Planning for the Next Normal at School

Webinar: Supporting Mental Health and Well-Being

June 26, 2020
Let's check in with each other

How are you feeling?

Click the square, select the check, then click on a box.

http://ei.yale.edu/mood-meter-overview/
Welcome!

Objective
• Orient you to the Kaiser Permanente-led School Reopening Playbook and provide overview of “starter plays” for prioritizing mental health & well-being as part of a return to school.

Housekeeping
• Everyone is muted upon entry.
• Use the “chat” feature to ask questions – set to “all panelists.”
• This webinar is being recorded.
• The slide deck and link to the recording will be sent out following the call.
About Kaiser Permanente

217K employees and 22K physicians deliver high-quality care to members & on the front lines of COVID-19 response.

12.3M people get care + coverage from Kaiser Permanente.

8 regions:
- Colorado
- Georgia
- Hawaii
- Mid-Atlantic States
- Northern California
- Southern California
- Northwest
- Washington

39 hospitals + 701 medical offices

Exceptionally prepared:
- telehealth options
- consolidation to meet critical needs
- careful supply management

COVID-19 response

kp.org/thrivingschools
Why Is Kaiser Permanente Focused on Schools?

**RECIPROCAL IMPACT**

Health impacts educational attainment and education impacts life-long health.

**LOCUS OF BEHAVIOR CHANGE**

Health interventions in and around school settings can make significant impacts on health behaviors.

**SUPPORT FOR OUR MEMBERS**

Whether in-person or virtually, one in five Kaiser Permanente members is “in” schools every weekday.

1:5
How is Thriving Schools Responding to School Needs?

- Mental Health
- Social Health
- Physical Health
- Schools
Kaiser Permanente and partners conducted a survey on health needs related to school reopening

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Respondents</td>
<td>876</td>
</tr>
<tr>
<td>States &amp; Territories</td>
<td>46</td>
</tr>
<tr>
<td>School Employees</td>
<td>80%</td>
</tr>
<tr>
<td>General Educators</td>
<td>36%</td>
</tr>
<tr>
<td>Elementary Level</td>
<td>55%</td>
</tr>
<tr>
<td>Urban Schools/Districts</td>
<td>47%</td>
</tr>
<tr>
<td>(11% District)</td>
<td></td>
</tr>
<tr>
<td>(19% Student Services &amp; 16% Support Staff)</td>
<td></td>
</tr>
<tr>
<td>(24% Middle/High)</td>
<td></td>
</tr>
<tr>
<td>(38% Suburban)</td>
<td></td>
</tr>
</tbody>
</table>
Educator Survey Results: What Health Supports are Needed?

- Safe environment & clear instruction & guidance
- Resources & support in navigating them
- Increased support staff
- Time to process & adjust
- Mental health & well-being
Planning for the Next Normal at School: Keeping students, staff, teachers, and families safe & healthy

**COVID-19 Prevention**
Outline considerations for implementing systems level changes to create a safe teaching and learning environment for students and educators once school buildings reopen.

**Mental Health & Well-Being**
Understand how to assess and improve the social-emotional health for students and teachers in virtual and in-person school environments.

**Physical Activity & Physical Education**
Address importance of and strategies to safely provide physical education and physical activity in schools whether virtual or in-person.

**Social Drivers of Health**
Assess the non-medical health needs of students, teachers, and families, and provide targeted resources to address food security and other needs such as economic opportunity, housing, or transportation.

**Teacher & Staff Well-Being**
Outline considerations for ensuring the physical, mental, and social health needs of teachers and staff as they are essential to the healthy and sustained reopening of schools.

**COMMON ELEMENTS:** 1) Policy 2) Equity, Diversity, Inclusion 3) Family & Community Engagement
What makes this resource different?

• Highlights different dimensions of health as conditions for learning.
• Offers new and additive content, avoiding duplication.
• Offers 5 - 6 high-impact “plays” for each dimension of health.
• Expert input from 30+ organizations.
Educator Survey Results: What Health Supports are Needed?

