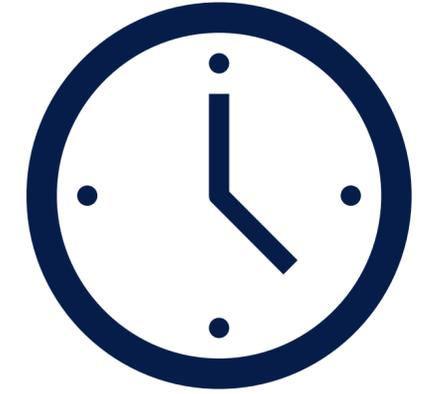


# Fifth Meeting of the Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC)

*October 16, 2020*

# Agenda



Time	Agenda item
2:00 – 2:05 p.m.	Welcome and introductions
2:05 – 2:30 p.m.	Supporting educator well-being in the context of trauma associated with COVID-19: <i>What can educators do?</i>
2:30– 3:10 p.m.	Supporting educator well-being in the context of trauma associated with COVID-19: <i>What can school, district, and state leaders do?</i>
3:10 – 3:30 p.m.	Wrap-up and next steps

# The REL AP team



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**Andrea Darr**  
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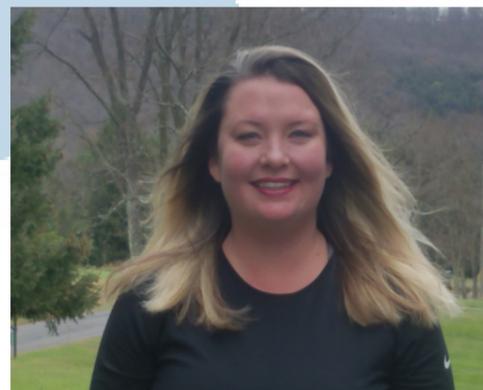
**Stephanie Hayes**  
WVDE



**Marianna Linz**  
Marshall University



**Conrae Lucas-Adkins**  
Marshall University



**Paige Mathias**  
Potomac Highlands Guild



**Elizabeth Shahan**  
Harrison County Family Resource  
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**Kelly Mordecki**  
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# Cross-State



**Jeff Schwartz**  
Appalachian Regional  
Commission



# Supporting educator well-being in the context of trauma associated with COVID-19: *What can educators do?*



**Yunsoo Park**  
Project Lead  
SRI International

# Poll (responses are anonymous)

How stressed have *you* been feeling about school re-openings?



# Why support educator well-being?

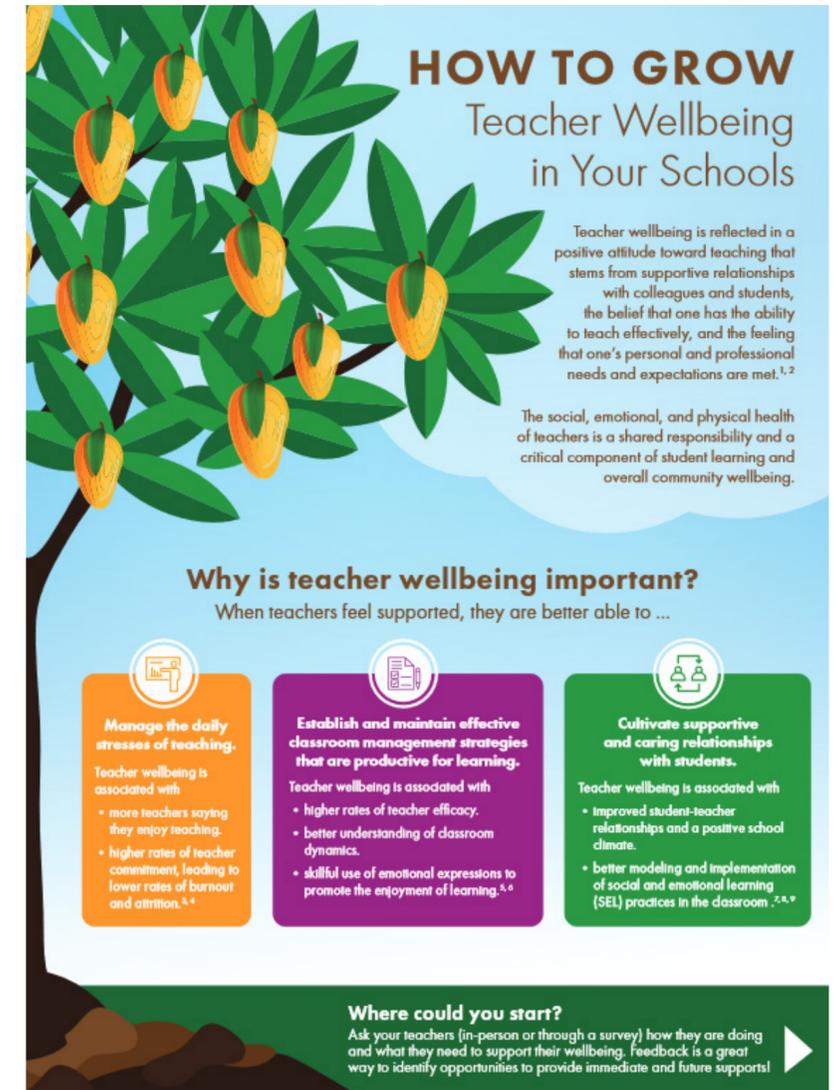
- Educators are **overwhelmed, stressed, and burned out**.
- With COVID-19, educators are experiencing **increased anxiety, fear, and likely trauma**.
- Educators also face the emotional burden of supporting students who experience trauma, which may contribute to **Secondary Traumatic Stress (STS)**.
- Educator well-being impacts **educator-student interactions and relationships** and a range of **student outcomes**.



