

NATIONAL
ACADEMY
of
EDUCATION

STUDENT WELL-BEING IN THE COVID-19 ERA

September 1, 2020

National Academy of Education

**COVID-19 and Inequities in Education
Forum Series**



National Academy of Education COVID-19 and Inequities in Education Forum Series

Student Well-Being in the COVID-19 Era



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Boston College

*September 1,
2020*



**20
25**

**The National Academy
of Education
Forums on COVID-19
and Inequities in
Education**

Dr. Charles Grandson
Chief of Equity & Strategy

50,480 Students in BPS

Enrollment by Race/Ethnicity (2019-20)

Race	% of District	% of State
African American	30.0	9.2
Asian	9.0	7.1
Latinx	42.4	21.6
Native American	0.3	0.2
White	14.9	57.9
Native Hawaiian, Pacific Islander	0.2	0.1
Multi-Race, Non-Latinx	3.3	3.9



Panel

Discussion

Supporting all
students in times of
uncertainty



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50,480 Students in BPS

Enrollment by Selected Populations (2019-20)

	% of District	% of State
FLNE	48.5	23.0
ELL	32.4	10.8
SWD	21.3	18.4
High Needs	76.7	48.7
Economically Disadvantaged	58.3	32.8



**Panel
Discussion**

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uncertainty

The BPS Racial Equity Planning Tool lays out a clear six-step process to operationalize this commitment to ensure each decision we make is aimed at closing opportunity gaps and advancing racial equity.

BPS RACIAL EQUITY PLANNING TOOL COMPONENTS





What is anti-racism and why is it a key priority for 2020-21?

RACIST: One who is supporting a racist policy through their actions or inaction, or expressing a racist idea.

ANTI-RACIST: One who is supporting an antiracist policy through their actions, or expressing an antiracist idea.

- Ibram X. Kendi

What is our district-wide approach to anti-racism?



**The
Anti-Racist
School**





What is anti-racism and why is it a key priority for 2020-21?

“The heartbeat of antiracism is self-reflection, recognition, admission and fundamentally self-critique... A racist when charged with racism will say, ‘I’m not a racist,’ no matter what they said or did. An antiracist would be willing to confess and recognize what they just said or did was, in fact, racist.”

IBRAM X. KENDI
AUTHOR OF *HOW TO BE AN ANTIRACIST*



What is anti-racism and why is it a key priority for SY 2020-21?

“Our education system is allergic to change and comfortable with oppression, so if the system is not physically and theoretically pushed to stay in the direction of progress, it will revert back to its obsolete purpose.”

-Bettina Love



Panel Discussion

Supporting all students in times of uncertainty



Exacerbated Inequities

1. **Food and housing insecurity**
2. **Absence of in-person supports** for their social-emotional and physical health, e.g. athletics, multiple safe spaces with nurturing adults
3. **Lack of reliable access to technology**
4. **Hope for the future**



Current Challenges

1. **Asset-driven approach to problem-solving**
2. **Sustaining adult relationships**
3. **Culturally and linguistically affirming practice**
4. **Supporting student agency to direct their own college and career readiness**
5. **OVERALL: ideological and systemic barriers inherent to a racist society**



Current Strategies

1. **OAG Policy**
2. **Strategic Plan Implementation**
3. **Racial Equity Planning Tool**
4. **Diversity-focused recruitment, cultivation and retention**
5. **Equity Impact Analysis**
6. **CLSP**
7. **CRIOP**



New Strategies

1. **Transformative SEL PD & Coaching**
2. **Ramping up stakes to enact key policies and practices**
3. **Campus Without Walls**
4. **Technology Access and Data Strategy**



Student Well-Being in the COVID-19 Era

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Student Health & Human Services

Los Angeles Unified School District

ROAD TO RESILIENCE

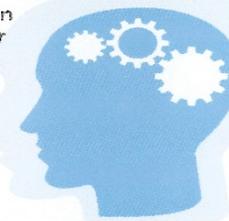
Building Stronger, More Sustainable Communities



