

Managing Now for a **BETTER TOMORROW**

Addressing Equity During COVID-19

A Conversation on School Mental Health: Supporting Students, Families & Educators as School Restarts During COVID

September 22, 2020

Resources:

- [Link to conversation recording](#)
- [COVID-19 Resources for Children's Services](#)
- [National Center for School Mental Health](#)
- [Judge Baker Children's Center](#)
- [National Association of School Psychologists \(NASP\)](#)
- [Impact of the COVID-19 Pandemic on Children, Youth and Families](#)
- [NASP COVID-19 Resource Center](#)
- [Virtual Service Delivery in Response to COVID-19 Disruptions](#)
- [Providing Effective Social-Emotional and Behavioral Supports After COVID-19 Closures: Universal Screening and Tier 1 Interventions](#)
- [Comprehensive School Suicide Prevention in a Time of Distance Learning](#)
- [Returning to School Following COVID-19 Related School Closures: The COVID-19 School Adjustment Risk Matrix \(C-SARM\)](#)
- [Coping With the COVID-19 Crisis: The Importance of Care for Caregivers—Tips for Parents and Teachers](#)
- [Social and Emotional Learning \(SEL\) for Virtual and Hybrid Settings: Recommendations and Resources](#)
- [Support for Teachers Affected by Trauma](#)
- [Addressing the Crisis of Black Youth Suicide](#)
- [Addressing Systemic Racism in Our Child Welfare System](#)
- [A Tip Sheet for Educators: Communicating with Students During Remote Learning](#)

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Comments from the Chat Box. Thank you for sharing!

What are the most prominent concerns that you are hearing from educators right now?

Worries about school totally closing down.

How to assess for abuse and neglect

getting covid!

Feeling inadequate teaching virtually

access to substitute teachers

Students being isolated and not engaging in virtual classes

EBD students in distance learning

Parents struggling with technology and teaching while home.

exposure to covid 19

working from sun up to sun down to provide virtual learning.

unable to connect consistently with students

The kids are not logging on

implementing SEL practices virtually, classroom control,

school refusal

Teachers are extremely stressed that they are being effective

effectiveness of virtual learning for young elementary students

stress of the workload for teachers

students not motivated to log on or complete any work

They are stressed and overwhelmed. We've been in school in person/virtual over 4 weeks

Stress and Anxiety from Educators

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Balancing providing service/support and keeping themselves and their families safe.

Inability to complete all of the work throughout the day and fear of getting sick.

I am hearing (from client families and teachers), and seeing personally, that the virtual school work is presently "disproportionate" (too excessive) in comparison to typical "in-school" work. And, the virtual programs are not user friendly

fear for campus-wide spread of COVID once everyone returns that will disrupt learning

teachers being exposed to COVID while in the classroom with inadequate distancing

inequity with virtual learning

We are hearing concerns about child abuse prevention.

Time management, students getting behind on their assignments

contracting COVID-19

teachers feel overwhelmed and feeling as if they cannot keep the pace they need to be adequate and effective with their remote and in person students.

Worries about hard to reach students not staying connected

how to reach a child that might appear distant or lack participation

Student participation online, student's being alone and not getting solid teacher/student relationships

It is overwhelming to learn new information and adapt it to a totally new platform - sometimes while also being a parent.

frustrations of technical issues for the remote learning students

Their level of anxiety, fears about support students dealing with loss. If students will get the education and support they need

Stress of changes coming fast and quick

Reaching students and families who are not on the school's radar/have not engaged with virtual learning

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Teachers are 100% stressed out - some I know are having to seek medical and medicinal relief

teachers performing both roles- campus and elearning

Virtual fatigue; building relationships in a virtual format

Exposure to COVID in going back to school

safety from sickness

challenges w/virtual platform

expectation to teach in classroom, and coordinate online curriculum at the same time. They are also concerned about health safety for all in the school district.

navigating the changing climate of virtual/hybrid/in-person learning

they fear the students will not learn as they would in class

Lack of engagement of students during asynchronous learning.

Students not having access to technology or WIFI connectivity.

effects of inequity growing

Engaging students in virtual learning when there are other concerns present within the home that create barriers to attention/focus/participation

student engagement

Concerns about the children who are not logging in virtually and know that their home environment is not as healthy as the school environment.

no voice in how students return to school

Their students' mental health and well-being as well as their own. The expectation that they "do it all" as they teach and manage their own homes and families.

Depression due to lack of peer socialization in remote learning

Overwhelm and already feeling defeated due to students not attending virtually.

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Concerns engaging students remotely. Especially those with minimal social and economic supports.

The balance between concern for their own and the students' physical health, which is aided by physical distance and the emotional health which is hindered by virtual and distant learning

The very very steep learning curve and attempt to balance everything; For parents: Families continuing to really struggle with balancing hybrid learning environments - especially for kids in special education.

I am hearing a lot about the not knowing. The feeling like things are hold.

Community partners are not allowed access to students. Increased child mistreatment with overly stressed parents

Struggle to engage students virtually. Length of amount of time online is not sustainable for young children, let alone adults.

Educators are overwhelmed, as are families. Students are isolated, missing peer and social interaction, and trying to keep up with multiple virtual platforms for assignments.

Fear of illness, theirs own, their students, and taking it home to other family members.