*(Braun et al., 2019; Cipriano & Brackett, 2020; Greenberg et al., 2016; Hargreaves, 1998; Hydon et al., 2015; Jennings, 2015; Jeon et al., 2014; Johnson et al., 2005; Yoon, 2002)*

# Teacher well-being is associated with:

- Higher rates of teacher commitment, leading to lower rates of burnout and attrition.
- Higher rates of teacher efficacy.
- Better understanding of classroom dynamics.
- Improved student-teacher relationships.
- Positive school climate.
- Better modeling and implementation of SEL practices in the classroom.



[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_How\\_To\\_Grow\\_Teacher\\_Wellbeing\\_in\\_Your\\_Schools.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf)

# How can we help educators?

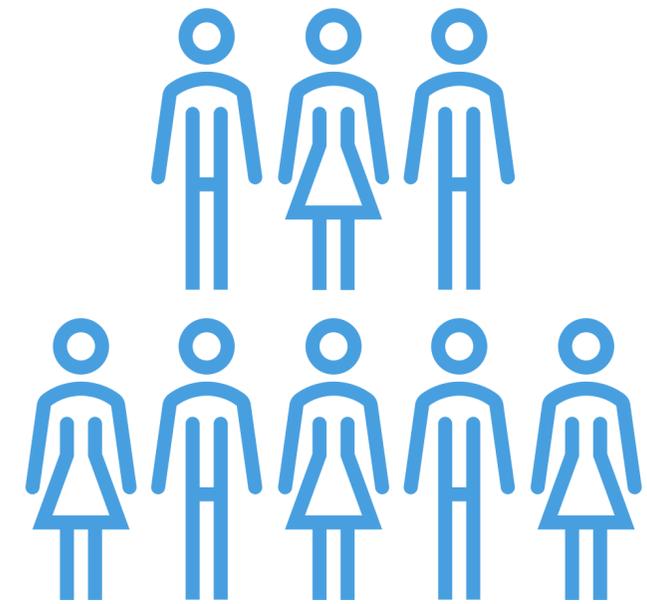
- Practicing **self-care** (e.g., mindfulness, deep breathing, intention-setting) can improve teachers' **occupational, physical, emotional, and psychological well-being**.
- Research on the assessment, prevention, and treatment of STS is quite limited.
- STS is also not widely discussed in preservice teacher education and only a few districts offer relevant programs or supports.
- Potential targets for STS intervention include **self-care (e.g., mindfulness, sleep hygiene), work-related factors (e.g., self-efficacy), and social and organizational support**.
- In addition to practicing self-care, **support structures** must be in place to improve teacher well-being.



*(Abenavoli et al., 2013; Benson, 2018; Braun et al., 2019; Fowler, 2015; Hydon et al., 2015; Jennings et al., 2013; Lever et al., 2017; Molnar et al., 2017; Osher et al., 2008; Roeser et al., 2013; Sprang et al., 2018; Turgoose & Maddox, 2017)*

# Example of a support structure: Employee wellness programs

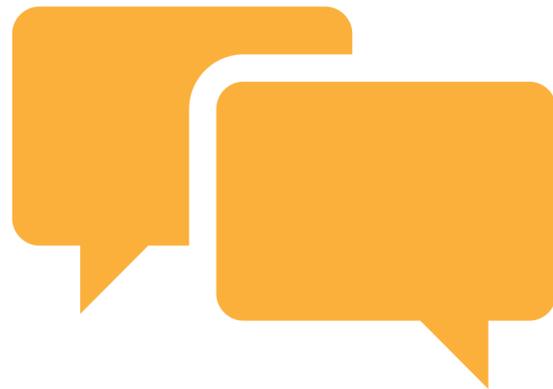
- Employee wellness programs are linked to positive outcomes such as higher job satisfaction and lower absenteeism.
- However, **there is very limited research establishing the impacts of these programs for educators and school staff.**
- Nonetheless, several wellness components and standards have been proposed for educator wellness initiatives.
  - For example, the Directors of Health Promotion and Education Standard suggests the following components of an educator wellness program: supporting **educator health/self-care**, creating **safe, supportive environments**, promoting **health education**, providing **individualized interventions**, and **evaluating programming** to make sure it is working.