- DISASTERS MORE COMMON
- DISASTER COSTS INCREASING
- NEW DISASTERS EMERGING

COMMUNITY RESILIENCE MINDSET

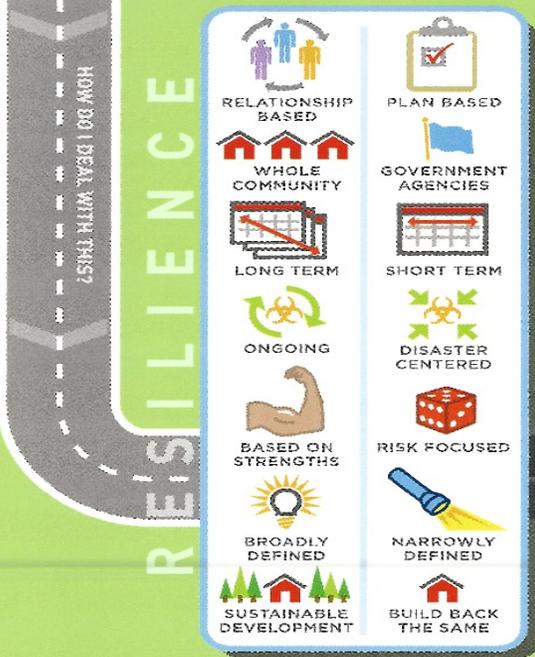
I have skills I can use in a disaster to help others.



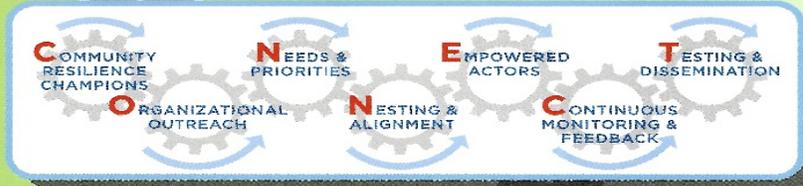
If something unpredictable were to happen, I can count on my community.

My community is not immune to disasters.

RESILIENCE VS PREPAREDNESS



CONNECT: MODEL OF RESILIENCE STRATEGIC PLANNING



DEVELOP A STRATEGY

LEVERS OF RESILIENCE



HOW DOES MY COMMUNITY GET THERE?
BUILD RESILIENCE

For more information, please visit www.rand.org/resilience-in-action.html

Table 1 Parallel psychosocial resilience factors in human systems at the level of individual, family, school, and community

From: [Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19](#)

Individual children or youth	Family	School	Community
Nurturing and sensitive caregivers	Nurturing by family, care of vulnerable members	Nurturing by school community, disability services	Social capital, care of vulnerable members
Close relationships, trust, belonging	Close relationships, trust, belonging, cohesion	Close relationships, trust, belonging, cohesion	Social connections, trust, belonging, cohesion
Self-regulation, executive function skills	Skilled family management	Skilled school leadership	Skilled governance, collective efficacy
Agency; active coping	Active coping	Active coping	Community action
Problem-solving and planning	Family problem-solving and planning	School problem-solving and planning	Collaborative community problem-solving, planning
Hope, optimism	Hope, optimism	Hope, optimism	Hope, optimism
Sense of individual meaning and purpose	Sense of family meaning, purpose, family coherence	Sense of school meaning, purpose, and coherence	Sense of community meaning, purpose, and coherence