- Safe environment & clear instruction & guidance
- Resources & support in navigating them
- Increased support staff
- Time to process & adjust
- Mental health & well-being
Top Elements to Support: Mental Health and Well-Being

**Student**

- Opportunities to process emotions (51%)
- Increase in student support staff (44%)
- Strategies to mitigate trauma response in students impacted by quarantine (43%)

**Family**

- Expanded access to student support staff (58%)
- Resources for families to help children readjust (53%)
- Referral pathway for families in need of support (49%)
Chapter 1

The impact of COVID-19 on the mental health of students and educators

As schools strategize their reopening, students, staff, teachers, and families will need ways to process and respond to the impact of this pandemic.

Key takeaways:

• Understand the impact of COVID-19 on students and educators
• Consider existing disparities and traumas
• Develop a foundation of resilience
• Utilize the 5 starter plays for enhancing mental health and well-being
In partnership with

ALLIANCE FOR A
HEALTHIER
GENERATION
Contributing partners
The 5 starter plays for enhancing mental health and well-being during reopening

1. Community-building activities
2. Trauma-informed training
3. Open discussions on environmental stressors
4. Social-emotional skill building
5. Mental health support services
1. Community-building activities

Reestablish connections with regular and consistent community-building activities throughout the day.

• Conduct daily morning meetings.

• Find time for staff and student check-ins.

• Identify opportunities for peer learning (for example, lessons designed to provide ways for students to learn and work together).
Prioritize continuous professional learning on implementing trauma-informed practices.

- Provide all-staff professional learning opportunities.
- Review and revise school policies and procedures to be more trauma-informed and adapted to a virtual context.
- Create opportunities for staff and teachers to observe each other and provide feedback.
3. Open discussions on environmental stressors

Encourage students, staff, and teachers to talk about environmental stressors (for example, masks, illness, physical distancing, and hybrid learning) that might cause emotional distress and exacerbate existing trauma reactions.

• Build in time to practice new routines – teaching hand-washing, no-touch practices, virtual high fives, etc.

• Build in time during the day to allow students to express and process emotions.
4. Social-emotional skill building

Provide instruction in social-emotional skill building, with an emphasis on strategies to identify and manage stress.

- Build in time during the day for students to share their experiences.
- Introduce coping strategies that students can apply to those experiences.
- Integrate practices that promote social-emotional skills (for example, collectively practicing a “mindful minute” as a transition between activities).
- Provide a calming space or set of strategies for students to de-stress, and encourage daily norms that allow them to use these resources when needed.
5. Mental health support services

Develop a clear and consistent process for identifying and supporting individuals in need of additional mental health intervention and support.

• Create a process to identify students who are struggling with internalizing or externalizing supports.

• Ensure that staff and teachers understand how to refer students for additional resources and support.

• Create easy pathways for students to access mental health resources (for example, regular classroom visits by mental health staff, encouraged check-ins, or “passes” for accessing counseling).

• Create a process for families and school staff to collaborate on student support plans and share available resources with families.
Checklist: 5 starter plays for enhancing mental health and well-being during reopening

1. Community-building activities
   - Conduct daily morning meetings.
   - Find time for staff and student check-ins.
   - Identify opportunities for peer learning (for example, lessons designed to provide ways for students to learn and work together).

2. Trauma-informed training
   - Provide staff and teachers with professional learning opportunities.
   - Review and revise school policies and procedures to be more trauma-informed and adapted to a virtual context.
   - Create opportunities for staff to observe each other and provide feedback.

3. Open discussions on environmental stressors
   - Build in time to practice new routines (for example, teaching hand washing, no-touch practices, and virtual high fives).
   - Build in time during the day to allow students to express and process emotions.

4. Social-emotional skill building
   - Build in time during the day for students to share their experiences.
   - Introduce coping strategies that students can apply to those experiences.
   - Integrate practices that promote social-emotional skills (for example, “mindful minutes” in between activities).
   - Provide a calming space or set of strategies for students to de-stress.

5. Mental health support services
   - Create a process to identify students who are struggling with mental health.
   - Ensure all staff understand how to refer students for additional resources and support.
   - Create easy pathways for accessing mental health resources (for example, regular classroom visits by mental health staff or “passes” to access counseling).
   - Create a process for families and school staff to collaborate on and share student support plans and resources.
Q & A Time
Planning for the Next Normal at School

Next Webinar: Keeping students, staff teachers, and families safe and healthy
July 22, 2020 | 11am-12pm PDT

Thank You!