

2022-23

Educators Roadmap for Social-Emotional Wellbeing and Academic Success v.2





COLLABORATIVE EFFORT

MESSAGE FROM THE SUPERINTENDENT



Dear Educator,

It is my distinct pleasure to present the 2022-2023 Educator Roadmap for Social-Emotional Well-Being & Academic Success, a practical and easy-to-use guide for teaching and applying key resilience factors in our daily lives.

We are living in a time of historic adversity—and historic connectedness. The challenges presented by this pandemic have been great, but even

greater has been our collective determination to summon hope, to heal, and to persevere as one. Through our collective determination, countless children, youth, and adults have practiced critical skills and developed resilience, proving once again that resilience is a malleable skill that can be taught and learned.

This Roadmap is the culmination of tremendous collaboration, healing energy, and learning that has been cultivated over the course of this pandemic around the teaching of resilience factors. It is a practical guide with impactful strategies that can help our students—and ourselves—become even better prepared for life's challenges. We hope that you get as much strength and inspiration from using these strategies as we get from sharing them.

Finally, I want to thank and acknowledge the many Los Angeles Unified teams that came together to create this roadmap, including our Student Health and Human Services Division, Division of Instruction, Division of Special Education, and Human Resources. This truly was a collaborative effort. I want to express my gratitude to all of the professionals who curated resources for this project and to recognize them as co-presenters of this roadmap.

With Gratitude,
Alberto M. Carvalho, Superintendent



ROAD TO RESILIENCE

This Roadmap is designed for teachers, administrators, counselors and support staff.

Resilience is the ability to bounce back from adversity or overcome challenges in life. This is vital for well-being. This roadmap is the combination of key **Resiliency Principles** that a worldwide panel of experts have identified to guide efforts to recover after community exposure to extreme stress. In the diagram below, you will see these key principles aligned with the **Core LAUSD Social Emotional Competencies**, which is how this roadmap is organized.

We are excited to share the tools in this roadmap to support schools, families and communities.



Resiliency Principles

Core LAUSD Social Emotional Competencies

The Educator Roadmap has two sections:

1



WORKING WITH STUDENTS

Includes lesson plans, activities, discussions, videos, and additional resources adaptable for use in classrooms, small groups and one-to-one settings.

2



RESOURCES

Includes resources for when students need more support, such as “Recognizing Signs of Distress” and “I’m Worried About My Students.”

TABLE OF CONTENTS

2 INTRODUCTION

- 3 [Message from the Superintendent](#)
- 4 [Road to Resilience](#)
- 6 [A Quick Guide for the Year](#)
- ★ 7 [You Matter. We Need You.](#)
- 8 [Self-Check-in. Am I Ok?](#)
- 10 [Your Connections Matter.](#)

WORKING WITH STUDENTS

11 [SENSE OF SAFETY](#)

- 12 [Safety and the Learning Brain](#)

13 [SELF MANAGEMENT & ABILITY TO BE CALM](#)

- 14 [Ways to Find Calm](#)
- 15 [Mindfulness](#)
- 16 [Breathe](#)
- 17 [5 Finger Breathing Poster](#)

18 [SOCIAL AWARENESS & CONNECTEDNESS](#)

- 19 [Community Building](#)
- 20 [Movement and Play](#)

21 [SELF-EFFICACY & GROWTH MINDSET](#)

- 22 [The Journey of Growth Mindset](#)

23 [COMMUNITY/ COLLECTIVE EFFICACY](#)

- 24 [Seen, Heard, Valued](#)
- 25 [We Affirm Poster](#)

26 [HOPE](#)

- 27 [Hope](#)

PROFESSIONAL RESOURCES

- 29 [Affirming Schools for Everyone](#)
- 30 [Social Emotional Learning Competencies](#)
- 31 [Digital Citizenship](#)
- 32 [Student Wellness - Healthy Choices for Lifelong Health](#)
- 33 [Eight Dimensions of Wellness & Self-Care](#)
- 34 [Creating Positive Classrooms](#)
- 35 [Resiliency Daily Poster, Elementary](#)
- 36 [Resiliency Daily Poster, Secondary](#)
- 37 [Social Influencers of Health and Education](#)
- 38 [Trauma-Resilience Informed Care](#)
- 39 [Student Attendance](#)
- 40 [Supporting English Learners](#)
- 41 [Psychological First Aid](#)
- 42 [Other Psychological First Aid Handouts](#)
- 43 [Supporting Grieving Students](#)
- 44 [When Students Need More](#)
- 45 [Recognizing Signs of Distress](#)
- 46 [Supporting Student Mental Health Wellness](#)
- 47 [Suicide Prevention](#)
- 48 [LAUSD Resources & Schoology Groups](#)
- 49 [CONTRIBUTORS](#)

A QUICK GUIDE FOR THE YEAR



Welcome to the 2022-23 edition of the Educator Roadmap. This **Quick Guide** has **valuable and easily accessible resources** to support you throughout the year.

The **top links** will jump to a **specific page** and give you a complete picture of each topic and related activities. The **bottom links** will take you to a **specific activity** for the day.

EDUCATOR RESOURCES

[Start here](#)

[You Matter](#)

[Am I Ok?](#)

[Safety & the
Learning Brain](#)

[Connections
Mindfulness](#)

[Professional
Tools](#)

OCTOBER - IN THE CLASSROOM

Monday	Tuesday	Wednesday	Thursday	Friday
Community Building	Mindfulness	Growth Mindset	All Are Welcome	Hope
Check Ins	What is it?	Growth Mindset	Advisory Lessons	What is your Hope?

NOVEMBER

Monday	Tuesday	Wednesday	Thursday	Friday
Breathe	Safety & the Learning Brain	Move	All Are Welcome	Hope
5 Finger Breathing	How Stress Impacts the Brain	Team Tabata	Implicit Bias	Read A Loud

FEBRUARY

Monday	Tuesday	Wednesday	Thursday	Friday
Safety & the Learning Brain	Breathe	Mindfulness Breathing	Growth Mindset	Move
Compassionate Listening	Brilliant Things...	Breathing Script	Say This...	Bootcamp for Champs

APRIL

Monday	Tuesday	Wednesday	Thursday	Friday
Community Building	All Are Welcome	Growth Mindset	Move	Hope
Classroom Circle	Advisory Lessons	The Power of Yet...	Drop It & Move It	Future Full of Hope

YOU MATTER. WE NEED YOU.



Unlike self-criticism, which asks if you're good enough, self-compassion asks, what's good for you? – Kristin Neff



This guide and this work begins with YOU.

Flight attendants direct us to put our oxygen masks on first. If we are being honest, most of us would still prefer to make sure our loved ones are covered first. However, **research indicates** the importance of **taking care of ourselves**. Not only so we are okay, present, whole, and engaged. It is just as important that we model taking responsibility for our own wellness.

The linked videos and resources on this page **offer actionable steps** to take care of yourself. **Your wellness begins with you.** You've got this! Research indicates the hardest thing to do is to ask for help. But in reality, we all need help from time to time. 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:



[Brene Brown - Boundaries](#)

[Playlist: Chill Out Cafe Music](#)

[Learning Beginners Mind and Exploration with the Baby Cheetah](#)



[A Self-Assessment Scale for Burnout](#)

QUICK TIPS

GROUNDING



Think: [Am I ok?](#)



Feel: What am I feeling?
[RAIN Method](#)



Do: [5,4,3,2,1 Mindfulness activity](#)

SELF CHECK-IN: AM I OK?

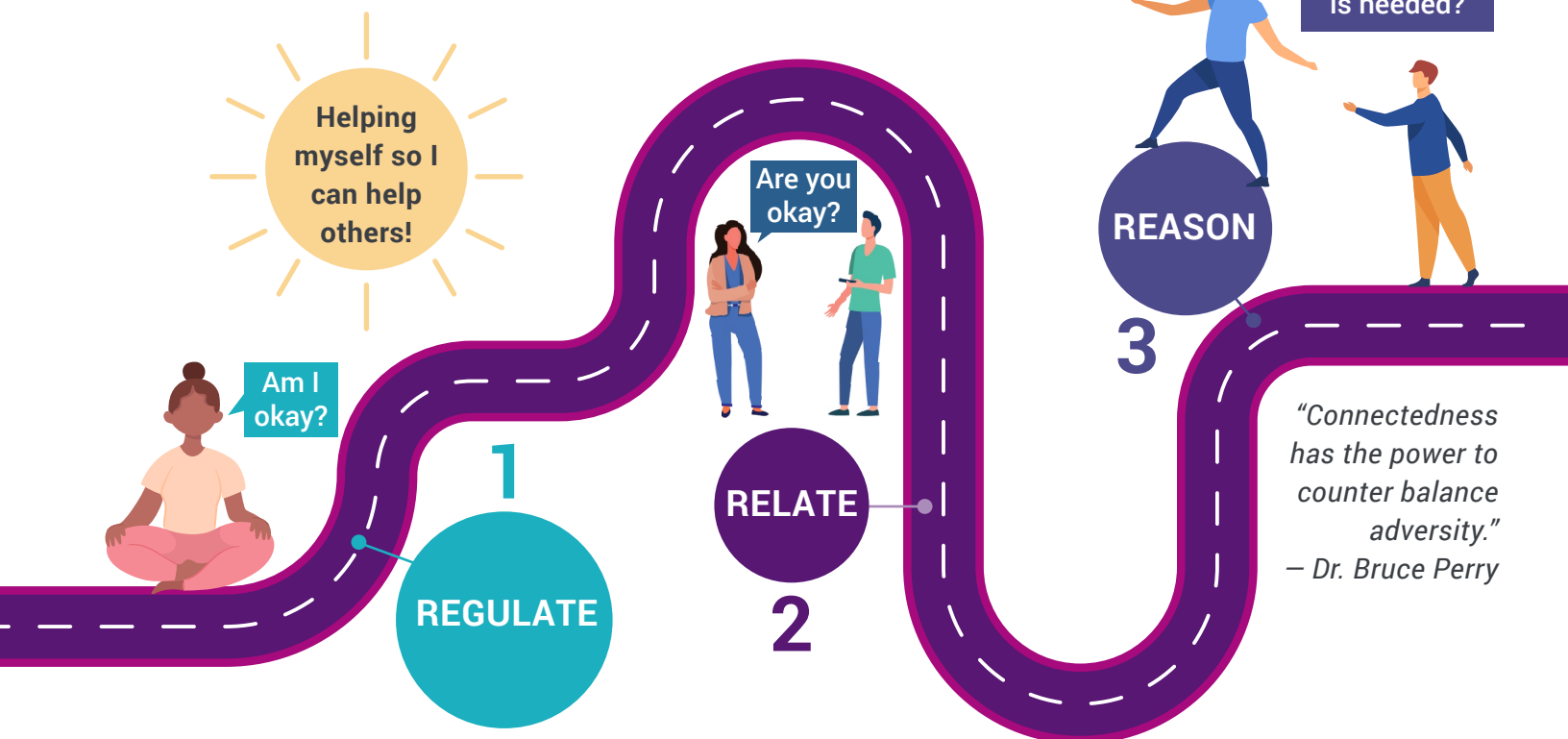


Only when we are in a calm physiological state can we convey cues of safety to another.
– Stephen W. Porges



Educators endure personal and professional stressors daily. Self check-ins are essential to create meaningful connections with students, Dr. Bruce Perry talks about three important steps before learning can happen.