Not being able to build relationships

personal safety, concern about students falling between the cracks -especially low SES students and those with disabilities.

Wondering specifically how to connect with preschool age children in a Head Start program and how to support their families.

parents are overwhelmed. Trying to do a work roll and teacher role

Teachers not able to connect with students. Concerns about their home life and emotional well being

alone at home to attempt to stay on track with the online learning environment

Educators and school staff are concerned about the students' and their safety in relation to COVID.

continuing to reach rural kids if we have to go back to fully remote, widening gaps between students that have access to internet and those that don't

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Isolation of students.

Stress, more multi-tasking than ever-as students are excited to be back, they are feeling a bit tired and want to be their best but are worried they may not hit the mark they set for themselves

My teachers are worried that parents will not be honest about someone in the household being sick. There are lots of concerns about contracting COVID and then passing it along to elderly relatives as well. For my preschool teachers, teachers are concerned about their inability to show affection and provide comfort to students who are experiencing school for the first time.

Teachers I work with are concerned about online students; as most who chose online are the ones who need in person most. In person educators are overwhelmed, frustrated with all the extras added to their work load without knowing for how long.

difficulties being on time for some students

Safety, boredom, and lack of motivation.

How to address the needs of students with disabilities at all levels and how to address transition needs

teachers are not getting support and training to provide distance learning or social emotional learning

There are not enough counselors, there need to be more teachers dealing with the mental health students go through a lot at home, online and in person

Most teachers feel like they are doing two or three jobs for hybrid, remote and their own children if at home so exhaustion and tears are common amongst teachers.

Kids overwhelmed with having to use a mask for majority of the day and enforcing the social distancing with children.

Some educators are anxious. There are many students ill right now with some COVID symptoms, but not getting tested for COVID-19. Dr's are releasing students to school without knowing for sure if the students are ill with allergies/colds or COVID-19. There are lapses in communication between school staff and the local health department.

What are some COVID-19 equity-related concerns for educators?

combination of emotions triggered by the environment internal and external

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How to help students with school avoidance/anxiety and others with learning differences who need predictable structure to even function at the bare minimum, who now have to deal with such chaos

Poor internet services

the achievement gap is really an opportunity gap.

lack of engagement and motivation for some students!

Children with disabilities not getting the services needed and parents having to field behavioral escalations at home

Student engagement that leads to mastery for this generation.

Stress levels continue to increase now that schools are opening, with increase work / study loads, IT requirements, social context is absent, resiliency "tank" seems to be running low....

As a teacher I can't keep up with planning and grading for hybrid plan, spending hours extra. Admin does not realize workload placed on us. Parents stressed about working/helping students so lash out on social media which really brings our efforts down

have a foster family that both parents are high school teachers. They are both concerned with how much the children are retaining during the COVID pandemic. They also have concerns for the students who truly need the in person schooling but the parents chose to distance learning.

getting accurate information in an environment that highly politicizes a pandemic.

students communities at higher risk are not being given equitable safety measures

The concerns that seems to be challenging is the children that are being abused and due to the pandemic, not being reported especially in the foster care system.

Student not being able to log on, not having adequate internet access. Teachers are stressed being in a small building with 10-15 HS students

Fear in becoming ill for staff and families. Children are missing social interaction. All involved are overwhelmed by sitting in front of the screen. Many are feeling increased stress at home.

The internet access kids and parent are struggle need to be a training for parent so they know how to work the computers for virtual learning

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Pressure and stress put on parents and caretakers who don't have proper resources to create an ideal virtual learning environment for their children. If a parent is able to work from home, technology resources are a huge barrier. I imagine in a household with multiple children, having more than one device to access online learning platforms is one of the biggest concerns.

Handling online learning management and the technology

unrealistic expectations to the educators and students in virtual platform

internet access gap is an academic opportunity and health, jobs gap; its a social influencer of health/SDOH

Having their own children learning from home while they are trying to work.

Regression in learning

it's not business as usual, yet we are expected to deliver as if it is business as usual

Parents stressed and there needs to be childcare and mental health counselors in the daycare setting too

The district that I work for in Pennsylvania has over 12,000 families. With that being said, a lot of (if not most) students are currently engaging in online virtual learning full time. When speaking with a lot of my younger clients, I have found that the biggest issue is that of keeping the students engaged in their classwork and participating as most have difficulties focusing, sitting still, etc. Families are finding it challenging to help their children, especially if they are working parents who cannot be home to assist them during school hours.

Technical difficulties are aft families differently based on parent's skills & abilities.

inequities

how do we help lessen the tech fatigue? We struggle with parent engagement, asked to run groups and interest is shown, however then no one shows. I am told that they are overwhelmed by all the emails.

We produced a Youth Mental Health video series in partnership with a National Mental Health organization. It can help engage young people looking to identify coping strategies. See here:

<https://www.youtube.com/watch?v=Z0zh2cSuRGU>

Internet access

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Safety, the large learning gap being created due to difficulties for internet etc.

They need tutoring for all students

Virtual school refusal and defiant behaviors to engage. Parent cant "make" children sit at tablet.

The internet companies, Spectrum, Comcast, At&T are capitalizing during this pandemic.

