

# LOS ANGELES UNIFIED SCHOOL DISTRICT



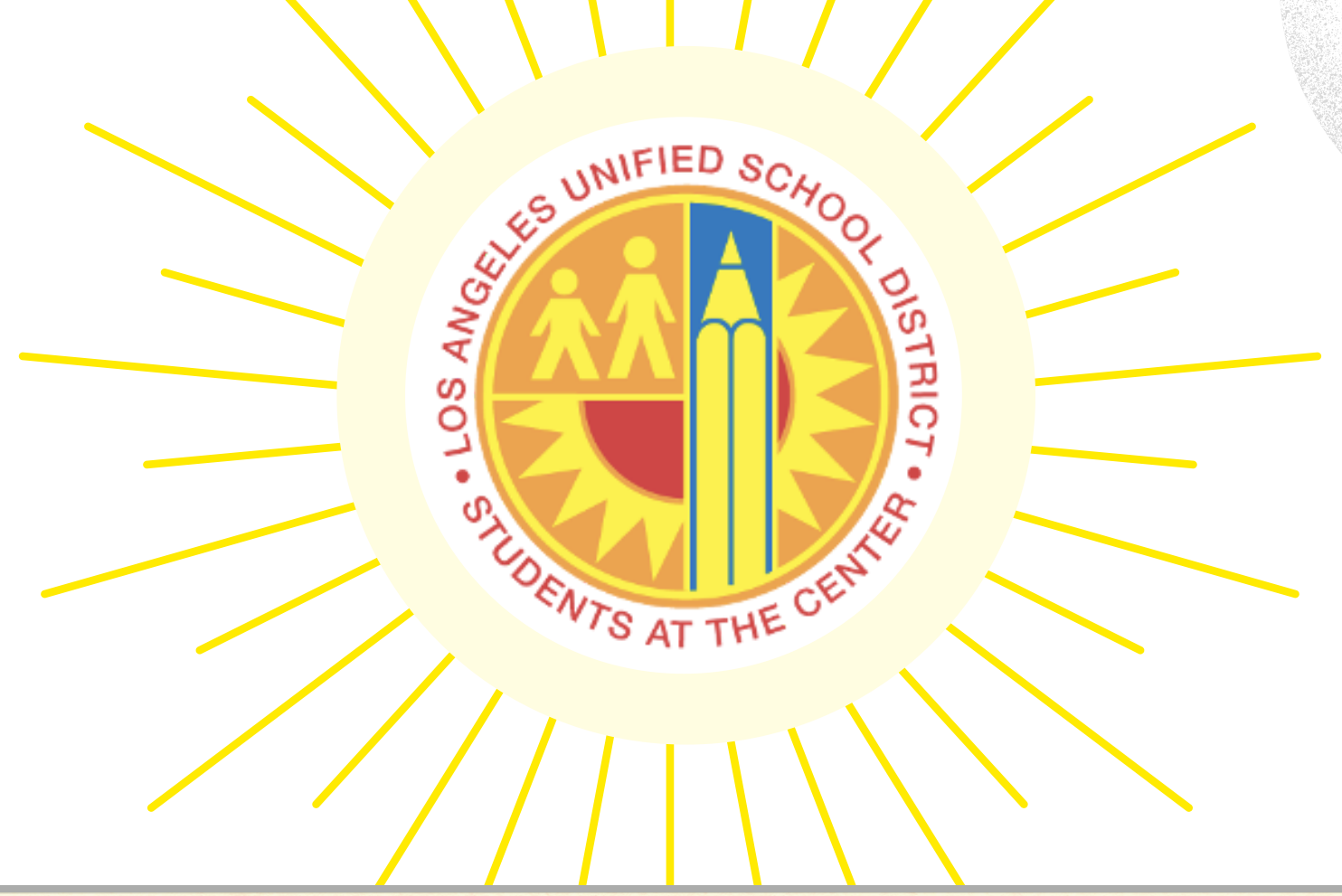
AUGUST 2021  
[SHHS.LAUSD.NET](https://shhs.lausd.net)



# Educator Roadmap for Social-Emotional Well-Being & Academic Success







## *Dear Educators,*

I am pleased to share this Roadmap for Social-Emotional Well-Being & Academic Success. It has practical strategies that children can use to cope with and bounce back from life's challenges.

As we reopen schools, many children are returning to classrooms with more than a year's worth of trauma and anxiety. Three-quarters of the families we serve have had a family member lose work during this crisis, illness and death rates are much higher than in other communities, some families are faced with food or housing insecurity, and many students are struggling with loneliness and isolation.

The path to recovery for children will be supported by an unprecedented level of additional investments in mental health counselors at schools to help students process the anxiety and trauma of the past year. This will provide much needed direct support to students.

However, we all have a role to play in helping students cope with trauma and become more resilient. This Roadmap explains some strategies mental health professionals use to support students' mental health. We hope these are helpful as you continue on the path to recovery.

Thank you for your support.

Megan K. Reilly,  
Interim Superintendent





# ROAD TO RESILIENCE

This Roadmap was designed by and for **educators and helping professionals** to support the return to school following a particularly turbulent time in our history. We trust that *all* school staff – teachers, administrators, counselors and support staff– will find beneficial tools and resources that honor both Maslow and Bloom.

The Parents/Caregivers' Roadmap is available in English, Spanish, Armenian, Chinese and Korean at [shhs.lausd.net](http://shhs.lausd.net).

This document has two sections: **Working With Students** and **Professional Resources**. The activities, lesson plans, discussions, videos, and additional resources are hyperlinked and coded with icons. **Advisory Lessons** are student-ready presentations with embedded videos and activities that are adaptable for use in classrooms, small groups and one-to-one settings.

The **Professional Resources** are informational in nature and are meant to supplement the resources for **Working With Students**. Professional Resources include **Key Frameworks** that inform our efforts and **Resource** handouts and hyperlinks for when our students need more support. The page **Recognizing Signs of Distress** will help to identify when students need additional support and the page **I'm Worried About My Students** provides district and community resources if you suspect a student is experiencing housing insecurity, abuse, or is at risk for suicidality or self-harm.



Stressful situations such as the death of a loved one or not being able to stay connected with family and friends can change the way we view the world, others and ourselves. The **Working With Students** section draws upon principles of both **Social Emotional Learning and Resilience**.

**Social Emotional Learning** is the process by which we use skills to understand and manage emotions, achieve goals, feel and show empathy, maintain positive relationships, and make responsible decisions through four competencies: **Growth Mindset, Self-Efficacy, Self-Management** and **Social Awareness**.

**Resilience** is the ability to bounce back from adversity or overcome challenges in life. **A Sense of Safety, the Ability to Be Calm, Connectedness, Self-Efficacy, Community/Collective Efficacy, and Hope** have proven benefits for youth and adults. These five resilience intervention principles are designed to support social and behavioral functioning during or after a significant crisis or disaster.



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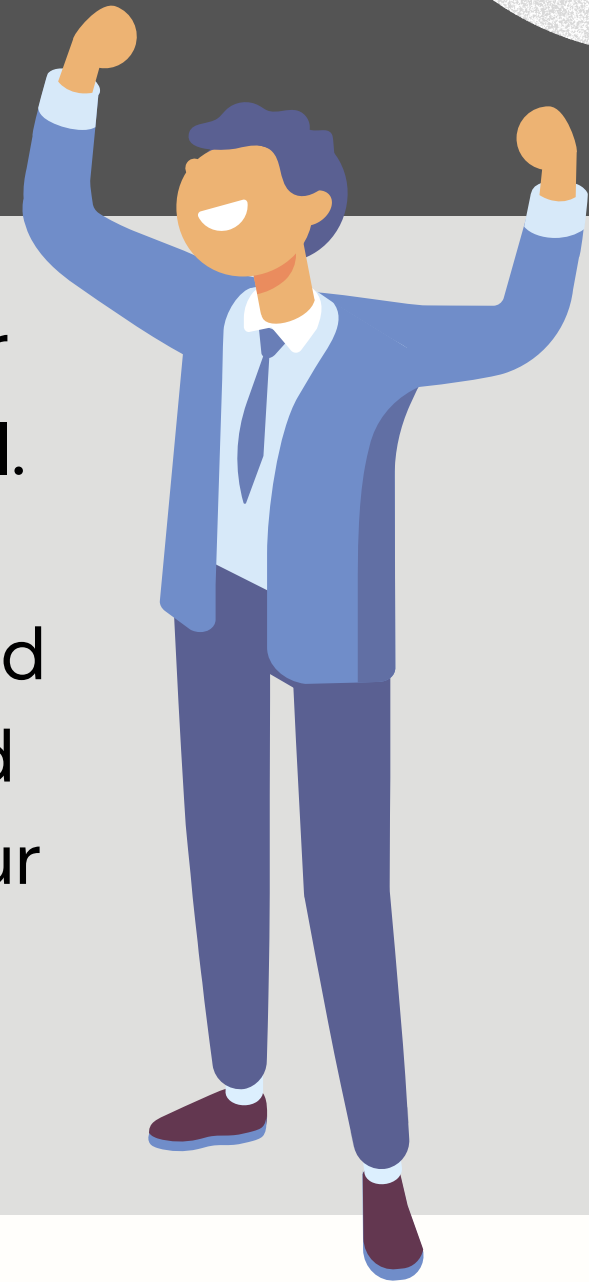
## 50 CONTRIBUTORS



# A MESSAGE OF HOPE



Educators have adapted and grown in ways never imagined, so our students could stay connected to one another, to us, and to school. Despite enduring tremendous change ourselves, we continued to listen and connect with our students. We now share a different world – a world that is emerging from a pandemic, fighting for justice, and searching for peace. Over the last year, we inspired and nurtured our students. We cultivated meaningful conversations and discovered valuable new resources.



2020/21 was a mix of **experiences and emotions**. The pandemic, a divisive political climate, an escalation of AAPI hate crimes, the urgent call to affirm Black lives and confront racism tested us, empowered us, and gave us hope.

We **rose to the challenge** of distance learning and facilitated critical lessons on science, xenophobia, racial justice, and the tenets of democracy. Technology enabled us to remain **socially connected** despite being physically distanced. Masks, COVID testing, and vaccines helped us safely reopen schools. A new school year always brings a jumble of real emotions – joy, connections, hope, anxiety, sorrow, and more. Those feelings were amplified after our extended safer-at-home orders.

Read Diane Ravitch's post [What Shall We Do About the Children After the Pandemic](#),

This Roadmap is meant to add to our already robust toolkit and support each of us. We each have the power to give the **gift of hope** to our students and to each other during our new beginnings.

## What is Your Hope? (3:14)

Educators, **YOU are invaluable**. Please take care of yourselves. Nourish your well-being. Acknowledge your thoughts and emotions. Ask for support when you need. **Be kind to yourselves**. Seek interactions and experiences that bring you joy and nurture your own sense of purpose and hope.

## Back to School Teachers Edition (2:01)

**Together, we can embrace this journey toward social emotional well-being and student success.**

hope

If you only carry one thing throughout your entire life, let it be hope. Let it be hope that better things are always ahead. Let it be hope that you can get through even the toughest of times. Let it be hope that you are stronger than any challenge that comes your way. Let it be hope that you are exactly where you are meant to be right now, and that you are on the path to where you are meant to be... Because during these times, hope will be the very thing that carries you through.

- Nikki Banas

"Once you choose hope, anything's possible."

- Christopher Reeves



# YOU MATTER AS AN INDIVIDUAL

"As we let our own light shine, we unconsciously give other people permission to do the same."

– Nelson Mandela



## *This guide begins with YOU.*

There's a reason that flight attendants direct us to put our oxygen masks on first! It's important that we **exercise self-care** so we are okay, present, whole, and engaged. Self-care may sound difficult in the face of multiple stressors, but they are essential tools to build our resilience.

The linked videos and resources on this page and beyond offer inspiration for navigating our **journeys to resilience**. This begins with you. You've got this!

There are times that we all benefit from some extra help. The LAUSD [Employee Assistance Program](#) and the [Wellness Programs](#) offer a variety of benefits and self-care resources for staff and families.

### Videos and Resources:

- [TED Talk: 3 Secrets of Resilient People \(16:05\)](#)
- [Conversations about Resiliency with Laura van Dernoot Lipsky \(23:42\)](#)
- [Pause – Reset – Nourish \(PRN\)\\* to Promote Wellbeing](#)
- [California Surgeon General's Playbook: Stress Relief during COVID-19](#)

### Reflections:

- List three things that you are grateful for today.
- Which resilience factors (*Sense of Safety, Ability to Be Calm, Connectedness, Self-Efficacy, Community/Collective Efficacy, Hope*) have been most valuable to you during the pandemic?