1. Regulate - First ask, "Am I okay?"
2. Relate - then ask, "Are you okay?"
3. Reason - finally, ask, "What support is needed?"²



Resources to Support the Three R's:

1

[Adult Self-Awareness Checklist](#)

2

[Compassionate Listening Tips for Adults](#)

3

[Restorative Questions Think Slip](#)

For additional tools and resources, consider visiting:



Content adapted from the book *What Happened to You? Conversations on Trauma, Resilience, and Healing* by Dr. Bruce Perry

MINDFUL RAIN

Recognize what's happening

- Recognize the feeling you are having.
- Name it if you can.

Allow it to just be

- Sit with the feeling.
- It will pass, just like the rain.

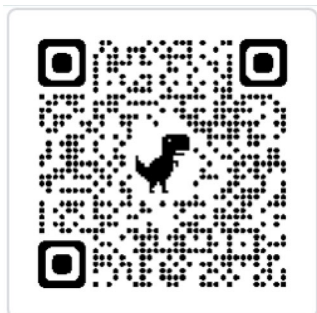
Investigate kindly

- Kindly explore:
 - How does this feeling feel in your body?
 - Where do you feel it most strongly?
 - Can you feel your feet touching the ground?

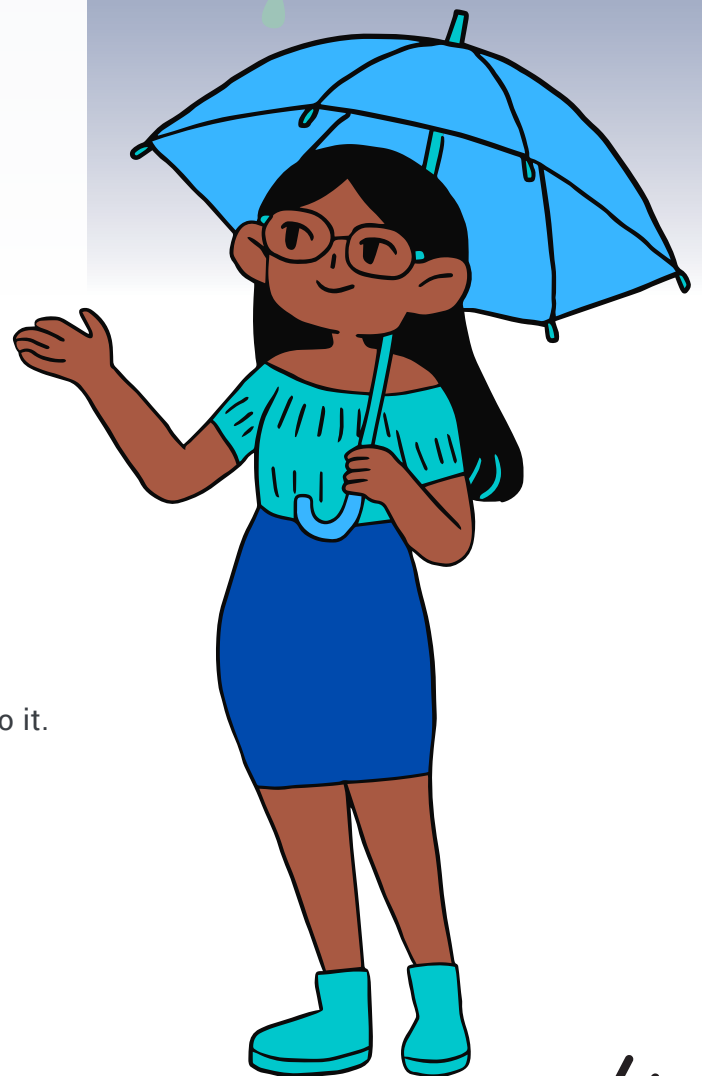
Non-identification

- This emotion is not who you are.
- The feeling will go away, you don't have to hang on to it.

[RAIN: A Practice of Radical Compassion](#) - Tara Brach



Scan here for a video!



Displaying posters like [Mindful RAIN](#) can remind students to check in with themselves.



YOUR CONNECTIONS MATTER.



It is not how much we give, but how much love we put into giving. — Mother Teresa



Only when students feel calm, safe and connected to adults, can they be ready to learn.

Here are 7 things to consider when creating relational safety* with students:

1. Proximity - Recognize that **physical distance can impact** how comfortable students feel.
2. **Eye contact** - Be mindful of how eye contact can impact feelings of safety.
3. Tone of voice - Use a **gentle tone of voice** to nurture more safety and calm.
4. Interest - **Express interest** in students' family, life, hobbies.
5. Language - Use comforting words such as "**I believe in you**, I support you."
6. Compliments - **Give authentic compliments** to help students see themselves in a positive light.
7. Strengths - **Acknowledge strengths** to empower them.

*Visit the [Safety and the Learning Brain](#) page for more information and lesson plans.

Watch this video by Dr. Bruce Perry:
Children Act Out Because of Trauma
| Oprah Winfrey Network



Scan here for a video!

REFLECTION



Think: Do your students know you care about them?



Feel: How do you communicate your feelings towards your students?



Do: Go through your roster/case load. Write a **strength or asset** for each of your students. Consider sharing this with them, their families, and your colleagues. Your words matter.

SENSE OF SAFETY

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



DID YOU KNOW?



When we do not feel safe, our body's defense state is activated - **fight, flight, freeze**. In this state, learning cannot take place. There are many ways that we can **use our senses to nurture safety**, which is discussed in this section.²

SAFETY AND THE LEARNING BRAIN



Being able to feel safe with other people is probably the single most important aspect of mental health; safe connections are fundamental to meaningful and satisfying lives.

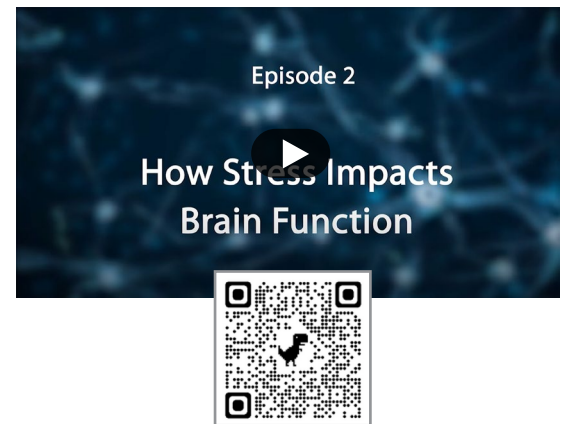
— Bessel A. van der Kolk



VIDEO REFLECTION FOR EDUCATORS

Dr. Perry lays out easy-to-implement relational strategies that result in a significant impact on the overall social, emotional, and academic functioning of students.

- Which of the educator tools listed on this page can you incorporate into your classroom?
- What strategies can you use to help students feel like they belong?
- Do your students know the classroom/school rules and expectations?
- Is there a space/activity in the classroom to help [students feel calm](#)?



EDUCATOR TOOLS

- [Compassionate Listening Tips for Adults](#)
- [Self Check-In: Am I Ok?](#)
- [Educator Tool: How the 5 Senses Impact Safety](#)
- [Counselor Resource: Working with Students on Safety](#)
- [Psychological First Aid \(PFA\)](#)
- [Trauma Resilience Informed Care](#)



HANDOUT

- [Supporting Student Mental Wellness](#)
- [Suicide Prevention](#)



VIDEOS FOR STUDENTS

- [25 Brain Breaks for the Classroom](#)
- [Brain - Hand Model to Explain Safety](#)



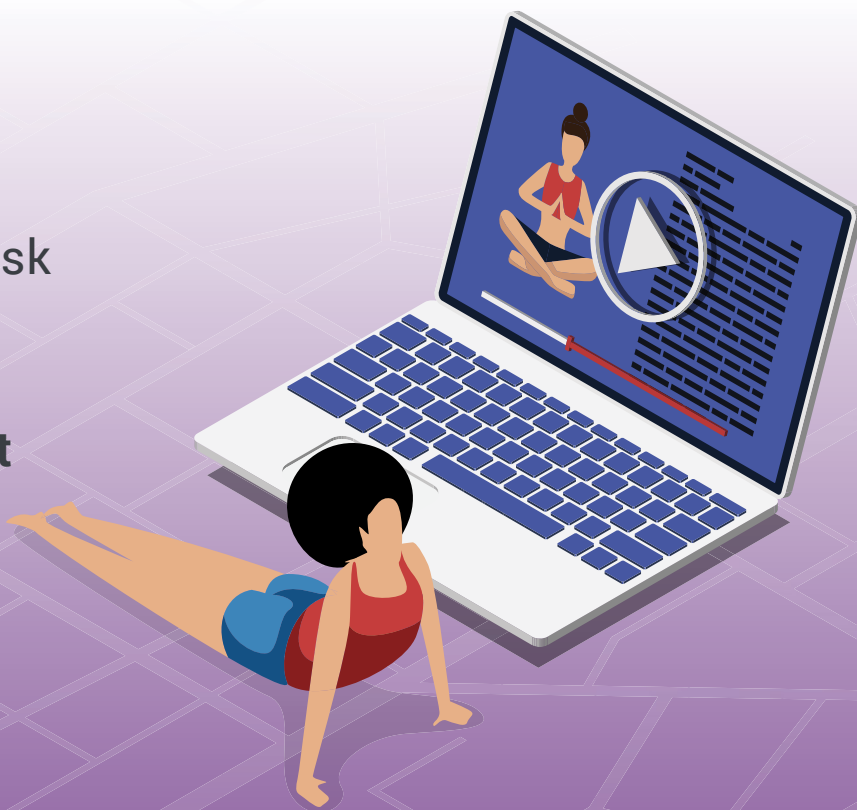
ADDITIONAL RESOURCES

- [Knowing Signs of Distress](#)
- [When Students Need More](#)
- [Social Influencers of Health and Education](#)

SELF-MANAGEMENT & ABILITY TO BE CALM

It's easier to focus on the task at hand when we are calm.