I live in PA, and we are on remote learning. My own son doesn't log in to half his zoom meetings, so he is piling up absences. And of course I'm at work trying to help everyone else... it's definitely a struggle

educators having to do virtual and face to face instructions then to their own children and family concerns

parents and grandparents are having challenge with virtual learning environment

Teachers are taking on extra duties eg. taking students temp. buying own PPE. And stressed about taking home Covid to their own families.

Children lacking the social needs that they need to socialize with others

hot spots, large families who can't run too many computers on wifi

There is a great deal of concern and action around making sure local students have food.

Parents not having the resources and challenges with access to educators. Inability to understand the technology devices

Even with "good" internet it is difficult for 5-6 people to go online at the same time. Hotspots are just a patch. What about those who don't have cell/internet services?

Please stop burdening professionals of color with coming up with the solutions. WE ALL need to own the solutions.

We've received calls for emergency services at our community college from many more students just since the semester started.

This has impacted the families I work with as well in regards to finances. I have a family being evicted from their home and are finding it difficult to find another residence in the time of COVID

younger kids are also missing being able to give hug or high fives - lack of physical touch for comfort makes it difficult to empathize or calm some students

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They need to have a way to access the internet on the road so if they have appointments

I have middle school students supporting and teaching their younger siblings during distance learning while parents are at work. I have limited participation with them.

lack of stable phone and lack of internet access as well as computers for learning access at home in rural New York.

In my community we are seeing a large amount of families going to food sites due to unemployment. Families are waiting in line for 4-5 hours.

Can school crisis response teams be used to help support students and families in communities after a tragic police shooting? My community is grieving and experiencing a collective trauma after a police shooting of a young adult last week who had multiple mental health diagnoses. Many children were present during the aftermath.

We support those specifically experiencing homelessness. I have been working in home visiting since 2014 and I think this pandemic, the complexities of today's politics, racial justice, etc. it all seems to highlight the safe spaces that schools were able to provide. We know this, we see, hear, and experience this daily now. So how can we make safe spaces at homes like we have done so successfully in school and community settings?

Our county has a school crisis response team that responds to all crises such as what you mentioned. Burlington County NJ.

Are crisis response teams able to meet the needs of families and children in their homes?

Often the class of 2020 are experiencing anxiety about being isolated from their peers. One student shared with me they are not designed to be outside of the human touch. I am thinking about a Zoom Conference at my church, throughout my community to bring the class of 2021 together.

We are going to offer to provide either in person or remote crisis response this Fall.

We are seeing increased suicide attempts in rural NY, along with increased behavioral health issues. The loss of social contacts and recreation for children in rural communities already poorly resourced with extreme poverty.

<https://www.k12.wa.us/sites/default/files/public/workgroups/SMART%20Center%20Return%20to%20School%206.2.20%20final.pdf>

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Thank you for sharing all the resources. We have many families struggling with cutting, feeling overwhelmed with both school and their families.

I am seeing that there is more attention to the emotional well-being of the students by schools which is great. As we know, kids have trouble learning when they are in fight, flight, freeze.

Our school system has instituted "navigators" to check in with children in elementary school and some middle schools to engage them in discussions about needs and just to talk.

To the person who asked about crisis response teams, NJ also has the Traumatic Loss Coalition through Rutgers University, and has teams in every county.

We have been able to put a list of local therapists that are interested in donating time to support teachers and front line workers and then we provide this information to town social workers and schools.

Many states have Crisis Counseling grants to address emotional and behavioral health impact from COVID-19. These grants are funded through FEMA/SAMHSA and have a different name in each state (I imagine if you do a search for Crisis counseling /FEMA in your state you could find it. In Arkansas our program is called Project Promoting Positive Emotions (PPE) with website www.StayPositiveArkansas.com. We are offering many supports for school teachers, staff and students with no-cost brief counseling. One teacher just came into the room and screamed for 45 seconds and said she felt better and left! Might be a good resource in your state.

How can we help lessen tech fatigue?

Reading more books....assigning more pen to paper assignments...getting outside in nature more guided stretch breaks!

My High Schoolers only have school from 7:30-12:15. They have a block schedule and both are thriving in a shorter day of learning and being on tech

I have a parent who has her child do 15 squats at each break:)

Getting outside, walking, still engaging in a family routine

frequent brain breaks and movement opportunities

My school has implemented clubs/activities and student wellness classes during the day. We do yoga & meditation during wellness. I host a walking club and share ways to get up and move around right before lunch

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I suggest individuals to schedule time with their email and turn off the notifications feature.

Take breaks!

We do in home therapy, so we take kiddos for a social distance walk for our therapy session to get outside, talking and away from a screen

be patient with families and set breaks through out the day for kids on zoom

we are creating lesson to help lighten the load some printed some virtual

We make sure to play really great music before and during breaks for any virtual session.

breaks are mandatory

We are running virtual parent support and parent child groups. Internally we have weekly wellness Wednesdays for staff

neighborhood lunch groups - social distanced and outside

For adults, wear compression socks if needed.

one of our teams decided to have a safe, physically distanced in person meeting to reconnect with each other

My son's second grade class has online PE with their PE coach. Although they are still on a screen, they are physically active and can see each other playing PE games. Unfortunately, they only do it once per week. I wish that they were doing it daily.

I participated on a 2-day Zoom conference last week and the schedule included activities during breaks. One was a Latin Dance demonstration-I found this invigorating and is something that could be easily adapted during the school day.

