

## A Conversation on School Mental Health— Supporting Educators—During COVID-19

April 30, 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](#)
- [Managing Now for a BETTER Tomorrow: Conversations & Resources During COVID-19](#)
- [National Wraparound Implementation Center Special Guidance Report: Managing and Responding to Coronavirus \(COVID-19\)](#)

### 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 COVID-19 Resources](#)
- [Treatment and Services Adaptation Center](#)
- [Lincoln Elementary School](#)

### 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](#)
- [Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)
- [When Xenophobia Spreads Like a Virus](#)

#### Telehealth Resources

- [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](#)
- [NASP's Handout on Equity Considerations During and After COVID 19](#)
- [Secondary Traumatic Stress](#)
- [NASP Ask the Experts Webinar Series](#)
- [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](#)
- [ADD Solution Center 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](#)
- [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](#)
- [Conscious Discipline: Great Resources for Families & Educators](#)
- [Mental Health and Social Support](#)
- [Learning at Home](#)
- [Culturally Responsive-Sustaining Family Engagement in the Time of COVID-19 and Remote Learning, and Always](#)
- [Strategies for Engaging and Supporting Parents During the Pandemic](#)
- [Coping with COVID-19 as a Family: April 9, 2020](#)
- [Pacer Center Champions For Children with Disabilities](#)
- [Treatment and Services Adaption Center](#)
- [Support for Students Exposed to Trauma \(SSET\)](#)
- [Cognitive Behavioral Intervention for Trauma in Schools \(CBITS\)](#)
- [School-based Group Intervention for Elementary Students](#)
- [Learning in the Time of COVID-19](#)
- [Learning Policy Institute](#)
- [Return to School Roadmap](#)
- [Psychological First Aid \(PFA\) for Schools, Teachers, and Students](#)
- [Austin School District: School Buses Equipped with WiFi](#)
- [National Association of School Psychologists](#)
- [Teaching Through Coronavirus - What Educators Need Right Now](#)
- [Secondary Traumatic Stress Among Educators](#)
- [Treatment and Services Adaptation Center](#)

#### Spanish Resources

- [Check out COVID19 Health Literacy Project for Translated Materials](#)
- [Covid Book Resource in Multiple Languages](#)
- [Translation Website](#)

#### Resources for Immigrant Communities

- [Mayan Resources on COVID-19 \(MAM language\)\](#)
- [Video: Mam on Health and Safety During COVID-19 Created by Oakland Education Association \(OEA\)](#)

- [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](#)

#### Self-Care Resources

- [That Discomfort You're Feeling Is Grief](#)
- [13 Things Mentally Strong People Don't Do](#)
- [Do Nothing for 2 Minutes](#)
- [There's Nothing Selfish About Self-Care](#)
- [Virtual Karaoke](#)
- [Copeland Center FOR WELLNESS AND RECOVERY](#)
- [How to Beat Stress, Trauma and Adversity with Resilience](#)

#### 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](#)
- [Braindrops Play Therapy](#)

#### Other

- [PALACES OF THE PAST-MESA VERDE NATIONAL PARK](#)
- [Mental Health America of Northeast Indiana](#)