Practicing self-management and soothing skills make them more effective when they are needed.



DID YOU KNOW?



Our brains are wired to act and feel before thinking. This is because our brains first develop from the most primitive functions (e.g., fight flight, freeze) to the most complex parts (reason, empathy). In order to use our complex brain to learn, we must first feel safe and calm.¹

WAYS TO FIND CALM

QUICK CALM TRICKS



**COMPLIMENT
YOURSELF**



**NOURISH
YOUR BODY**



REST

DO ART



JOURNAL



**BELLY
BREATHS**



**MOVE YOUR
BODY**



**LISTEN TO
MUSIC**



**QUICK
TIPS**



[Coping Skills Checklist](#)



[Finding My Calm Now Activity](#)



[Resilience Daily](#)

MINDFULNESS

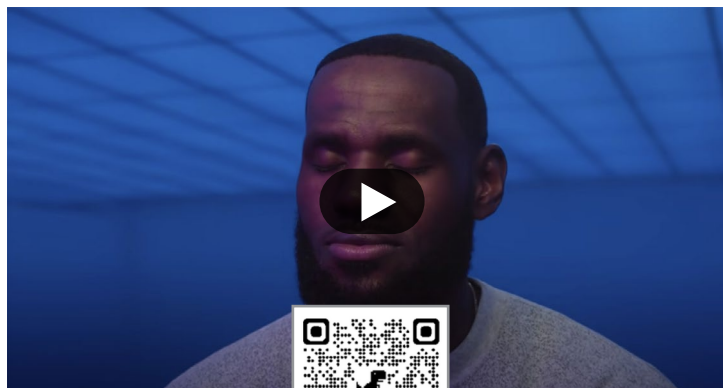


Mental fitness is just as important as physical fitness. — LeBron James



BASKETBALL CHAMPION LEBRON JAMES OPENS UP HIS PLAYBOOK FOR MENTAL FITNESS.

Practicing guided mindfulness activities regularly helps build resilience so that we can more easily “bounce back” from stressful situations.



DISCUSSION

- How does LeBron deal with stress?
- How might his advice apply to you?
- What activities help you feel calm?



DID YOU KNOW?

Mindfulness can improve our ability to pay attention, calm down when upset, and make better decisions.



EDUCATOR TOOLS

- [Mindful Breathing Script](#)
- [Mindful Schools](#)



HANDOUT

- [What is Mindfulness?](#)



VIDEOS FOR STUDENTS

- [Mindfulness with LeBron](#)
- [Do Nothing With LeBron James](#)
- [Videos on the Wellness Programs website](#)



ADDITIONAL RESOURCES

Interested in Inner Explorer for your classroom?
Contact 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.

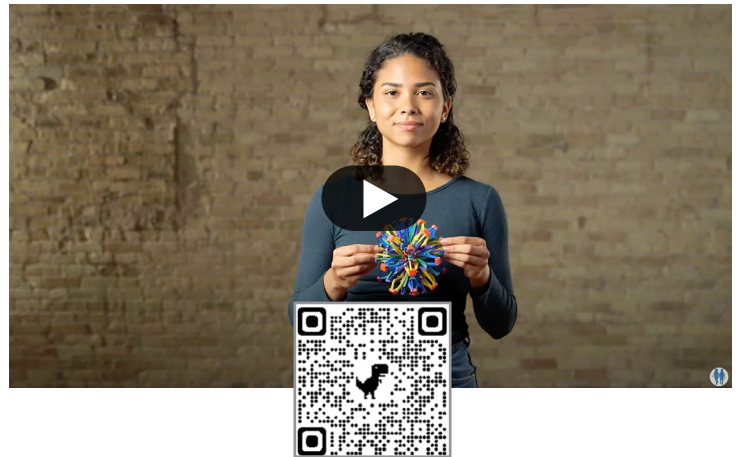
— Tao Porchon-Lynch



HAVE YOU EVER CAUGHT YOURSELF HAVING A TOUGH TIME TAKING IN A FULL DEEP BREATH?

When stressed, we default to shallow breathing. This makes it harder for us to calm ourselves. Deep breathing can change everything.

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



ACTIVITY/DISCUSSION

- Teach 5 Finger Breathing
- Set a timer for 20 seconds. Count your breaths. Multiply that by 5. How many breaths per minute? (Average is 12-20)
- Is there a time when breathing has helped to calm you?

DID YOU KNOW?



As more oxygen enters the brain, our heart rate decreases, and we are in a **better position to process and retain information.**



EDUCATOR TOOLS

- [5 Finger Breathing Lesson Plan](#) and [poster](#)



VIDEOS FOR STUDENTS

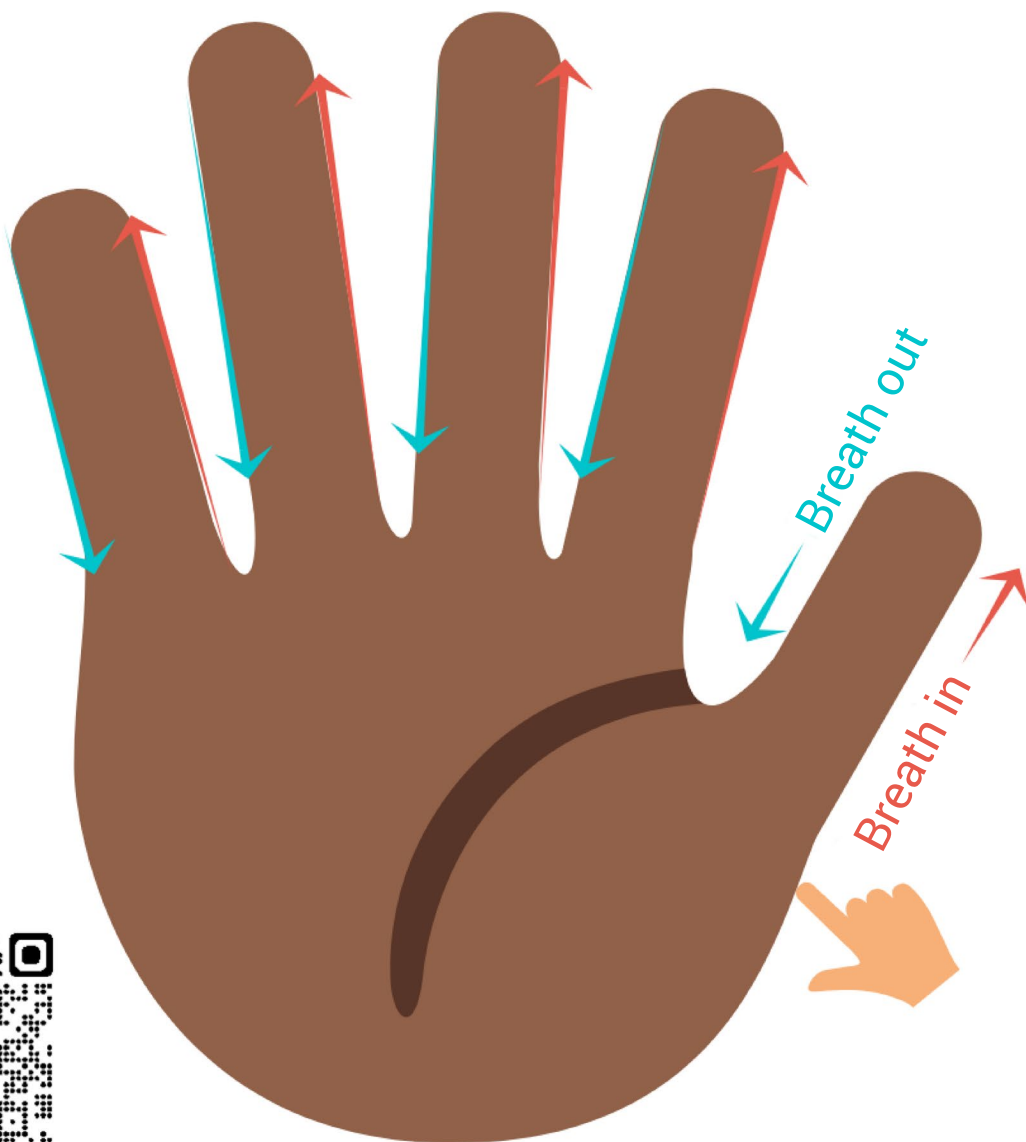
- [Breathe](#)
- [Brilliant Things Happen in Calm Minds](#)
- [Mindful Breathing](#)



HANDOUT

- [Square Breathing](#)
- [Breathing Exercises](#)

5 FINGER BREATHING



[The Calming Corner](#)

- 1 Check in with yourself before doing the practice. How are you feeling?
- 2 Practice focusing your attention on your in-breath and out-breath.
- 3 Starting from the thumb, trace the pattern around your fingers on one hand.
- 4 Check in with yourself after the practice. Do you notice a change in how you feel?

SOCIAL AWARENESS & CONNECTEDNESS

Social Awareness is the **ability to understand, empathize and genuinely listen** to one another. By affirming and including all identities we can nurture connectedness to help **keep our communities strong.**



DID YOU KNOW?