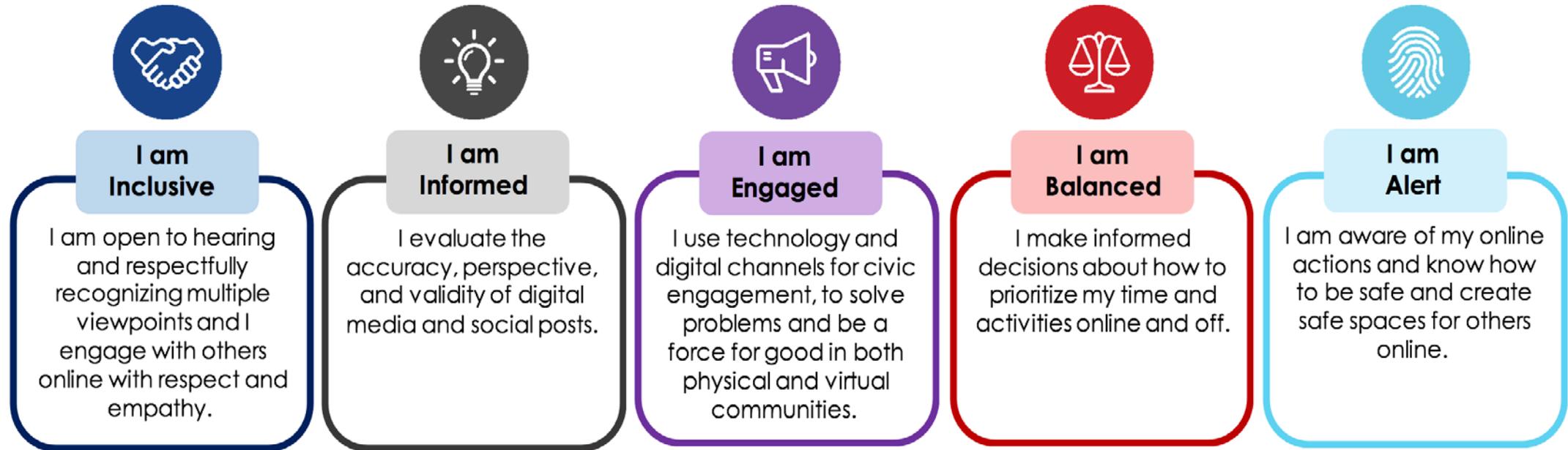
Resilience Factors

Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID19

Springer link. Published 25 June 2020

In alignment with the LAUSD Teaching and Learning Framework and School Leadership Framework, community building and school climate efforts require the contribution and commitment of all stakeholders to cultivate safe, healthy, welcoming, and affirming learning environments. Online learning expands the learning environment and allows real-world participation through local, regional, and global collaboration.

The five DigCitCommit [competencies](#) highlight proactive practices, skills, and dispositions for online engagement and community-building by both teachers and students:





The beginning of the school year provides the opportunity to establish procedures and routines that cultivate connectedness and trust, therefore setting the stage for increased academic engagement and social success. The following four practices are essential to effective teaching and learning and must be explicitly focused on at the beginning of the year with a commitment to continuing these practices throughout the year.

Community Building Activities

It is essential to build a strong sense of belonging, connection, and community in schools and classrooms, and a shared ownership of the space that embrace students' assets, identities, and experiences. The more connected and included we are, the less likely we are to engage in inappropriate behavior. In strong learning communities, we hold ourselves and each other accountable for following the expectations. Click here for a guide to [Community Building](#).

Creating Classroom Expectations

Safe, respectful, responsible, resilient and restorative learning environments help learners to actively engage and participate. Co-creation of classroom norms/expectations is a strategy to promote buy-in and greater engagement. Click here for a resource for [Creating Virtual Classroom Expectations](#).

Check-In/Check-Out

Regular Check-In/Check-Outs provide an opportunity to gauge where learners are as individuals. Brief Check-In/Check-Outs can be done daily, a couple of times a week, or weekly. The intent is to assess the social emotional wellbeing and engagement of each learner and to provide additional support as needed. Click here for [Check-In/Check-Out Guidelines](#) and a [Check-In/Check-Out Learning Module](#).

Using 4:1 Connection over Correction

Establish a sense of emotional safety and connection while motivating learners to grow. Given high anxiety in these uncertain times, we (students, parents/caregivers, and staff) all need positive interactions and feedback, now more than ever! How are you using the [4:1 ratio](#)? Each person should experience positive interactions four times more often than corrective interactions.

