Back to School after COVID-19: Supporting Student and Staff Mental Health

Date: June 22, 2020 @ 4:00 p.m. | National Visioning Session

New England (HHS Region 1)

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration
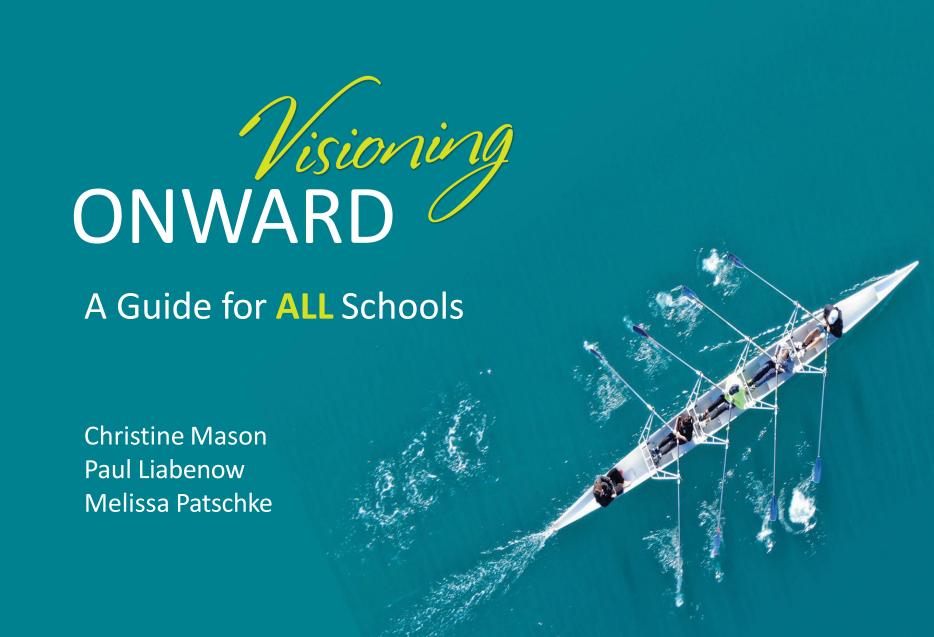
Presenters
Christine Mason, PhD
Paul Liabenow
Melissa Patschke, EdD
Kevin Simpson
Martha Staeheli, PhD

Welcome: National Visioning Session

Back to School after COVID-19: Supporting Student and Staff Mental Health

SAMHSA
Substance Abuse and Mental Health
Services Administration

Visioning
ONWARD

A Guide for **ALL** Schools

Christine Mason
Paul Liabenow
Melissa Patschke

Housekeeping Information

Participant microphones will be muted at entry – you will be able to unmute during the discussion portion of our webinar.

If you have questions during the webinar, please use the chatbox or the "raise hand" feature during discussion to have your microphone unmuted.
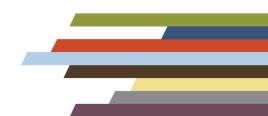
This session is being recorded and it will be available on the MHTTC website within 24 hours of the close of this presentation.
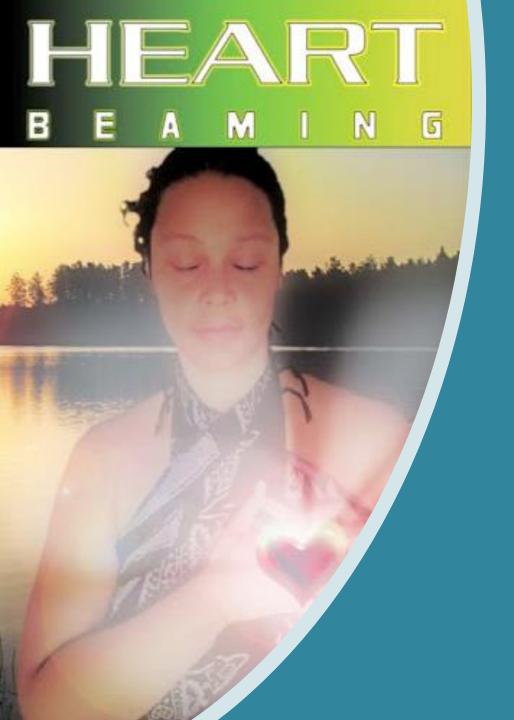
Information about CEUs will be sent in a follow-up e-mail.

If you have questions after this session, please e-mail: newengland@mhttcnetwork.org.

Mindfulness Heart Beaming Exercise for the Current Pandemic

Visioning ONWARD

Goals

- **Understanding where we are now**

- **Using the visioning process to get where we want to be**

  - ❑ **Problem solving – Researching Exemplars**

  - ❑ **Considering staff and student mental health needs**

  - ❑ **Address concerns about equity and trauma**

- **Visioning in practice**

"Learning is driven by vision."
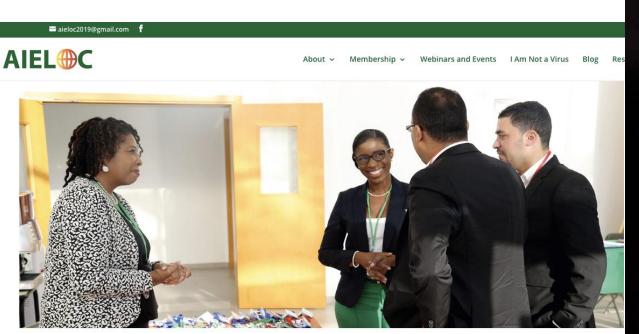
~ Peter Senge (2012)

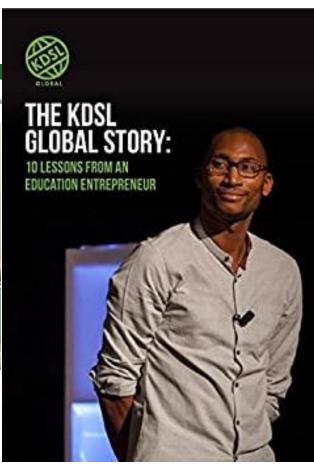# *Macro Elements*:
Views of Society Post-COVID-19