My sister has an autistic child and she is breaking it down into small segments. and between the segments. he would read, play a game, get s snack or just time playing with his pets.

setting a specific "school space" that is ONLY school stuff, and then the rest of the house being the home setting... the more their brain separates school from home, the better.

Encouraging kids and families to take a break and get outside. Yoga and breathing techniques to help tamp down the anxiety. I have taken kids on virtual tours to farms. Play games

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Cal Newport did an interview on a podcast discussing "digital detox". take breaks, using tools only for specific purposes (e.g. using computers, tablets, for productivity) and engaging in nature and the environment. Easier said than done as the weather is changing.

The 20-20-20 rule: At least every 20 minutes, look at something at least 20 feet away for at least 20 seconds

breaking activities into smaller chunks, morning meetings to focus on SEL connection...additional throughout the day.

Kind of on the same subject.. blue light blocking glasses

I love that ! My eye doctor recommended that :)

We developed some resources for students and families to use at home to promote mental wellness - all the resources are available online at <https://changethefrequency.today/>

I set up a small learning pod for 5 first graders who are all in Cyber School. They meet together at a local church, with a recent college grad facilitating, and parents taking turns volunteering.

As a child care provider, one of the ways we supported our students in the spring was by printing their online work so they could do it with pencil and paper then enter their work online. there was a small learning curve, but it helped minimize the amount of time our students were staring at a screen. We also arranged our daily schedule to facilitate the wide array of grade levels so all of our school aged kids were working on the same subjects at the same time, and giving them plenty of brain breaks in between assignments/subjects

Noticing that a lot of students are not encouraged to have a morning routine (i.e. making their bed, morning walk, family check-in) which has led to an alarming number of students either completely missing their morning sessions or falling asleep in bed with their camera off. Not specific to any age group.

Internally different staff members sign up a facilitate a space for wellness. We have a variety of topics and presenters. It is really nice for staff and the variety seems to reach a broad audience

In elementary school I have seen teachers doing scavenger hunts during the google meets to get the kids moving. Also, some teachers are providing physical distant story times/help with any school work the students are struggling with.

Breakout rooms over zoom can let kids split up into smaller groups to work together and then come together as a whole class again afterwards

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We are hosting Strengthening Families 10-14 Virtually in our area (we are one of the first sites to do this) and its been going super well. goepicc.com is our website

Designating specific areas in house for these things, not polluting personal spaces with stressors.

As a parent of an elementary and middle school and high school it is harder to incorporate breaks with middle school and high school because classes are back to back

In elementary school I have seen teachers doing scavenger hunts during the google meets to get the kids moving. Also, some teachers are providing physical distant story times/help with any school work the students are struggling with.

How can educators care for themselves?

resiliency tools and listening circles

We organized a series last spring called "Self-Care for Helping Professionals" to learn new techniques and practice them together. <https://lohf.org/helping-professionals-hows-your-self-care-heres-something-just-for-you/>

I have created "The Virtual Self-Care Café" for my district staff which includes weekly live mindfulness and yoga practices for staff.

We are bringing mindfulness strategies from the top down so that we are walking the talk and fostering compassionate leadership

planning; organizing early

We are starting the Second Step Adult SEL modules with our EHS and PreK teachers. Sort of a drop in.

I think educators have a sense they have to use all the technology and do everything. Making it simple can be much more meaningful. I've done this with college students and heard that some educators find their students more engaged with simpler lessons.

inter-agency collaboration for SEL curricula

our wellness coordinator for the district is a certified yogi and she has begun offering free yoga classes once a week at our central district offices.

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Bi-weekly virtual therapy, trying some new hobbies at home. I would like my school to add "student wellness" classes for teachers during our weekly P.D. trainings. They don't focus on us within the school.

Our Administration made a tremendous effort to connect remote staff members for fun activities of all kinds - yoga, sharing recipes, scavenger hunts, etc.

www.acesconnection.com/blog/the-feeling-alphabet-activity-set-is-launched

DCPS has a creative wellness newsletter for staff with activities and links for self-help classes.

Association for Play Therapy has bunch of ideas or links to play therapy interventions www.A4PT.org... Liana Lowenstein also has great ideas on You Tube

Some teachers have delivered activities packets to homes for children which contain many entertaining play and learning activities.

Different virtual calm rooms (student or staff): <http://sellaunchpad.com/calmingroom/>
<https://www.district196.org/about/calm-room>

A great resource for everyone www.restartd.org RestartED is a grassroots movement started by 5 New Jersey Superintendents with a million questions about safely reopening schools and operating in a COVID/post-COVID world. They are bringing together education stakeholders across the country to collaborate on solutions to these questions, and to turn this crisis into an opportunity to come out stronger on the other side.

NOW is the time when definitive guidance is scarce, our goal is to collectively create actionable resources that enable informed decisions and drive effective outcomes. On Twitter @RestartEDteam

How do organizations and schools, systems etc. support teachers in simply taking a break? I mean specifically mental health days, reducing total work load, etc etc.

Teachers have shared with me that they appreciate supports outside the school as they were concerned about sharing frustrations they are experiencing possibly getting back to administrators. So access to outside agency support group has been positive in our community.

school connectedness has been impacted in a major way. and we know how much school connectedness improves mental wellbeing and identity development.