A sense of community in the school and classroom helps stakeholders feel valued and included. Strategic activities that leverage stakeholders' strengths and identities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive.

A simple and fun way to approach community building is through thematic events and activities. (Elementary should be done daily, while Secondary should be done on a rotating schedule to ensure that all students are engaged in these activities. For example; History classes may engage in Mindful Mondays, Math classes may engage in Grati-Tuesday, and so on. This can be discussed and decided at a faculty meeting.)

This is a frame to support ongoing purposeful focus on wellbeing and a sense of community in schools and classrooms. Weekly lesson plans will be housed in the Resources Section in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Schoology group (access code ZV2B-2PCZ-BMJVX) and will continue to expand to create a sharing community. Please share any ideas, activities and/or resources by emailing them to: pbis_rp@lausd.net.

Mindful Monday	<u>Grati-Tuesday</u>	Wellness Wednesday	Thoughtful Thursday	Fun Friday
 <p>Mindfulness is the ability to be fully present in the moment. It can provide numerous benefits, from decreased stress and sadness to increased levels of focus and happiness, according to research. Mindfulness meditation practice is one way to truly experience the current moment and integrate that awareness into everyday life.</p>	 <p>Gratitude is one of many positive emotions. It's about focusing on what's good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate the things we often take for granted, like having a place to live, food, clean water, friends, family, and even computer access.</p>	 <p>There are <u>eight Dimensions of Wellness</u>: emotional, physical, social, occupational, spiritual, environmental, financial, and intellectual. Each dimension of wellness is interrelated and equally vital in the pursuit of optimum health. Understanding how to maintain and optimize each of the dimension can support an optimal level of overall wellness.</p>	 <p>Doing something for others is powerful for your wellbeing. In fact, when we give to others, our brain's pleasure and reward centers light up as if we were the receiver and not the giver! We also get a boost of feel-good endorphins and a hormone called oxytocin is released, which lowers our stress!</p>	 <p>Fun Friday is the opportunity to learn more about our students while building community and developing and strengthening relationships. Be creative and have fun!</p>

LINKS FOR INFOMRAITON AND INSPIRATIONAL IDEAS

Online & Face-to-Face Learning during a Pandemic: What strategies can support and bolster student well-being?

Dorothy L. Espelage, Ph.D.