Two competing visions (Yunus, 2020)
- Return to the status quo OR
- Rebuild a better world

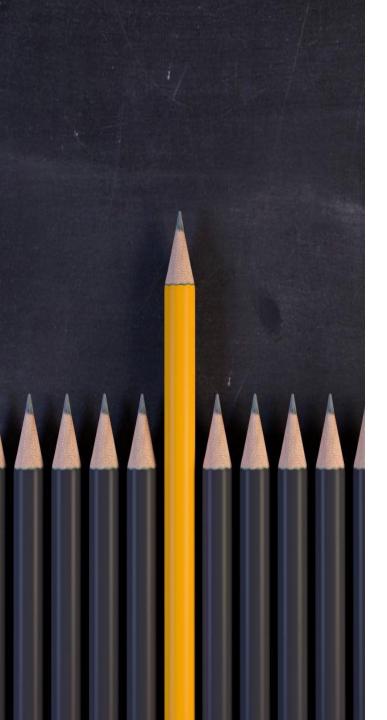# Meet Kevin Simpson, Global Entrepreneur

Thinking about Re-opening

- Emotional and physical **safety**

- **Staffing:** Virtual and in-person, cost-saving, transitions

- Coordinating with **community** organizations, supports, resources

- **Technology**

- **Logistics**: Schedules, timing, playgrounds, cafeterias

- Addressing **trauma** and stress

- **Regulatory**/guidelines and flexibility

- Strengthening **relationships** within the school, students, and families

- Creating a **shared vision**
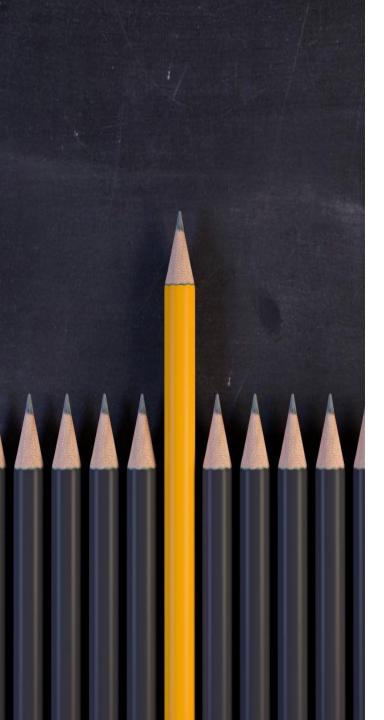
How is education forever changed?

Poll Question: Has your school or district completed a ***visioning process*** to develop your plan for the fall? **(Single choice)**

- Our school/district has gone through a visioning process to prepare for next fall.

- Our school/district has scheduled sessions for visioning.

- I am not aware of any plans to conduct visioning sessions.

Poll Question: As you think about reopening your school/district. Your school/district…**(Multiple Choice)**

1. Has developed a plan to address equity and racial justice.

2. Has developed a plan to alleviate stress and trauma and address mental health concerns.

3. Has developed at least one of the above.

4. Has already developed its plans. However the focus really is on health, safety, and the curriculum.

5. I am uncertain about what our school/district is planning.

Never Lose the Opportunity of a Crisis
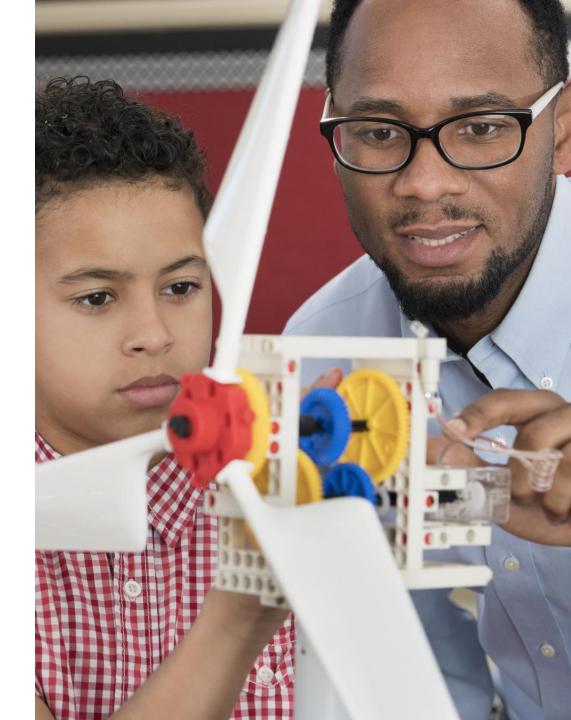
"The best that can come of this is a new paradigm shift in terms of the way in which we look at education, because children's well-being and success depend on more than just schooling. We need to look holistically, at the entirety of children's lives. In order for children to come to school ready to learn, they need a wide array of essential supports and opportunities outside of school. And we haven't done a very good job of providing these."

— Paul Reville, Harvard University

Create a visioning process that:

- Acknowledges the challenges: stress, grief, loss

- Addresses race and equity and includes all voices and perspectives

- Includes awareness about trauma and mental health needs and resources

- Strengthens relationships with families and the community

- Identifies a vision for a better future

Back to School After COVID-19: Supporting Staff and Student Mental Health Needs
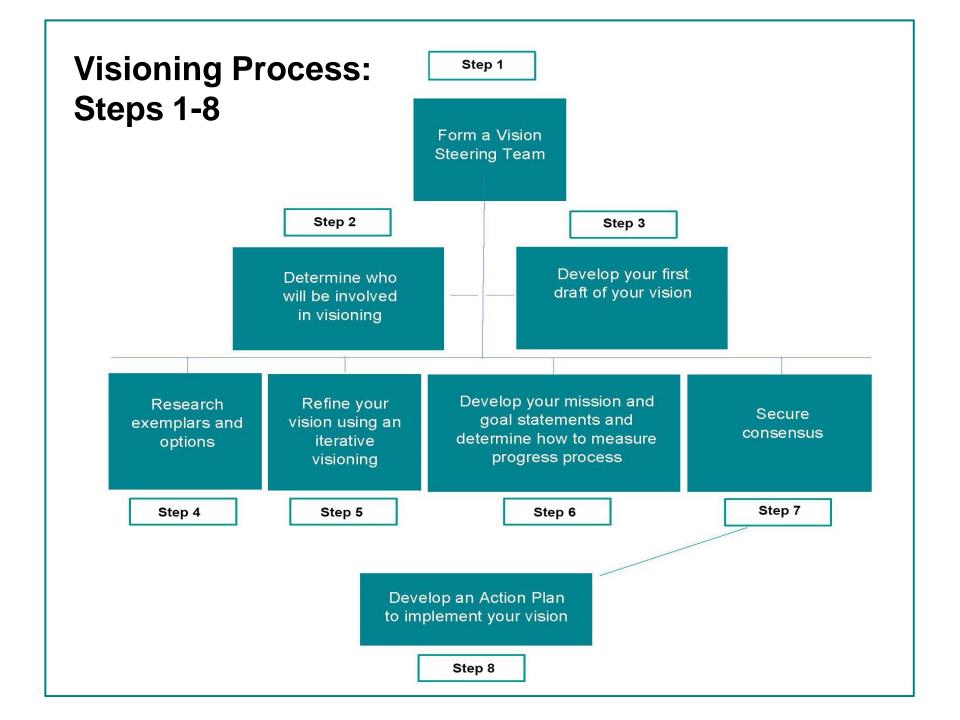
1. Foster safety and equity.
2. Build community.
3. Work with community partners to support student and staff mental health.
4. Acknowledge and address grief.
5. Re-establish routine and connection.
6. Use mindfulness to teach self-regulation at home and at school.
7. Create a vision for a better future together.

Visit the New England MHTTC website in July to access our companion toolkit to help you vision for a return to school this fall.

Visioning: The Collective Efficacy

Visioning involves brainstorming with key stakeholders, gaining consensus, letting ideas incubate, and then revisiting.

Visioning Process: Steps 1-8

Step 1

Form a Vision Steering Team

Step 2

Determine who will be involved in visioning

Step 3

Develop your first draft of your vision

Research exemplars and options

Refine your vision using an iterative visioning

Develop your mission and goal statements and determine how to measure progress process

Secure consensus

Step 4

Step 5

Step 6

Step 7

Develop an Action Plan to implement your vision
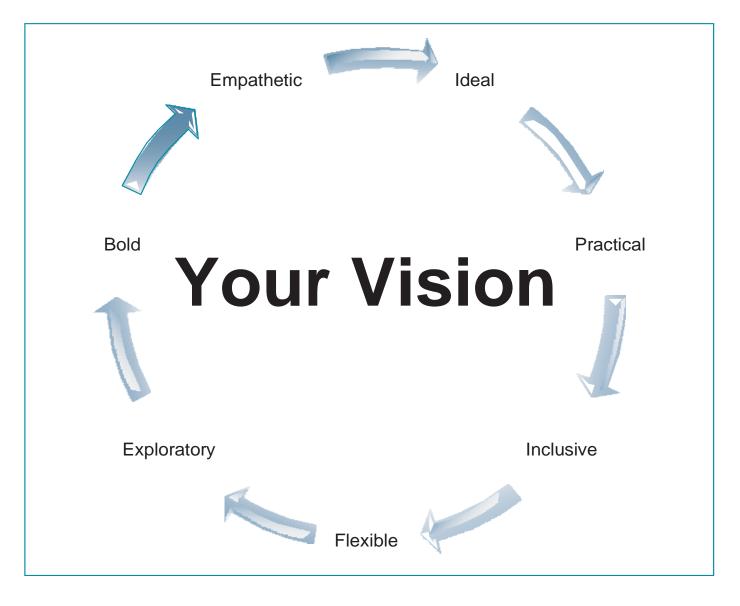
Step 8

Mapping Our Roles in A Social Change Ecosystem

Created by Deepa Iyer (Solidarity Is and Building Movement Project)
Available for individual and organizational use with attribution

Figure 4.1 Circle of Ideas

Transformational Ways:
Ari Wallach, The Longpath

- Transgenerational Thinking

- Futures Thinking

- *Telos* Thinking – the Ultimate Aim
  What will come after?

Mindful Visioning

Recognizing stress and preparing our brains to think as clearly as possible.

- Mindful Awareness
- Taking a Deep Breath
- Moving our Bodies
- Meditating

Heart Centered Components: Consciousness, Compassion, Community

Photo credit: REUTERS/Amanda Perobelli
(Maryland State Department of Education, 2020)

Next Fall

What else are we hearing?

Thoughts from National Leaders – World Economic Forum
4 Ways COVID-19 could change how we educate future generations

Redefining the role of education and reconsidering "life skills"
- Resiliency, Flexibility, and Adaptability
- Continuous Learning
- Emotional Intelligence
- Entrepreneurial skills
- Creativity and Critical Thinking
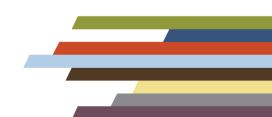
Reimagining Education

Education needs to be meaningful and relevant to learners.