# YOU MATTER AS A PROFESSIONAL

At the end of the day people won't remember what you said or did, they will remember how you made them feel."

- Maya Angelou

*We have countless interactions with students every day.  
A caring gesture or kind word may define their  
memory of you for life.*

The School Experience Survey revealed adult behaviors that predict students' sense of **safety and connectedness**. The following are important indicators for students in rating their schools as safe and welcoming:

1. Teachers grade me **fairly**.
2. Students have a **voice** in school decisions.
3. Adults at this school **encourage** me to work hard so I can be successful in college.
4. Teachers **care** if I am absent.
5. If I told an adult I was being bullied, they would try to **help**.

**Watch** these inspirational videos that remind us why we became educators:

- [Oprah Reunites With Her 4th Grade Teacher \(6:31\)](#)
- Educator [Sydney Jensen](#) explores how schools can get creative in [Supporting the Emotional Well-Being of Teachers \(11:24\)](#)
- [Thank You: School Counselors Make a Difference \(2:04\)](#)
- [Thank You Educators \(1:01\)](#)

**Reflect:**

- **How do our students know we care about them?**
- **Your words matter.** Go through your roster/case load. Write a **strength or asset** for each of your students. Consider sharing this with your students, their families, and your colleagues.







# Sense of Safety

A sense of safety is created by having **predictability in our lives**. Safety can be physical, emotional, relational, financial, and occupational.

Stressful events can undermine our sense of safety. Fortunately, we can **create spaces** where we do feel safe and are **surrounded by** people we can **trust**.

"Safety and security don't just happen; they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."

- NELSON MANDELA





# A YEAR LIKE NO OTHER

10

"For there is always light,  
if only we're brave enough to see it.  
If only we're brave enough to be it."

- Amanda Gorman

## *We made history!*

In 2020, we **sheltered** from the COVID-19 pandemic, **grieved** for lost loved ones, **marched** for Black lives, and **navigated** a tumultuous political divide. One hundred years after women got the right to vote, the first woman of color was **voted** into the White House. Then **2021** gave us an insurrection at the Capitol, a COVID vaccine, and a **gradual return** to life, much different than before.

Yet, throughout the turbulence, Everyday Heroes inspired us, gave hope, and renewed our faith in humanity. **Educators mobilized our creativity** into Zoom, Nearpod, Padlet, Pear Deck, Kahoot!... and a myriad of other tools. Our students may not have made the academic gains we hoped for, but they endured a year that has no parallel, and your steady presence gave reassurance. Listen to Kid Superintendent's Pep Talk (3:58) for teachers.

For **stimulating and thought-provoking videos, resources and PowerPoints** on topics such as Year in Review (2:23), COVID-19 Pandemic, Xenophobia, Kamala Harris, Amanda Gorman and more, visit Human Relations, Diversity & Equity.

Conversations Across Differences helps educators confront **polarization** and create space for open dialogues.



## ADVISORY LESSONS

- What is COVID-19? (PPT)
- Moving Forward from COVID (PPT)
- Xeno What?(PPT)
- All are Welcome (PPT)
- Time Magazine: 2020 in Review (2:22)

## HANDOUTS

How a History Textbook Would Describe 2020 So Far



## DISCUSSION/ ACTIVITY

Write a headline or a meme for 2020 and for 2021

## ADDITIONAL RESOURCES



Visit Human Relations, Diversity & Equity's Advisory Lessons on BLM, COVID, Let's Talk Politics, and many more topics.





## Self-Management & Ability to Be Calm

**Self-soothing** is an important part of self-management. Using "**mini check-ins**" and "**breathing breaks**" can help youth and adults become mindful of how they are feeling and refocus on the task at hand.

**Purposeful interactions** help achieve emotional regulation and self-agency.

"Within you, there is a stillness and a sanctuary to which you can retreat at any time and be yourself."

- HERMAN HESSE



# TRAIN YOUR MIND WITH LEBRON JAMES

"Mental fitness is just as important as physical fitness."  
- LeBron James

*Mindfulness activities help us focus and manage emotions. Basketball champion LeBron James opens up his playbook for mental fitness.*

Mindfulness is good for youth and adults. Mindfulness can improve our ability to pay attention, to calm down when upset, and to make better decisions. In short, mindfulness helps with **emotional regulation and cognitive focus**.

Everyone faces stressors and challenges, which may result in personal trauma and lead to behaviors that negatively impact functioning. The activities on this page along with the Wellness Program's **guided mindfulness activities**, help build resilience so that we can more easily "bounce back" from stressful situations.



## LESSON PLAN



Eight Week Lesson Plans on Mindfulness



## VIDEOS FOR STUDENTS

- Mindfulness with Lebron (11:00)
- Do Nothing With Lebron James (0:30)

## HANDOUTS



What is Mindfulness?



## DISCUSSION/ACTIVITY

- How does LeBron deal with stress?
- How might his advice apply to you?

## ADDITIONAL RESOURCES



Interested in *Inner Explorer* for your classroom? Contact [sroncall@lausd.net](mailto:sroncall@lausd.net) with Social Emotional Learning to get a complimentary license.





# BREATHE

"Breath is the power behind all things...I breathe in and know that good things will happen."

-Tao Porchon-Lynch

*We take an average of 25,000 breaths a day and we can make them count.*

**Deep breathing** (abdomen or belly breathing), activates the parasympathetic nervous system which promotes a **state of calmness**. More oxygen enters the brain, the heart rate decreases, and we are in a **better position to process and retain information**.

Unfortunately, under stress and duress, we can default to shallow breathing, which makes it harder for us to calm ourselves. We have been exposed to an increased amount of internal and external stressors during the pandemic. The practice of **coming back to our breath** is essential to reacclimating to the learning environment.

Fortunately, **Neuroplasticity** (2:03) reminds us that we can **rewire our brains** with positive habits. Daily breathing exercises help us default to a more adaptive breathing pattern. **With breath**, we are able to pause, make better decisions and receive necessary supports.



## LESSON PLANS



- [Mindful Breathing, K-2](#)
- [Mindful Breathing Script](#)



## VIDEOS FOR STUDENTS

- [Breathe](#) (1:10)
- [Brilliant Things Happen in Calm Minds](#) (0:52)
- [Mindful Breathing](#) (3:14)

## HANDOUTS



[Brain Breathing Exercise Cards](#)



## DISCUSSION/ACTIVITY

- Practice a breath exercise and have students share their experience.
- They can even count their breaths per minute or heart rate before and after the exercise.
- Is there a time when breathing has helped to calm you?

## ADDITIONAL RESOURCES



[LAUSD Wellness Programs](#)





## Social Awareness & Connectedness

**Social Awareness** is the ability to **understand, empathize and genuinely listen** to one another. By conveying compassion and acceptance to all around us, we **nurture connectedness**, which is important to **bouncing back** from adversity. Even in the midst of a pandemic, while physically distant, we can be socially connected.

"I define connection as the energy that exists between people when they feel seen, heard, & valued; when they can give & receive without judgement; & when they derive sustenance & strength from the relationship."

- **BRENÉ BROWN**



# NEW BEGINNINGS AND EASING IN

"Be patient with yourself. You are growing stronger every day. The weight of the world will become lighter... and you will begin to shine brighter. Don't give up." -Robert Tew

*With new beginnings, whether it's now, in the beginning of the year, or mid-year, easing in with daily check-ins and important conversations is essential to healthy student adjustment. The activities suggested below can support classrooms, small groups and 1:1 interactions.*

## THE FIRST DAY

Students may be **overwhelmed, excited, and anxious** about returning to school. Acknowledge changes at the school (e.g., PPE, one-way corridors). Students may display unfamiliar behaviors and need support beyond academics. Refer to **Recognizing Signs of Distress** and identify available mental health support services.

## THE FIRST WEEK

Elicit student input on creating structure and classroom expectations – they need to know their voices matter in their environment. Hold a community building circle.

## THE FIRST WEEKS

- **Hold dialogues** about how current events affected your students. **Expect a range** of responses.
- **Validate and normalize feelings.** Many lost loved ones, experienced financial hardship, and struggled with remote learning and being separated from friends. Some students may need specific attention, referrals, or mental health support.
- **Embrace** resiliency and any silver linings of the safer at home, such as time with family and ability to sleep in.
- **Modify** the activities for the age of your students. Older students can engage in dialogues; younger students may express their feelings through **art or play**.

## ADVISORY LESSONS



Let's Talk About Feelings (PPT)



## DISCUSSION/ACTIVITY

- Daily Check in /Check out
- What feelings do you and your students have about returning to school?
- Make a word cloud of the feelings the class shared. Which feelings are most prominent?
- Get inspired by Community Building and Restorative Practices Guides:
  - Elementary
  - Secondary
- Student Resource: Supporting Student Mental Health Wellness

## ADDITIONAL RESOURCES



- See the **I'm Worried About My Students** page for district and community resources
- Meet students from **TeenVogue** who chronicled their return to school at Fear, Hope, and Zoom Fatigue: Back to School During COVID-19







# PLAY IS SERIOUS BUSINESS

"Play is the highest form of research."  
-Albert Einstein

*Play and movement are vital for youth and adults. Have fun!*

As we return to school, we can't forget the **critical need for physical activity and play**.

Play contributes to the **cognitive, physical, social, and emotional well-being** of children, teens, and adults alike. Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child.

Whether it's Math, Science or Literature, playful learning **decreases stress and anxiety** that interfere with learning. We need **fun learning and inclusive play** to ensure all our students, including our those with disabilities, are engaged.

## DISCUSSION



- What is the most fun way to learn something new?
- **Create:** Did you know that the Super Soaker was invented by a nuclear engineer? What is your idea for a new toy?
- **Play and Tell:** Share a story about your favorite play time activity now or as a child.
- **Imagine:** What superpower would you like to have and why?
- **Teach:** Is there a game, play activity, or fun tradition you can share with the class that is customary in your culture?



## VIDEOS

- The Social - Emotional Impact of the COVID-19 Pandemic | The Genius of Play (0:54)

### Wellness Programs Yoga Series:

- Everyday Fitness 01 (15:52)
- Everyday Fitness 02 (15:03)
- Everyday Fitness 03 (13:25)
- Everyday Fitness 04 (16:45)
- Everyday Fitness 05 (15:27)
- Everyday Fitness 06 (13:48)

## ACTIVITIES

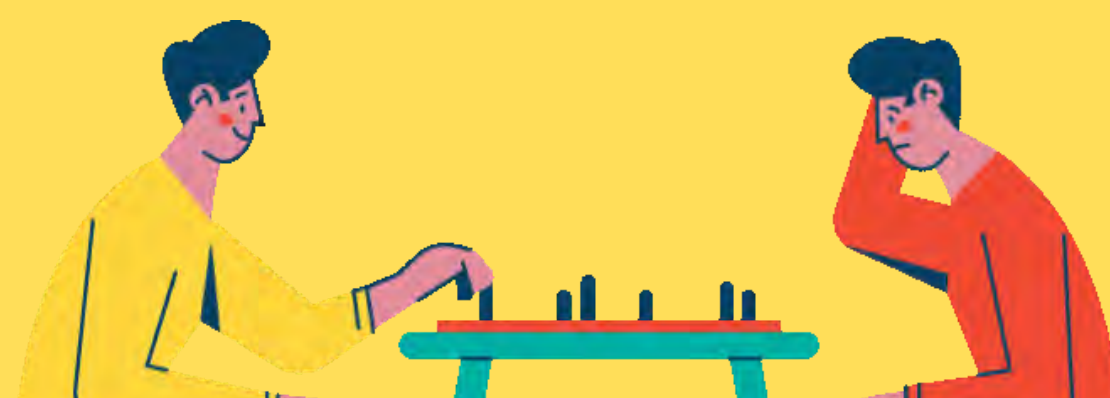


- Arts and Crafts
- Story Writing
- Coloring Mandalas or Others
- Kahoot! to learn about each other
- GoNoodle to inspire movement and dance
- Science of Drawing: Boost memory with drawing