William C. Friday Distinguished Professor of Education

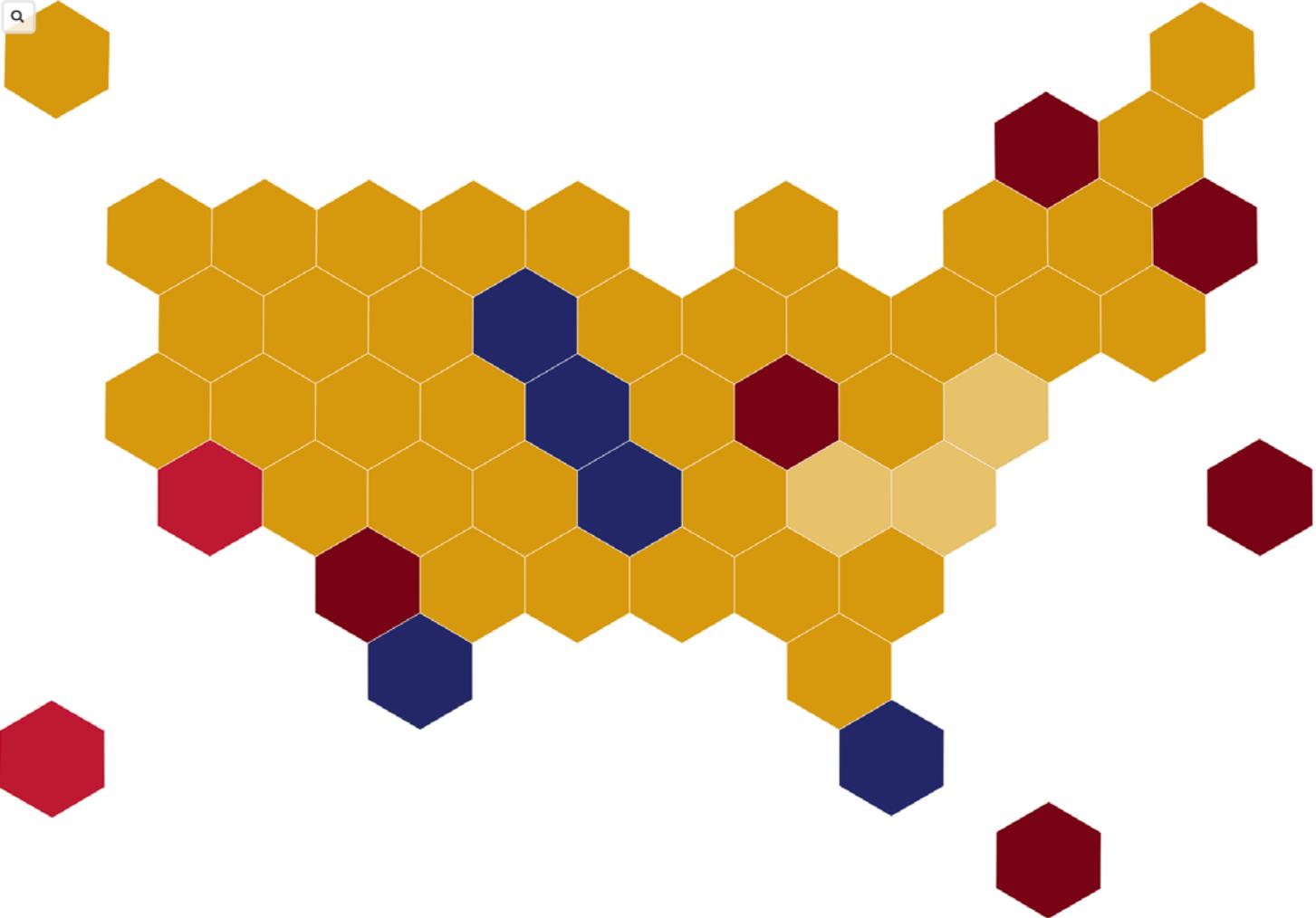
University of North Carolina at Chapel Hill, USA

COVID-19 & Schools

- As the COVID-19 pandemic spread, more than 1.6 billion children worldwide have been impacted by temporary school closures
- Schools offer a variety of crucial services for students including academic support, social development, mental and physical health services and more
- With many states requiring full or partial online learning, there are concerns on how to best address the deficits left by traditional schooling in order to support student learning and development

Education Policies by State

- State-ordered in-person instruction available part-time or full-time*
- State ordered closure in effect (including states where openings are delayed)
- State-ordered regional closure in effect
- Varies by school/district/dependent on local health authorities
- Only hybrid or remote instruction allowed



Universal Strategies

- Open lines of communication with your child to discuss fears/anxieties about the virus, school (whether in-person or online), missing their friends, etc. it is important for kids/adults to know these concerns are normal and valid
- Determine if the school has any resources to support youth (online or in-person) including mental health services such as counseling, social-emotional learning (SEL) programming and peer supports
- Model self care including behaviors such as taking breaks, eating well and exercising, and staying connected
- Watch for behavior changes in your children. Behaviors like irritation, excessive worrying or sadness, unhealthy eating and/or sleeping, or difficulty concentrating as these may be signs of stress and anxiety

Face-to-Face Learning

- Incorporate SEL skills in the classroom (self-awareness, self-management, social awareness, and responsible decision-making)
 - Psychological distancing
 - Frequent communication through notes or check in meetings
 - Reflecting on social emotional skills in an age appropriate way. (ex. Having youth examine literary characters, or teens evaluate world leaders SEL skills)
- Help students understand the importance of their behaviors and how they can help reduce risk and protect others
- Find out if the school/teacher will be incorporating mindfulness and/or SEL into classroom curriculum. If not, work on including these practices at home