*(DHPE, 2005; Lever et al., 2017; Parks & Steelman, 2008)*

# What are some tools or resources that you have been using to support educator well-being?

- Please unmute to speak.



- This tool is intended to guide educators in assessing and planning their self-care practices in the context of trauma associated with COVID-19.
- It is not an empirically validated tool, though the information aligns with existing research about teacher well-being and STS.
- The items overlap significantly with those from the Staff Self-Care Plan in the [Building Trauma-Sensitive Schools Handout Packet](#) from the National Center on Safe Supportive Learning Environments (NCSSLE). However, we wanted to share a specific COVID-related tool.

*(Abenavoli et al., 2013; Braun et al., 2019; Jennings et al., 2013; Roeser et al., 2013; Sprang et al., 2018; Turgoose & Maddox, 2017)*

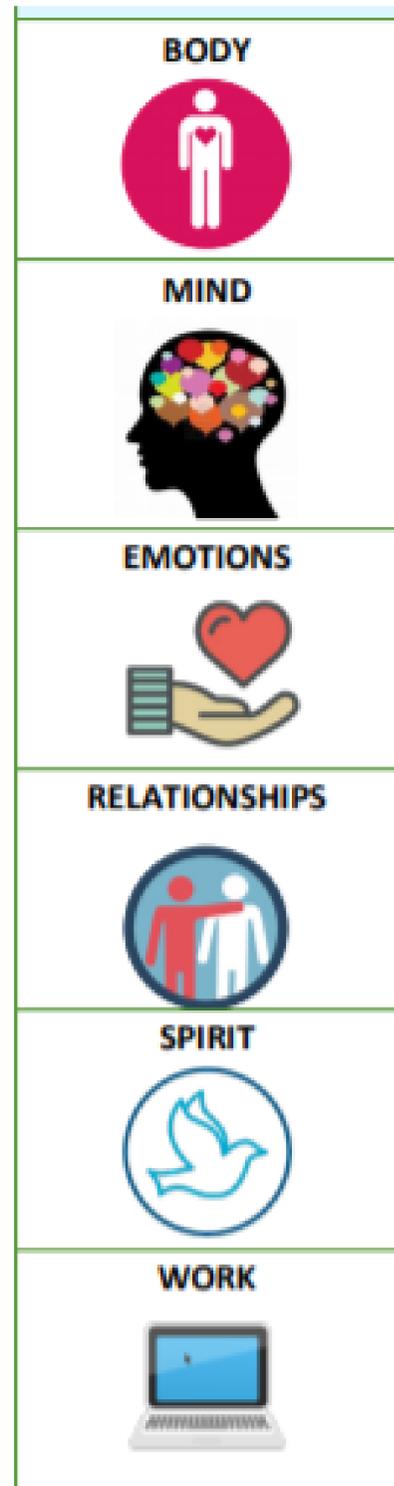
# How can this assessment and planning tool help educators?

- Learn about the **range of self-care strategies** across different areas of well-being.
- **Recognize and reflect** on which strategies they are currently practicing often (or not so often).
- Consider how to **maintain or change** their approaches to self-care.



<b>BODY</b> 
<b>MIND</b> 
<b>EMOTIONS</b> 
<b>RELATIONSHIPS</b> 
<b>SPIRIT</b> 
<b>WORK</b> 