## Comments from the Chat Box. Thank you for sharing

### What are your concerns regarding distance learning during COVID-19?

- The most prominent concern is that many students are presently two to three years behind academically and now with this pandemic students will be promoted to the next grade level without being quipped!
- Concerned about students in abusive at-home environment
- Kids having virtual sleepovers until 8:00 am and not plugging in for their virtual learning. Gaming and nocturnal patterns...parents not returning calls or emails
- Children who are not staying in contact with staff
- Special education, lack of resources for rural areas, how to work with the youth with Special Education needs and I.E.P.'s
- ESE students are overwhelmed, too difficult for them to do work on own
- A big concern I am hearing from many parents and I am seeing is that we can use a certain form of technology as other counties can. So we aren't able to "see" our students.
- Families experiencing behavioral issues from their children that they've never encountered before--and how do they help them while they are working from home
- Very true. Many kids are logging in but moving to other uses of the computer.
- There is a primary concern about children living in Domestic Violence situations.
- Many of the parents I've come across, they're dealing with death of family members
- No access to the internet needed to engage in the virtual learning
- Mississippi is a severely underserved population in regards to access to technology. school or at least parking lots with WIFI
- Families that I've encountered over the past few weeks have had similar issues with distance learning. They aren't tech savvy enough to assist their children, disproportionate education levels, and feeling inadequate when they are unable to assist their child with homework. Yes there are apps and links to aide families with education and tutoring but some families are single parents that don't have the time to research education after continuing to work amid this crisis, which is also leaving children at home for extended periods of time.
- I feel that identifying in distance learning is hard if there weren't already strategies in place and relationships built prior to COVID
- The lunch and breakfast thru the school has been a great help
- Yes the food being given for breakfast and lunch has been a great help
- Our county has started with dinner some days, which has been very helpful

### How are state departments of education and/or districts dealing with grief and loss in communities due to COVID deaths?

- SCDMH community clinics are still operating and servicing children. We are still taking referrals and doing intakes. Therapist are still working with families via virtual means. We are still there to support! Especially with so many deaths in our community.

- Grief and loss. Yes. This is central to the COVID crisis. We are all experiencing loss at different levels. Even loss of routine is significant. Loss does not need to include loss in the form of death of a loved one. It is helpful for us to realize that many of us are feeling grief, which is incredibly complex.

What are the best resources and strategies that you've seen to support self-care?

- One of our therapist put memes of practices of self-care for the day
- Sending positive messages to one another via text/email.
- Morning coffee chat check in on google meet...
- Self-compassion is equally important
- ZOOM prayer meetings for those who want to pray daily at 3 pm
- Peer to Peer Support Call Centers for those working at home and not interacting with coworkers
- Understanding that you do need to take time for self-care and also there's an app called house party that is like zoom with games to take your mind off life
- Virtual happy hours, virtual lunch bunches, and other opportunities to connect help people feel less isolated.
- We also organize after hours (4:30 - 6pm ish) fun activities like karaoke, yoga, even made our own radio station where we can call in for shout outs for our students and or our staff
- Clinical staff opened a google classroom with a wealth of options for self-care. Whoever wants to pull from it may without questions or judgment. colleague support
- As a leader - schedule and model scheduling time for selfcare
- Sharing humorous posts and videos has been one of my personal favorite ways. Humor is the best medicine!
- Managers can check in with staff just to make sure all is well or simply to just say hello.
- Here are some Apps: Headspace, Calm, Simple Habit, and Stop Breathe & Think
- I have found Tic Toc, too.
- Daily laugh to staff
- As the School Psychologist, I created a Wellness Facebook Page for staff and parents. Here I post Parent and Teacher friendly resources, articles, videos. Stanton ES School Psychologist Wellness, please feel free to like my page! Send positive resources
- Weekly appreciations with gathered highlights of the week with students or moments during the week.
- Fit On free fitness app with yoga and meditation options for all levels.
- Federation of Families Miami-Dade Chapter has many different alternative activities for self-care that are open to the community in general. Reiki sessions and many other that may interest you or your communities, families, and friends.
- Employee Assistance Program
- Wellness Recovery Action Planning from the Copeland Center is a program that helps people (adults and youth) develop wellness plans that are self-initiated. The program

promotes self-awareness and self-advocacy by pointing out action steps that each one of us can choose to enact in order for us to maintain our own wellbeing.