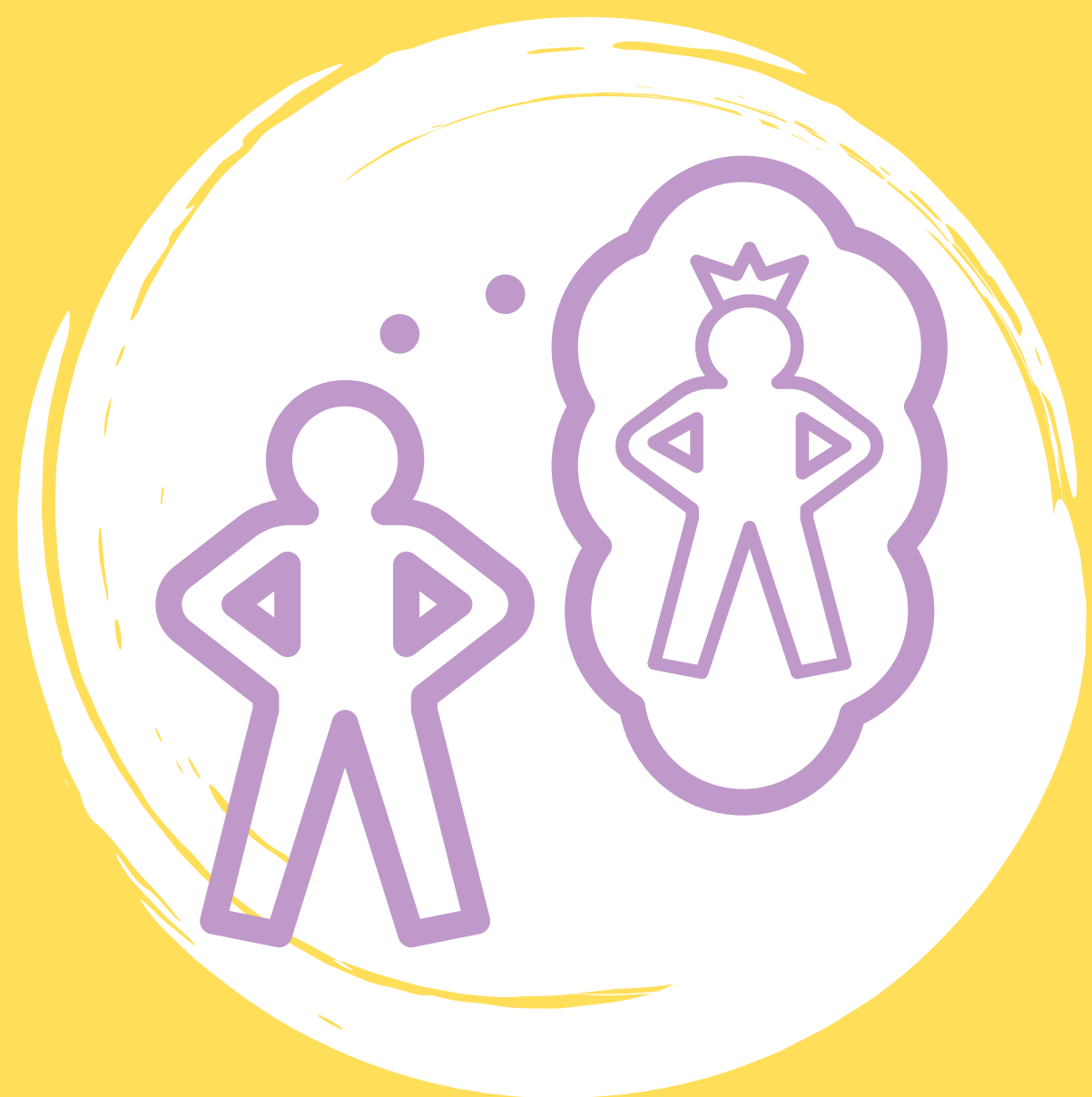
## ADDITIONAL RESOURCES



- The Importance of Playing in Crisis
- The Genius of Play
- Playworks







## • Self-Efficacy •

Our ability to help ourselves is strengthened with **improved feelings of self**. Self-efficacy is an individual's **belief** in their ability to achieve a desired task, action or outcome. Examples of self-efficacy include **positive self-talk**, being aware of available resources, and a **willingness to ask for help**.

"With realization of one's own potential and self-confidence in one's ability, one can build a better world."

-DALAI LAMA



# COMMUNITY BUILDING

The greatness of a community is most accurately measured by the compassionate actions of its members."  
- Coretta Scott King



**Community Building** is essential to engagement and motivation. The Elementary and Secondary Community Building and Restorative Practices Guides offer strategies to establish procedures and routines that **cultivate connectedness and trust**, therefore setting the stage for increased **academic engagement and social success**.

A simple and fun way to approach community building is through **thematic events and activities**. This frame supports ongoing purposeful focus on wellbeing and a sense of community in our classrooms, counseling groups, and one-to-one interactions.



**Mindful Mondays** – Mindfulness is the ability to be fully present in the moment.



**Grati-Tuesdays** – Gratitude is about focusing on what's good in our lives and being thankful for the things we have.



**Wellness Wednesdays** – Wellness is an active process of becoming aware of and making choices towards a healthy and fulfilling life.



**Thoughtful Thursdays** – Thoughtfulness is about caring for others.



**Fun Fridays** – Laugh and have fun while learning.

These daily activities support Social Emotional Learning Competencies and do not replace District adopted SEL curriculum.

## ADVISORY LESSONS



- Elementary Community Building and Restorative Practices
- Secondary Community Building and Restorative Practices



## DISCUSSION/ACTIVITY

- Daily Check in /Check out
- Conduct Community Building Circles
- Share Elementary and Secondary Resilience Daily posters (in Resource section)

## ADDITIONAL RESOURCES



- Find weekly lesson plans in the Resources Section of the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Schoology group. Email pbis-rp@lausd.net for access
- Psychological First Aid Handouts
- General Guidelines for Addressing Mental Health Needs in the School Environment

Follow #resiliencedaily on social media

For additional resources, visit Resilience Daily or Positive Behavior Interventions and Supports/Restorative Practices



# ENGAGEMENT AND MOTIVATION



"Doing the best at this moment puts you in the best place for the next moment."

-Oprah Winfrey

*All of our students have dreams; sometimes they just need to be inspired to believe in themselves.*

For some students, distance learning became an **oasis of normalcy** in the midst of chaos. Others were overwhelmed and struggled to stay engaged and motivated. As students return to schools, **reconnecting** them to their goals, strengths, and learning styles may help reignite their interests.

**Every student has strengths and is a significant contributor to our classrooms and school communities.** Some may need help recognizing their strengths and formulating goals.



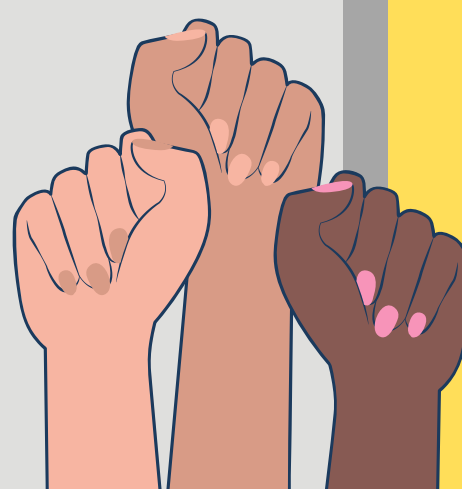
The following discussion questions can begin the conversation, and the activities can deepen their understanding.

## DISCUSSION

- What are your strengths?
- What are your goals?
- What motivates you to work towards them?
- How do you learn best?
- Is there an adult you feel comfortable talking with?
- What contributions do you want to make in this world?



Remember, your school-based PSA, PSW, or SHHS support staff are available to assist.



## VIDEOS FOR STUDENTS

- [Rebuilding Your Life with Character Strengths](#) (5:38)
- [A Life Lesson From a Volunteer Firefighter](#) (3:51)

## ACTIVITIES



- See [Boosting Motivation and Engagement](#) for many great strategies
- Students may assess for their own strengths or take a free survey (e.g. [Youth Strengths Survey](#)) with parent/caregiver
- Have students complete the [Learning Style Inventory](#) to discover how they learn best (and reflect on respective strategies)



## HANDOUTS

- [Learning Styles Inventory](#)
- [Learning Styles Strategies](#)

## ADDITIONAL RESOURCES



[www.viacharacter.org](http://www.viacharacter.org)





Self-Efficacy builds upon community/collective efficacy, which is the **belief that our community will support us** in a desired task, action or outcome. It is through **healthy and trusting relationships** that we are reminded we are not alone, and that we **will get through this together.**

"Those who are happiest  
are those who do the most  
for others."

- BOOKER T. WASHINGTON



# SEEN, HEARD, VALUED

"Every child is a different kind of flower,  
and all together, make this world a beautiful  
garden." -anonymous



**We feel safest when we feel seen, heard and valued by someone we trust and respect.**

This age of racial reckoning has brought the costs of oppression and conflict to the forefront. **AAPI (Asian American, Pacific Islander), Latinx, Jewish, Muslim, Arab, Armenian, Turkish, Black/African American, Indigenous Peoples, LGBTQ+, persons with disabilities, immigrant,** and many other communities have long suffered at the hands of **scapegoating, xenophobia and misinformation**. Educational institutions must promote social justice and **challenge bias by affirming** the diverse and intersecting identities of race, culture, religion, language, sex, gender, and abilities in our communities.

Visit Human Relations, Learning for Justice, ADL, Facing History and Discovery Education for resources and lessons to **address bias and uplift identities** related to COVID-19, anti-Asian hate crimes, Black Lives Matter, international newcomers, persons with diverse abilities, the Holocaust, Armenian genocide, and more. Lead Courageous Conversations about identities and injustice.

**Connections build bridges.** It is as important to know your students as it is to know your curriculum. Ideas to accelerate connections:

- Utilize student-facing PPT advisory lessons and activities to recognize **diverse and intersecting identities of culture and gender** and to combat bias.
- Use students' affirmed **names and pronouns**, regardless of the name on the roster.
- Use **non-gendered** language to affirm all students.
- Correctly **pronounce students'** names and have materials available in various languages.
- The **Welcome Survey** allows students to privately share important aspects of their identities, including if they want to speak with a counselor (refer to **Resources When Students Need More** section).

## ADVISORY LESSONS



- What's in a Name? (PPT)
- All Are Welcome (PPT)
- Names & Pronouns (PPT)
- Self-Efficacy (PPT)
- COVID-19 & Anti-Asian Hate Crimes (PPT)
- Xenophobia (PPT)



## HANDOUTS/ACTIVITIES

- Welcome Survey
- Getting to Know You BINGO

## ADDITIONAL RESOURCES



- How to Make Your Classroom More Gender Affirming
- Gender Spectrum
- Visit Human Relations, Diversity & Equity for resources on COVID-19, xenophobia, anti-Asian bias, LGBTQ+, affirming diverse identities, languages, cultures, and experiences



# BLACK LIVES MATTER



"Your value doesn't decrease based on someone's inability to see your worth." - Tamera Mowry Housley

*A pivotal defining moment in 2020 was the outcry for racial justice. An estimated 26 million people participated in demonstrations following the murder of George Floyd, making Black Lives Matter the largest protest in American history. LAUSD responded with resources and initiatives that center Black students, staff, and families.*

The Teaching Tolerance channel of [Discovery Education](#) and LAUSD's [Human Relations, Diversity & Equity](#) offer a plethora of resources on **social justice and anti-bias** topics such as **intersectionality, race and ethnicity, gender and sexual identity, and rights and activism** through the lens of the four domains of the Teaching Tolerance Social Justice Standards: **identity, diversity, justice, and action**. This channel provides a range of resources including articles, lessons, magazine features, student tasks, professional development resources, videos, podcasts, and more. Educators can supplement their curriculum, inform their practices, and create civil and inclusive school communities where children are respected, valued, and welcomed participants.

Making room for students to **process their thoughts and feelings** about world events is an important part of teaching.

Review [An Educator's Guide to Courageous Conversations with Students](#) and Tyrone Howard's article on [Radical Care](#).