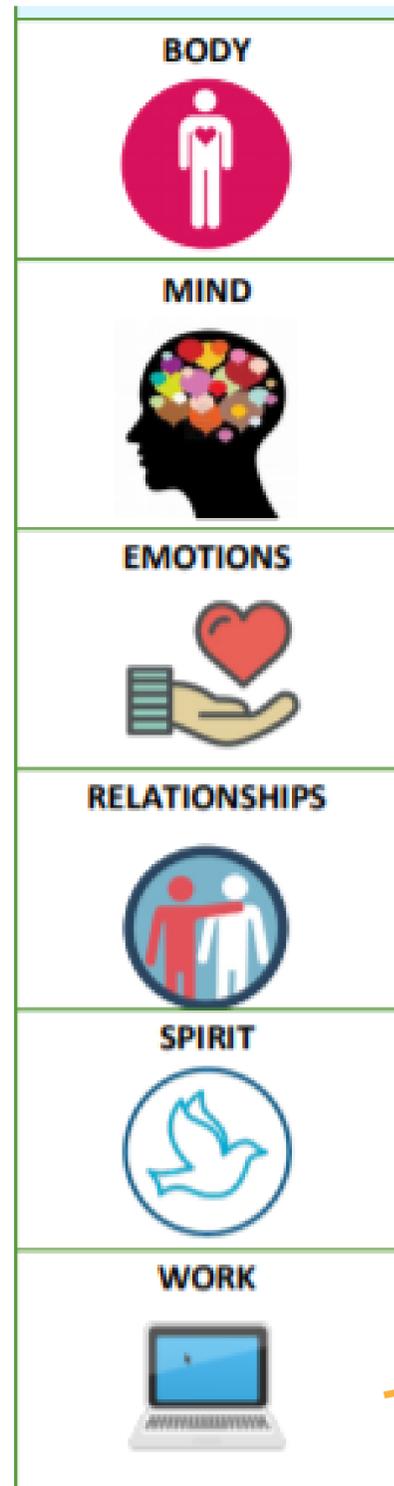
<b>BODY</b> <b>Physical Self-Care</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
Eat regularly (e.g., breakfast and lunch).	1	2	3	4
Make healthy, well-balanced meals.	1	2	3	4
Maintain a healthy sleep schedule.	1	2	3	4
Engage in relaxing activities before bed.	1	2	3	4
Get regular medical care for prevention (as you are able).	1	2	3	4
Take time off when needed.	1	2	3	4
Drink water.	1	2	3	4
Keep physically active.	1	2	3	4
Take regular breaks from technology, such as phones, e-mail, and social media.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4



- Eat regularly (e.g., breakfast and lunch).
- Maintain a healthy sleep schedule.

- Keep a journal to manage worries and/or note your thoughts and experiences.
- Be mindful of time spent watching the news or scanning social media.

- When feeling dysregulated, stop and “change the channel” (do something different that helps you to re-regulate).
- Reread favorite books; review favorite movies.



- Organize a “watch party” text chain or Zoom to group-watch a favorite TV show.
- Find opportunities to rekindle relationships that you may have made less time for in the past.

- Spend time in nature.
- Find creative, playful, and joyful ways to express yourself (singing, playing musical instruments, art, dance).

- Take time to chat with coworkers.
- Pace yourself between stressful activities, and do a fun thing after a hard task.

Area	Already Do	Would Like to Do
<b>BODY</b> 		
<b>MIND</b> 		
<b>EMOTIONS</b> 		
<b>RELATIONSHIPS</b> 		
<b>SPIRIT</b> 		
<b>WORK</b> 		

Poll (responses are anonymous)

Which of these **workplace/professional** self-care strategies do you use *at least sometimes*?



# Discussion questions

- What **challenges** may educators encounter in using this tool?
- Which **specific area(s) of well-being** would you focus on first?
- How do you envision this assessment could be **implemented** in your school, district, or state?
- How can schools and districts **support their educators** in practicing and monitoring self-care?



# Supporting educator well-being in the context of trauma associated with COVID-19: *What can school, district, and state leaders do?*



**Jenna Rush**  
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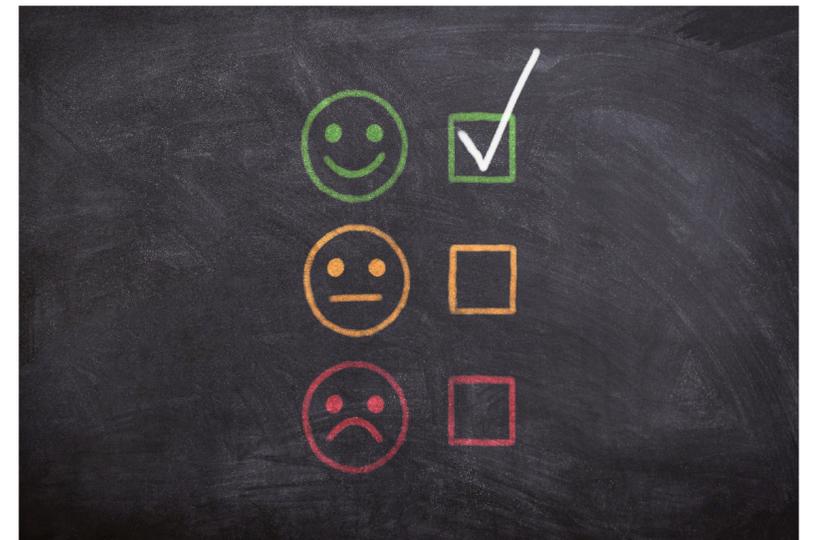
# How can districts support self-care for educators?

- Support healthy mindsets and behaviors
  - Acknowledge, support, and normalize different stress responses.
  - Encourage educators to practice self-care and connect them to available resources.
- Support identity, connectedness and belonging
  - Provide opportunities for educators to connect with each other.
  - Host virtual “office hours” to allow educators direct communication with district staff.
- Support healthy boundaries and interactions
  - Provide various connection channels to meet different needs, and share communication norms for online interactions.
  - Create fact sheets about relevant district benefits and employee assistance programs, including information on mental health providers.