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We are taking time to do "hang out" sessions a few times a month time where we play madlibs, Pictionary to remind ourselves that we are connected . Or lunch time zoom meeting to have time together

What can schools do to identify and support students who are struggling?

Our high school is doing some SEL groups for identified "at-risk" students run by student support teams

SEL education and morning meetings every day

structured virtual sharing

Mandating 20-30 minutes of SEL in classrooms, everyday

Contracting for SEL services to provide individual, group, and family therapy

What strategies are you seeing schools use to welcome students and help them with this transition that is mental health promoting?

Drive through Back To School Nights with give aways, food, backpacks, school supplies in high need schools

Principals are open to pulling students out of classes to provide them counseling services, even though, they're only there 2x/week. (promoting MH)

Lots of small-group work.

Virtual Open House, we have students come back Monday.

my school had a drive through to meet teachers and get supplies

Online student orientation, mentoring of incoming students by both peers and staff

I have seen lovely normalizing and validating as teachers self-disclose and share that this is new for them too.

Lots of finding the outside in there groups to share with one another challenges and things going well. Finding time to enjoy each other

establishing rapport virtually- check-in with parents- sent survey to know our students their interests and strengths

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Virtual back to school nights

a local school tome allows children of teachers to bring them in and attend zoom classes with a teachers aid to offer help while the parent teaches in their classroom.

Our school houses PreK-12 all in one building. They provided a staggered start for various grades in order to assist in learning the "new" routine, protocol, etc - it was helpful to students AND staff to see what was going to work, what needed tweaked and what was likely to be an issue going forward

Teacher "car parades" through the neighborhood to kick off start of school

We shortened the curriculum, students will see their content area teachers twice a week. We now have homeroom that is smaller, student wellness class, and club/activities, extra "flex time" to meet with students outside of introducing extra content & provide extra support.

We've been doing weekly virtual therapy sessions and ,when accepted, facilitated family discussions

We set up "Pride Prompts" for one school district that was for all grade levels, every day, is tied to PBIS expectations and sets up opportunities to talk about a variety of SEL topics embedded in the "prompts".

School admins also rented 3 large tents for outside learning as much as possible for all educators to access

Virtual Walking Wednesdays, socio-emotional learning activities about responsibility, feelings, etc

our district is employing parent coaching model- empowering our parents first

Many of our schools are holding family nights to share resources and wellness tips for students and families

We are wearing badges with our faces on them so students can "see"our faces and smiles behind the masks.

As a school social worker we are educating our parents, teachers and students about ACES (adverse childhood experiences) toxic stress impacts on health, ways to decrease cortisol levels, and most importantly acknowledging the deaths from Covid (many weren't able to have funerals etc) so basically educating all- that no matter what they are experiencing it is REAL and valid.

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Teachers lined up on day one along the school entrance cheering the students and greeting them enthusiastically!

Also a disruption in their therapeutic relationships and treatment often times at the school and at home. Some of that is both limited and remaining phone or on line services.

social/emotional assignments

as a community mental health provider, we are finding that kids/youth/families are having difficulty wanting to utilize mental health supports, as they are "zoomed out".

Many of my child clients are adjusting well to the "new rules", the masks, social distancing, etc. They seem more resilient than the adults.

RestartED Virtual Town Hall: Addressing Equity and Racial Inequalities Issues

<https://www.restarted.org/on-demand-1>

Our district is surveying all K-12 to screen for mental health and will then target any that need additional support

We also went from a 6 period, 2-semester schedule to a 4 classes per semester school schedule

I think there needs to be a formal check in with parents and students to really see how the students are doing with virtual learning as some kids can hold it together during the virtual meet but break down during breaks or at the end of the day

My 10 year old grandson who is bright is only concerned about bringing Covid 19 to myself and his grandmother.

my agency collaborates with kiddos/parents to monitor increased stress or difficulty; parents have access to therapists and can meet unmet needs

The agency I work for also has behavioral services. They offer in person or virtual sessions. They are teaching the children, schools and foster families new ways to navigate through the school year.

"mask breaks"

A student was so happy to go back to school in order to clean out her locker, she said it felt so normal.

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Seems like rural schools have to play a lot of 'catch-up' in terms of making plans for supports for mental health. My school system planned to reopen up until a week before class started, and now we are completely virtual due to a lack of staffing. Within the first month, we are just noticing children who haven't been logging on and participating in class, and even more who are short of supplies and technology to work virtually. We are starting a group therapy endeavor for students who are new to the county, but in terms of addressing wider mental health concerns, I've seen that the community was not prepared to support this.

What are the most prominent mental health concerns you're hearing from families and students?

Greater risk taking too!

clear face masks so they can see your smile

Stress

Anxiety

Anxiety and Depression

increase in suicidal ideation

Suicidality

Depression, Anxiety, suicidal ideations

Anxiety, depression,

Anxiety, grief, depression

depression and anxiety as well as isolation in the kids I work with

Lack of socialization for young children.

Anxiety and Depression

increase in substance use

How do you assist the children that are in residences where they are being victimized?

Unfortunately this virus and quarantine poses a perfect storm for abusers which is going to increase depression and anxiety in those students.

