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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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

<table>
<thead>
<tr>
<th>Race</th>
<th>% of District</th>
<th>% of State</th>
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<tbody>
<tr>
<td>African American</td>
<td>30.0</td>
<td>9.2</td>
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<tr>
<td>Asian</td>
<td>9.0</td>
<td>7.1</td>
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<tr>
<td>Latinx</td>
<td>42.4</td>
<td>21.6</td>
</tr>
<tr>
<td>Native American</td>
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<tr>
<td>White</td>
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<tr>
<td>Native Hawaiian, Pacific Islander</td>
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<td>0.1</td>
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<td>Multi-Race, Non-Latinx</td>
<td>3.3</td>
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Panel Discussion
Supporting all students in times of uncertainty
### Enrollment by Selected Populations (2019-20)

<table>
<thead>
<tr>
<th>Population</th>
<th>% of District</th>
<th>% of State</th>
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<tbody>
<tr>
<td>FLNE</td>
<td>48.5</td>
<td>23.0</td>
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<tr>
<td>ELL</td>
<td>32.4</td>
<td>10.8</td>
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<tr>
<td>SWD</td>
<td>21.3</td>
<td>18.4</td>
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<tr>
<td>High Needs</td>
<td>76.7</td>
<td>48.7</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>58.3</td>
<td>32.8</td>
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50,480 Students in BPS
Panel Discussion
Supporting all students in times of 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.
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?

**Ideological Reset**
- BPS Strategic Plan 2020, Anti-Bias and Anti-Racism Professional Learning and Growth Opportunities, Campus Without Walls

**Institutional Practices**
- BPS Policy Review and Implementation, OAG Policy accountability, Strategic Plan, Racial Equity Planning Tool, Transparency and Accountability to Remove Barriers, CLSP

**Internalized Reset**
- Mentoring/Coaching, Student Programs

**Interpersonal Practices**
- Responsiveness to Questions and Complaints, Restorative Collaboration Practice, Affinity Groups

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
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

Pia V. Escudero

twitter@piahealthymind

Student Health & Human Services

Los Angeles Unified School District
Table 1 Parallel psychosocial resilience factors in human systems at the level of individual, family, school, and community

<table>
<thead>
<tr>
<th>Individual children or youth</th>
<th>Family</th>
<th>School</th>
<th>Community</th>
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</thead>
<tbody>
<tr>
<td>Nurturing and sensitive</td>
<td>Nurturing by family, care of vulnerable</td>
<td>Nurturing by school community, disability</td>
<td>Social capital, care of vulnerable members</td>
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<tr>
<td>caregivers</td>
<td>members</td>
<td>services</td>
<td></td>
</tr>
<tr>
<td>Close relationships, trust,</td>
<td>Close relationships, trust, belonging,</td>
<td>Close relationships, trust, belonging,</td>
<td>Social connections, trust, belonging,</td>
</tr>
<tr>
<td>belonging</td>
<td>cohesion</td>
<td>cohesion</td>
<td>cohesion</td>
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<td>Self-regulation, executive</td>
<td>Skilled family management</td>
<td>Skilled school leadership</td>
<td>Skilled governance, collective efficacy</td>
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<tr>
<td>function skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Agency; active coping</td>
<td>Active coping</td>
<td>Active coping</td>
<td>Community action</td>
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<tr>
<td>Problem-solving and planning</td>
<td>Family problem-solving and planning</td>
<td>School problem-solving and planning</td>
<td>Collaborative community problem-solving,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>planning</td>
</tr>
<tr>
<td>Hope, optimism</td>
<td>Hope, optimism</td>
<td>Hope, optimism</td>
<td>Hope, optimism</td>
</tr>
<tr>
<td>Sense of individual meaning</td>
<td>Sense of family meaning, purpose, family</td>
<td>Sense of school meaning, purpose, and</td>
<td>Sense of community meaning, purpose, and</td>
</tr>
<tr>
<td>and purpose</td>
<td>coherence</td>
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<td>coherence</td>
</tr>
</tbody>
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From: Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19
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 DigCitCompetencies highlight proactive practices, skills, and dispositions for online engagement and community-building by both teachers and students:

- **I am Inclusive**: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.
- **I am Informed**: I evaluate the accuracy, perspective, and validity of digital media and social posts.
- **I am Engaged**: I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.
- **I am Balanced**: I make informed decisions about how to prioritize my time and activities online and offline.
- **I am Alert**: I am aware of my online actions and know how to be safe and create safe spaces for others online.

The Instructional Technology Initiative (ITI) has curated materials available through Common Sense Education to engage in digital citizenship.
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-BMUJX) 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.

<table>
<thead>
<tr>
<th>Mindful Monday</th>
<th>Grati-Tuesday</th>
<th>Wellness Wednesday</th>
<th>Thoughtful Thursday</th>
<th>Fun Friday</th>
</tr>
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<tbody>
<tr>
<td><img src="image1.png" alt="Mindfulness" /></td>
<td><img src="image2.png" alt="Gratitude" /></td>
<td><img src="image3.png" alt="Wellness" /></td>
<td><img src="image4.png" alt="Thoughtful" /></td>
<td><img src="image5.png" alt="Fun" /></td>
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<tr>
<td>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.</td>
<td>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.</td>
<td>There are eight Dimensions of Wellness: 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.</td>
<td>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!</td>
<td>Fun Friday is the opportunity to learn more about our students while building community and developing and strengthening relationships. Be creative and have fun!</td>
</tr>
</tbody>
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**LINKS FOR INFORMATION 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://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://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.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 al 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://schoolpsychproject.webnode.com/
Summary report available at naeducation.org

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