(Kimmie, 2020)

20th century educational models:

- Scientific and technical rationality
- Commodification of knowledge packaged to meet economic needs

Educating for a new reality requires new skills:

- Collaboration
- Empathy
- Problem solving
- Critical thinking
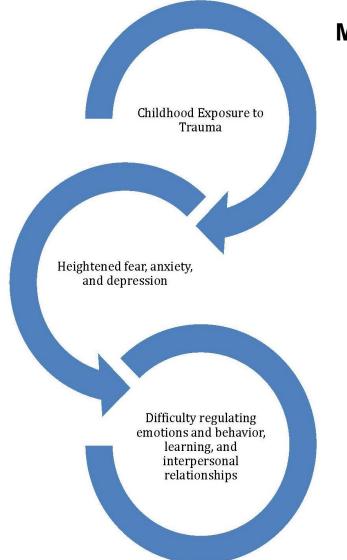- Resilience

Family Coping – Implications for Educators

- Dysfunctional Family Coping

- Functional Family Coping

- Beyond Coping: Resiliency

Acknowledging Trauma: Staff and Students

Childhood Exposure to Trauma

Heightened fear, anxiety, and depression

Difficulty regulating emotions and behavior, learning, and interpersonal relationships
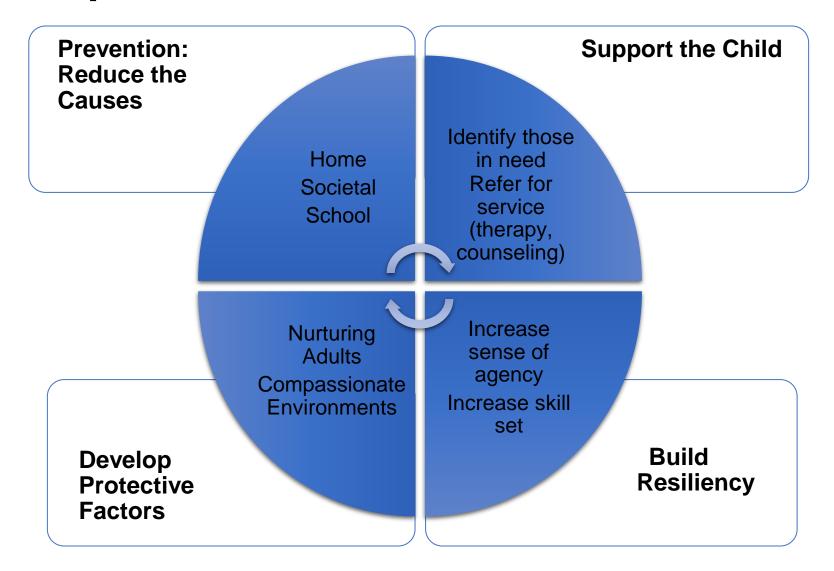
Magnified by the broader context this spring

COVID-19 Pandemic

Disruption, Isolation

Disparities

Violence and Injustice

Health and Safety

Fear about the Future
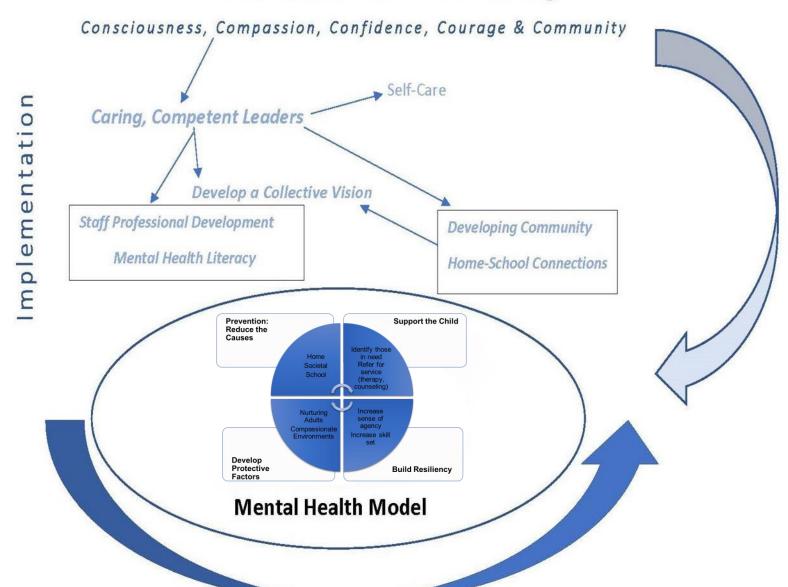
But schools can play an important role…

(Mason, Asby, Wenzel, Volk, & Staeheli, in press)

Compassionate School Mental Health Model

Prevention: Reduce the Causes

Support the Child

Home
Societal
School

Identify those in need
Refer for service (therapy, counseling)

Nurturing Adults
Compassionate Environments

Increase sense of agency
Increase skill set

Develop Protective Factors

Build Resiliency

(Mason, Wenzel, Asby, & Staeheli, 2020)
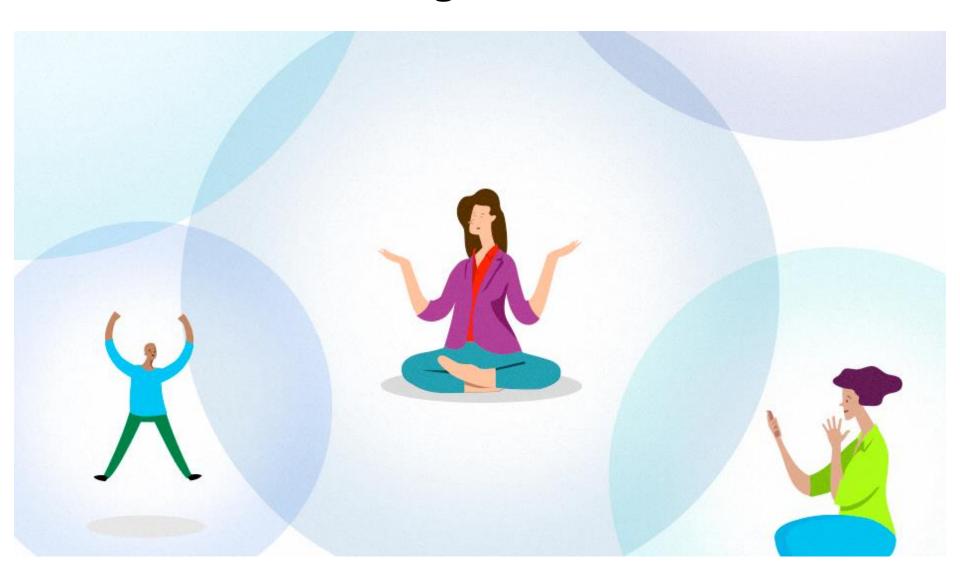
The 5 Cs of Heart Centered Learning