Connection is one of the strongest protective factors against adversity and a powerful indicator of longevity and well-being.²

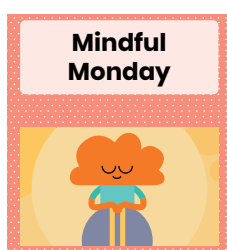
COMMUNITY BUILDING



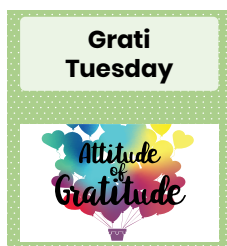
The greatness of a community is most accurately measured by the compassionate actions of its members. – Coretta Scott King



Community Building is essential to engagement and motivation. A simple and fun way to approach community building is through **thematic events** and **activities**.



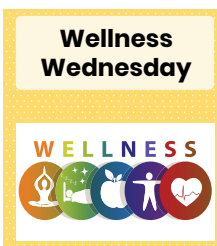
Mindful Mondays - Mindfulness is the ability to be fully present in the moment.



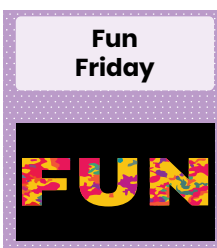
Grati-Tuesdays - Gratitude is about focusing on what's good in our lives and being thankful for the things we have.



Thoughtful Thursdays - Thoughtfulness is about caring for others.



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



Fun Fridays - Laugh and have fun while learning.



MORNING ANNOUNCEMENT SCRIPTS

- [Thematic Morning Announcements](#)



POSTERS

- [Elementary Resilience Daily](#)
- [Secondary Resilience Daily](#)



ADDITIONAL RESOURCES

- [School Wide Tier-1 Look Fors](#) assess your current use of these evidence based Tier 1 PBIS strategies.
- [PBIS/RP 4 Unifying Features](#) help build community and create a sense of safety in your classroom and at your school.

For additional resources, visit [Resilience Daily](#) or [Positive Behavior Interventions and Supports/ Restorative Practices](#).

MOVEMENT AND PLAY



Think with the whole body. – Taisen Deshimaru



ACTIVITY/DISCUSSION

- **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?



DID YOU KNOW?



Brain breaks reduce stress and frustration!
They help us focus and be more productive.



EDUCATOR TOOLS

- [Art Hub: How to Draw a Panda](#)
- [Coloring Mandalas](#)
- [Kahoot! to learn about each other](#)
- [GoNoodle to inspire movement and dance](#)
- [Brain Breaks - Roll the Dice](#)



VIDEOS FOR STUDENTS

Wellness Programs Series:

- [Everyday Fitness-Better When We're Dancing](#)
- [Everyday Fitness-Drop It & Move It](#)
- [Everyday Fitness-Bootcamp for Champions](#)
- [Everyday Fitness-Team Tabata](#)



ADDITIONAL RESOURCES

- [50 Educational Brain Breaks](#)
- [The Genius of Play for Educators](#)
- [Article on Inclusive Play](#)

SELF-EFFICACY & GROWTH MINDSET

Self-efficacy is an individual's **belief in their ability** to achieve a desired outcome. Examples of self-efficacy include **positive self-talk, being aware of available resources, and a willingness to ask for help.**



DID YOU KNOW?



We can spark new neurological connections in our brain at any age. It begins with believing that we can teach our brains to learn new things with practice and work hard. ^{1,2}

THE GROWTH MINDSET JOURNEY



I have not failed. I have just found 10,000 ways that won't work. — Thomas Edison



WORKING TOWARDS BUILDING A GROWTH MINDSET CAN GREATLY ENHANCE A PERSON'S SELF-EFFICACY.

DISCUSSION

Growth Mindset is a journey. Our mindset is influenced by the subject or topic we are faced with. Developing a growth mindset takes belief, practice, and effort.

- What areas in your life do you approach with a growth mindset?
- Which do you approach with a fixed mindset?
- Reflect on a time in your life when you have grown after a challenge. What helped?
- If you could develop any skill what would it be?

GROWTH MINDSET (AKA WHAT CAN MAKE EVEN SUPERMAN STRONGER)

Ok, maybe not Superman,
but still a bit



DID YOU KNOW?

Neuroplasticity is our brain's ability to rewire itself through practice and growth. Learn more here:



EDUCATOR TOOLS

- [Growth Mindset Feedback Tool for Educators](#)



HANDOUTS

- [Try Saying Something Else](#)
- [Say This, Not That](#)



ADDITIONAL RESOURCES

- [LAUSD SEL - Growth Mindset Resources](#)
- For more videos on Growth Mindset, email sroncall@lausd.net

COMMUNITY/ COLLECTIVE EFFICACY

Community/collective efficacy is the shared **belief that our community will support** us in a desired outcome.



DID YOU KNOW?



When students know they can **count on their school community** to support them, they are **more likely to ask for help** and demonstrate greater outcomes.¹

SEEN, HEARD, VALUED



“ Being safe is about being seen and heard and allowed to be who you are and to speak your truth — Rachel Naomi Remen



TYPES OF UNCONSCIOUS BIAS



Affinity Bias

Feeling a connection to those similar to us



Perception Bias

Stereotypes and assumptions about different groups



Halo Effect

Projecting positive qualities onto people without actually knowing them



Confirmation Bias

Looking to confirm our own opinions and pre-existing ideas.



DISCUSSION

Based on the video and the graphic above, invite students to answer these discussion questions:

- Which type of unconscious bias are you most familiar with?
- Have you ever caught yourself engaged in unconscious bias thinking?

Speak Up At School Anti Bias
Guide
Courageous Conversations with
Students



EDUCATOR TOOLS

- [10 Ways to Talk about Sensitive Topics](#)
- [Media Literacy](#)
- [Critical Race Theory, Racism & K-12](#)
- [The Day Sports Stood Still](#)
- [Neurodiversity](#)
- [All Are Welcome](#)
- [Stress, Trauma, and the Brain: Insights for Educators - The Power of Connection](#)
- [And so many more!](#)



HANDOUTS/ ACTIVITIES

- [Speak Up At School Anti Bias Guide](#)
- [Courageous Conversations with Students](#)



ADDITIONAL RESOURCES

- [Human Relations, Diversity & Equity](#)
- [Learning for Justice](#)
- [Anti-Defamation League](#)
- [Facing History](#)
- [Embrace Race](#)
- [Gender Spectrum](#)
- [Discovery Education](#)



Los Angeles Unified School District | Student Health & Human Services
Human Relations, Diversity & Equity

We affirm...

- All racial backgrounds
- All ethnicities & cultures
- All countries of origin
- All languages
- All (dis)abilities
- All bodies & sizes
- All genders
- All sexual orientations
- All religions & beliefs





achieve.lausd.net/human-relations



@lausdhrde



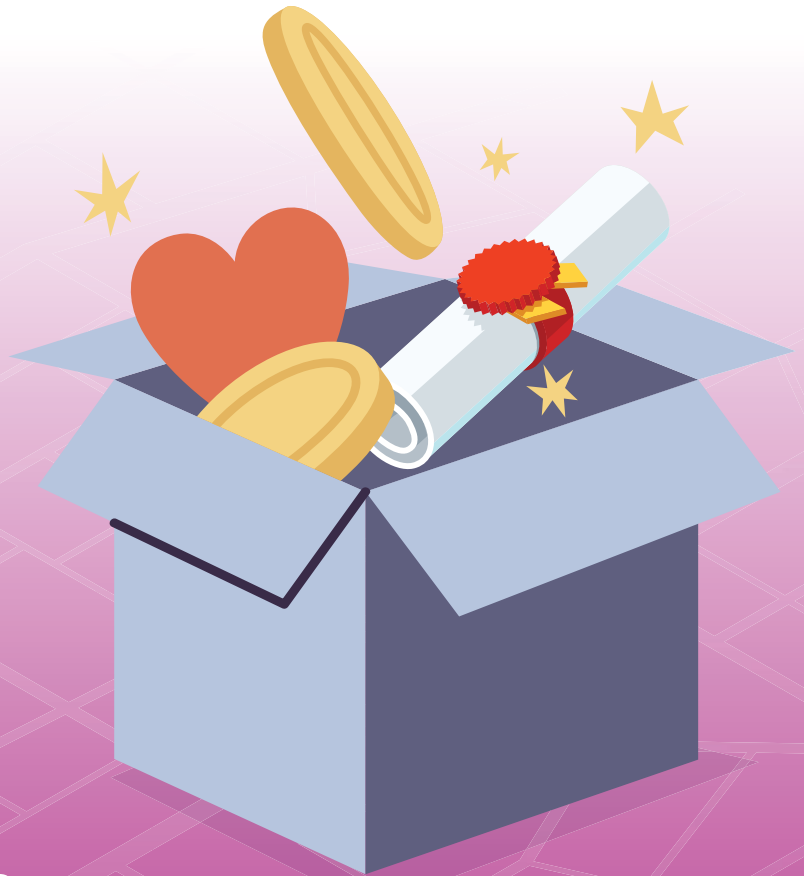
humanrelations@lausd.net

Create affirming school communities by displaying posters and flags that celebrate your diverse community. Resources can be found at the [Human Relations, Diversity & Equity homepage](#).



HOPE

Hope is the belief that the future will be better.
Hope motivates resilience.



DID YOU KNOW?



Hope has the ability to **change the neurochemistry** of our brain. According to author Shane Lopez, hope “can block pain by **releasing the brain’s endorphins.**”³

HOPE



All kids need is a little help, a little hope and somebody who believes in them.
– Magic Johnson



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.

DISCUSSION/ACTIVITY

- Why is it important to have hope?
- Who in your life helps you feel hopeful?
- What are your goals? strengths?
- What things are you passionate about?
- What image do you think of when you hear the word hope?



OTHER HOPE ACTIVITIES

- Write a hopeful letter to your future self.
- Create Hope for you through a vision board, poem, music playlist, children's story.