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anxiety

Lack of socialization

anxiety, depression

Depression and anxiety - self harm

increase in domestic violence

https://www.amazon.com/Visible-Expression-Deaf-mute-Communication-Language/dp/B08DR9941Q/ref=asc_df_B08DR9941Q/?tag=hyprod-20&linkCode=df0&hvadid=459720526981&hvpos=&hvnetw=g&hvrnd=3401431150068190361&hvptwo=&hvqmt=&hvdev=c&hvdvcmld=&hvlocint=&hvlocphy=1018611&hvtargid=pla-944360635584&psc=1

High levels of Anxiety, Depression

stress and anxiety

self-harming, depression

Depression and apathy, fear and anxiety, domestic violence and parent/guardian substance use issues.

social isolation and regulation issues

and anxiety, social skills concerns

increased helplessness and social isolation

A lot of our students have parents with addiction and have been left to take care of their siblings. This has affected their ability to engage in virtual learning...unfortunately.

Being overwhelmed

A lot of parents and students are concerned with the way that attendance will be taken or not taken.

40% increase in prevalence of current suicidality in data from our participants

Anxiety/Depression

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Depression, with suicidal ideation - heightened by unhealthy, suggestive TikTok video's/other technological outlets

Anxiety, stress, break downs, inability to cope with technical difficulties, fear of getting in trouble if they can't get there assignment done because of technical difficulty, decrease in socialization

As a community mental health provider we are screening fewer young people but hospitalizing more of them. The kids and families that do present for services are in more serious need of support, and often report that they have not been able to use their previous coping skills which leads to a more severe presentation and higher level of risk.

My students are feeling anxious about organizing their time and work without physical teacher support. My parents are stressed about getting their kids to participate and complete assignments, especially since they aren't home to help monitor them.

Increase in suicidal ideation; increase in risky online behavior as clients are seeking inappropriate connections online; anxiety as children are taking on adult roles to help siblings with online schooling

social anxiety- will get covid if venture outside.

NIMH Director's Blog on Black Youth Suicide:

<https://www.nimh.nih.gov/about/director/messages/2020/addressing-the-crisis-of-black-youth-suicide.shtml>

Average population anxiety score went from below clinically significant to above that threshold, for entire population average

lost of social activity and increasing depression

clear masks for teachers and providers [https://www.etsy.com/listing/849395324/anti-fog-clear-panel-school-](https://www.etsy.com/listing/849395324/anti-fog-clear-panel-school-foxes?gpla=1&gao=1&&utm_source=google&utm_medium=cpc&utm_campaign=shopping_us_bath_and_beauty-personal_care-face_masks_and_coverings&utm_custom1=a2df084e-941a-430b-9315-8d19791437b9&utm_content=go_10111197568_98761787462_436894229643_pla-908906428531_c_849395324&utm_custom2=10111197568&qclid=EAlaIaQobChMI8Kvx2sv96wlVBGKGCh0H6qX4EAQYASABEqK9VPD_BwE)

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parents maladaptive coping to being teachers, COVID, isolation and kids with them all the time

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I'm curious to hear strategies that schools are using to continue to intervene in the health of our students including abuse. We are VERY concerned about the reduction in child protection reports because the mandated reporters don't have their eyes on these students. The same concern for suicide, substance abuse warning signs.

Thank you for hosting this today! Great to hear from national experts on these topics. TRAILS has a question - we are supporting Michigan efforts to conduct universal screening (which we support!) but we are getting some push back from a few districts that teachers should not administer surveys containing mental health questions due to risk of "re-traumatizing" them. For example, some are suggesting NOT to ask students in surveys if they have experienced a loss over the summer. Could you comment on pros/cons of universal mental health screening in settings where there aren't adequate school mental health professionals available to lead those efforts?

For those working with younger children- this is a wonderful resource that has lots of visuals and social stories around germs, COVID, and why we have to wear masks

<https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

Shifting children from being used to attending school during the day to basically completing school during the evenings when parents are returning home from work.

Isolation, lack of motivation, lack of family/friend support. I work in the field of Trauma. Before Covid, my kiddos found solace in our group sessions. It has been extremely difficult to know that a lot of my students are home with their abusers with no other option.

I have a program I run called Build A Child with participating school in my catchment area. It is a program that when children are struggling, with academics, behaviors or mental health school staff speaks to the parents. Staff asks for permission to discuss their child with the community Build A Child team that consist of the principal, school counselor, DSS rep., school social worker and community services board rep. The team brainstorm how that child can best be supported looking and least restrictive options first. They are monthly meetings and the team continues to monitor the child until the end of the school year. All ideas are spoken to the parents about and parents are assisted with accessing any service or resource that may be needed.

poor self-care

obsessing on social media all day and night because they are isolated

Our students and family of color are also reporting increasing amounts of racial trauma as time has gone on that has been co-morbid with outcomes related to COVID-19.

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Some of the parents I work with are so overwhelmed that they are anxious to have their kids back in school

I think recognizing the grief process and providing some sort of 're-emergence plan' support for parent and providers has been helpful.

We are back to school, but I haven't resumed my normal "group sessions". My clients are missing and requesting our group activities.