## ADVISORY LESSON



What is BLM? (PPT)



## VIDEO FOR STUDENTS

Sesame Street Town Hall on Racism (16:16)

## HANDOUT



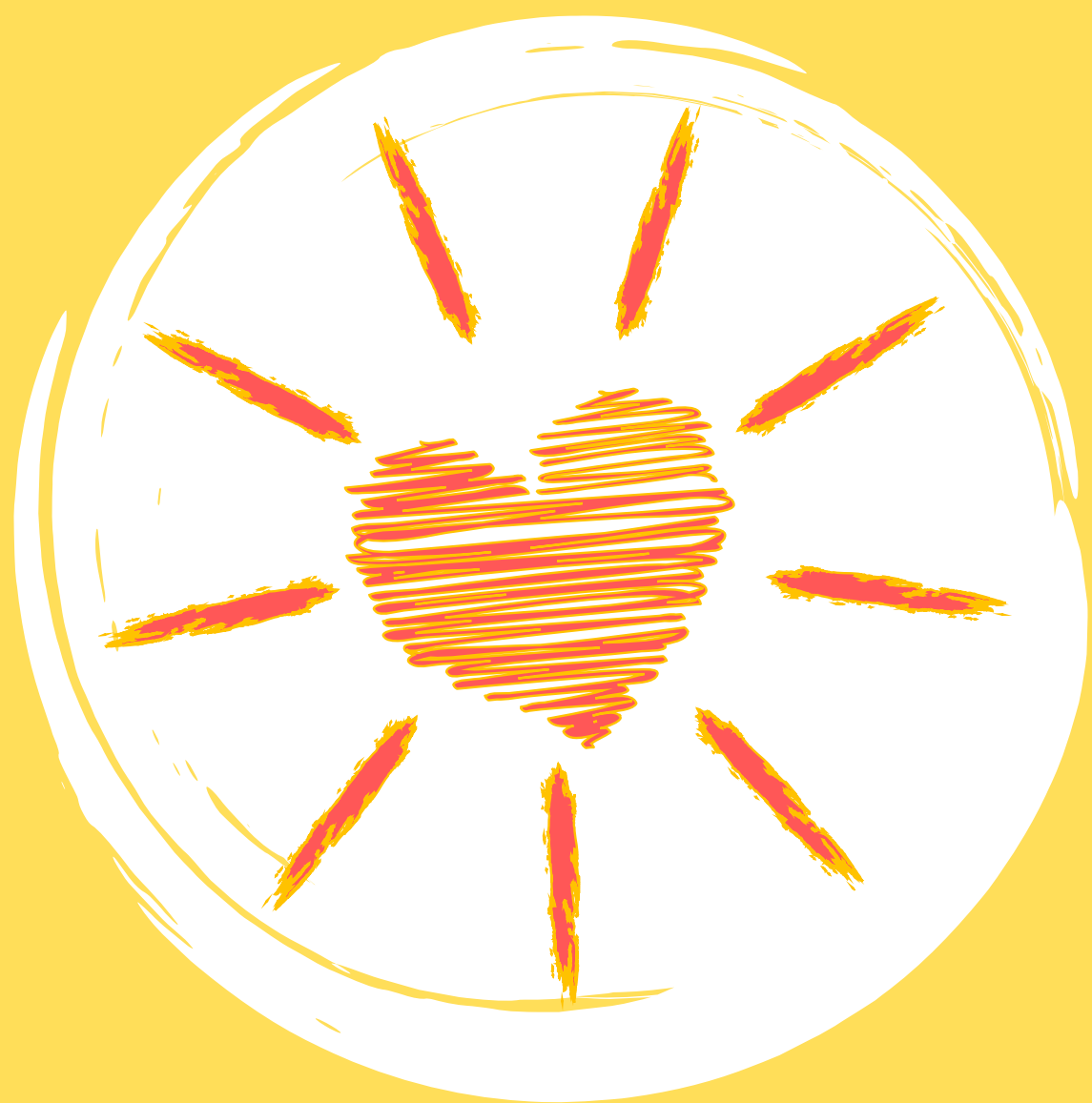
Beyond the Hashtag: How to Take Anti-Racist Action into Your Life  
Teen Vogue



## ADDITIONAL RESOURCES

- [Psychological First Aid for Supporting Black Students](#)
- Explore the Social Awareness Unit in the 'Advisory Lessons for Secondary Teachers' Schoology group and on the [Human Relations](#) website
- [Supporting Black Students](#)
- More lesson plans available on [Learningforjustice.org](#)
- To join SHHS's Standing with Black Students, Families and Staff Schoology group, contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net)





## Growth Mindset & Hope

Hope is the **ability to anticipate a good** outcome and maintain aspirations for success. Hope makes a tough situation easier to bear. It helps us **envision a better future** and take steps toward achieving it. Hope contributes to our self and community/collective efficacy. A way to instill hope among students is to promote the concept of **Growth Mindset**, and encourage students to believe in their abilities to overcome challenges through effort and guided support.

"If you go out and make some good things happen, you will fill the world with hope, you will fill yourself with hope."

- **BARACK OBAMA**





# TEACHING HOPE THROUGH GROWTH MINDSET

"We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary." -Carol S. Dweck

*Growth Mindset is one of the greatest lessons on hope that we can teach.*

**Growth Mindset** is a combination of:  
**BELIEF + EFFORT + GROWTH**

1. **BELIEF:** that one can develop one's intelligence, skills and character through practice
2. **EFFORT:** the utilization of new strategies and new resources to signify "trying harder"
3. **GROWTH:** evidence of some level or type of growth

When all three are present, we are promoting positive self-worth, offering support when necessary, and acknowledging growth. **Growth Mindset and Hope** are teachable skills that are learned from others.

**Fixed Mindset** is the opposite of growth mindset. It is the belief that our attributes are fixed and cannot be changed. We all encounter a fixed mindset in certain areas of our life. Even when we have positive expectations for ourselves, fixed mindset triggers can shift us back into a state of believing that we cannot change. **Common fixed mindset triggers** include obstacles or challenges and comparing oneself negatively to others. We can help students manage these triggers and change belief patterns that hinder their motivation.

As educators, we must be mindful of False Growth Mindset and **find the balance between compassion and high expectations**. We teach hope through our belief in our students' capabilities to achieve great heights and by offering them the resources and strategies they need to get there.

## LESSON PLAN



- Growth Mindset Feedback Tool for Educators
- Lessons in Advisory Lessons for Secondary Teachers' Schoology group; email [sroncall@lausd.net](mailto:sroncall@lausd.net)



## VIDEOS

*For Teachers*

- The Power of Yet (11:18)

*For Students*

- Fixed Mindset vs Growth Mindset (5:03)
- Neuroplasticity (2:03)

## HANDOUTS

- Two Mindsets
- The Mindset Continuum



## DISCUSSION/ACTIVITY

- Reflect on a time in your life when you have grown after a challenge.
- If you could develop any skill what would it be?

## ADDITIONAL RESOURCES



- Growth Mindset and Intrinsic Motivation During Covid-19
- Mindset Works
- LAUSD SEL - Growth Mindset Resources





# PROFESSIONAL RESOURCES

**PAGE 26**

**Key Frameworks** *that inform our efforts*

**PAGE 36**

**Resources** *when students need more*



# Key Frameworks THAT INFORM OUR EFFORTS

Frameworks are foundational to how we **understand, plan, teach, and support** our students. Some settings and times call for specific frameworks and others require a more **integrated and collaborative approach**. Within LAUSD, we have several valuable frameworks that shape our policy and practices in schools. This section includes an overview of each framework for your reference and use.

"**It takes a village to raise a child.**" We hope that by recognizing the alignment and complimentary elements of these frameworks, we enhance our **collective impact**. By leaning on each other's expertise, we draw upon a wealth of resources, on and off school campuses, to **collectively and comprehensively** support our students.

FRAMEWORK	DEPARTMENT	COMMON THEMES
1. <u>Four SEL Competencies</u>	<u>Social Emotional Learning</u>	Creating Culture & Climate (Classroom-Focused)
2. <u>Five Digital Competencies</u>	<u>Instructional Technology</u>	
3. <u>Creating Positive Classrooms</u>	<u>PBIS/Restorative Practices</u>	
4. <u>Student Wellness and Eight Dimensions of and Self-Care</u>	<u>Wellness Programs</u>	Wellness (School-Focused)
5. <u>Resilience Daily</u>	<u>Student Health &amp; Human Services</u>	Resilience-Building (Individual & Classroom)
6. <u>Seven Social Influencers of Health and Education</u>	<u>Student Health &amp; Human Services</u>	Social Influencers (Individual & School)
7. <u>Trauma-Resilience Informed Care</u>		

Understanding these complementary frameworks can help guide our conversations and enhance our collaborative work.





# Framework:

## SOCIAL EMOTIONAL LEARNING COMPETENCIES

### GROWTH MINDSET:

*The belief that one's abilities can grow with effort.*

#### Students say:

- I can change my intelligence with hard work.
- I can increase my intelligence by challenging myself.
- I am capable of learning anything.
- I can do well in a subject even if I am not naturally good at it.

#### Teachers can:

- Focus on process over product.
- Praise and reward effort over results.
- Embrace mistakes as part of the learning process.
- Communicate high expectations to students.
- Use growth-minded language in the classroom.
- Align grading practices with promoting growth mindsets.

### SELF – EFFICACY

*The belief in one's own ability to succeed in achieving an outcome or reaching a goal.*

#### Students say:

- I can earn high marks/grades in my classes.
- I can do well on all my tests, even when they're difficult.
- I can master the hardest topics in my classes.
- I can meet all the learning goals my teachers set.

#### Teachers can:

- Develop progressive roadmaps to master a skill or task.
- Use peer/role models.
- Provide specific feedback that reflects what is driving performance.
- Use IF-THEN prompts to guide students through success in a situation.
- Create awareness of how/when students learn best.
- Provide strategies on how to complete assignments.
- Create and model routines.

### SELF – MANAGEMENT

*The ability to regulate emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating yourself, and setting and working toward goals.*

#### Students say:

- I came to class prepared.
- I remembered and followed directions.
- I got my work done right away instead of waiting until the last minute.
- I stayed calm even when others bothered or criticized me.

#### Teachers can:

- Have students practice building awareness about their feelings and sensations through mindfulness practices.
- Build calming and centering practices into classroom routines.
- Teach students how to develop SMART goals.
- Embed the use of organizational tools and strategies into instruction.

### SOCIAL AWARENESS

*The ability to empathize, understand social and ethical norms, and access available resources.*

#### Students ask themselves:

- How often do I compliment others' accomplishments?
- How well did I get along with students who are different from me?
- When others disagreed with me, how respectful was I of their views?
- How clearly am I able to describe my feelings?
- How carefully did I listen to other people's points of view?

#### Teachers can:

- Create shared norms.
- Integrate culturally and linguistically relevant pedagogy.
- Provide opportunities for group work, perspective taking, and constructive controversy.
- Be wary of intrinsic biases. Create inclusive classrooms that promote and value all students' identities, cultures, ethnicities, genders, religions, and sexualities.



# Framework:

## DIGITAL CITIZENSHIP



### 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 off.



### I am Alert

I am aware of my online actions and know how to be safe and create safe spaces for others online.

Asset-based activities leverage stakeholders' strengths and identities, provide opportunities to learn about each other, and enhance connections and a sense of belonging. These **five affirmations** are markers of a classroom community where everyone can prosper.

The five DigCitCommit competencies and DigCit classroom resources highlight practices, skills, and dispositions for engagement and community-building by both teachers and students.





# Framework:

## CREATING POSITIVE CLASSROOMS



### WE ARE SAFE

- Practice LAUSD digital citizenship
- Meet in groups initiated by the teacher
- Adhere to health guidelines regarding physical distancing, face coverings, and handwashing.

### WE ARE RESPECTFUL

- Use **encouraging** and positive language
- **Honor** one voice; one speaker at a time
- Be **open** to other ideas and opinions
- Use each other's affirmed **names and pronouns**
- Learn to **pronounce** each other's names
- **Show kindness and concern** when others share sad feelings

### WE ARE RESPONSIBLE

- Be prepared with materials
- Be on time
- **Participate enthusiastically** in the lessons
- Stay on topic and ask questions
- Work to your best ability

Safe, respectful, responsible, resilient and restorative learning environments help learners to actively engage and participate. Co-creation of classroom norms/ expectations across the three core principles and using the 4:1 positive connections (8:54) over correction promote buy-in and greater engagement.





# Framework:

## STUDENT WELLNESS - HEALTHY CHOICES FOR LIFELONG HEALTH

**Student wellness is a core value of LA Unified.** We actively promote the health and wellness of all students to advance both their healthy development and ensure readiness to learn. **Together, we can make a difference** in the lives of our students and their families by ensuring basic needs are being met.



Families who experience **food or housing insecurity, lack of clothes, employment, or health coverage** can access supports from our Student and Family Resource Navigators. Navigators are certified health insurance enrollment counselors who help families access basic need resources at no charge through the **Student and Family Wellness Hotline**.

Call during business hours at **(213) 241-3840**.

For additional information: <https://achieve.lausd.net/wellnessprograms>

# Framework:

## EIGHT DIMENSIONS OF WELLNESS & SELF-CARE



### PHYSICAL

Recognizing the need for physical activity, healthy diet, & enough sleep.

### PSYCHOLOGICAL

Recognizing the need for engaging in activities that contribute to mental wellness, such as meditation, self-reflection, boundary setting.