Consciousness, Compassion, Confidence, Courage & Community

Implementation

Caring, Competent Leaders → Self-Care

Develop a Collective Vision

Staff Professional Development

Mental Health Literacy

Developing Community

Home-School Connections

Prevention: Reduce the Causes
Home
Societal
School

Support the Child
Identify those in need Refer for service (therapy, counseling)

Nurturing Adults Compassionate Environments

Increase sense of agency
Increase skill set

Develop Protective Factors

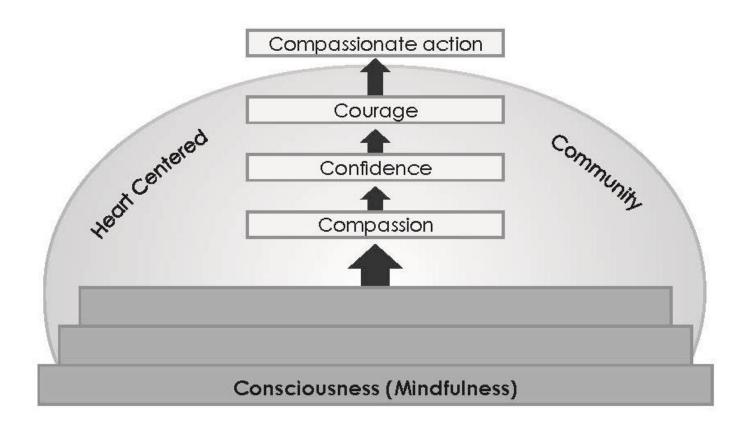**Build Resiliency**

Mental Health Model

(Mason, Asby, Wenzel, Volk, & Staeheli, in press)

Visioning and Self-Care for Staff, Students, and Families During this Pandemic

Heart Centered Learning & Trauma Considerations

COVID-19 Considerations for a Trauma Informed Response for Work Settings

- Support Emotional Regulation (calmness)

- Prioritize Relationships

- Explain the why (for changes in policy of practice)

- Help staff know what to expect

- Reframe Behavior

- Physical safety: People need to feel they are being protected

- Emotional Safety

- Peer Support

- Trust

- Voice, Choice, and Empowerment

- Cultural Responsivity

- Collaboration

Hopes, Dreams, and Fears
We need to feel free to dream.
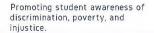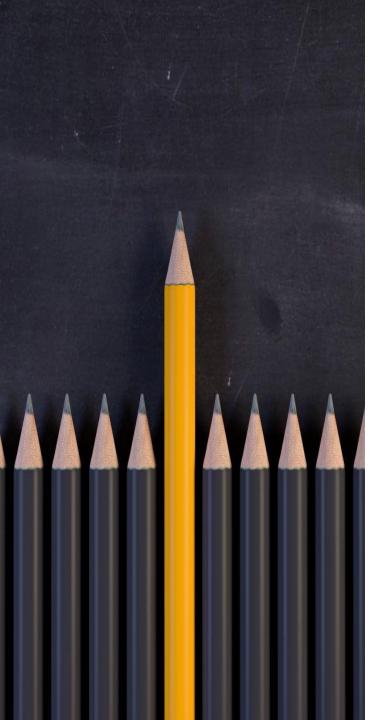
S-CCATE

Validated with 814 educators

www.s-ccate.org

Sample S-CCATE Questions

- Students show empathy for others.

- Teachers and administrators further participation and a sense of belonging (e.g., connectedness to the larger school community) for all students.

	Level 1: Needs Improvement	Level 2: Emerging	Level 3: Proficient	Level 4: Exemplary
Students state that they feel safe at school.	○	○	○	○
Students learn to protect themselves when in vulnerable situations related to childhood trauma and stress.	○	○	○	○
Students show empathy for others.	○	○	○	○
I am aware of my own prejudice and bias and how these might affect my teaching and instruction.	○	○	○	○
My students consider me to be a good listener.	○	○	○	○

Research Exemplars

———

Informing Your Vision

Poll Question: Please indicate which of the following may be the most valuable considerations for your school/district and its visioning process. (**Please select your top 2**)

- Ideas from world leaders about education and global needs

- Ideas related to addressing children's mental health and trauma

- Considerations of family needs and concerns

- Innovative ideas for the future of technology and its use in schools

- Successful school reopening experiences from other countries

Yes, Schools Can Build Back Better

Dr. Caprice Young, Superintendent of at Learning4Life Schools
(85 learning centers in CA) at educationpost.org

- Broaden access to technology to eliminate inequities.
- Adopt trauma-informed practices as standard.
- Tailor instruction to each student.
- Strengthen professional development for teachers.
- Recognize so that school safety also means cleanliness and health.
- Reshape the financial structures of our school systems.

Education Now

Coronavirus and the Classroom: Executive Summary
Recommendations for Prioritizing Equity in the Response to COVID-19

The COVID-19 crisis has disrupted nearly every aspect of our education system. Our most vulnerable students have been hit first and hardest by these disruptions. Without an intense and intentional focus on equity, they also will be the last to recover. The federal government has provided $31 billion to support state education systems during the pandemic, but this investment is modest relative to projected budget shortfalls. As resources grow scarce, states and districts must target their resources and design emergency response and recovery programs that prioritize our most vulnerable students from the beginning. Together, our organizations offer recommendations in six areas to support states and districts in crafting an equity-focused response to COVID-19.