****FREE NAADAC WEBINAR**** Collision of SUD and COVID-19: A NIDA Update, presented by Jack B. Stein, MSW, PhD Friday, December 18, 2020 @ 12:00-2:00pm ET (11CT/10MT/9PT) Register <https://attendee.gotowebinar.com/register/2667617928306982155> \Earn 2 CEs

real-time data analytics from measurement-based MTSS workflows

I have seen children experience high levels of anxiety and refusing to use the mask. When they come to school some have not pay attention to their hygiene. What do you do what do you say????

We are seeing an increase in anger, frustration, sleep disorders, anxiousness and depression. Some of this was due to computer learning difficulties, lack of a plan for at home education and the disjointed preparation of schools opening with changes every day at first. Both families and children have had emotional reactions to the lock down.

What have you seen schools doing successfully to equip educators with the tools they need to identify students who experiencing mental health concerns and those who may be experiencing abuse and neglect?

We have been doing a lot with Parent Cafe's; talking about being strong and flexible/using protective factors as a framework, working on getting donations and resources to families, in addition to just simple mindfulness and relaxation breathing. We have also been providing more reflective space for staff.

Integration of SDOH services, including ACEs

Teachers are stressing out with teaching children in classrooms and virtually at the same time. Children can sense the stress on the teachers and it flows down to them

We are going to host virtual ASQ/ASQ-SE screenings for the month of October for some of our districts.

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My son is still 100% virtual and the parents of his friends and I get together and rotate who hosts the kids to log on to take the courses a couple days per week and then they are able to have some socialization as well and physical activity because they will be out playing ball afterwards or going out to eat dinner as a group. Anything we can do to increase interaction while encouraging them to remain safe and increase mental health.

it can be difficult when parents & caregivers are not providing as much reinforcement for safety as needed. I cannot help but think of MI's "rolling with resistance".

<https://www.fastbridge.org/saebrs/#:~:text=The%20SAEBRS%20%28Social%2C%20Academic%2C%20and%20Emotional%20Behavior%20Risk,connected%20and%20need%20to%20be%20intelligently%20addressed%20together.>

Some screens that are being used are the SRSS, SHAPE, and Trails Screen.

Alexandria city is using a version of UCLA Brief COVID-19 Screen for Child/Adolescent Post-Traumatic Stress Disorder (PTSD), <https://www.acps.k12.va.us/Page/3348>

There are online Parent Cafes

They need to have more mental health workers of all colors in the usa. Especially in the schools, colleges and going to visit at the parks since we can't meet in person

School systems in collaboration with Student Assistance Program (SAP) agencies in about 50 counties in PA are increasing adoption of universal comprehensive screening, and have formed a behavioral health learning collaborative, see www.bhlcopa.org

Our community has a high proportion of immigrant families, and they are also experiencing a very high level of trauma and stress.

In So MD, we've begun a support group for parents to share experiences and discuss how to help Black and brown children navigate the most recent racial unrest

UCLA brief covid screen for Child/Adolescent PTSD: <https://istss.org/getattachment/Clinical-Resources/Assessing-Trauma/UCLA-Posttraumatic-Stress-Disorder-Reaction-Index/UCLA-Brief-COVID-19-Screening-Form-English-4-13-20.pdf>

Structural racism is clearly a major source of ACEs and Adverse Experiences across the entire life-course

it is so important that we are multicultural competent in how we engage students, families, and colleagues.

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In Kalamazoo County in Michigan, we are combining groups dealing with social emotional learning, equity, health and wellness. By doing so we have better communication and less overlap.

SAEBRS has been used in elementary schools in Nash County, NC

We are facilitating trainings for professionals around cultural humility, implicit bias, workplace respect, etc. as part of our Diversity Equity and Inclusion work. I think we have to talk about it, educate ourselves and ensure our programs are multiculturally equipped/inclusive.

Have any of your schools been able to access COVID response funds to use for specific benefit of students who are BIPOC or marginalized in some way in school?

Absolutely!!! Let's not suspend students but understand and show compassion!!!

School Nurses as well!!!

Barrington RI is using SAEBRS

<https://trailstowellness.org>

We are having weekly mental health meetings with school principals, school counselors, mental health workers, and school psychologist to discuss and plan for high risk students.

How can community base providers support schools and students during this pandemic?

Collaboratively work with nurse.

CT has a state-funded emergency response system that school staff can call and they will access the student and offer a referral. Our districts are trained in when to call and why

we have been hearing about survey exhaustion

UGH YES! Identifying at risk youth is SO important right now. We've seen a dramatic increase in punitive parenting since the start of this pandemic.

I work both at the school and within the community and homes..

I have been encouraging my son to pay close attention to drastic changes in the behaviors of his classmates. He came to me about a student that he was concerned about withdrawing suddenly and I encouraged him to keep going with that idea and to encourage his friends to pay attention to these changes as well.

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partner with community agencies and home visiting programs that can screen, or early intervention services for birth to 3 families

At our school, as the school nurse, I talk with our counselor every day to identify student that we need to reach out to.

Arrangements, like 'Systems of Care' provide a Community with the power of a whole community working together directed by families and youth and including schools, health care, behavioral health, social service and community agencies.

How can we ensure we are addressing the needs of our students and families with intellectual and developmental disabilities during COVID?

Communicating via email with all teachers to offer support for specific client list as well as any student demonstrating need - including assistance in classroom and well as one-on-one with students. School staff all pay attention to students & maintain awareness for possible abuse or neglect at home & communicate with us directly as needed.