### ENVIRONMENTAL

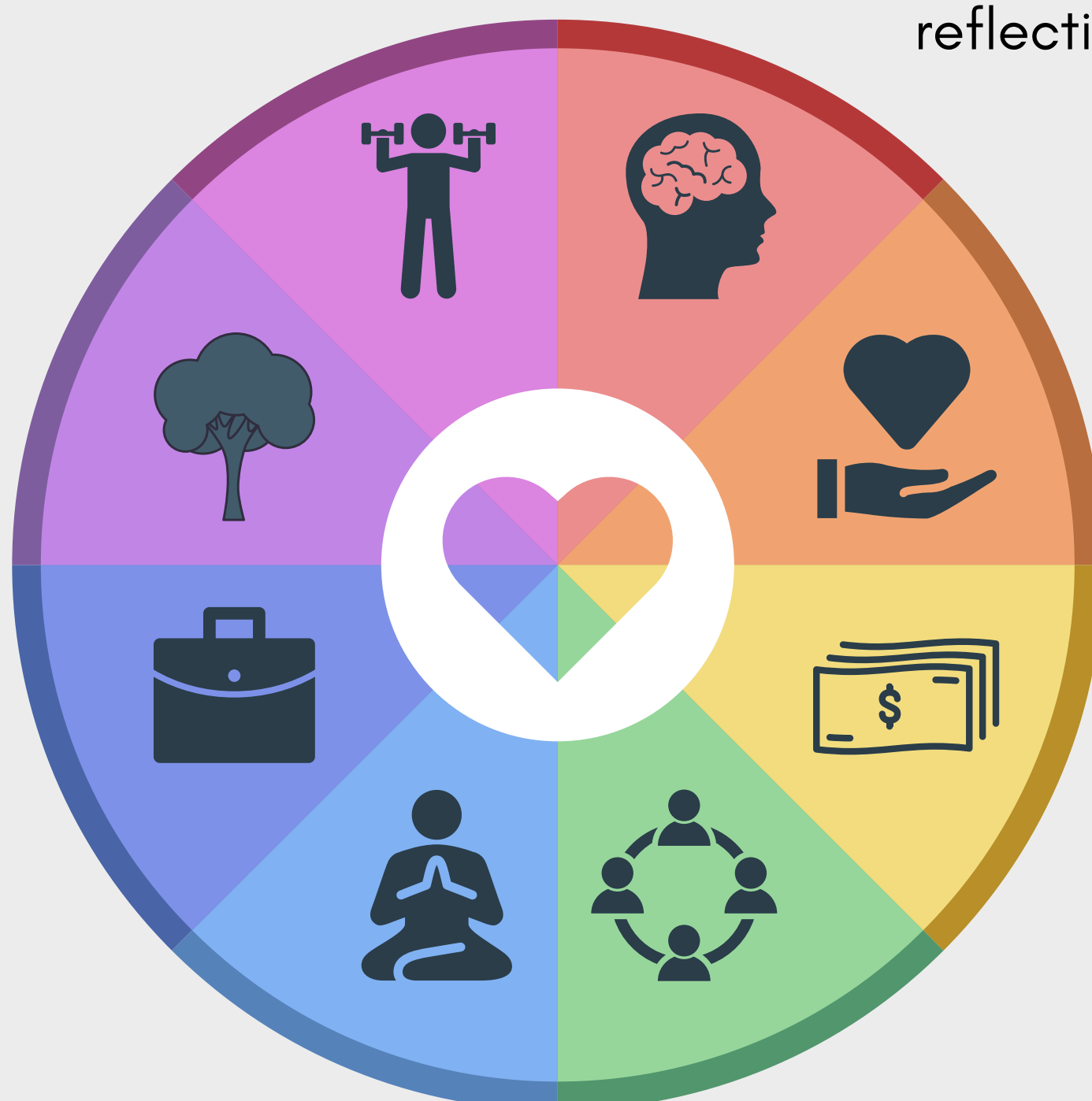
Recognizing the need for pleasant, supportive environments that promote well-being.

### EMOTIONAL

Developing strategies and skills to cope with stress.

### OCCUPATIONAL

Personal satisfaction and enrichment derived from one's work.



### FINANCIAL

Satisfaction with current and future financial situations.

### SPIRITUAL

Search for meaning and purpose in the human experience.

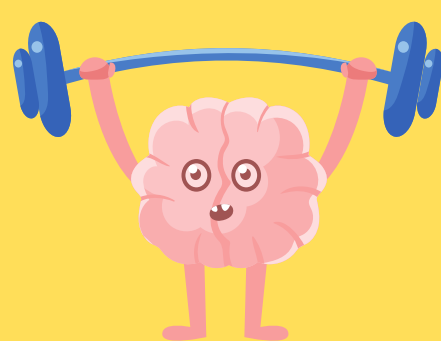
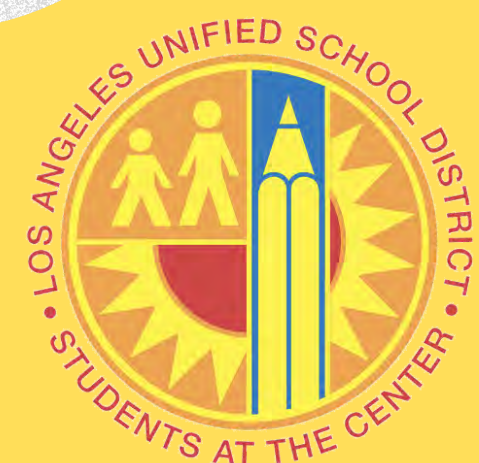
### SOCIAL

Developing a sense of connection and a well-developed support system.

## SELF-CARE QUESTIONS TO HELP YOU FOCUS:

- Physical: *How do I take care of my body?*
- Psychological: *How do I take care of my mind?*
- Emotional: *How do I calm myself down when I am upset?*
- Financial: *How do I budget my resources?*
- Social: *How am I connected with others?*
- Spiritual: *What is my purpose? What do I enjoy doing?*
- Occupational: *How can I improve my work satisfaction?*
- Environmental: *Who and what do I surround myself with?*





## TAKING CARE OF OUR BRAINS

Just like we brush our teeth every day, we need to take care of our brains and bodies too! Here are some ideas for the week:

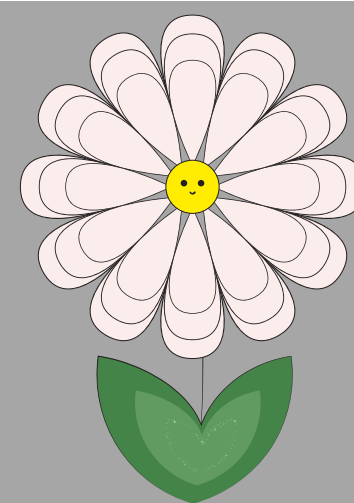


### RESILIENCE DAILY - ELEMENTARY

## Mindful Monday

### SMELL THE FLOWER, BLOW OUT THE CANDLE

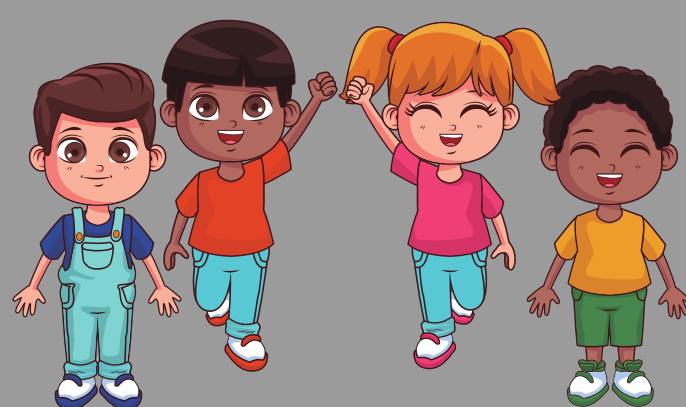
WHAT ARE WAYS YOU CAN BE MINDFUL?



## Grati-Tuesday

### WHO ARE YOU THANKFUL FOR?

HOW DO YOU SHOW OTHERS YOU ARE THANKFUL?



## Wellness Wednesday

### IDEAS TO TAKE CARE OF YOURSELF

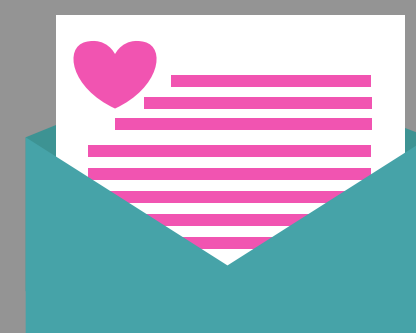
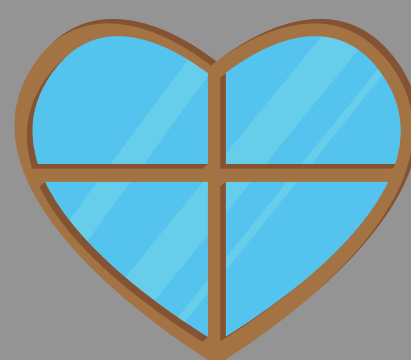
HOW DO YOU STAY ACTIVE?



## Thoughtful Thursday

### SHOW OTHERS YOU CARE

HOW DO YOU SHOW OTHERS YOU CARE?



## Fun Friday

### LAUGH AND HAVE FUN

WHAT ARE SOME WAYS YOU HAVE FUN?



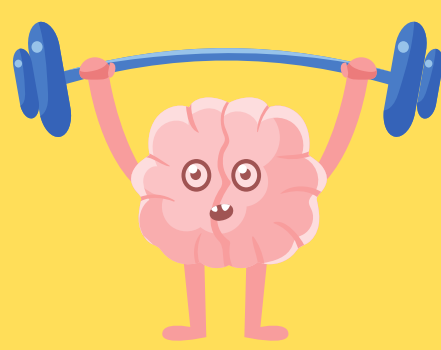
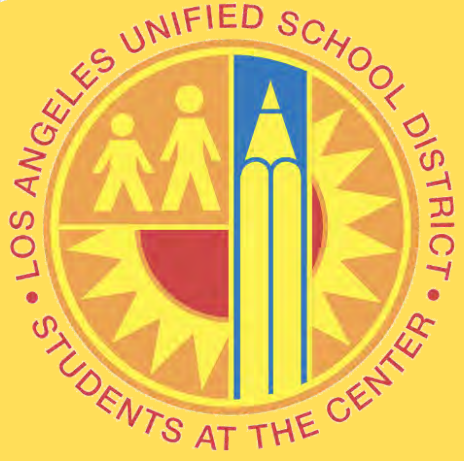
**YOU ARE NOT ALONE. IF YOU NEED HELP, ASK AN ADULT.**

**LAUSD Student & Family Wellness Hotline | (213) 241-3840 (Monday-Friday, 8am-5pm)**

**National Suicide Prevention Lifeline | (800) 273-8255 (24/7)**

For additional information: <https://smh.lausd.net>





## TAKING CARE OF OUR BRAINS

Just like we brush our teeth every day, we need to take care of our brains and bodies too!

RESILIENCE DAILY - SECONDARY

# BE KIND TO YOUR MIND RESILIENCE DAILY

Daily messages that promote well-being and restoration



### Mindful Monday

**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 your everyday life.



### Grati-Tuesday

**Gratitude** is one of many positive emotions. Gratitude is about focusing on what is 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.



### Wellness Wednesday

There are **Eight Dimensions of Wellness**: physical, psychological, emotional, financial, social, spiritual, occupational, and environmental. Each dimension is interrelated and equally vital in the pursuit of **optimum health**. Understanding how to maintain and optimize each of the dimensions can support an optimal level of overall wellness. Visit the [Wellness Program](#) for videos and tips for every body and every age to stay physically and mentally fit.



### Thoughtful Thursday

**Doing something for others is powerful** for your well-being. 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!



### Fun Friday

**Fun Friday** is the opportunity to learn more about each other while building community and developing and **strengthening relationships**. Be creative and **have fun**!

YOU ARE NOT ALONE. IF YOU NEED HELP, ASK AN ADULT.