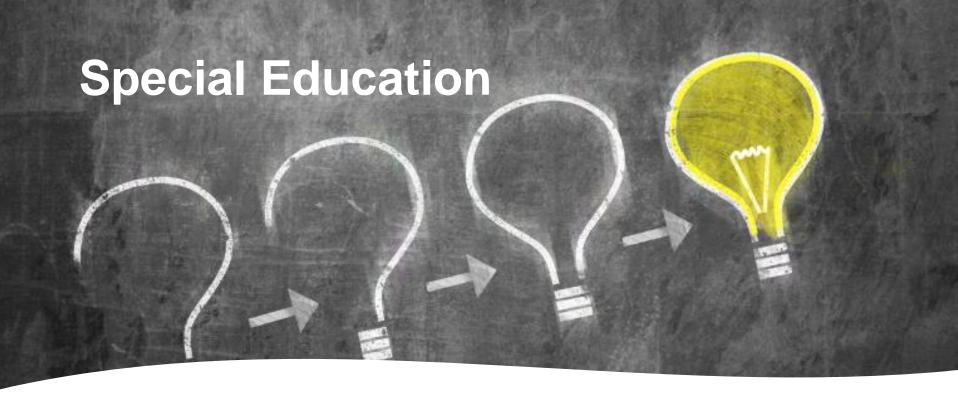### Ensuring Equity in Fiscal Policies

States and districts should ensure that resources are distributed equitably to support vulnerable populations and are spent on practices with proven effectiveness. Such policies include the following:

Meeting Students' Basic Needs

Schools are a vital resource for meeting students' basic needs, including food and health care, and these needs will grow as the nation absorbs the economic hardship caused by COVID-19. States and districts should do the following:

- Ensure that students who rely on **school meals** continue to receive them, including through the summer of 2020 and into the fall, even if in-person instruction does not resume fully.

- Provide ongoing virtual access to **mental health supports** to students and families throughout the summer and fall of 2020.

- Coordinate and address **students' growing academic, economic, social, and emotional needs** by expanding screening, mapping the availability of local services, and integrating student supports.

Special Education

"I have a group of students that are pitching in to read materials aloud in energetic, clear, human voices [to be used] for other students that may have difficulty reading. Teachers can request these readings to post in their Google Classrooms. … [S]tudents record videos to help other students who need support in math where they show multiple ways to work through problems. It's all driven by students who are conscious of problems with access."

— Kim Eckert, Brusly High School, Baton Rouge, LA

Preparing to Reopen:
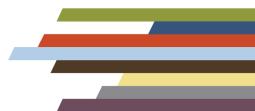# Putting Equity at the Core

- Provide time for mentoring and collaboration.

- Give teachers a voice in preparation and planning.

- Engage all students and adults.

- Let teachers know it's ok to try—and fail.

(Tucker & Kruse, 2020; Posey, 2020)

Higher Order Thinking Online

- Consider sending students small lab kits with disposable tools (e.g., plastic test tubes, inoculation loops).

- Have students teach the class. They can pick learning outcomes, develop learning activities, and incorporate technology.

- Consider virtual experiments – *Journal of Visualized Experiments*.

(Herzog & Mawn, 2020)

Virtual Reality

1. Promote curiosity and wonder.

2. Develop empathy for others in crisis.

3. Virtually travel to explore places.

4. Engage in time travel – past and future.

5. Explore the human body, oceans, outer space, etc.

6. Experience different careers first-hand.

7. Discover how VR is used in medicine, engineering, entertainment.

8. Students can create their own VR content.
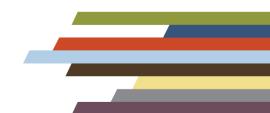
(TeachThought Staff, 2020)

Creating Vision Statements to address these Issues

- Present Tense

- Inspirational Phrase

- Vivid Picture

- Evokes Emotion

The shift to online education and homeschooling will go from a light drizzle to a torrential downpour.

(Skibinsky, 2020)

Visioning Onward: Readings & Exercises

For Example:

Key Learning: 2.1 Visionaries (p. 21) Other than Steve Jobs, who else might you add to the list?

Key Learning: 2.4 Inspirations and Dreams (p. 29) It really is okay to dream. Plan to give you and your staff permission to dream.

Questions about Visions

Entrepreneur Kevin Simpson asks:

- Is it going to be worth it?

- Is it the right time?

- Are those taking the lead the right leaders?

- When your vision comes to fruition, how will it impact everything else?

(*Visioning Onward*, p. 183)

Sample Vision Statements

Agora Classrooms in the Netherlands

Niekée College in Roermond

(Webb, 2019)

The Future of Education

- The Learning Counsel's [Vision of the Future of Education](#)

- Games as learning

- Personal learning challenges, personal pursuits

- Growing meta-cognition skills

- What will happen with STEAM and Maker-Spacers?

- Student voice

SAMPLE VISION STATEMENT

Our school is a foundational support to families and children, embedding compassion, self-care, equity and justice; alleviating trauma; and promoting cognition and academic learning. Safety is foremost as we connect in classrooms and virtually, with advanced technologies and innovations to meet the needs of each student in ways that are developmentally appropriate, that advance student metacognition, lead to resiliency, and are sensitive to ongoing global concerns.
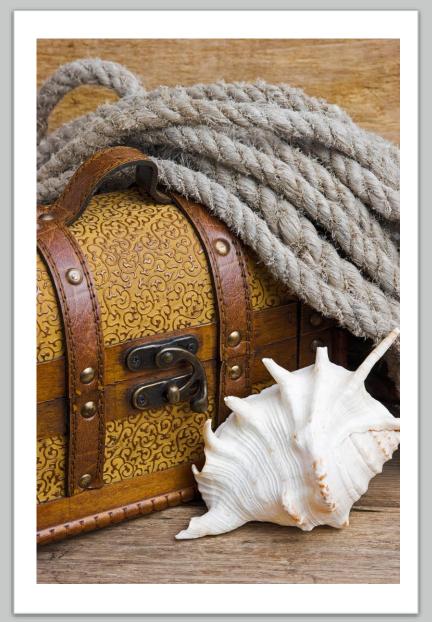
Our Vision…

Through connecting, compassion, self-care, and student metacognition, we foster communities that reduce trauma, and enhance learning, equity, well-being, and resiliency.

