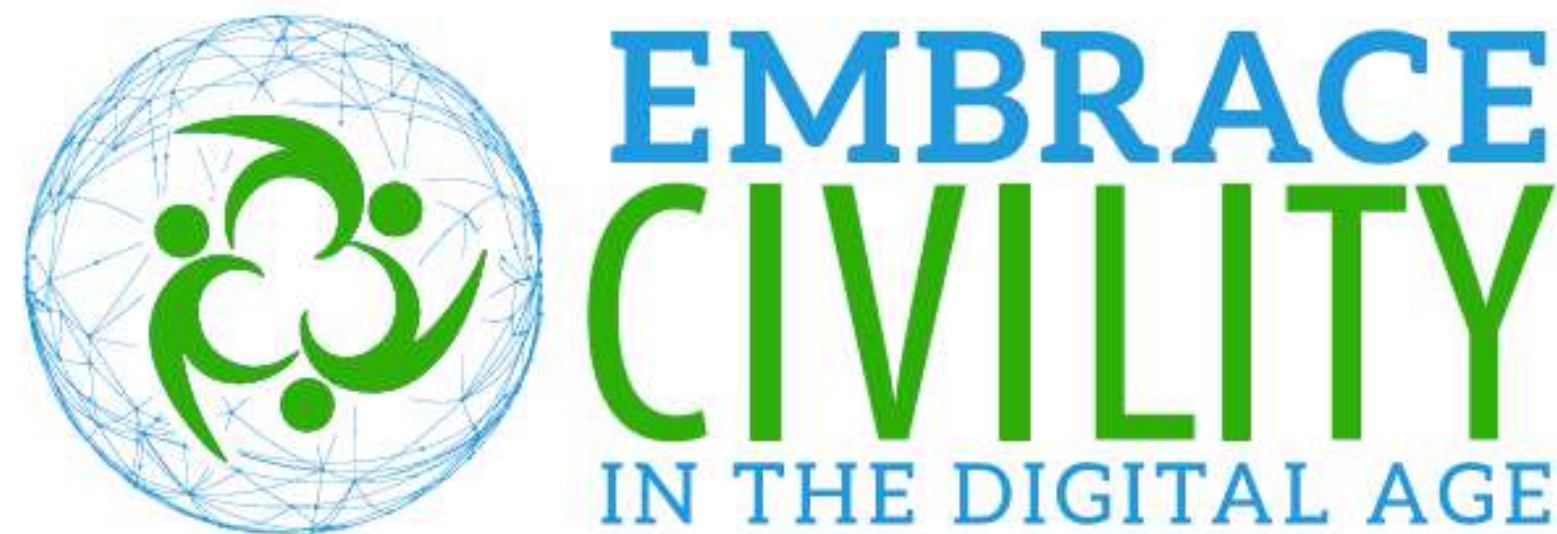


TRAUMA, RESILIENCE, AND EQUITY IN THE AGE OF COVID-19 AND BLACK LIVES MATTER



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Resilience And Equity Strategies for the Virtual Classroom

ASSUMPTION

As this series of videos has been created, many schools throughout the country are in various stages of opening, planning to open, closed down due to a COVID-19 outbreak, or will soon be closed down due to an outbreak

It is my assumption, given the evidence of the rapid emergence of spreader events as soon as schools opened, which will be followed by people spending more time indoors and cold and flu season, that the vast majority of schools will be delivering instruction virtually – very soon, if not already

VIRTUAL LEARNING SPRING 2020 CHALLENGES

This was "crisis instruction"

Technical challenges

Students were stressed due to the huge challenges their families were facing

Teachers in learning mode

Teachers were experimenting with a multitude of different platforms which caused confusion

The outcomes of Spring 2020 were not impressive!

Students who were unable to access due to lack of connectivity

RECOGNIZE THE REALITY

If student's physiological, safety, love and belonging, and esteem needs are not being met, they cannot learn



When effective learning can occur

What we have to focus on to support effective learning!

EFFECTIVE DISTANCE LEARNING

What components are necessary to establish a virtual environment that is equitable and supports resilience?