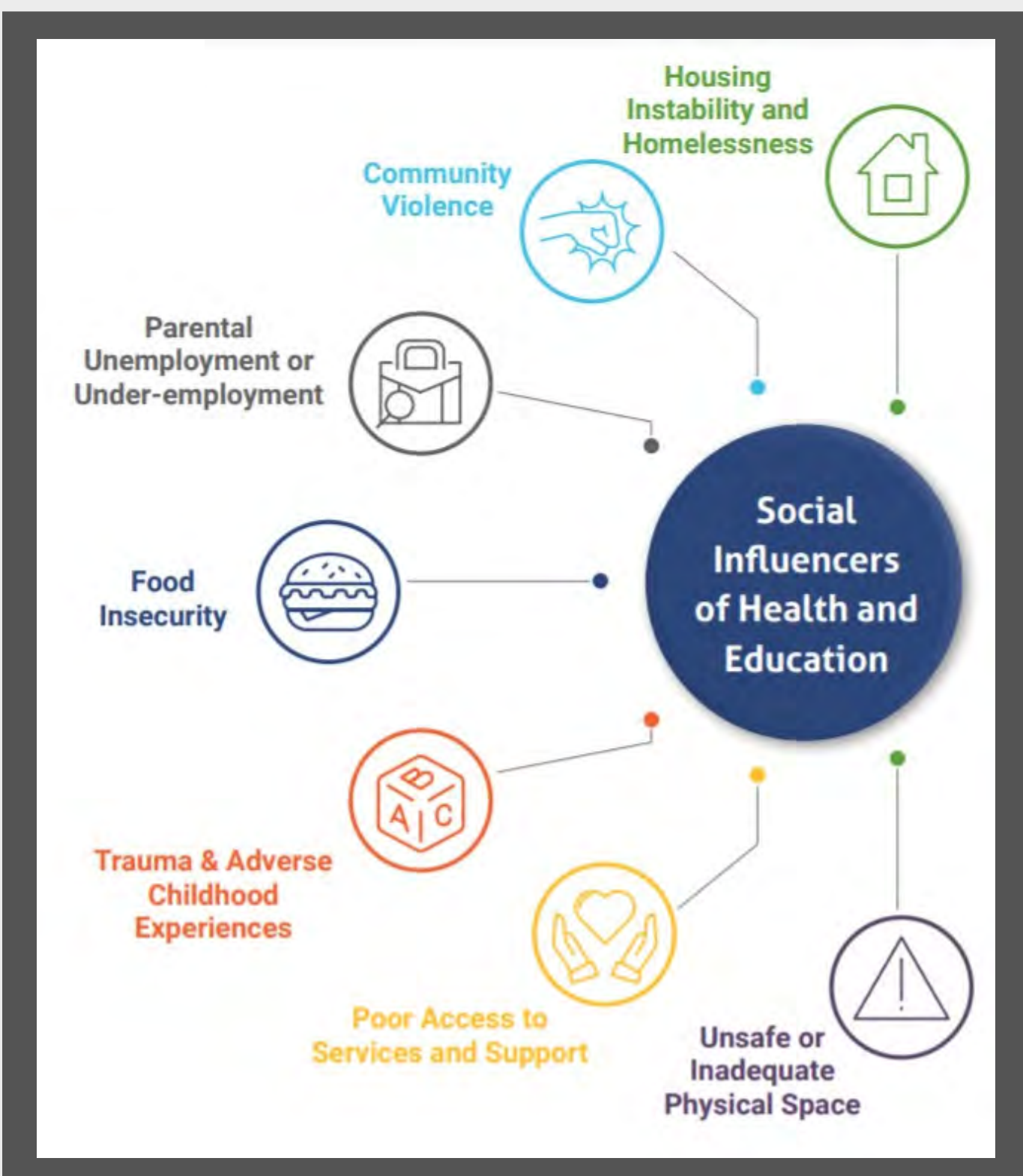
LAUSD Student & Family Wellness Hotline | (213) 241-3840 (Monday-Friday, 8am-5pm)

National Suicide Prevention Lifeline | (800) 273-8255 (24/7)



# Framework:

## SOCIAL INFLUENCERS OF HEALTH AND EDUCATION



**Social determinants of health** refer to the characteristics in a child's surroundings that affect a wide range of **health, functioning, prevalence of risks, and quality-of-life outcomes**—in other words, the social, environmental or economic conditions in which individuals are born, live, learn, play, work, worship, and age. Understanding this helps educators work together to ensure that students are supported and connected to the appropriate resources.

School-based health centers and comprehensive school mental health systems can assess and take actions to **overcome obstacles to student achievement, social-emotional development, and well-being**.

### **SCHOOL-BASED HEALTH CENTERS**

For additional information: <https://achieve.lausd.net/shhs> or <https://achieve.lausd.net/sms>

- Provide an array of services that may include **primary care, mental health, social service, oral health, reproductive health, nutrition education, vision, and health promotion**.
- Care may be provided to students, school staff, family members, and others in the community **during and after school hours**, and often during the summer.
- The CDC Community Prevention Services Task Force recommends SBHCs in low-income communities to **improve educational and health communities**.

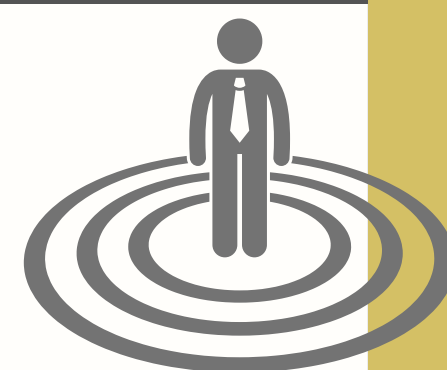
### **COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS**

For additional information: <https://smh.lausd.net>

- Provide an array of supports and services that promote positive **school climate, social emotional learning, and mental health and well-being, and reduce the prevalence and severity of mental illness**.
- Built on a strong foundation of district and school professionals, including administrators, educators, and specialized school-based support personnel.
- Builds a strategic partnership with students, families, and community health and mental health organizations.

For an array of health, mental health and student/family support services, call  
**LAUSD Student Health and Human Services Student & Family Wellness Hotline**  
**(213) 241-3840 (Monday-Friday, 8am-5pm)**

Source: [Understanding-Social-Influencers-of-Health-and-Education](#)





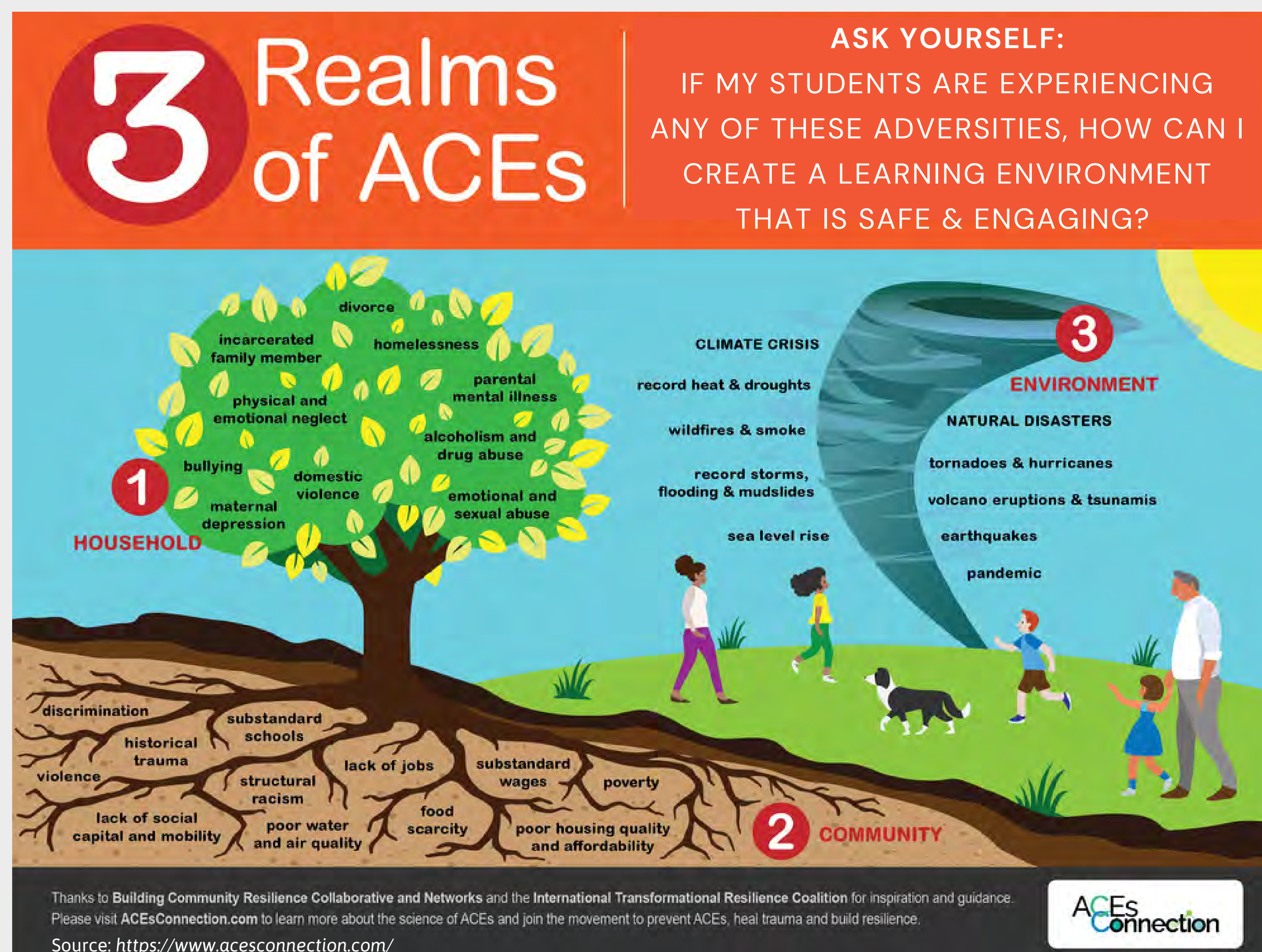
# Framework: TRAUMA- RESILIENCE INFORMED CARE

**Trauma and Adverse Childhood Experiences (ACEs)** are traumatic events that occur before the age of 18.

A **trauma-resilience informed educator** understands how experiences in the **household, community, or environment** can adversely affect a child, family, and community at large. Adverse childhood and community experiences have a direct impact on how our students “show up” in the classroom.

Trauma and resilience informed practices are vital to supporting our students.

Visit **MyPLN**. Using the Keyword "trauma," view a wide selection of webinars on "Creating Trauma & Resilience Informed School Communities."





# Resources

## WHEN STUDENTS NEED MORE



*The universal strategies presented in this guide are essential to support the success of all students.*

*The following curated resources and information will help you to support and connect with students, and to access additional supports or referrals that may be needed.*

*These extraordinary times call for Radical Care, which is a fundamental belief that students may need something different from what schools have typically offered.*



# Resource:

## CREATING A SENSE OF SAFETY

*“Educators can deliver the daily doses of healing interactions that truly are the antidote to toxic stress...just as science shows that it’s the cumulative dose of early adversity that’s most harmful, it also shows that the cumulative dose of healing nurturing interactions is most healing.”*

*- Dr. Nadine Burke Harris, California’s first Surgeon General*

Procedures and routines **cultivate safety, connectedness and trust**. These must be taught, modeled and reinforced daily. Predictability sets the stage for increased academic engagement and social success. **The following four practices are essential** to effective teaching and learning:

**1. Community Building Activities:** It is essential to **build a strong sense of belonging, connection, safety, and a shared ownership** of the space that embraces 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.

**2. Creating Classroom/School-Wide Expectations:** **Safe, respectful, responsible, resilient and restorative learning environments** help learners to actively engage and participate. **Co-creation** of classroom norms/expectations promotes buy-in and greater engagement. Communicate expectations to parents and caregivers.

**3. Check-In/Check-Out:** Regular Check-In/Check-Outs provide an opportunity to assess the social emotional wellbeing and engagement of each learner and to provide additional support as needed. **Check-In/Check-Outs** should be done at least weekly. The Check-In/Check-Out Learning Module gives additional resources.

**4. Use 4:1 Connection Over Correction (8:54):** Establish a sense of **emotional safety and connection** while motivating learners to grow. Given the high anxiety in these uncertain times, we *all* need positive interactions and feedback, now more than ever! How are you using the 4:1 ratio (8:54)? Each person should experience positive interactions four times more often than corrective interactions.



# Resource:

## RESTORATIVE PRACTICES & RESPONDING TO BEHAVIOR

38

- 1 First, **Check-Check-Check**. Before responding to disruptions, **check yourself**:  
*Am I making an emotional response or a rational response?*
- 2 Then **check-in with the student**:  
*Are you ok? Are you safe? Do you need anything?*
- 3 Once you have established that they are ok, **check for motivation**:  
*What is the student asking for? What might be the motivation for their behavior?*

**Practice compassionate listening** as conflicts and disruptions are inevitable.

**Connections Over Correction**. This provides a sense of **emotional safety** and connection and can be the driving force that motivates students to move beyond their mistakes and grow. **Be empathetic**, as there may be some challenging and uncontrollable circumstances that some of our students are facing right now that cause them to behave in particular ways. Given high anxiety in such uncertain times, we all need **positive feedback** now more than ever! How is the **4:1 ratio** (8:54) being used on a regular basis? Is the student having more positive interactions than corrective interactions?