Online Learning

- Setting Expectations-Helps students and parents outline their expectations for virtual learning as well as verbalize any supports they need to be successful during this difficult transition
- Facilitate SEL skills such as emotion management, recognizing other people's feelings and perspectives and problem solving
- Maintain social connections through outdoor activities, video chats, and in-person visits when safe
- Motivate students and help them feel engaged in their schoolwork
 - Make work engaging and interesting to students
 - Connect what they are learning to something they care about

Online Resources

Many organizations have made SEL lessons and activities available for free online during COVID to support parents and teachers in facilitating children's SEL skills.

- <https://casel.org/covid-resources/>
- <https://everfi.com/partners/k-12-educators/social-emotional-learning/>
- <https://www.cfchildren.org/blog/2018/05/sel-passport-challenge/>
- <https://thejournal.com/articles/2020/04/28/updated-free-sel-resources-for-schools-during-the-covid-19-outbreak.aspx>
- <https://www.air.org/resource/sel-online-learning-module-creating-well-rounded-educational-experience>
- <https://confidentparentsconfidentkids.org/2020/03/24/eq-in-your-pjs-emotional-intelligence-resources-for-families-and-secondary-students/>

Comprehensive Online SEL Programs

In addition to these free lessons, there are also full SEL curriculums that are entirely online and available for purchase at the school level to ensure a community wide focus on building SEL skills

<https://www.rethinked.com/sel>

- A comprehensive SEL solution that includes professional learning, multi-tiered curriculum, assessment, and both a behavior support and progress monitoring tools.

<https://base.education/>

- The only fully remote and evidence-based, Social Emotional Learning platform. Approved by the Collaborative for Academic, Social, and Emotional Learning (CASEL)

References

- <https://www.unicef.org/coronavirus/keeping-worlds-children-learning-through-covid-19>
- <https://casel.org/sel-in-an-unplanned-home-school-setting/>
- <https://www.edweek.org/ew/articles/2020/03/30/how-to-teach-social-emotional-learning-when-students.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>
- <https://www.edweek.org/ew/section/multimedia/map-covid-19-schools-open-closed.html>
- <https://www.rethinked.com/sel>
- <https://base.education/>