[https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL\\_West\\_Self\\_Care\\_for\\_Educators\\_PPT\\_Participant\\_Slides\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_Self_Care_for_Educators_PPT_Participant_Slides_508.pdf)

# What can school, district, and state leaders do?

- Create ongoing **opportunities for staff to connect with colleagues**, including their voicing concerns and challenges to leadership.
- Foster a **supportive school culture** where teachers feel comfortable asking for and seeking help.
- **Build and expand partnerships** with relevant community-based providers to give staff access to needed supports.



# COVID-19 Resources

## Coping With the COVID-19 Crisis: The Importance of Care for Caregivers Tips for Administrators and Crisis Teams

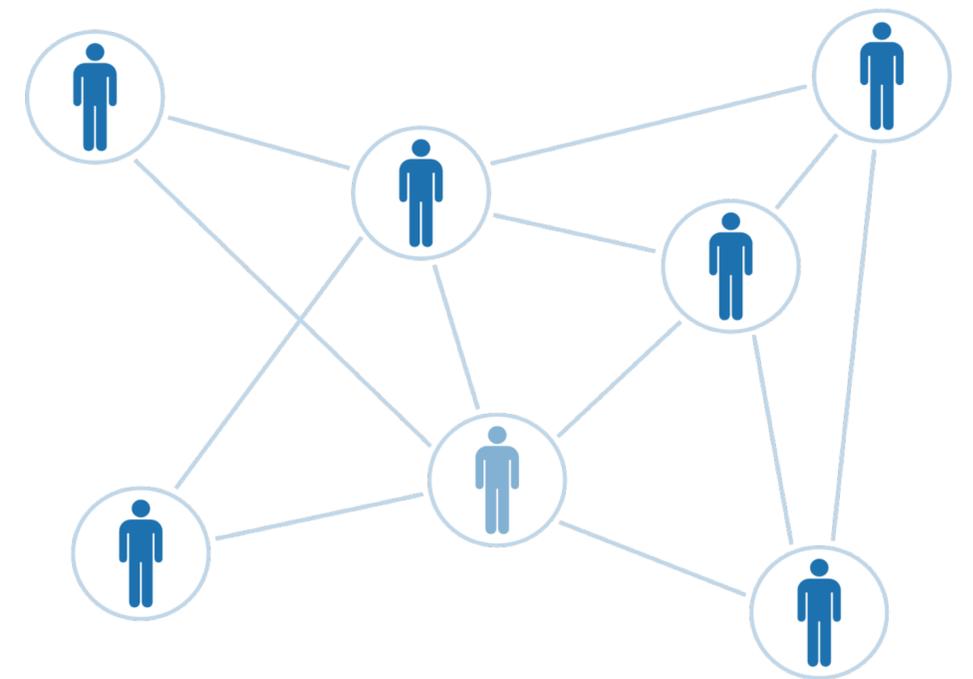
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/coping-with-the-covid-19-crisis-the-importance-of-care-for-caregivers>

- This resource provides tips and suggestions for school administrators and crisis teams to support school staff in the context of COVID-19, including providing structures for **connectedness** and fostering a **supportive school culture**.
- Peer/social and organizational support are important protective factors for staff well-being in the context of trauma.
- In particular, a positive and supportive school climate and culture predict teachers' sense of stress, teaching efficacy, and job satisfaction.

*(Butt et al., 2005; Hoy & Woolfolk, 1993; Kim & Loadman, 1994; MacRitchie & Leibowitz, 2010; Thompson et al., 2014)*

# Staff connectedness

- **Provide opportunities for staff to connect** in different ways and venues to reduce feelings of isolation.
- **Encourage school leaders to connect with staff regularly** using various platforms and methods.
- **Discussion questions**
  - How can you proactively help staff to **stay connected** in a virtual (or hybrid) setting, based on your current context with re-openings?
  - What **kinds of connectedness** do educators need most right now (e.g., sharing emotions and experiences with other teachers, opportunities to learn and check in regularly about self-care strategies)?
  - Are there **challenges** to connectedness that need to be anticipated and addressed?



# Positive school culture

- **Encourage staff to feel comfortable asking for help or taking breaks** without being perceived as being unable perform job responsibilities.
- **Provide staff with access to support** from crisis responders and mental health professionals.
- Discussion questions
  - What kinds of things come to mind when you think about what a **supportive school culture** looks like?
  - What are **specific practices, structures, and characteristics** of a supportive school culture?
  - What are some **barriers or obstacles** to providing a supportive culture and what are some **solutions** to address them?