### Strategies for Responding to Behavior

- Provide a **verbal/visual reminder** (1:32) of expectations and consequences
- Allow a **reasonable wait time** of up to 10 seconds (2:04)
- **Provide choices** (1:18) (e.g., What to do, how to do it, with whose help.)
- Pose **statements rather than questions**. (1:07)
  - Say "It's time to clean up your supplies," instead of "Would you please clean up your supplies?"
- Give a **START rather than a STOP** directive. (1:04)
  - Say "Please start your homework," instead of "Stop fooling around."
- Give **specific and concise directions**.
  - "If you are unsure about what you're supposed to do, please ask me to clarify. If you understand the directions, give me a thumbs up."
- Use **affective statements** to express how behavior impacts how we feel.
- Use **restorative questions** (1:12) to get curious not furious. Strive to understand the behavior.
- Provide reflection/think time or use the **reflection worksheet**.



#### Resources:

Responding to Minor and Substantial Disruptions (p. 10),  
Mind Matters: A Message to Teachers (2:13), PBIS/RP Behavior Contract



# Resource:

## STUDENT ATTENDANCE

39

Prior to the pandemic, chronic absence disproportionately affected some of our most underserved students. It may feel disorienting to return to school. **Assure students** that we understand and are here to support their adjustment to in-person learning with empathy and high expectations. **Attendance** in the first few weeks can predict attendance for the year. Helping our students build positive attendance habits early sets them up for success.

Acknowledge students' efforts to be present, whether in-person or virtually. **Let students know** we notice and care when they are absent.

Let students know that **we believe in their ability to be resilient** and meet the personal and academic expectations that are vital for their future success.

**Pupil Services and Attendance Counselors** are available to offer additional resources.

### The following resources are available:

#### Tools

- Tools for Schools
- Tiered Attendance Intervention Strategies
- Tiered Attendance Intervention Strategies for Independent Studies
- Enrollment Procedures and Resources
- School Attendance and Enrollment Resources Schoology group.  
For access contact [ask-shhs@lausd.net](mailto:ask-shhs@lausd.net)

#### Videos

- Teaching Attendance (3:15)
- Attendance Videos (3:36)
- Importance of Attendance (3:17)

#### Websites

- Pupil Services
- Attendance Works
- Centers for Disease Control

#### EXCELLENT ATTENDANCE

96% -100%  
7 days or less

#### BASIC ATTENDANCE

92% -95%  
between 8 -14 days

#### CHRONIC ABSENTEEISM

Less than 91%  
15 days or more





# Resource:

## SUPPORTING ENGLISH LEARNERS

40



Our students bring rich **multilingual and multicultural backgrounds** to our school communities. Over **95 different languages** are spoken in the District; over 90,000 are English Learners. The English Learner student may have unique situations and **needs**, such as moving to a new country, fitting into a new school, and learning a different language. They may also have significant family responsibilities or have experienced trauma.

**Strong relationships** with our students build confidence and community, increase engagement and support academic success.

¡Colorín Colorado!'s "8 Strategies for Building Relationships with ELLs in Any Learning Environment" provides support and information to address the **social, emotional, and academic needs of English Learners**.

"Everywhere  
immigrants  
have enriched  
and strengthened  
the fabric  
of American  
life."  
– John F. Kennedy



"Language is the road map of a culture.  
It tells you where  
its people come  
from and  
where they  
are going."  
– Rita Mae Brown



Visit our Multilingual and Multicultural Education Department website for resources on **how to help address the needs of our EL students** and draw on their **strengths and resilience**.



# Resource:

## PSYCHOLOGICAL FIRST AID



*It is normal to experience excitement, stress and anxiety after being away from school for an extended period of time. Here are some things that can help:*



### LISTEN

- **Be curious.** Ask open-ended questions & actively listen to students' thoughts & feelings.
- **Pay attention** to any behavioral changes; children often demonstrate their emotions in nonverbal ways.
- Be aware of your **tone & response**; convey interest & empathy.



### PROTECT

- **Normalize and validate** feelings. Assure students that their feelings are normal. For example, "It's normal to be excited and worried at the same time. What is one thing we can do right now to help?"
- **Media can be confusing.** Help students think critically about messages and biases found on various social media and news sites.
- **Establish routines** and create a plan for transitions, including returning to campus. **Planning can help minimize anxiety** and fear of the unknown.



### CONNECT

- **Check-in** with your students regularly.
- Become familiar with support resources available in school and community.
- **Communicate** with other adults with whom the student interacts regularly (e.g., teachers, counselors, coach, parent/caregiver).
- If your student appears to be struggling with anger, anxiety or sadness, or expresses suicidal ideation, **consult and get help** as soon as possible.



### MODEL

- **Model healthy behaviors/responses** by remaining calm, courteous and helpful to assist them in **achieving balance**.
- Maintain a **calm** and **optimistic** demeanor.
- Practice **self-care**.



### TEACH

- Every student will have a **unique reaction** to the same situation.
- **Talking through strategies** together can help students improve their problem-solving skills and feel more empowered.
- Teach students that speaking up and **asking for help is a source of strength**.





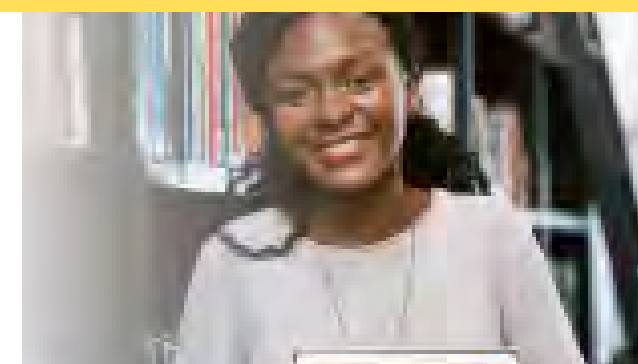
# Resource:

## PSYCHOLOGICAL FIRST AID (PFA) FOR SUPPORTING BLACK STUDENTS

### Supporting Black Students

#### General Guidelines for Addressing Mental Health Needs in the School Environment

PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.



#### RESPONDING TO RACIAL TRAUMA

Racial trauma is defined as the mental and emotional injury caused by race-based traumatic incidents and other forms of violence towards African Americans and Black, Indigenous, and People of Color (BIPOC). Children and youth may experience race-based traumatic incidents in various ways, including direct impact, indirect exposure, or through media outlets. Research shows that African American or Black youth, as well as youth of other BIPOC groups, may identify with the people being hurt and may wonder if they will also be hurt or killed. This guide has been adapted to support students who are experiencing discrimination and repeated acts of racial violence and aggression that may result in racial trauma. The following strategies are offered to help you with supporting and nurturing your students.

#### LISTEN TO STUDENTS' VERBAL AND NON-VERBAL COMMUNICATION.

*Encouraging dialogue about what they may have experienced or been exposed to lets students know that you care about their feelings and are available to listen to their concerns.*

- Provide a designated time for open dialogue with ground rules that includes respectfully listening to one another.
- Clarify any questions your students might have as part of this dialogue. You may need to have trained professionals visit your class to discuss racism or racial justice with all students regardless of race.
- Validate student responses by reflecting what you heard them say.

#### PROTECT BY MAINTAINING STRUCTURE, STABILITY, AND CONSISTENCY.

*Witnessing acts of violence or aggression toward African American and/or BIPOC groups may cause stress that can be reduced by offering students a safe and affirming classroom/school environment.*



- Monitor conversations around race and culturally related issues and explain the benefits of limiting media coverage that might trigger fear, pain, sadness, anxiety, anger, or a negative self-image.
- Believe your students when they say that they have experienced or witnessed discrimination, harassment, or bullying due to their race, and inform your school site principal or contact the Educational Equity Compliance Office.
- Increase exposure to positive representations of African American and Black individuals to guard against internalizing oppression (i.e., negative perceptions of oneself and/or other Black people).

#### CONNECT THROUGH INTERACTION, ACTIVITIES, AND RESOURCES.

*A positive relationship with a healthy adult at home and at school is one of the most important factors that helps build resilience.*

- Help students find healthy ways to express their feelings through creative arts, drama, dance, and other forms of self-expression.
- Encourage participation in age-appropriate activities and organizations that foster leadership skills through action and activism.
- Connect students with people who share their cultural background, experiences, and/or demonstrate cultural sensitivity.
- Become familiar with the school and community resources available to support your students and connect them to a mental health professional or counselor on your campus when necessary.

#### MODEL CALM AND COMPASSIONATE BEHAVIOR.

*Students take their cues from adults and are influenced more by what adults do than what they say.*

- Pay attention to your thoughts, feelings, and reactions regarding reports of racial trauma, discrimination, or community racial violence.
- Express empathy and hope for the future when students share their experiences following race-based incidents.
- Be mindful of adult conversations about race that may trigger anger, fear, anxiety, and sadness.

#### TEACH ABOUT THE NORMAL REACTIONS OF RACIAL TRAUMA.

*Teach that it is common to experience feelings of anger, sadness, fear, and a sense of a shortened lifespan for themselves, friends, and/or loved ones.*

- Teach students that asking for help is a source of strength. It is important for students to develop and utilize the skills to overcome difficult situations by engaging in help-seeking behavior.
- Explore various educational resources to better understand the history and resilience of African Americans and Black people worldwide.
- Provide examples of positive coping activities such as exercise, relaxation, mindfulness, or faith-based activities to buffer the impact of racial trauma.



The PFA: Listen, Protect, Connect Model and Teach was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services Adaptation Center and the National Center for the School Crisis and Bereavement. The authors M. Schreiber, R. Gurwitsch, and M. Wong have authorized this adaptation. For more information or to obtain resources, please contact School Mental Health at (213) 241-3840.



# Resource: SUPPORTING GRIEVING STUDENTS



Grieving students and staff have always been a part of our schools. Those numbers have risen dramatically during this pandemic. It's understandable that youth and adults may be unsure of **how to be supportive** at this level of loss.



Recommendations can be found:

- [www.schoolcrisiscenter.org](http://www.schoolcrisiscenter.org)
- [www.grievingstudents.org](http://www.grievingstudents.org)
- [www.nctsn.org/resources/child-trauma-toolkit-educators](http://www.nctsn.org/resources/child-trauma-toolkit-educators)

## NATIONAL CENTER FOR SCHOOL CRISIS AND BEREAVEMENT

### TIPS FOR PRINCIPALS AND TEACHERS

1. **Increase your awareness** of issues related to grief by consulting with your Psychiatric Social Worker (PSW) or other school-site crisis team members.
2. **Talk with students about grief and loss** and other sensitive topics. Students need to know that they can speak with teachers and other staff about these matters. Offer temporary academic accommodations. Refer the student to your school-based mental health provider.
3. **Make a plan for self-care.** Supporting grieving students can be gratifying. It also means **bearing witness** to their pain. Identify friends, family and colleagues you can talk to about your own feelings and self-care activities. Valuable **resources** are available through the Employee Assistance Program and Wellness Programs.



# Resource:

## EXPLAINING DEATH WHEN SOMEONE DIES OF COVID-19



When someone dies of COVID-19 a child or teen may have thoughts and feelings unlike those experienced when death is due to other causes. **Provide truthful and age-appropriate explanations.**

The following are questions that students might ask:

### What is COVID-19?

- Explain that the **COVID-19 virus** is similar to other flus but much more dangerous and contagious
- Explain the **importance of hand sanitizer, face masks and physical distancing.**



Children will naturally want to know why/how their loved one got the virus:

- It **wasn't their fault** or the fault of the person who died.
- The virus is highly contagious, so even if they were **practicing safety precautions**, the virus could have been passed to them by someone with COVID-19.
- If the source of exposure is unknown, tell the child that it is unclear how their loved one caught the virus.



Your students may want to know if you are going to get COVID-19 and die too.

- Although the virus is highly contagious, most people who get it do recover.
- Assure students that we are working together at school to keep everyone safe.

