Connecting Teachers and Families: Mental Health and Social and Emotional Supports in the Remote/Hybrid Classroom

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Session Objectives

This session will cover:

- How the mental health needs of students show up in remote and hybrid learning

- Why we must respond to those needs in ways that support positive social-emotional development

- What the tools of productive communication are that can be used between teachers and families to identify and meet the mental health needs of students, whether in classrooms or virtual learning

- What the next steps are in implementing the necessary language and tools that support effective communication between teachers and families as it relates to student mental health, social emotional learning, and remote/hybrid learning

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The Center for Safe Schools strives to:

- provide a national forum and platform by which school district leaders/employees, students, parents, and communities can **educate, engage and be empowered** to ensure that schools are a safe place to learn and grow.

- promote and develop collaborative relationships with and between state school boards associations, communities, educators, law enforcement, emergency responders, and other entities concerned with school safety.

The Center for Safe Schools Focus Areas

Infrastructure

Crisis and Emergency Management

Whole Child Health

Cyber Security

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First steps: Awareness

Next Steps: Interpretation
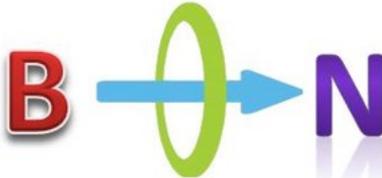
1. B → N
Behavior meets a need.

2. N✓ = B✓
As long as the need is met, the behavior will not change.

3. B 🚫 : 🔄
Behavior doesn't just stop. It has to be replaced.

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Label	Description: F2F	Description: Virtual
Withdrawal	• Physical removal of self including absence • Typically talkative and engaged, now quiet and unengaged. • Increase in fidgeting • Argumentative • Lack of eye contact in individual who is typically willing. • Heavy sigh, eye rolling	• High absenteeism – just doesn't show up • Unengaged; may include video off, looking off screen, unable to answer questions, non-participation, remains on mute. • Asks questions that you have already answered. • Obviously doing something else
Anxiety	• All of the withdrawal symptoms • Hypervigilant; jumps at noises, constantly scanning environment, fight-flight-freeze responses. • High desire to "get it right" – based on questions being asked, lack of completion of assignments, etc. • Avoidance; procrastination, doesn't start, doesn't complete, doesn't follow along, etc.	• All of withdrawal • Lots of excuses for behavior of lack • Lots of questions that don't seem relevant • No video • Full time muted • Emotional responses that may seem unrelated to what is going on or bigger than expected; tears, anger, frustration.
Disruption	• Blurting • Tangential, unrelated comments or questions • Emotional outbursts – verbal and physical • 0-60 responses • Disengagement; was with me and is now actively (and usually verbally) not willing to engage • Unengagement: never with me, may seem distracted	• Talking over others • Uninvited sharing via camera; holding pictures or objects to the camera. May or may not include audio.

Sphere of Resilience

1. Sense of Safety

Safety is a basic human need which, when in place, allows all other areas to develop in healthy, stable ways

2a. Sense of Self

Development of a healthy personal identity within the context of a healthy social persona.
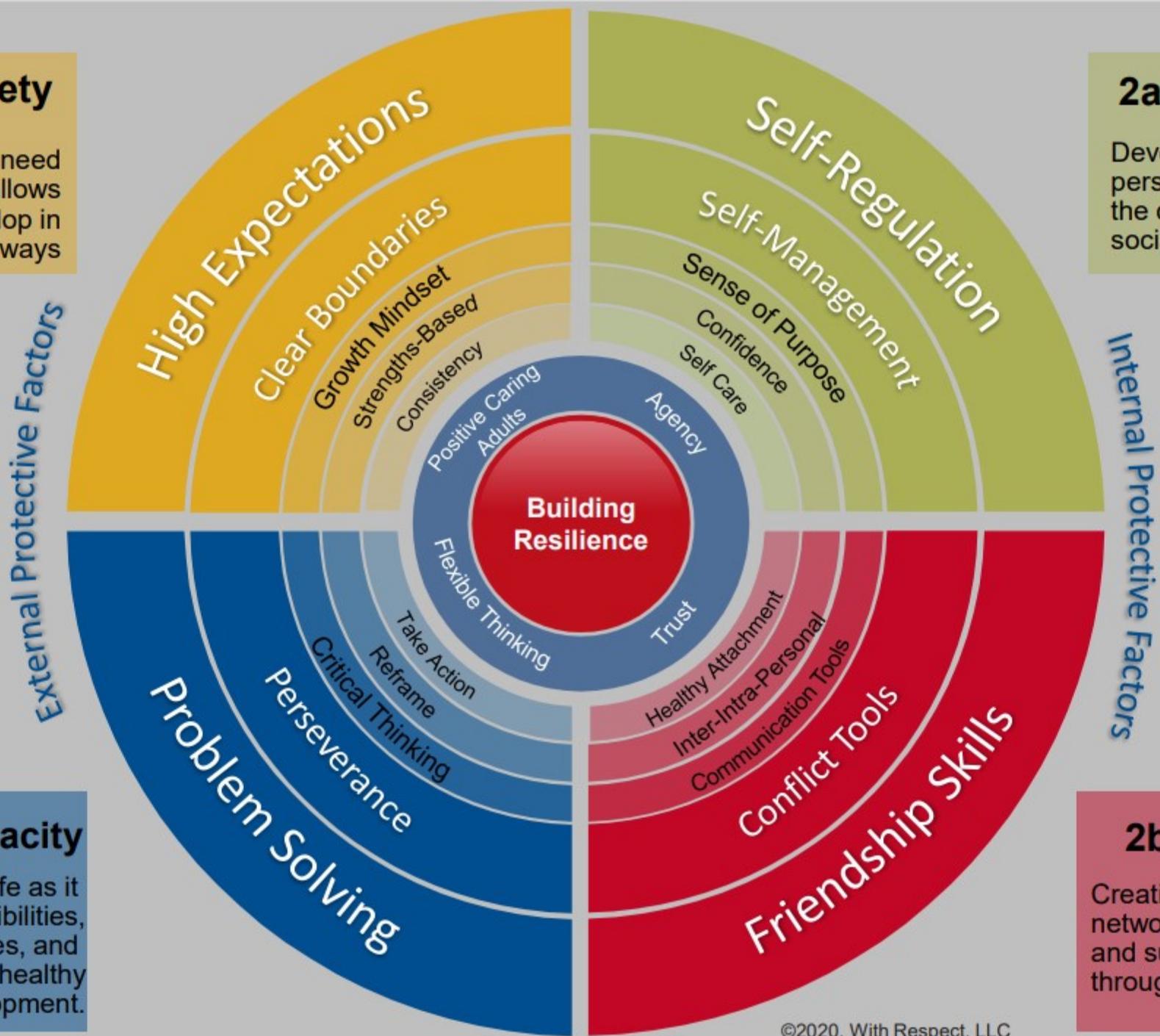
3. Adaptive Capacity