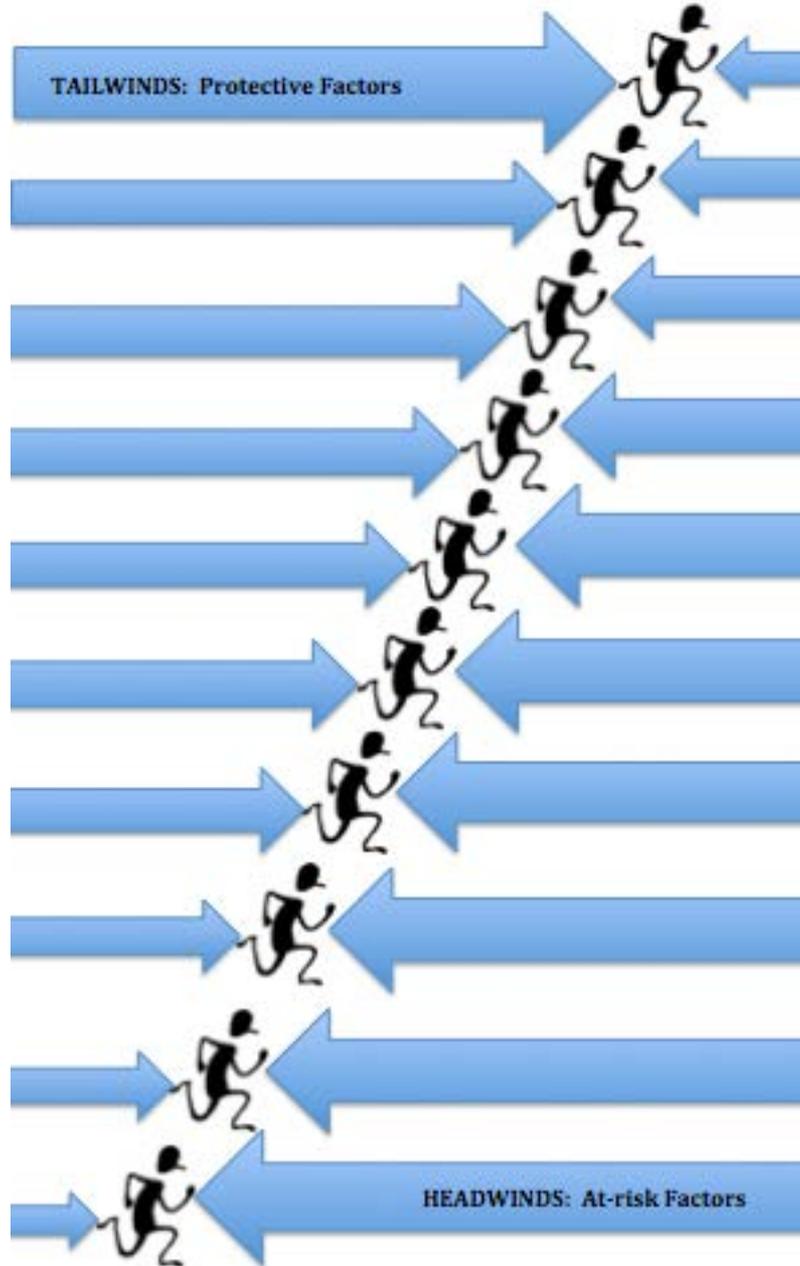
Taking Stock of the Multiple Pandemics

Frank C. Worrell, Ph.D.

University of California, Berkeley

National Academy of Education Webinar

September 1, 2020



Important to recognize that students are going to be in different places.



Identify strengths to build on.

Diagram from David Stevens

Losses Due to COVID-19

- Feelings of security
- Feelings of safety
- Feelings of competence

- Some Possible Behavioral Indicators
 - Bedwetting, being clingy, afraid to be left alone
 - Increased anxiety and fears
 - Anger, acting out, lashing out at siblings

Need to Identify Students

- As part of re-entry, teachers need to “get the student’s COVID-19 story”
 - a la Scott Poland
- What happened in the student’s life from the time that schools were closed to the present
 - Classroom assignment
 - Only one teacher – planning necessary
 - Developmentally appropriate
- Vital information not only for the teacher, but for the counselors, social workers, school psychologists

Losses Due to Racial Discrimination

- Feelings of security, safety, and competence

ADOLESCENTS

- Feelings of belonging
 - “It’s amazing why we keep loving this country and this country does not love us back”
 - Doc Rivers (Clippers Coach)
- Identity Conflicts
 - Why should I care about school?
 - “America never was America to me.”

Identity

- **Personal Identity**

- **Who am I?**

- Extraverted, intelligent, motivated, confident

- **Social Identity**

- **To what group or groups do I belong?**

- **Does my group membership affect how society views and values me?**

- **Does my group membership affect how I value myself?**

- **Personal Identity**  **Social Identity**

Multiple Stories

- COVID-19 story
- Racism story
- Hurricane story
 - Louisiana and other affected states
- Fire story
 - California

Three Broad Groups of Students

- Students who are minimally affected
- Students experiencing moderate levels of anxiety or stress
- Students who are quite traumatized

Minimally Affected Students

- Ongoing supportive adult interaction
 - Family income was not affected
 - No impact on quality of meals, etc.
- Greatest concern may have been loss of in-person interaction with peers
 - Ongoing access to friends via the web
 - Not much sense of parental stress
- This group of students will be able to be supported by teacher in regular classroom

Students w. Moderate Anxiety/Stress

- Exhibiting signs of moderate anxiety
- Worried about family members who are working outside house or family members who were or are ill
- Are aware of the parents worry about job security and income.
- Concerns about social/racial justice.
- These students will benefit from individual and group supports from counselors/school psychologists.