Compassion Exercise
from p. 76 of *Mindful School Communities (*Mason et al., 2020)

1. Discuss compassion and share definitions of compassion.
2. Give students an assignment to notice compassionate action (from the internet, home, social media, TV, news, or their own community).
3. Students keep their own lists and each day one story is selected to share with others. Stories are shared in a real or virtual compassion treasure chest.
4. At odd moments, students (or teachers) select a compassion story to share.
5. Class reflects on the story, its value, and relevance.

Ivan Sellers: Soul of Education Initiative – A Vision Statement

…a global collaboration and network, bringing together educational experts, scholars, policymakers, researchers, innovators and activists from diverse countries and cultures–to share, explore, and redefine the essential core and purpose of education.

At the core of the initiative is an
<u>invitation to envision a more holistic and humanistic integrative education paradigm</u>,
and
to realize the culture, practices and implementations **needed to help create a more responsible, connected, sustainable, and ethically based society**.
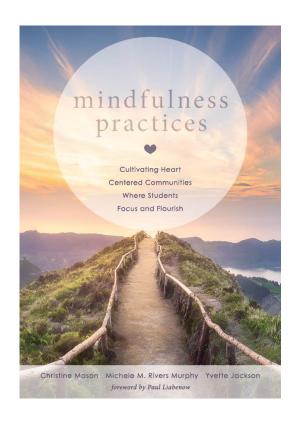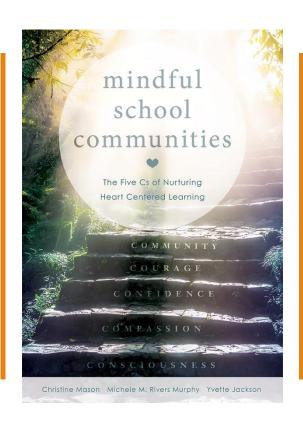
Sample Vision Statement: Education 2030

For an inclusive and sustainable future:

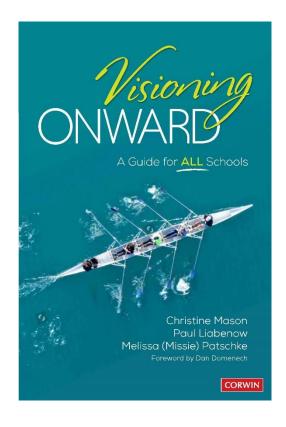To navigate…**students will need to develop curiosity, imagination, resilience and self-regulation.**

…to care about the well-being of their friends and families, their communities, and the planet.

Source: Organisation for Economic Co-operation and Development (OECD). Directorate for Education and Skills. (2018). The future of education and skills: Education 2030.

Companion Books & Virtual Book Study

Gain Access to our Resources

Topics
- Visioning
- Mental Health Support Systems
- Trauma-Informed Practices
- Mindfulness
- Social Emotional Learning
- Equity in Education

Resources
- Researchers to answer questions/find resources
- Community of trauma-informed educators
- Webinars
- Articles
- Curricula
- Programs & Interventions

Center for Educational Improvement event participants, like you, can join select resource teams on our Basecamp platform.

Questions and Discussion

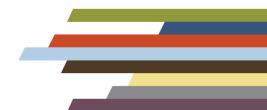**MHTTC** Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Childhood-Trauma Learning Collaborative (C-TLC)

Is your school trauma-informed? Are you/your colleagues looking for mental health resources to better support your students? Join the Center for Educational Improvement (CEI) for a series of online events hosted by the New England Mental Health Technology Transfer Center (New England MHTTC).

Our complimentary webinar series is designed to strengthen mental health supports that address the needs of children who have experienced/are at risk of experiencing significant trauma.

New England (HHS Region 1)

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Childhood-Trauma Learning Collaborative (C-TLC)

UPCOMING VIRTUAL TRAINING:
Tuesday, August 25, 9:00 am – 4:00 pm

School and Community-based Trauma-skilled Practices Supporting Youth:
The Compassionate School Mental Health Model
Join us for a one-day virtual workshop that will help your community to alleviate trauma, toxic stress, and mental health challenges for youth and those who work with them.

Who Should Attend? School Administrators, Educators, School-and Community-based Mental Health Service Providers, and service providers in community-based organizations, hospitals, or police departments working with youth in **Maine**.

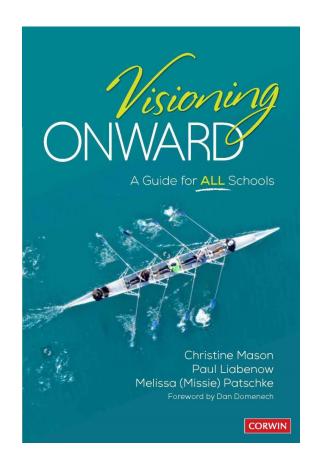# Thank you for attending!

Questions? Contact Us:

Center for Educational Improvement
info@edimprovement.org

Visioning ONWARD
A Guide for **ALL** Schools

Christine Mason
Paul Liabenow
Melissa (Missie) Patschke
Foreword by Dan Domenech

CORWIN

Acknowledgements and Resources
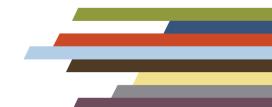
MACRO Elements

Ari Wallach (longpath.com). See particularly a White Paper on the *Future Needs Feeling*

Equity in Education. Alliance for Excellence in Education

Nobel Laureate Muhammad Yunus: A post-pandemic world should deliver a new future for capitalism
Two competing visions: return to the status quo vs. build a better world with greater equality, opportunity, and well-being

"Governments' efforts should concentrate on those measures that provide maximum social and environmental benefit to society. Future public policy ought to reflect our vision for the kind of world we want, and businesses will play a key role in achieving social purpose" (Yunus, 2020).