The ability to face life as it unfolds, embracing possibilities, even within challenges, and adjusting to support healthy continued development.

2b. Relationships

Creating healthy interpersonal networks that can withstand and support the individual throughout life experiences

External Protective Factors

Internal Protective Factors

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High Expectations
- Clear Boundaries
- Growth Mindset
- Strengths-Based
- Consistency
- Positive Caring Adults

Self-Regulation
- Self-Management
- Sense of Purpose
- Confidence
- Self Care
- Agency

Problem Solving
- Perseverance
- Critical Thinking
- Reframe
- Take Action
- Flexible Thinking

Friendship Skills
- Healthy Attachment
- Inter-Intra-Personal
- Communication Tools
- Conflict Tools
- Trust

Building Resilience

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Positive Social Emotional Development for ALL students:

Supports healthy development for ALL.
Models diversity in the classroom.
Models and teaches empathy & respect
How can you go wrong?

Now What?

US

WE

*|

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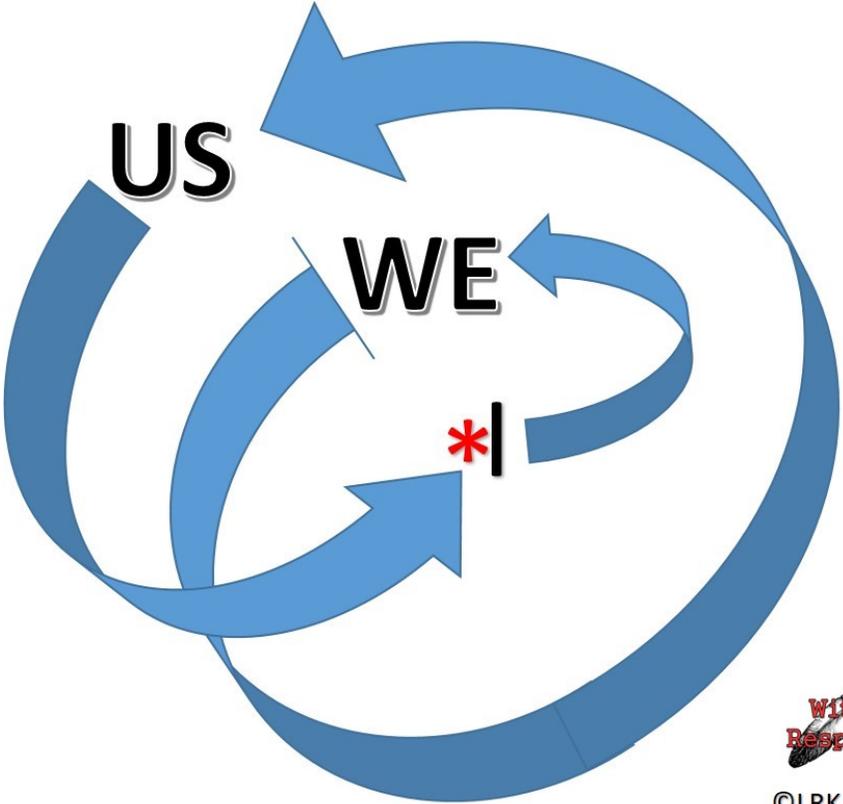
Now What?

Sympathy
I care about your suffering

Empathy
I feel your suffering

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Compassion
I want to relieve your suffering

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Thank You!

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