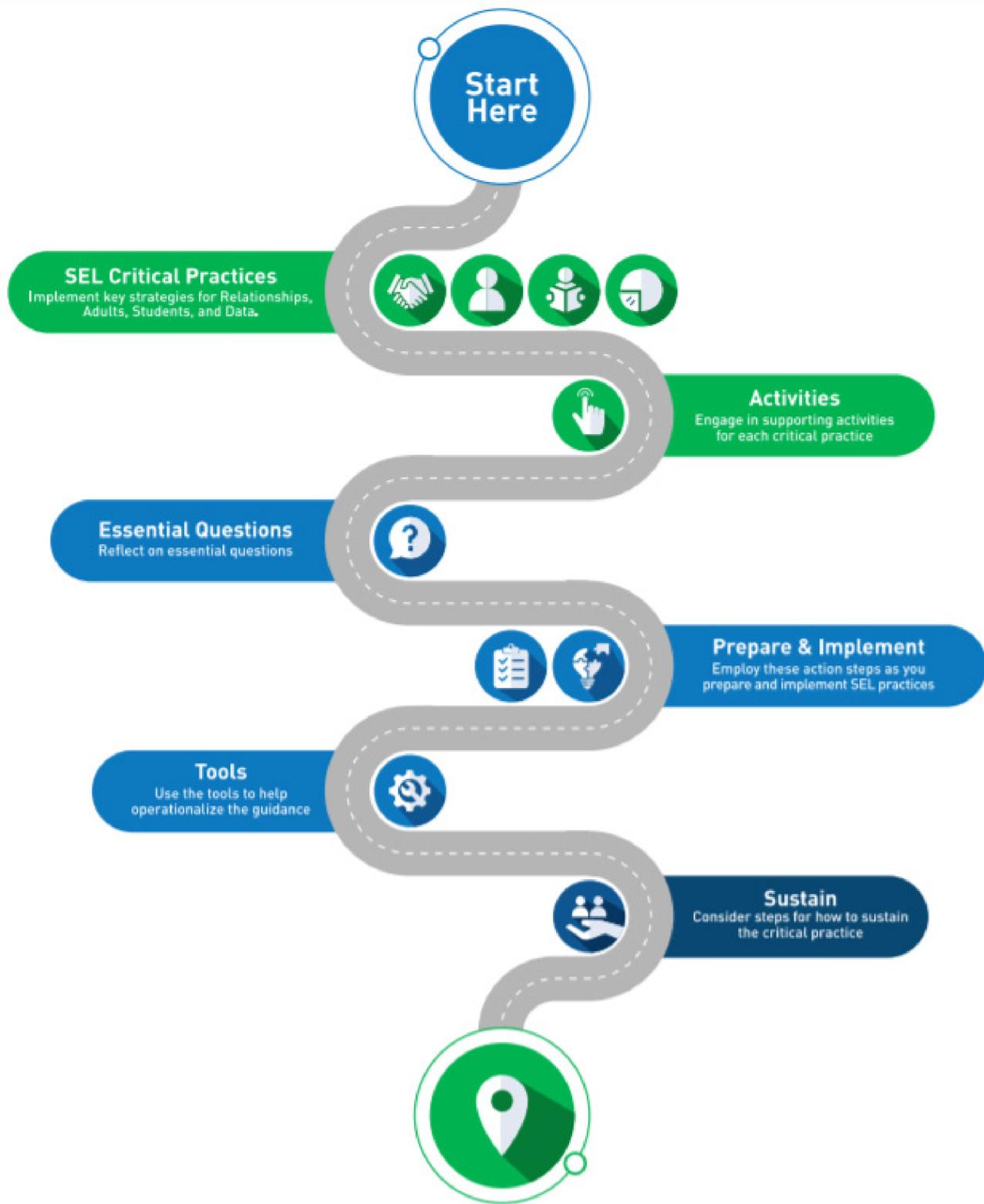


# Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

JULY 2020

<https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

- This resource is designed to support school leaders in planning for transition back to schools, focusing on aspects like school climate, staff and student mental health and well-being, and social-emotional competency development.
- It was developed with input from a broad range of stakeholders and partners, such as organizations that work with education leaders, as well as leaders in trauma, mental health, and other student and adult support systems, including the Virginia Department of Education.
- These perspectives contribute to this resource's compilation of evidence-based considerations around social-emotional learning (SEL).



## SEL Critical Practice 1:

Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.



## SEL Critical Practice 2:

Design opportunities where adults can connect, heal, and build their capacity to support students.



## SEL Critical Practice 3:

Create safe, supportive, and equitable learning environments that promote all students' social & emotional development.



## SEL Critical Practice 4:

Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.



## SEL CRITICAL PRACTICE 2

Design opportunities where adults can connect, heal, and build their capacity to support students.

Educators shoulder significant responsibility in helping young people understand, process, and heal from these momentous events. But in order to effectively support students, adults will need to feel connected, supported, valued, and capable of taking on the challenges ahead. This SEL Critical Practice will help you create working conditions (e.g., time, space, professional learning) and well-designed opportunities for educators to engage in self-care, develop supportive staff relationships, and build their capacity for promoting students' SEL through equitable learning environments. This section will guide you through the following activities:

- Allow space for connection and healing among adults,
- Ensure access to mental health and trauma supports,
- Identify opportunities for innovation and anti-racist practices, and
- Provide embedded professional learning.