Traumatized Students

- Exhibiting extreme anxiety or stress.
 - May have lost family members to the virus
 - Parents may have lost jobs
 - Family is housing and food-insecure.
- These students will need therapeutic supports from counselors/school psychologists, as well as wrap-around services to help deal with the broader needs.

Mental Health Resources 1

- Identify the ancillary staff at your school site?
 - Counselors, social workers, parent liaisons, school psychologists
- Develop a plan with them for supporting teachers in getting the COVID-19 and other stories and reviewing these stories as part of the process of screening students.
- Conduct periodic screenings throughout the year.

Mental Health Resources 2

- Repurpose time that would have been used in schools for testing.
 - More formal assessments of students raising concerns.
 - Providing supports to children and families.
- Provide ongoing consultation sessions for teachers and parents.
 - Group sessions (solution-focused)
- Mental health personnel can co-teach SEL lessons alongside teachers.

Mental Health Resources 3

- Have ongoing drop-in time and scheduled sessions for targeted students.
 - Can be done during asynchronous time in online schooling.
- Supplement social emotional personnel by partnering with university programs.
 - Effective supervision and recordings can address concerns about liability.

Students need

- **A Sense of Competence**
 - Emotional, behavioral, social, academic
 - Effective instruction facilitates well being
- **A Sense of Identity and Belonging**
 - I matter and my teachers care about me.
 - My group matters in this school and country.
- **Hope**
 - In their capacity to achieve as students
 - In their capacity to contribute as future citizens

Resources

- <https://www.apa.org/topics/covid-19/parenting-caregiving>
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>
- <https://schoolpsychproject.webnode.com/>

National Academy of Education COVID-19 and Inequities in Education Forum Series

Student Well-Being in the COVID-19 Era

Thank You!



Introduction

Based on the public health necessity presented by the COVID-19 pandemic, most U.S. schools closed their physical spaces in March 2020. Early evidence suggests that the closing of schools and migration to online learning has had harmful effects on children's academic performance. Research on so-called "summer loss" and on recovery from natural disasters (e.g. Hurricane Katrina) also shows that school disruption can slow academic progress and hamper social-emotional development of children. Moreover, the health crisis has surfaced for a broader public what many educators and policy makers have known for decades, namely growing disparities of resources and educational outcomes for historically marginalized, disadvantaged, and underserved students. Historic inequities make it all the more important to focus attention not only on the near-term needs of America's 55 million public school students, but on whether and how the education system can continue the struggle for access and opportunity. The coincidence of COVID-19 with the everyday American reckoning with anti-Black violence and racism puts the current and ongoing educational challenge to stark relief.

Separating short-term resilience and crisis management from mending the cleavages that require sustained long-term tenacity creates a false dichotomy; the imperative is to maintain a steady vision of systemic overhaul even as preparations are made for the coming academic year. Immediate decisions need to be framed in such a way as to prevent a return to "normal" from becoming an excuse to abandon the quest for disturbing what has been for too many children an unfair and destructive "normal."

The National Academy of Education (NAE) convened groups of scholars, policy leaders, and educators to address the fundamental question: how do we address educational inequities in the face of the COVID-19 emergency, a challenge made even more urgent in the context of the resurgent American crisis of racial justice.

Over a two-week period in July 2020, experts in reading, mathematics, and well-being (the latter signifying our intent to include more than academic achievement in discussions of the sources and remedies for educational inequality) wrestled with the following six questions:

1. What inequities in reading/mathematics/whole person well-being have been exacerbated by the pandemic?
2. What are the biggest challenges for addressing unfinished curricular learning in reading and mathematics instruction?
3. What strategies are you using/recommending/discussing that may be "best bets" for reading/mathematics learning?

Summary report available at
naeducation.org



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