Human Relations, Diversity & Equity has an excellent library of resources for educators, parents and students on COVID-19



# Resource: I'M WORRIED ABOUT MY STUDENTS

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*These are difficult times. Many families are experiencing housing and food insecurity. Communities of color are experiencing disproportionately high rates of unemployment and COVID-19. As students return to campuses, we may observe signs of depression, suicidal ideation or suspected child abuse or neglect. Services are available to help.*



LOS ANGELES UNIFIED SCHOOL DISTRICT

**MENTAL** HEALTH HOTLINE

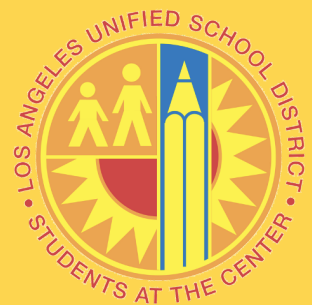
**Students & Families  
Need help?**  
**Call 213-241-3840**  
for a consultation,  
support & referrals  
**Weekdays 6 am-6 pm**

- Visit Student and Family Resources Dashboard to find resources in your area.
- If your student expresses **suicidal ideations, self-injury or threats**, refer to Teachers' Protocol for Responding to Students at Risk.
- If your student discloses any kind of abuse, follow existing protocol for reporting **suspicious of abuse** to local law enforcement or child protective agency (BUL-1347 Child Abuse and Neglect Reporting Requirements).
- If your student discloses that they **need housing**, are in **foster care**, or returning from **juvenile detention**, please refer to the Specialized Student Populations District and Community Resource Guide.

**LAUSD Student & Family Wellness Hotline | (213) 241-3840**  
**(Monday-Friday, 8am-5pm)**  
**National Suicide Prevention Lifeline | (800) 273-8255 (24/7)**







# RECOGNIZING SIGNS OF DISTRESS



## COULD MY STUDENT BENEFIT FROM ADDITIONAL SUPPORT?

### Community Hotlines

- National Suicide Prevention Lifeline (24 hour) (800) 273-8255
- Trevor Lifeline (24 hour) (866) 488-7386
- Teen Line (6 pm-10 pm) (800) 852-8336

### Text and Chat Resources

- Crisis Text Line (24 hour)  
Text "LA" to 741741
- Lifeline Chat (24 hour)  
<https://suicidepreventionlifeline.org/chat/>
- Trevor Lifeline Text (24 hour)  
Text "START" to 678-678
- Teen Line Text (6 pm - 10 pm)  
Text "TEEN" to 839863

### Emergency Information for After Hours Services

If you need IMMEDIATE help, call 911

For a Psychiatric Emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771

While most children are able to adapt on their own after a critical incident or life stressor, the presence of the following behaviors may indicate a **need for additional attention and care**:

- Sudden and significant changes in behavior or interests
- Excessive worrying or anxiety
- Isolation or avoidance of friends, family or school
- Extreme confusion, incoherence or trouble concentrating
- Extreme sadness or hopelessness
- Decline in academic performance
- Sudden or rapid changes in mood
- Change in eating or sleeping patterns
- Sudden change in appearance or personal grooming
- Substance abuse or self-injurious behaviors
- Harmful acts to self, other children or animals
- Thoughts of suicide evidenced through verbalizations, artwork, writing or giving away prized possessions

We can **teach resilience** to students by reminding them that they are not alone and by sharing **coping strategies** – identifying their feelings, practicing emotional regulation and utilizing the support of **trusted adults**.

**Reach out** to your school administrator, Psychiatric Social Worker, Pupil Services and Attendance Counselor, or Specialized Student Services Counselor for additional support and resources.

LAUSD connects students and families with a variety of **free and low cost** resources and services. Families can speak with someone on the Wellness Hotline during regular business hours.



**L.A. UNIFIED STUDENT AND FAMILY WELLNESS HOTLINE**  
**(213) 241-3840**

**Monday – Friday, 8:00 am – 5:00 pm**

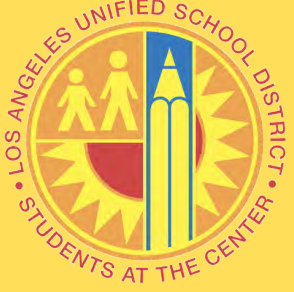
**Website: <https://shhs.lausd.net>**



See the *Parent/Caregiver Roadmap to Social-Emotional Well-Being & Academic Success* for additional resources.



GET HELP | GIVE HELP



# SUPPORTING STUDENT MENTAL HEALTH WELLNESS



## DID YOU KNOW?



**MENTAL HEALTH IS ABOUT OUR FEELINGS, THINKING, EMOTIONS, AND MOODS.**

- Just as we brush our teeth daily, we need to make sure our brains have the tools we need to feel happy and safe.
- Many things can affect the way we feel and act, our relationships with family and friends, and school expectations.
- The pandemic has had additional and profound impacts.

## FEELINGS



- Everyday feelings come and go and are a normal reaction to what is happening in our lives. Everyday feelings are always changing and don't usually hang around for too long.
- Overwhelming feelings hang around for a long time, change the way we feel and behave, and may stop us from doing what we want to in life.

## YOU ARE NOT ALONE!



- If you or someone you know is feeling sad or unsafe, get help from a trusted adult.
- Is there someone you know and trust, such as a family member? Teacher? Coach?
- Is there a friend who can support you with getting help?
- Keep trying until someone listens.

## GET HELP



**Available 24/7**

**National Suicide Prevention Lifeline (800) 273-8255**

**Crisis Text Line – Text "LA" to 741-741**

**Trevor Lifeline (866) 488-7386**

**Trevor Text – text "START" to 678-678**



**LAUSD STUDENT & FAMILY WELLNESS HOTLINE  
(213) 241-3840, MONDAY-FRIDAY, 8AM-5PM**





**GET HELP | GIVE HELP**

# SUICIDE PREVENTION



## DID YOU KNOW?



- 50% of us will experience a mental health challenge in our lifetime.
- Being a young person can be stressful, confusing, and difficult at times. Many things can affect the way we feel and act – our relationships with family and friends, academic expectations, or trying to figure out our own identity.
- The pandemic has had additional and profound impacts.

## LOOK FOR THE SIGNS



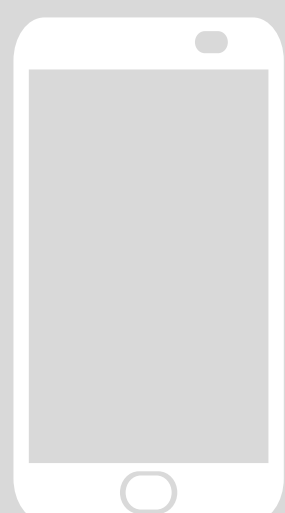
- Feelings of sadness, anger, or both
- Feeling alone even when you're around others
- Feeling like no one understands or accepts you
- Feeling trapped like there is no way out
- Feeling hopeless with nothing to look forward to
- Thinking about dying to end the pain

## YOU ARE NOT ALONE!



- If you or someone you know is struggling with mental health or is thinking about suicide, get help by reaching out to a trusted adult.
- Is there someone you know and trust, such as a family member? Teacher? Coach?
- Is there a friend who can support you with getting help?
- Sometimes you have to keep trying until someone listens.

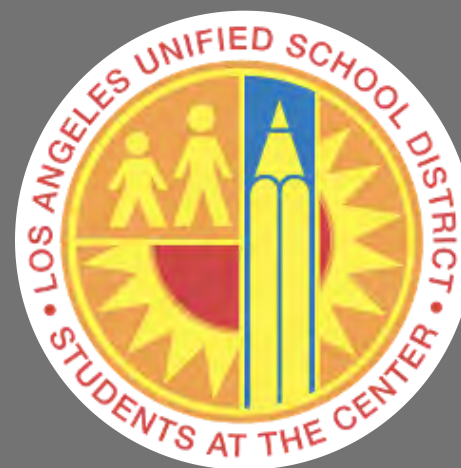
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# LAUSD RESOURCES

## LAUSD Offices

- Student Health and Human Services
  - Human Relations, Diversity & Equity
  - Positive Behavior Interventions & Supports/Restorative Practices (PBIS/RP)
  - Pupil Services & Attendance
  - School Mental Health
  - Student Support Programs
  - Wellness Programs
- Division of Instruction
  - Instructional Technology
  - Multilingual and Multicultural Education Department
  - Social Emotional Learning
- Division of Special Education
- Human Resources

## Schoology Groups

- **GSA Sponsors** – supporting LGBTQ+ students & families. For access, contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net)
- **LAUSD Pride** – resources on LGBTQ+, bullying prevention, affirming diverse identities, languages, cultures, religions and experiences. For access, contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net)
- **PBIS/RP** – restorative practices, building community, positive behavior. For access, contact [pbis-rp@lausd.net](mailto:pbis-rp@lausd.net)
- **Secondary Advisory** – secondary advisory lessons. For access, contact Susan Ward Roncalli [sroncall@lausd.net](mailto:sroncall@lausd.net)
- **School Attendance and Enrollment** – attendance related support and resources. For access, contact [ask-shhs@lausd.net](mailto:ask-shhs@lausd.net)
- **Standing with Black Students, Staff and Families** – centering Black students. For access, contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net)
- **School-Site Crisis Team Webinars, 2020** – racial trauma, LGBT, grief. For access, contact [ask-shhs@lausd.net](mailto:ask-shhs@lausd.net)





# CONTRIBUTORS

The *Roadmap for Social-Emotional Well-Being & Academic Success* is part of a larger effort to promote mental health, welcoming and affirming classrooms, positive relationships, healthy lifestyles, and social-emotional learning and well-being as essential to assisting students and adults in reaching their full potential. We acknowledge all who contributed their expert advice on this guide, especially, but not exclusively, those listed below.

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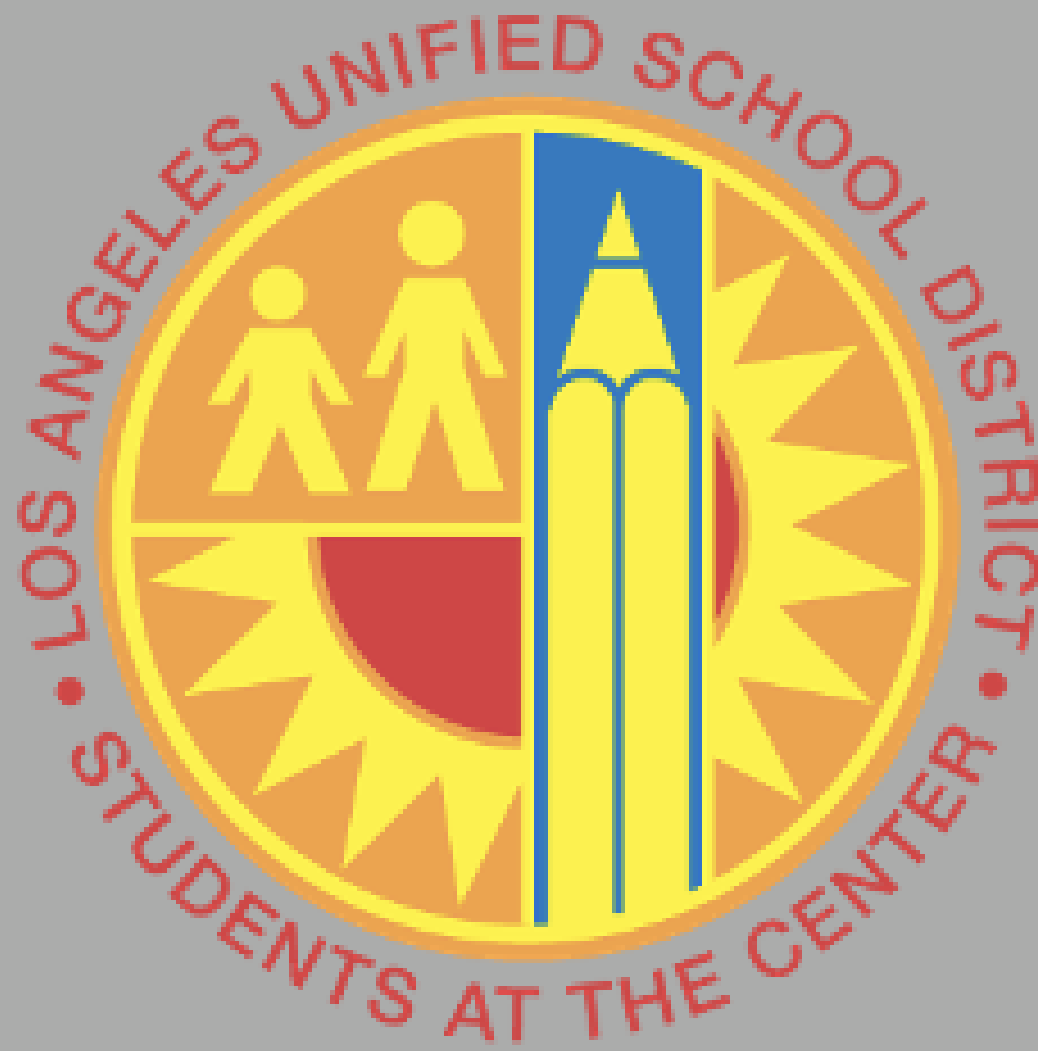
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AUGUST 2021

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