- 2.1 Allow space for connection and healing among adults,
- **2.2 Ensure access to mental health and trauma supports,**
- 2.3 Identify opportunities for innovation and anti-racist practices, and
- 2.4 Provide embedded professional learning.



## SEL CRITICAL PRACTICE 2

Design opportunities where adults can connect, heal, and build their capacity to support students.

Educators shoulder significant responsibility in helping young people understand, process, and heal from these momentous events. But in order to effectively support students, adults will need to feel connected, supported, valued, and capable of taking on the challenges ahead. This SEL Critical Practice will help you create working conditions (e.g., time, space, professional learning) and well-designed opportunities for educators to engage in self-care, develop supportive staff relationships, and build their capacity for promoting students' SEL through equitable learning environments. This section will guide you through the following activities:

- Allow space for connection and healing among adults,
- Ensure access to mental health and trauma supports,
- Identify opportunities for innovation and anti-racist practices, and
- Provide embedded professional learning.

### • 2.2 Ensure access to mental health and trauma supports

*How can you best leverage community partners to support the range of needs and experiences of your staff?*

- Studies show that school-community partnerships have positive impacts on a range of student outcomes, such as academic achievement and social-emotional skills, and even parental involvement.
- However, none of the studies we identified examined impacts or implications for supporting school staff.

*(Anderson et al., 2010; Durlak et al., 2010; Sheldon, 2003)*

# School-community partnerships

- **Formalize new and existing partnerships** with community-based and county-sponsored agencies.
- **Co-plan** effective ways to streamline referral processes and provide support for staff.
- Discussion questions
  - How can you identify **staff who may need supports**?
  - How can you identify the **best community or district partners** to support school staff?
  - **How can districts help schools** to facilitate these partnerships?
    - Research shows that school counselors play a critical role in building and maintaining partnerships with community agencies and families. What about schools and districts with limited staff, especially mental health support staff?



*(Bryan, 2005; Epstein & Van Voorhis, 2010; Griffin & Steen, 2010)*

# Community-school collaboration to address opioid-related trauma resource

- This resource, under development by the REL AP team and CCSSOC, discusses how to build school-community partnerships to support students experiencing trauma.

- **Please tell us in the chat (or unmute to speak):** Who are some potential partners, in addition to mental health providers, that school, district, and state leaders can collaborate with to support educators?

## Community-School Collaboration to Address Opioid-Related Trauma

Over 170,000 children in the Appalachian region are experiencing a range of stressors and trauma related to parental opioid use, such as losing a parent to an opioid-related death, having an incarcerated parent due to opioid use, or being removed from their home due to an opioid-related issue.<sup>1</sup> Teachers and other school-based staff are well-positioned to address these traumas—but they can't do so alone. Rather, by collaborating with other community-based sectors, schools can increase their capacity and resources in this important endeavor. This document provides easy-to-use information to make the case for school-community partnerships and guide collaborative efforts. It is designed for both school and community stakeholders.

### Why Collaborate?

Topic	Benefits to schools	Benefits to community-based organizations
Data	Access to community-based data to better understand extent of opioid crisis and impact on students	Access to school-based data to better understand the impact of the opioid crisis on children
Expertise	Deeper understanding of community context and its impact on students' mental health and wellbeing	Deeper understanding of the impact of trauma on students, as well as expertise in child development
Coordination	Referral of students to mental health services not provided by schools	Referral of students from schools
Capacity	Added capacity to support the social and emotional needs of students through out-of-school supports (e.g., Boys and Girls Clubs, YMCAs)	Added capacity to identify students experiencing trauma, and their mental health needs

### Keys to Effective Collaboration

To achieve effective collaboration, the following elements need to be negotiated, built, and maintained throughout the life of the collaboration.

- ✓ Shared vision and mission
- ✓ Transparency and trust
- ✓ Complimenting resources and services
- ✓ Clear expectations and mutual benefits of collaboration

<sup>1</sup> Brundage, S. C., Filfield, A., & Partridge, L. (2019). *The ripple effect: national and state estimates of the U.S. opioid epidemic's impact on children*. United Hospital Fund. <https://www.unitedhospitalfund.org/trauma/trauma-publications/2019-05-17-46a1-2862-1a4816a0696/del-ripple-effect-national-and-state-estimates-chartbook.pdf>

REL Appalachia Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC)  
Discussion draft - Not for distribution

### Who to Collaborate With?

Below is a list of possible organizations and entities that schools may want to consider partnership with in their efforts to support students impacted by opioid-related trauma.