EDUCATOR TOOLS

- [Create Vision Boards](#)
- [Inspirational Quotes](#)



HANDOUTS

- [A Future Full of Hope](#)
- [Dream List](#)
- [Strengths Worksheet](#)
- [Goals List](#)



ADDITIONAL RESOURCES

- [Read Aloud: The Last Stop on Market Street](#)
- [Infusing Curriculum with Hope](#)
- [Hopes and Dreams: A Strategy to Begin the Year](#)

PROFESSIONAL TOOLS

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.



AFFIRMING SCHOOLS FOR EVERYONE

SEPA

The [School Enrollment Placement and Assessment \(SEPA\) Center](#) aims to ensure that students are provided all services required to enroll in school and connect family with supports needed for academic, social, and emotional success. All students are welcome, including immigrant and refugee students and their families. SEPA supports students and families by:

- Assisting with immediate school enrollment, social services needs and legal assistance referrals.
- Reviewing rights related to education, housing, legal, health and wellness and more.
- Collaborating with community agencies and with local advocacy groups to address educational barriers affecting our students and families.

SPECIALIZED STUDENT SUPPORT SERVICES

The Specialized [Student Support Programs](#) provide specialized support services to eliminate disparities for our students in foster care, experiencing homelessness, involved in the juvenile justice system, as well as students returning from probation camps and/or Los Angeles County Office of Education schools.

Specialized Student Services (SSS) Counselors provide local, integrated, and specialized support services for targeted student populations, including direct services, case management, trainings, and referrals.

INDIGENOUS STUDENTS

The LAUSD [Indian Education Program](#) addresses the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children and ensures that all students meet the challenging State academic standard.

BLACK STUDENT ACHIEVEMENT PLAN

The [Black Student Achievement Program \(BSAP\)](#) believes that successful Black student achievement is defined by high academic performance, strong socialemotional awareness and management, and positive cultural identity.

The Black Student Achievement Plan is committed to building a positive school climate for Black students, through Humanized Engagement and Connectedness, Enhanced Integrated Supports, Authentic Family Partnerships, Raising Black Mental Health Awareness and Tailored Trauma Informed Practices.



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 – 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.

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.

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.

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.

Digital Citizenship is the practice of cultivating a positive, authentic digital footprint that can be leveraged for college and career success. **Digital Citizenship** is more than online safety. It's about creating thoughtful, empathetic digital citizens who can wrestle with the important ethical questions at the intersection of technology and humanity.

DigCit For Teachers, By Teachers

Digital Citizenship lesson plans can be implemented in the classroom. These lessons are designed by Instructional Technology Facilitators with a particular focus on designing “for teachers, by teachers” as framed by the ISTE Educator Standard 3 Citizen. These lessons are curated for the first ten days of school and beyond.

Digital Citizenship Curriculum

Prepare students to stay safe, solve problems, and become a force for good. Find curated resources from Common Sense Education to engage in digital citizenship conversations, lessons, and activities.



For additional information:

<https://achieve.lausd.net/digcit>

STUDENT WELLNESS - HEALTHY CHOICES FOR LIFELONG HEALTH

Los Angeles Unified School District actively promotes the health and wellness of all students to advance their healthy development and ensure readiness to learn.



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>

EIGHT DIMENSIONS OF WELLNESS & SELF-CARE

PHYSICAL

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

PSYCHOLOGICAL

Recognizing the need for engaging in activities that contribute to mental wellness, such as meditation, selfreflection, 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

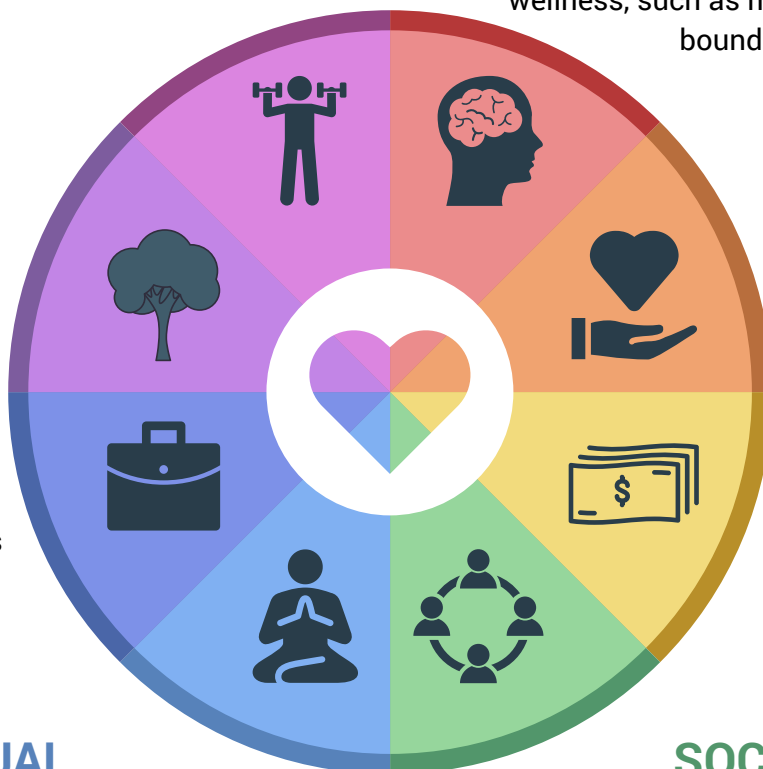
Satisfaction with current and future financial situations.

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?*

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

CREATING POSITIVE CLASSROOMS

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS/ RESTORATIVE PRACTICES

assert that routines cultivate safety, connectedness and trust. The **Four Unifying Features** of PBIS/RP are critical for effective teaching and learning:



1. **Community Building:** Incorporating daily Community Building Activities creates safe spaces that embrace students' assets, identities, and experiences - spaces where everyone is held accountable for meeting the expectations.

2. **Creating Classroom Expectations:** Creating classroom expectations with students promotes buy-in and greater engagement. Ensure expectations are positively stated so students know what behaviors equal their success. For example, "Raise your hand" instead of, "No talking out of turn."



3. **Check-In/Check-Out:** Regular Check-Ins/Check-Outs help to gauge the emotional temperature of students, help us get to know them better, and meet them where they are at. Check-Ins/Check-Outs can be done daily, weekly. They can be a quick thumb up/sideways/down gesture, a 1-5 number scale, or 1 word that describes their mood. Make sure to follow up privately with those who may be struggling.

4. Use **4:1 Connection Over Correction:** Each student should experience positive interactions four times more often than corrective interactions. With so many of us experiencing challenges that affect our well-being, 4:1 is one of the simplest ways to respond.



PBIS/RP Schoology Group Access:
email.pbis-rp@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!

Here are some ideas for the week:

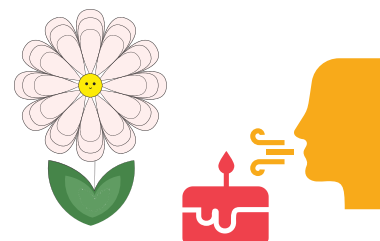


RESILIENCE DAILY - ELEMENTARY

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, 8:00 am - 4:30 pm)

National Suicide Prevention Lifeline | Call: 988 (24/7)

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

TAKING CARE OF OUR BRAINS

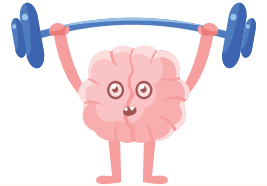
Just like we brush our teeth every day, we need to take care of our brains and bodies too!

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. 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, 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, 8:00 am - 4:30 pm)

National Suicide Prevention Lifeline | Call: 988 (24/7)

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

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 these characteristics 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 **address 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 community members **during and after school hours**, and often during the summer.
- The CDC Community Prevention Services Task Force recommends School-Based Health Centers 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 (M-F, 8:00am-4:30pm) or [click here](#) to find in-person support near you.

TRAUMA- RESILIENCE INFORMED CARE



If the people whom you naturally turn to for care and protection terrify or reject you, you learn to shut down and to ignore what you feel. — Bessel van der Kolk

