GroupMe Chatroom
- Our SROs have dropped off materials and explained technology to families. They are looking for ways to help as they are still assigned to our campus/area.

- Second step has recorded lessons
- We are still doing Second Steps and posting SEL videos/at home activities daily.
- School resource officers are intimidating to many and place families on defensive rather than engaging in open honest helper conversations
- Most students have very positive relationship with our SROs so for them to stop by is often a treat.
- Good point - it depends on the relationship your SROs have with your community
- In NYC, they are police officers and there is a historical distance between them and communities. Yet the need is understood
- I've found to meet family needs I have to be flexible. I modify for each family. Some need to email, text, call or use Dojo. It is a lot and can be overwhelming. I have created a schedule for checking each platform, so it doesn't overwhelm me
- It is important for the schools to reach out to the BSC's whether in school or in an outside agency to work as a team to support the students at home
- Our School Psych Team is working on Tips for parents for different disability areas like ADHD, learning disabilities, etc... just to help them with schooling at home
- Kahoot.com

How are you monitoring and supporting the mental health of all students right now?

- Yes, we are running social skills groups, grief groups, and even after school clubs remotely in our town in Ct.
- Overall parents will benefit by concentrating on reassuring children about safety and connection and to bond with them understanding schedules and routines are vital, as well as movement.
- Break times, physical activity and reach out to teachers for more ideas for specific child
- Understood.org has learning contracts and visual schedule for online learning for children can know when they should ask for help
- I encourage outside time daily for all of my clients and families - even go outside with them virtually!
- Some of my families have utilized some free workout apps to do exercise and activities with their kids at home. Nike, DownDog, Peloton - many are free right now
- We offer evening opportunities and weekend opportunities for families to engage with their kiddos with us live to fit their schedules.
- Google Doc: Physical activity breaks during home instruction.
- The chalk walkway of sensory breaks has been an awesome idea:)
- Any suggestions and/or resources specific to our high schoolers?
- Our local YMCA and wellness centers have also been offering online, free exercise classes for kiddos and adults
- The teaching component should be de-emphasized, as schools are still there. Being facilitators rather than teachers relieves some of their stress. Keeping them grounded and developing capacity to adapt to new socialization skills and methods while continuing to meet their needs for connection. Parents benefit from engaging with

children in activities during predetermined breaks from working at home. Emphasize those protective factors, their strengths, what works for them.

- Mindfulness activities
- Working on Bereavement Training for MH providers and staff
- We are talking at this point - I am very concerned about the return and feel like we will likely see an increase in the need for mental health supports, abuse disclosures, etc.
- I'd love the bereavement information
- Judi's House
- Goals for self
- We will be aligning our responsive work with the NASP Prepare model
- For my clients I'm using the 3 wishes model to help client think about positives of return to school
- Brene Brown has a series of podcasts on COVID, the one on grief is really good
- We are getting our flight team/crisis team prepared due to the amount of loss that students and staff will be faced with...loss of peers, teacher deaths, student deaths
- I'm hoping to bring my increased connection with parents into the school year ahead.
- We have put together activity bags for our lower income kiddos so they can also get involved in some of the activities people are posting. We sent home craft kits and popsicle sticks etc. Families in lower income areas don't have the resources to make that happen themselves like a lot of people in suburbs etc. can offer to keep their kiddos occupied. We have found because of lack of these resources and green spaces/yards it is much harder in urban areas to keep social distancing going
- Saturdays we are posting live videos with directions on how to do each activity.
- I've left messages for elected about clearer referral pathways to accessing care
- I believe we will emerge from this crisis as better educational institutions with the things we learn now. Our perspectives now are broadened because we are entering people's home environments. Instruction will be more culturally responsive, and relationships will be more meaningful. Whether students will need remediation upon our return, learning will be engaging for students and parents will be connected to learning at school. And diverting suicide related to pandemic and economic downturn.
- I think online learning and treatment might be way of the future
- We sent markers, glue, slime, play-doh, notebooks, etc. home to all students. Our view, some families that had income and were not in need, may now be in need.
- Check into Youth City Matrix. A nonprofit in Frederick that is partnering with other nonprofits to provide activity supplies and food to city families.