Type of Organization or Agency	What They Provide to Schools	Examples
 Mental health clinics	While schools may have their own mental health providers in the building, these professionals often times have large, and even overwhelming caseloads that do not allow them to provide the necessary and individual care that some children need. Through partnerships with local mental health clinics, schools can meet the needs of their students through referrals to local mental health clinics, and even work with these clinics to see students while at school.	<a href="#">Information of this type of partnerships in New York State</a>
 Youth-serving organizations like YMCA and Boys and Girls Club	Youth-serving organizations like YMCA and Boys and Girls Clubs can offer out-of-school programming for students impacted by trauma. Some centers are moving towards implementing trauma-informed approaches through their programs, and training their staff on such approaches. By partnering with these types of organizations, schools can refer students and families to programs that can provide the support trauma-exposed youth when they are outside of school, especially during the hours that parents are not home to watch them.	<a href="#">Trauma-informed afterschool programs in Wisconsin</a>
 Hospitals	Like mental health clinics, hospitals can augment access to mental health services for trauma-impacted children and youth. In addition, hospitals may have training programs for educators and other professionals related to identifying and addressing trauma symptoms. Lastly, hospitals can provide data to schools about the impact the opioid epidemic has on neighborhoods and communities, which enables schools to better plan for trauma supports.	<a href="#">Massachusetts are partnering with schools and other community-based organizations to increase access to mental health services for youth</a>
 Community-based coalitions	Community-based coalitions bring together various stakeholders from within a community to work together to tackle common challenges. For example, your community may have a substance misuse prevention coalition, or a suicide prevention coalition. By joining such a coalition, schools will be able to join forces with multiple stakeholders—such as the ones listed above—to tackle common challenges together.	<a href="#">Trauma-responsive community coalition operating in Erie County, Ohio</a>

REL Appalachia Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC)  
Discussion draft - Not for distribution

# Wrap-up and next steps

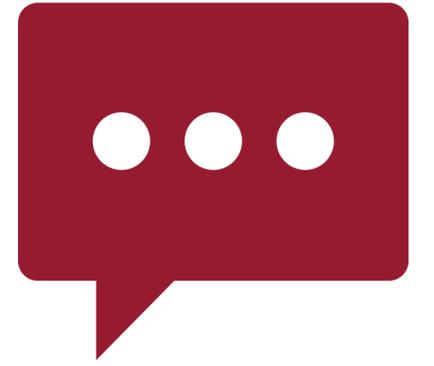


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# Wrap-up discussion and reflections



- What stood out to you during our discussions about educator well-being?
- Are there any particular strategies or resources that would be especially helpful for educators in your state?
- What is keeping you up at night regarding educator well-being, stress, and trauma?
- What potential challenges or solutions are the most urgent to address?



# Resources being co-developed by REL AP and CCSSOC

- The current three resources include:
  - **Community-school collaboration to address opioid-related trauma:** Describes how to build school-community collaborations to support students experiencing trauma.
  - **Using data to support students experiencing trauma:** Outlines how to use data from a range of sources in making relevant decisions to support students experiencing trauma.
  - **Trauma terms glossary:** Defines common terms used to describe approaches, frameworks, and strategies to address trauma.
- Many thanks to members who provided suggestions and feedback. Please provide additional feedback by **10/30** to finalize these resources.



# Website: Trauma Support for Schools

- Curated evidence-based tools, practices, and resources for educators, policymakers, and community organizations to address student and educator trauma.



- Collaborative members can submit resources under 6 overarching topics identified as high-priority needs:

- Trauma-informed approaches
- Assessment and early identification of student needs
- Educator supports
- Family engagement and supports
- School-community partnerships
- Systems-level issues and policies



Trauma Support  
for Schools

- The team plans to share a draft of the website with members next month. Stay tuned!

# Upcoming meetings

- Final quarterly meeting tentatively planned for January 2021.
- Final summit (ideally in-person in summer 2021).
  - Lessons learned
  - Keynote presentations
  - Panel sessions
  - Presentation of the research action agenda that:
    - Identifies high-priority unmet needs or gaps.
    - Outlines the necessary steps to address these needs or gaps.
    - Provides relevant information and resources to educators.



# Topic for last quarterly meeting

- **Please tell us in the chat (or unmute to speak):**  
What topic do you want us to address in our last quarterly meeting? Some options include:
  - Monitoring and using data (e.g., screening)
  - SEL and other universal programs
  - Early identification and assessment of student needs
  - Family engagement and supports
  - Other



# Stakeholder Feedback Survey (SFS)

- We will send out a survey after this meeting for feedback on our collaborative activities. The survey should take ~10 minutes to complete. **Your feedback is very important.** Thank you in advance!



# Questions?



# Thank you!



<https://ies.ed.gov/ncee/edlabs/regions/appalachia/partners-cross-state-collaborative-to-support-opioid-crisis.asp>



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[@REL\\_Appalachia](https://twitter.com/REL_Appalachia)



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