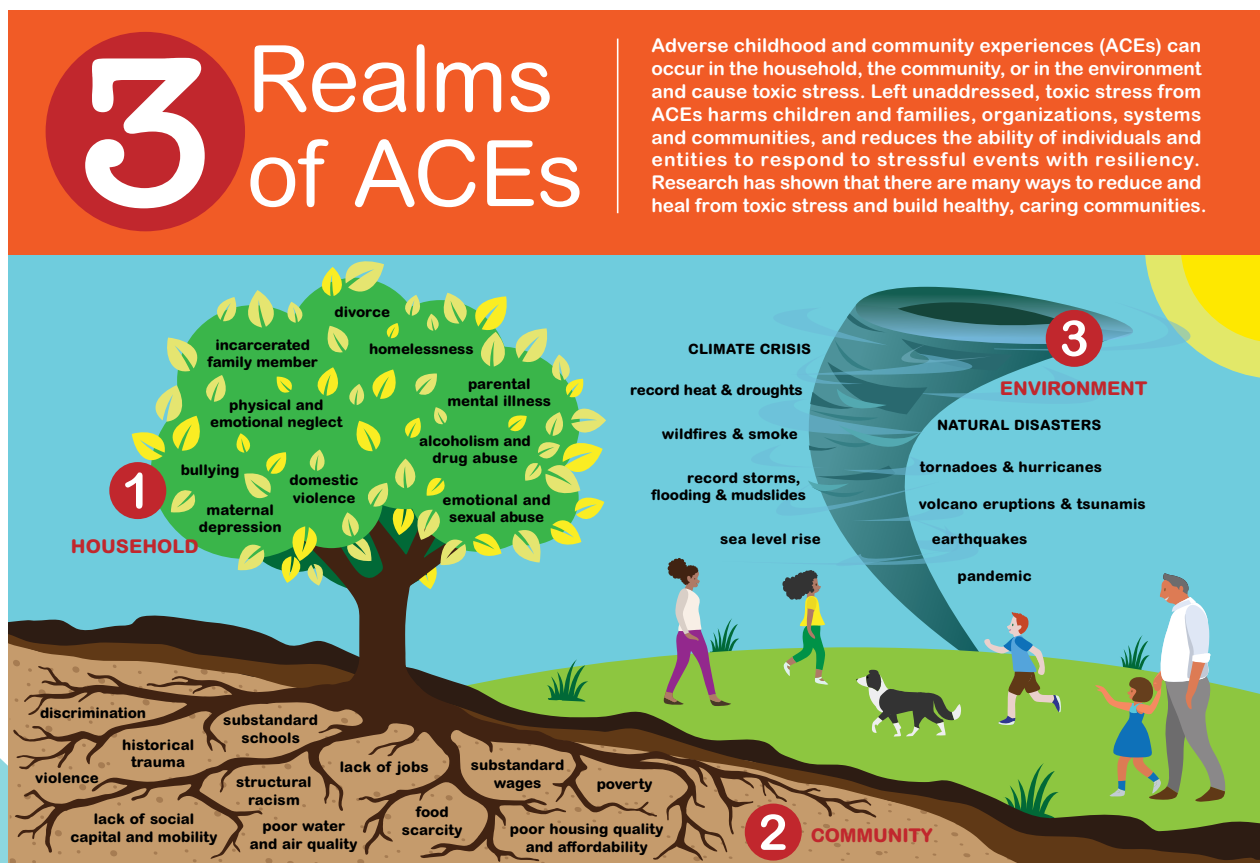
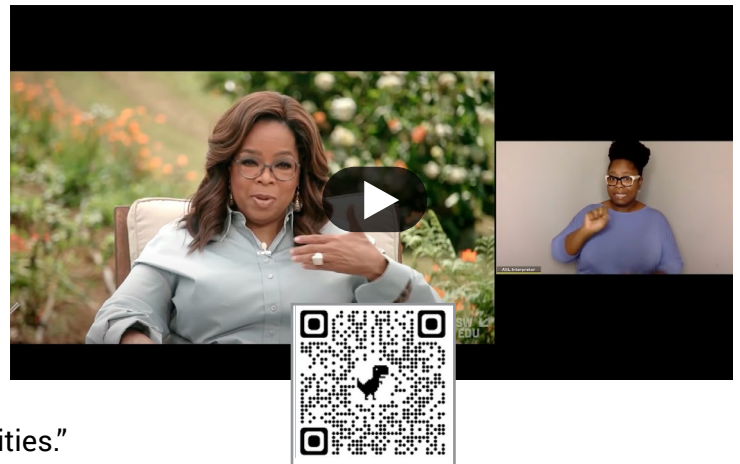


Trauma and Adverse Childhood Experiences (ACEs) are traumatic events that occur before the age of 18.

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.”

Oprah Winfrey & Dr. Bruce Perry in
Conversation | **What Happened to You?**



To download the [handout](#) | Source: <https://www.pacesconnection.com/>

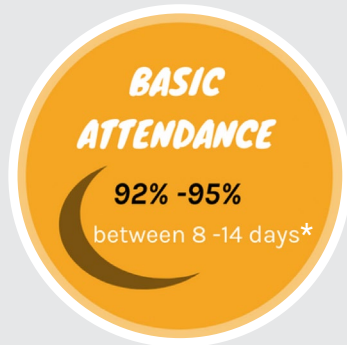
STUDENT ATTENDANCE

Chronic absence disproportionately affects some of our most underserved students. **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.

Assure students that we are here to support them.

- **Acknowledge** students' efforts to be present.
- Let students know you notice and **care when they are absent**.
- Let students know that **you 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:

Attendance Resources

- [Pupil Services & Attendance website](#)
- [iAttend Campaign](#)
- School Attendance and Enrollment Resources Schoology group.
For access contact pupil.services@lausd.net

Videos

- [Teaching Attendance](#)
- [Bringing Attendance Home](#)
- [Importance of Attendance](#)

Websites

- [Attendance Works](#)
- [Centers for Disease Control](#)



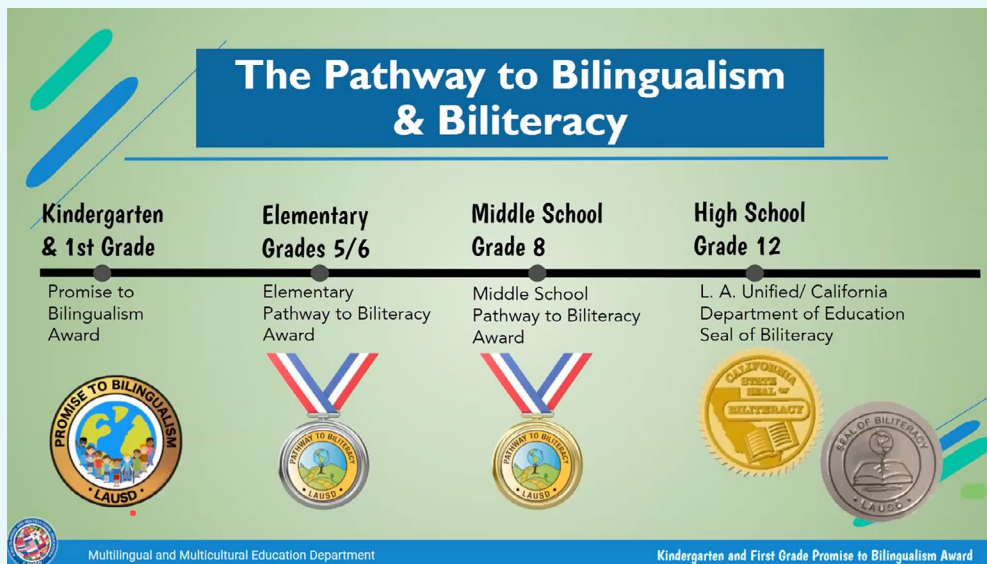
Based on a 180-day calendar (Example: 7 days or less)

SUPPORTING ENGLISH LEARNERS

Multilingual students and their **families bring a plethora of assets** such as rich cultural backgrounds and experiences. Recognizing their assets provides an opportunity for a **strong positive mindset** where the entire community benefits. Over 95 different languages are spoken in L.A. Unified, and **we serve over 80,000 English Learners** and 107,000 former English Learners.

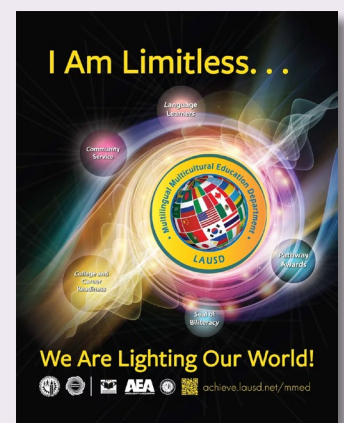


The Multilingual Multicultural Education Department believes that **strong relationships with students, families, and staff build confidence and support community**, increase engagement and academic achievement. We believe our language learners are limitless and they are **lighting our world**. Please visit the following resources:



- Family videos: [Pathway to Biliteracy Awards Resources](#)
- [K-1 Biliteracy Community Meeting Video](#)
- Pathway to Reclassification videos:
 - [Reclassification Video English or Reclassification Video Spanish](#)
- Booklets in English and Spanish are electronically available at [TK-5th Grade](#) and [6th-12th Grade](#).

“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**.

PSYCHOLOGICAL FIRST AID (PFA)

Psychological First Aid (PFA) can help folks to manage their big emotions. PFA utilizes tools educators already have in their toolbox in a structured



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**.

OTHER PSYCHOLOGICAL FIRST AID (PFA)

LAUSD School Mental Health offers Psychological First Aid handouts on a variety of topics to support educators, families and students in managing heightened states of emotion.

Los Angeles Unified School District
School Mental Health

Psychological First Aid (PFA)

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 Crisis Incidents

- 1 LISTEN to what they say and how they act.**
 - Address the feelings/behavior(s) as soon as possible.
 - If a student wants to talk, be prepared to listen and focus on what she says and how you can be of help.
 - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
 - Express compassion and calmness in your statements as well as nonverbal behaviors.
- 2 PROTECT by maintaining structure, stability, and consistency.**
 - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
 - Provide supervision and consistency to encourage successful outcomes.
 - Monitor conversations that students may engage in or hear.
 - Give information that is accurate and age-appropriate.
 - Keep the environment free of anything that could re-traumatize the student.
 - Validate the student's life experience.
 - Maintain confidentiality as appropriate.
- 3 CONNECT through interaction, activities and resources.**
 - "Check in" with student(s) on a regular basis.
 - Become familiar with learning support staff at your school (e.g. Psychiatric Social Worker, PSA Counselor, School Psychologist).

Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).

- Encourage interactions, activities, and team projects with friends and teachers.
- Keep communication open with others involved in the student(s) lives (e.g. parents, other teachers, coaches, etc.).
- Note:** Consult with DCSF if you suspect child abuse and/or neglect.

4 MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized, and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5 TEACH about normal changes that can occur when traumatized.

- Students may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "double" goals and share in these achievements as "wins."
- Note:** With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

The PFA, Listen, Protect, Connect Model was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services, Assisted Care and the National Center for the School Crisis and Bereavement. The authors M. Scheiber, R. Gurewicz, and M. Wong have authorized this adaptation. For more information, contact School Mental Health at (213) 241-3841.

smh.lausd.net

Los Angeles Unified School District
School Mental Health

Psychological First Aid (PFA)

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 a Campus Lock Down

- 1 LISTEN to what they say and how they act.**
 - Follow District guidelines and procedures regarding school lock downs.
 - Give students, parents/guardians, and staff reassurance, support, and encouragement.
 - Pay attention to any expressed feelings of fear and/or concern.
 - Observe nonverbal communication. Remember that individuals may also show their feelings in nonverbal ways, such as through anger, crying, or withdrawal.
 - Note:** Be aware that a campus lock down may trigger trauma reminders.
- 2 PROTECT by maintaining structure, stability, and consistency.**
 - Continue to follow directives as indicated by the Incident Commander (i.e., school site administrator, Educational Service Center administrator, law enforcement) to ensure the safety and protection of students, staff, and parents/guardians.
 - Establish a pre-arranged reunification area for parents/guardians to meet with their children.
 - Reassure students, parents/guardians, and staff by explaining that the lock down procedure is meant to establish the safety of everyone on campus.
 - Limit access to smart phones, the Internet, or live television that may show disturbing scenes or inaccurate information about the event.
 - Whenever possible, maintain classroom/office routines, activities, and structure with clear expectations, as well as consistent rules.
 - Note:** Do not make judgmental statements, spread rumors, or place blame regarding the event.
- 3 CONNECT through communication, resources, and referrals.**
 - Explain the responsibility to report in the event that an individual is a witness to an incident or has information regarding the incident.
 - Explain your duty to protect and keep students safe.
 - "Check in" with students on a regular basis.
 - Become familiar with learning support staff at your school (e.g., Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and refer to the appropriate person who can offer support to student(s).
 - Explore opportunities for all school staff to safely support one another.
 - In the aftermath of a critical event, triage/screen students and/or staff most at risk for trauma, as appropriate. Those in closest physical proximity to the critical event or in closest emotional proximity to the victim(s) experience should be identified. The greater the exposure or physical proximity to a critical event or violent act, the greater the risk of trauma. Consequently, there is a more immediate need to provide a sense of physical and emotional safety.
 - Note:** Do not make promises or false assurances.