Training has been given to all staff on SEL learning and resources provided as well as presentation on recognizing abuse/neglect. This is difficult with not being able to see students and talk with them confidentially.

Are any schools using Close Gap? closegap.org Curious if that has worked well for anyone. It seems like an interesting resource.

I work outside of school systems, primarily with Prevention Initiatives (substance use, suicide, etc.) and Trauma Informed Systems of Care. I'm curious if anyone has an example of working with prevention resources to support SEL and education.

Returning to School Following COVID-19 Related School Closures: The COVID-19 School Adjustment Risk Matrix (C-SARM): [https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/returning-to-school-following-covid-19-related-school-closures-the-covid-19-school-adjustment-risk-matrix-\(c-sarm\)](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/returning-to-school-following-covid-19-related-school-closures-the-covid-19-school-adjustment-risk-matrix-(c-sarm))

Even with screenings and positive findings, parents must agree to results/treatment...

Universal screening was brought to our district through an Early childhood grant. We as Family Navigators partnered with the school to send out and score the survey. Instead of being first done by teachers, they were done by parents. It was a wonderful bridge, using parent as expert and allowing for a partnership with the teacher.

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We have conducted youth mental health first aid trainings with all staff and are conducting weekly team meetings at the school levels to identify students who are displaying signs of being more at risk.

I would love to share things with Kansas communities here:

<https://kansaspredventioncollaborative.org/resource-library/topic/covid-19-pandemic>

Using the ASQ is one way we've started trying to locate our at risk children.

Indeed family centered education and support for mental health is needed.

In the state of Texas, some school districts have been implementing Trust Based Relational Intervention. This model helps build a connection between the adult and the child before correcting a behavior. TBRI was created by Dr. Karyn Purvis, Texas Christian University.

<https://child.tcu.edu/about-us/tbri/#:~:text=TBRI%C2%AE%20uses%20Empowering%20Principles,of%20TBRI%C2%AE%20is%20connection>

<https://csch.uconn.edu/wp-content/uploads/sites/2206/2020/06/CSCH-Report-Responding-to-COVID-19-Planning-for-Trauma-Informed-Assessment-in-Schools-Final-June-2020.pdf>

In addition, I am a volunteer for CASA which has given me the opportunity to assist with children who have been neglected or abused and experiencing problems such as behavior problems. This has helped me to understand how to be a better teacher.

Our local system of care collaborative will be reaching out to our local schools and offering to have the providers go into the schools during professional development time and provide training and presentations on the services out in the community.

RestartED Virtual Town Hall: Teaching and Learning in Remote/Hybrid Environments

<https://www.restarted.org/on-demand-1>

I've heard students (to include my 13yo son and his friends) desire to have "virtual" lunch times - down- time with peers. My son and his friend made this suggestion to their school and await the schools' response/action

The Center for Mind/Body Medicine offers a lot of resources including training to promote positive coping strategies.

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I am doing completely virtual home visits due to the high risk of exposure I am against with COVID. WE are however, offering services from home like we would in person to help guide parents along with their treatment goals.

we're also blending home visits with virtual. We've recently started doing group discussion sessions at parks when available

Our agency got a grant so we could offer headphones for our clients so they can have a safer way to complete Telehealth.

<https://store.samhsa.gov/product/Family-Psychoeducation-Evidence-Based-Practices-EBP-KIT/SMA09-4422>

Students Have Questions on School Reopening...

Please Answer Them Now https://4e943e7f-c177-454e-a236-8d1a77ed8755.filesusr.com/ugd/f7a592_3820693291e84324867d03c283ba3800.pdf

services are being implemented for counseling services for the parents and children community services. WE have provided our clients with masks to wear out in public and to the students to return to face to face instructions

We are trying to get a grant to do peer mentoring for that

a great resource for teen clubs: <https://www.erikaslighthouse.org/teens/>

The program that I run through the Learning Lamp is called CBITS (Cognitive Behavioral Intervention for Trauma in Schools) . It is based in treating and working through Trauma. We just developed a virtual platform to administer sessions as well as a new curriculum that highlights the hardships and adversities of COVID. Here is the website for those who may be interested!

<https://cbitsprogram.org>

we mailed food gift cards to our families that were on free and reduced lunch program to ensure proper nutrition

Our district, while remote, has set one day a week for all related services (speech, social work, OT/PT) to be in the building and allow students to access those supports; mostly our students with low incidence disabilities

As a Special Educator I get overly worried about my kids who are home by themselves (SLD&OHI) and not participating and getting them to buy in to online learning. I'm not physically there to give them that support to keep them participating.

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Great resource: Youth MOVE National Peer Center for student to student peer support:

https://youthmovepeercenter.org/?mc_cid=09daf76280&mc_eid=ea60a64bb7

Do YOUR PANDEMIC BEST is my favorite mantra that I learned from one of these earlier conversations

just looked at the Erica's Lighthouse website very nice!! <https://www.erikaslighthouse.org/the-toolbox/>

COVID and students with special needs: https://ncsi-library.wested.org/resources?t_id=93

<https://sourcesofstrength.org/>

doing our pandemic-best! love it

Embracing the silver-linings I feel is key to hope. Telehealth is now available!

Everyone be kind and forgiving. Acknowledge that everyone is trying to do their best.