### What are ways you've seen organizations support their educators?

- Continue with rewarding staff for the areas of continued growth, pillar of the week, leadership, up & beyond or other preferred awards.
- Communication has been key for us to share around ourselves so that 4 people don't call all to check on her but really just give needed support.
- Running through ideas of creating expressive arts through a virtual talent show
- Professional building with having a book club with leadership inspired books or self-development books.
- We are a community partner very eager to lend support. I find ourselves begging to help schools. Some schools are hesitant to work with an agency outside of the school itself. Please remember we are here to help. We share your passion for supporting students, families, and teachers.
- In my local school district here in CT, schools have had mobile parades through town, just to show the kids and the community they are still around and support them, while keeping safe distances
- As the designated Mental Health provider within our school system with a full array of services available we certainly continue to be available to collaborate, consult and support our school staff!
- I work in the behavioral health field and have emailed educators to share resources, including meetings such as this. One administrator said that she would share it with her faculty.
- I have attended Cafe Training and could utilize that model more, though not sure how to do so virtually
- What I'm hearing that is so important is making sure that what we know works to support kids, we need to also ensure is available for grow ups. I think we forget this sometimes. Having resources on hand to support school faculty and the kids--within the district and in collaboration with our community based partners is critical.
- The need for admin, teachers, and parents support which is why we stress how important it is for schools to reach out to community mental health agencies. We are built for this. Let us take the load off and help. We have a School Services team made up of former educators. We get it. We want to help.
- My hope for all of this is that teacher finally receive the support and recognition that they need to feel appreciated so that they may continue to push forward.
- The Attachment and Trauma Network (ATN) is also having Friday afternoon check-ins with caregivers and teachers. It's so nice because it's unstructured.
- We have a peer to peer learning group on FB that meets each week. The intention is to support teachers by fostering conversation between teachers from all over.

### How are you engaging families?

- I do Family Finding with Seneca in Orange County so we support children and families keep both family and professional connections. We have also received donated tablets to provide to families and children in need. Always happy to coordinate and collaborate to meet needs and keep families connected.
- When we are parents and have more kids at home, we can't teach the kids we are supposed to. It's hard.
- Thank you for reminding us the importance of connecting with faith based supports. For many communities, these are critical supports for kids--especially through the summer.
- It also comes down to relationships between schools and families. If there is a hostile or a community disconnect, it will be difficult to engage families.
- How do we normalize the call for mental health services during a crisis? Many families are reluctant and or unaware they are experiencing trauma that may absolutely benefit from services.
- Being culturally sensitive and aware of the family's values is key when presenting mental health services to any family.
- As the mental health provider for our district that just opened up services for adults in the district, we established a separate email for anyone to reach out to. That way adults and families can self-refer.
- Cultural sensitivity and responsiveness is critical during this time. Families need emotional support and empathy.
- We connect parents to our virtual cafe discussions through the FB page.

### What strategies have you seen supporting students with mental health challenges?

- Our Crisis/Triage therapist created a virtual More Than Sad training for teachers. This was sent out district wide and had specific info on recognizing risky comments in the virtual world.
- The schools in my district have continued bi-weekly meetings to review the caseload of students currently enrolled in our mental health services, daily phone calls with high need students/parents and ensuring basic needs are being met to the best of our ability.
- We've sent our school resource officer to do home visits to assess what the barriers are and to do welfare checks when we haven't heard from kids or families
- Yes we too are using school resource officers but their services are limited
- Please be aware that anxiety and depression can be indicators of underlying trauma/adverse experiences
- In Greenville, SC we are doing telehealth with our school mental health clients.
- We have SST meetings weekly present are 3 administrators, school psychologist, school MH counselor school SW and all school outside service providers. All students with IEP and counseling are discussed and a plan is in place for covid pandemic.



### How can we prepare educators for the next academic year?

- The Learning Policy Institute has a series of blogs and resources addressing COVID19. Today, they had an interesting article that talked about the outlook for teachers returning in the Fall facing the recession. I really think that school districts need to intentionally reach out and provide comprehensive supports to their educators over the summer to ensure that they continue to be invested in educational delivery in the Fall.