4 MODEL calm and optimistic behavior.

- It is good to be aware of your thoughts, feelings, and reactions about the event. They can affect your students; they will likely be watching you for both verbal and nonverbal cues and it may influence how your students cope and behave.
- Take constructive actions to assure safety.
- Monitor conversations, text messages, and phone calls that students may engage in during the event. Inaccurate or incomplete information can lead to misunderstandings, escalation, and/or trauma reactions.
- Note:** Do not express shock or anger at the possible perpetrator or event.

5 TEACH about normal stress symptoms and how to cope.

- Students, staff, and parents/guardians may have different reactions, even to the same event. Individuals may also require different amounts of time to cope and adjust.
- Encourage students, staff, and parents/guardians to identify and use positive coping strategies to help them after the event.
- Encourage students, staff, and parents/guardians to re-establish their daily routine and activities as soon as possible.
- Note:** Over time and with support, individuals generally do better after a stressful event. If they do not, they should be encouraged and taught to seek assistance from a school support staff, community agency, or health care provider.

The PFA, Listen, Protect, Connect Model was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services, Assisted Care and the National Center for the School Crisis and Bereavement. The authors M. Scheiber, R. Gurewicz, and M. Wong have authorized this adaptation. For more information, contact School Mental Health at (213) 241-3841.

smh.lausd.net

Responding to Crisis Incidents

Responding to Campus Lockdown

Los Angeles Unified School District
School Mental Health

Psychological First Aid (PFA)

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.

Wildfire Response and Recovery for Parents/Caregivers

After a wildfire, most children and families will receive some support. The length of the recovery process depends on a variety of factors, including how well families cope with stressors, as well as the amount of support and resources available through the family, school, and community. As parents and caregivers, we play a critical role in promoting a sense of safety and enhancing protective factors for children, such as the ability to care, self-compassion, and social support. We also encourage families to seek out and connect with resources. There are strategies you can implement on a daily basis to ensure your children are heard and feel protected during these difficult times.

- 1 LISTEN to what they say and how they act.**
 - Pay attention to feelings and behaviors and make yourself available, as soon as possible.
 - If your child wants to talk, be prepared to listen and focus on what she says and how you can be of help.
 - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
 - Express compassion and calmness in your statements as well as nonverbal behaviors.
- 2 PROTECT by maintaining structure, stability, and consistency.**
 - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
 - Provide supervision and consistency to encourage successful outcomes.
 - Monitor conversations that students may engage in or hear.
 - Give information that is accurate and age-appropriate.
 - Keep the environment free of anything that could re-traumatize the student. Monitor technology use (cell phones, tablets, computers) to limit media exposure about the wildfires.
 - Support your child's feelings and experiences with the wildfires.
 - Ask open-ended questions, such as:
 - What will help you feel safe?
 - What will help you feel happy?
 - What will help you feel calm?
- 3 CONNECT through interaction, activities and resources.**
 - "Check in" with student(s) on a regular basis.
 - Become familiar with learning support staff at your school (e.g. Psychiatric Social Worker, PSA Counselor, School Psychologist).

Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).

- Encourage interactions, activities, and team projects with friends and teachers.
- Keep communication open with others involved in the student(s) lives (e.g. parents, other teachers, coaches, etc.).
- Note:** Consult with DCSF if you suspect child abuse and/or neglect.

4 MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized, and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5 TEACH about normal changes that can occur when traumatized.

- Students may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "double" goals and share in these achievements as "wins."
- Note:** With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

The PFA, Listen, Protect, Connect Model was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services, Assisted Care and the National Center for the School Crisis and Bereavement. The authors M. Scheiber, R. Gurewicz, and M. Wong have authorized this adaptation. For more information, contact School Mental Health at (213) 241-3841.

smh.lausd.net

Los Angeles Unified School District
School Mental Health

Psychological First Aid (PFA)

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.

Mass Shooting Response and Recovery for Staff

After a mass shooting, most children and families will receive some support. The length of the recovery process depends on a variety of factors, including how well families cope with stressors, as well as the amount of support and resources available through the family, school, and community. As school personnel, we play a critical role in promoting a sense of safety and enhancing protective factors for children, such as the ability to care, self-compassion, and social support. We also encourage families to seek out and connect with resources. There are strategies you can implement on a daily basis to ensure your children are heard and feel protected during these difficult times.

- 1 LISTEN to what they say and how they act.**
 - Pay attention to feelings and behaviors and make yourself available, as soon as possible.
 - If a student wants to talk, be prepared to listen and focus on what she says and how you can be of help.
 - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
 - Express compassion and calmness in your statements as well as nonverbal behaviors.
- 2 PROTECT by maintaining structure, stability, and consistency.**
 - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
 - Provide supervision and consistency to encourage successful outcomes.
 - Monitor conversations that students may engage in or hear.
 - Give information that is accurate and age-appropriate.
 - Keep the environment free of anything that could re-traumatize the student. Monitor technology use (cell phones, tablets, computers) to limit media exposure about the mass shooting.
 - Support your child's feelings and experiences with the mass shooting.
 - Ask open-ended questions, such as:
 - What will help you feel safe?
 - What will help you feel happy?
 - What will help you feel calm?
- 3 CONNECT through interaction, activities and resources.**
 - "Check in" with student(s) on a regular basis.
 - Become familiar with learning support staff at your school (e.g. Psychiatric Social Worker, PSA Counselor, School Psychologist).

Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).

- Encourage interactions, activities, and team projects with friends and teachers.
- Keep communication open with others involved in the student(s) lives (e.g. parents, other teachers, coaches, etc.).
- Note:** Consult with DCSF if you suspect child abuse and/or neglect.

4 MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized, and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5 TEACH about normal changes that can occur when traumatized.

- Students may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "double" goals and share in these achievements as "wins."
- Note:** With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

The PFA, Listen, Protect, Connect Model was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services, Assisted Care and the National Center for the School Crisis and Bereavement. The authors M. Scheiber, R. Gurewicz, and M. Wong have authorized this adaptation. For more information, contact School Mental Health at (213) 241-3841.

smh.lausd.net

Los Angeles Unified School District
School Mental Health

Psychological First Aid (PFA)

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 Child Abuse

- 1 LISTEN to what they say and how they act.**
 - Follow District guidelines and procedures regarding school lock downs.
 - Give students, parents/guardians, and staff reassurance, support, and encouragement.
 - Pay attention to any expressed feelings of fear and/or concern.
 - Observe nonverbal communication. Remember that individuals may also show their feelings in nonverbal ways, such as through anger, crying, or withdrawal.
 - Note:** Be aware that a campus lock down may trigger trauma reminders.
- 2 PROTECT by maintaining structure, stability, and consistency.**
 - Continue to follow directives as indicated by the Incident Commander (i.e., school site administrator, Educational Service Center administrator, law enforcement) to ensure the safety and protection of students, staff, and parents/guardians.
 - Establish a pre-arranged reunification area for parents/guardians to meet with their children.
 - Reassure students, parents/guardians, and staff by explaining that the lock down procedure is meant to establish the safety of everyone on campus.
 - Limit access to smart phones, the Internet, or live television that may show disturbing scenes or inaccurate information about the event.
 - Whenever possible, maintain classroom/office routines, activities, and structure with clear expectations, as well as consistent rules.
 - Note:** Do not make judgmental statements, spread rumors, or place blame regarding the event.
- 3 CONNECT through communication, resources, and referrals.**
 - Explain the responsibility to report in the event that an individual is a witness to an incident or has information regarding the incident.
 - Explain your duty to protect and keep students safe.
 - "Check in" with students on a regular basis.
 - Become familiar with learning support staff at your school (e.g., Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and refer to the appropriate person who can offer support to student(s).
 - Explore opportunities for all school staff to safely support one another.
 - In the aftermath of a critical event, triage/screen students and/or staff most at risk for trauma, as appropriate. Those in closest physical proximity to the critical event or in closest emotional proximity to the victim(s) experience should be identified. The greater the exposure or physical proximity to a critical event or violent act, the greater the risk of trauma. Consequently, there is a more immediate need to provide a sense of physical and emotional safety.
 - Note:** Do not make promises or false assurances.

4 MODEL calm and optimistic behavior.

- It is good to be aware of your thoughts, feelings, and reactions about the event. They can affect your children; they will likely be watching you for both verbal and nonverbal cues and it may influence how your children cope and behave.
- Take constructive actions to assure safety.
- Monitor conversations, text messages, and phone calls that students may engage in during the event. Inaccurate or incomplete information can lead to misunderstandings, escalation, and/or trauma reactions.
- Note:** Do not express shock or anger at the possible perpetrator or event.

5 TEACH about normal stress symptoms and how to cope.

- Students, staff, and parents/guardians may have different reactions, even to the same event. Individuals may also require different amounts of time to cope and adjust.
- Encourage students, staff, and parents/guardians to identify and use positive coping strategies to help them after the event.
- Encourage students, staff, and parents/guardians to re-establish their daily routine and activities as soon as possible.
- Note:** Over time and with support, individuals generally do better after a stressful event. If they do not, they should be encouraged and taught to seek assistance from a school support staff, community agency, or health care provider.