From Rudy Kimmie, a professor in Capetown South Africa:

"What threatens our survival on this planet are not natural disasters, but mindless and ego-driven human actions. These include the impact of rampant industrialisation and excessive consumption demands without concerns for the impact on the planet. Social consciousness, transforming behavioural patterns of aggression and arrogance into compassion and empathy, and developing more environment-friendly modes of economic activities are ways in which we should be future-proofing our young generation" (Kimmie, 2020)

Reimagining Education. Rudy Kimmie

"Survival during COVID-19 lockdown and efforts to 'flatten the curve' requires humanity to collaborate, empathise, explore new synergies and be resilient. When we interrogate educational models of the 20th and 21st centuries, we realise they were dominated by scientific and technical rationality. These were motivated to meet economic imperatives and driven by powerful market forces. This resulted in the commodification of knowledge that is utilitarian, objectified and packaged to meet economic needs. Therefore educating for a new reality requires educators to facilitate new skills which align more strongly with the changing needs in our society. Undoubtedly, navigating uncharted territory will be messy and bring with it much uncertainty and anxiety, yet, the world of emergence, complexity and uncertainty require new ways of thinking, new ways of doing and new ways of being.

Making education meaningful requires that it aligns to the contexts of our learners. Therefore, with so much need for learning devices, data and functional learning spaces, curricula need to be tempered accordingly to lower the cost burden." (Kimmie, 2020)

MICRO Elements

Distance Education and Equity EdTrust and Digital Promise (2020, May 7)
https://edtrust.org/resource/10-questions-for-equity-advocates-to-ask-about-distance-learning/
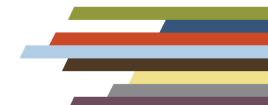
Eric Tucker is the co-founder and Executive Director of Brooklyn Laboratory Charter Schools. Preparing to Reopen: Six Principles That Put Equity at the Core
By Eric Tucker and Lindsay Kruse May 20, 2020

Virtual Reality
https://teachthought.com/technology/10-reasons-use-virtual-reality-classroom/

MICRO Elements

Higher Order Thinking
https://asm.org/Articles/2020/March/Biology-Teaching-in-the-Time-of-COVID-19-How-to-Tr

Online education https://phys.org/news/2020-03-social-distancing-covid-revolutionize-online.html
Sharita Forrest (University of Illinois) March 26, 2020

Khan Academy on Schedules
https://keeplearning.khanacademy.org/daily-schedule
(Sample school schedules)
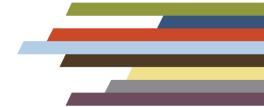
OUR TEAM

Yale Program for Recovery and Community Health

in partnership with

C4 Innovations, Harvard University Department of Psychiatry, and Center for Educational Improvement

New England MHTTC

Mission
To use evidence-based means to disseminate evidence-based practices across the New England region.

Area of Focus
Recovery-Oriented Practices, including Recovery Support Services, within the Context of Recovery-Oriented Systems of Care.

Ensuring Inclusion

To ensure the responsiveness of our work, we will actively develop and maintain a network of government officials, policy makers, system leaders, administrators, community stakeholders, providers, researchers, youth and adults, and family members from each of the six states to guide the New England MHTTC's activities.

Resilience and recovery are based on respect.

Resilience and recovery emerge from hope.

Resilience and recovery are family- and person-driven.

Resilience and recovery occur via many pathways.

Resilience and recovery are community- based and promoted through collaboration.

Resilience and recovery are holistic.

Resilience & Recovery

Resilience and recovery are supported by peers and allies.

Resilience and recovery are supported through relationships and social networks.

Resilience and recovery are culturally-based and influenced.

Resilience and recovery are supported by addressing trauma.

Resilience and recovery involve individual, family, and community strengths and responsibility.

Upcoming Events

JUN 24

EPLC Online Discussion Series | Payment Decision Support Tool for Coordinated Specialty Care

6/24 Session - Sustained implementation of Coordinated Specialty Care (CSC) calls for innovative

JUN 30

Discussão-Provedores de Saúde Mental da Comunidade Brasileira e Portuguesa

Vamos conversar! Você é um profissional da saúde mental? A população que você atende inclui

JUL 01

Supporting Staff in these Extraordinary Times

As agency leaders, directors, and supervisors, how do we stay grounded and focused during these

New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Visit www.mhttcnetwork.org/newengland to register.
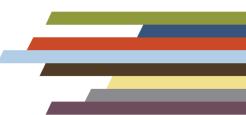
Outreach, Outreach, Outreach
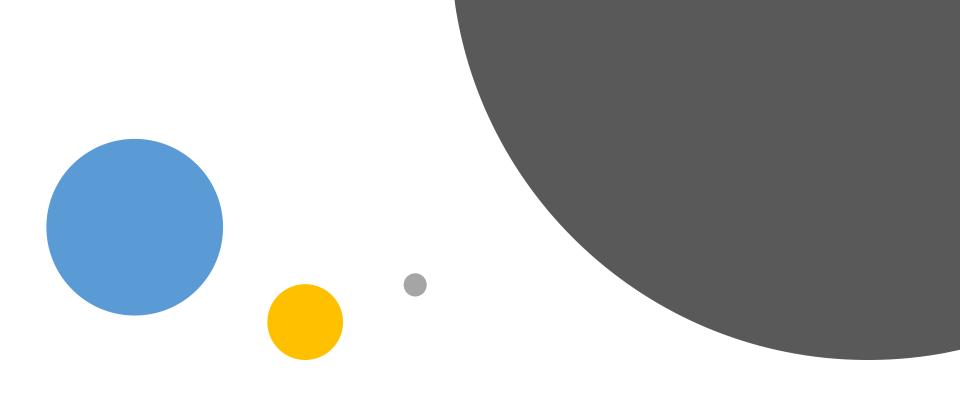
Newsletter

Twitter: Follow us and retweet our posts (@NE_MHTTC)

Facebook: Like and share our posts (Facebook.com/NewEnglandMHTTC)

Products, Curriculum, Materials

Share MHTTC information with your networks by distributing flyers, sharing on your website, including announcements in newsletters, talking about MHTTC at staff meetings, etc.

New England MHTTC, 2020

To learn more about us

https://mhttcnetwork.org/centers/new-england-mhttc/home