The PFA, Listen, Protect, Connect Model was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services, Assisted Care and the National Center for the School Crisis and Bereavement. The authors M. Scheiber, R. Gurewicz, and M. Wong have authorized this adaptation. For more information, contact School Mental Health at (213) 241-3841.

smh.lausd.net

Los Angeles Unified School District
School Mental Health

Psychological First Aid (PFA)

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 Bullying, Cyber Bullying or Hazing

- 1 LISTEN to what they say and how they act.**
 - Follow District guidelines and procedures regarding school lock downs.
 - Give students, parents/guardians, and staff reassurance, support, and encouragement.
 - Pay attention to any expressed feelings of fear and/or concern.
 - Observe nonverbal communication. Remember that individuals may also show their feelings in nonverbal ways, such as through anger, crying, or withdrawal.
 - Note:** Be aware that a campus lock down may trigger trauma reminders.
- 2 PROTECT by maintaining structure, stability, and consistency.**
 - Continue to follow directives as indicated by the Incident Commander (i.e., school site administrator, Educational Service Center administrator, law enforcement) to ensure the safety and protection of students, staff, and parents/guardians.
 - Establish a pre-arranged reunification area for parents/guardians to meet with their children.
 - Reassure students, parents/guardians, and staff by explaining that the lock down procedure is meant to establish the safety of everyone on campus.
 - Limit access to smart phones, the Internet, or live television that may show disturbing scenes or inaccurate information about the event.
 - Whenever possible, maintain classroom/office routines, activities, and structure with clear expectations, as well as consistent rules.
 - Note:** Do not make judgmental statements, spread rumors, or place blame regarding the event.
- 3 CONNECT through communication, resources, and referrals.**
 - Explain the responsibility to report in the event that an individual is a witness to an incident or has information regarding the incident.
 - Explain your duty to protect and keep students safe.
 - "Check in" with students on a regular basis.
 - Become familiar with learning support staff at your school (e.g., Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and refer to the appropriate person who can offer support to student(s).
 - Explore opportunities for all school staff to safely support one another.
 - In the aftermath of a critical event, triage/screen students and/or staff most at risk for trauma, as appropriate. Those in closest physical proximity to the critical event or in closest emotional proximity to the victim(s) experience should be identified. The greater the exposure or physical proximity to a critical event or violent act, the greater the risk of trauma. Consequently, there is a more immediate need to provide a sense of physical and emotional safety.
 - Note:** Do not make promises or false assurances.

4 MODEL calm and optimistic behavior.

- It is good to be aware of your thoughts, feelings, and reactions about the event. They can affect your children; they will likely be watching you for both verbal and nonverbal cues and it may influence how your children cope and behave.
- Take constructive actions to assure safety.
- Monitor conversations, text messages, and phone calls that students may engage in during the event. Inaccurate or incomplete information can lead to misunderstandings, escalation, and/or trauma reactions.
- Note:** Do not express shock or anger at the possible perpetrator or event.

5 TEACH about normal stress symptoms and how to cope.

- Students, staff, and parents/guardians may have different reactions, even to the same event. Individuals may also require different amounts of time to cope and adjust.
- Encourage students, staff, and parents/guardians to identify and use positive coping strategies to help them after the event.
- Encourage students, staff, and parents/guardians to re-establish their daily routine and activities as soon as possible.
- Note:** Over time and with support, individuals generally do better after a stressful event. If they do not, they should be encouraged and taught to seek assistance from a school support staff, community agency, or health care provider.

The PFA, Listen, Protect, Connect Model was created in partnership by UCLA Center for Public Health and Disasters, LAUSD Trauma Services, Assisted Care and the National Center for the School Crisis and Bereavement. The authors M. Scheiber, R. Gurewicz, and M. Wong have authorized this adaptation. For more information, contact School Mental Health at (213) 241-3841.

smh.lausd.net

Wildfire

Mass Shooting

Child Abuse

Bullying

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

SUPPORTING GRIEVING STUDENTS



NATIONAL CENTER FOR SCHOOL CRISIS AND BEREAVEMENT

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



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](#).

Recommendations can be found:



[National Center for School
Crisis and Bereavement](#)



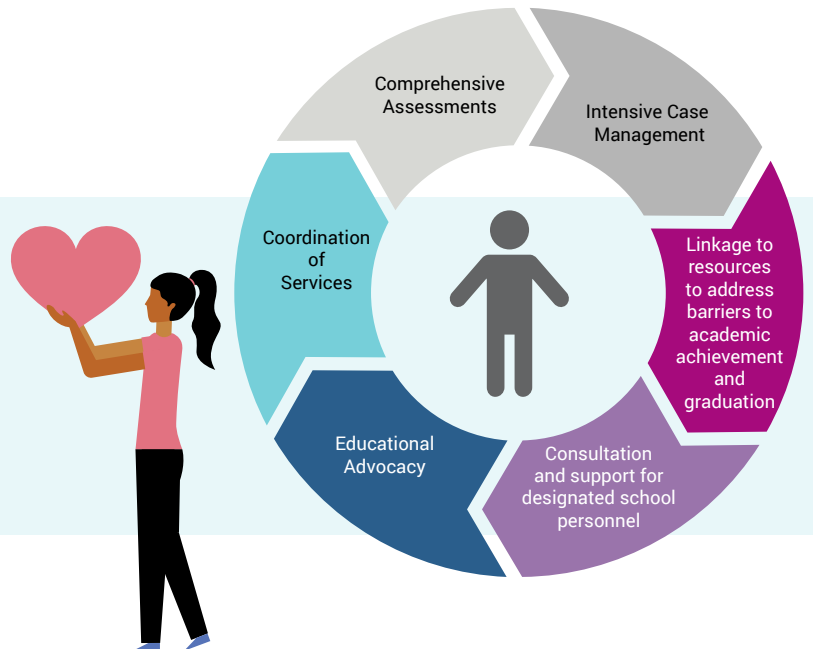
[Coalition to Support
Grieving Students](#)



[Child Trauma Toolkit for
Educators](#)

WHEN STUDENTS NEED MORE

Many students need more support. When you become aware of housing and food insecurity, or if you observe signs of depression, suicidal ideation or suspected child abuse or neglect, services are available to help.



- Visit [Student and Family Resources Dashboard](#) to find resources in your area.
- If your student discloses any kind of abuse, follow existing protocol for reporting **suspensions 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 UNIFIED Los Angeles Unified's
Student & Family Wellness Hotline
Consultations, Support, & Referrals

Need Help?
Call (213) 241-3840

Weekdays 8:00 am - 4:30 pm

For support with mental health, immunizations, health insurance, food and housing, enrollment, and more.

askshhs.lausd.net

LAUSD Student & Family Wellness Hotline | (213) 241-3840 (Monday - Friday, 8:00 am - 4:30 pm)
National Suicide Prevention Lifeline | Call: 988 (24/7)
For additional information: <https://achieve.lausd.net/shhs>

RECOGNIZING SIGNS OF DISTRESS

COULD MY STUDENT BENEFIT FROM ADDITIONAL SUPPORT?

Community Hotlines

- National Suicide Prevention Lifeline
(24 hour) - Call 988
- 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
- 988 Lifeline Chat (11 am - 11 pm)
<http://www.988lifeline.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 assuring them that they are not alone and by sharing coping strategies on how to identify their feelings, practice emotional regulation, and utilize 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.



LAUSD Student & Family Wellness Hotline
(213) 241-3840 (Monday - Friday, 8:00 am - 4:30 pm)
For additional information: <https://achieve.lausd.net/shhs>



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

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 our 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.

YOUR 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 - 988
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, 8:00 am - 4:30 pm)

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

YOUR 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.

GET HELP



Available 24/7
National Suicide Prevention Lifeline - 988
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, 8:00 am - 4:30 pm)

LAUSD RESOURCES

LAUSD OFFICES



SCHOOLGY GROUPS

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

REFERENCES

1. Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Ursano, R. J. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry: Interpersonal and Biological Processes*, 70(4), 283-315
2. Winfrey, O., & Perry, B. D. (2021). *What happened to you? Conversations on trauma, resilience, and healing*. Flatiron Books
3. Lopez, S.J. (2014). *Making hope happen: Create the future you want for yourself and others*.

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.

SPECIAL EDUCATION, EQUITY AND ACCESS

Anthony Aguilar

STUDENT HEALTH AND HUMAN SERVICES

Pia V. Escudero
Maria Chua
Alejandra Acuna
David Escobar
Nisha Narsai
Nidia San Jose

HUMAN RELATIONS, DIVERSITY & EQUITY

Judy Chiasson
Jules Gomez

POSITIVE BEHAVIOR INTERVENTION SUPPORTS/RESTORATIVE PRACTICES

Laura Zeff
Sandra Diaz Alvarez
Alecia Gonzales
Igancio Gordillo

PUPIL SERVICES AND ATTENDANCE

Elsy Rosado

STUDENT SUPPORT PROGRAMS

Denise Miranda
Brenda Poovakad
Megan Thomas

SCHOOL MENTAL HEALTH

Joel Cisneros
Elena Jimenez
Ailleth Tom Torrico

WELLNESS PROGRAMS

William Celestine
Maggie Yu-Dipasquale

DIVISION OF INSTRUCTION

Alison Yoshimoto-Towery
Sophia Mendoza
Gabriela Bacruban
Sean Eddington
Cindy Lin

DIVISION OF SPECIAL EDUCATION

Maribel Luna
Marco Tolj
Amy Amy Tseng

HUMAN RESOURCES

Marco A. Nava

MULTILINGUAL, MULTICULTURAL EDUCATION

Lydia Acosta Stephens
Jose Posada

SOCIAL EMOTIONAL LEARNING

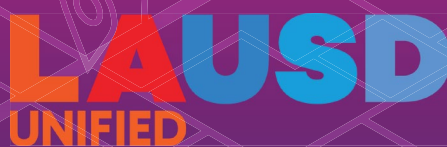
Susan Ward Roncalli
Adriana Valenzuela



Student Health &
Human Services

2022-23

Educators Roadmap for Social-Emotional Wellbeing and Academic Success



www.achieve.lausd.net/shhs