Continuous Improvement

Ensure Digital Access

Cultural Competence

Support for Resilience

Effective, Non-Stress Producing Instructional Approach

Safe and Equitable Virtual Environment

Positive Adult Connections

Effective Response when Student Triggers

Positive Peer Connections

Support for Emotional Well-being

Restorative Resolutions

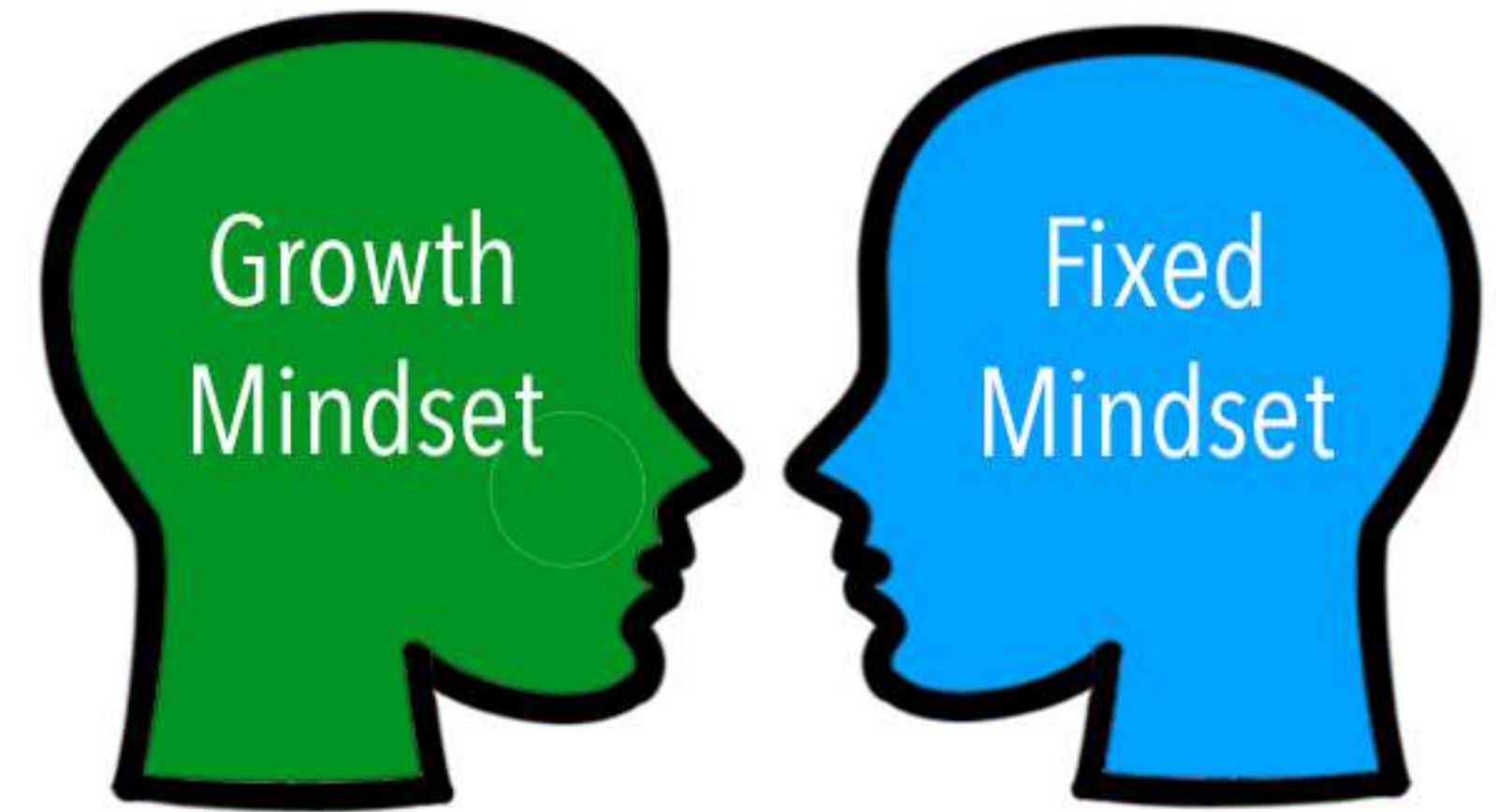
HAVE A GROWTH MINDSET

Odds are that the initial strategies schools use to provide distance learning this fall are going to fail in some critical ways

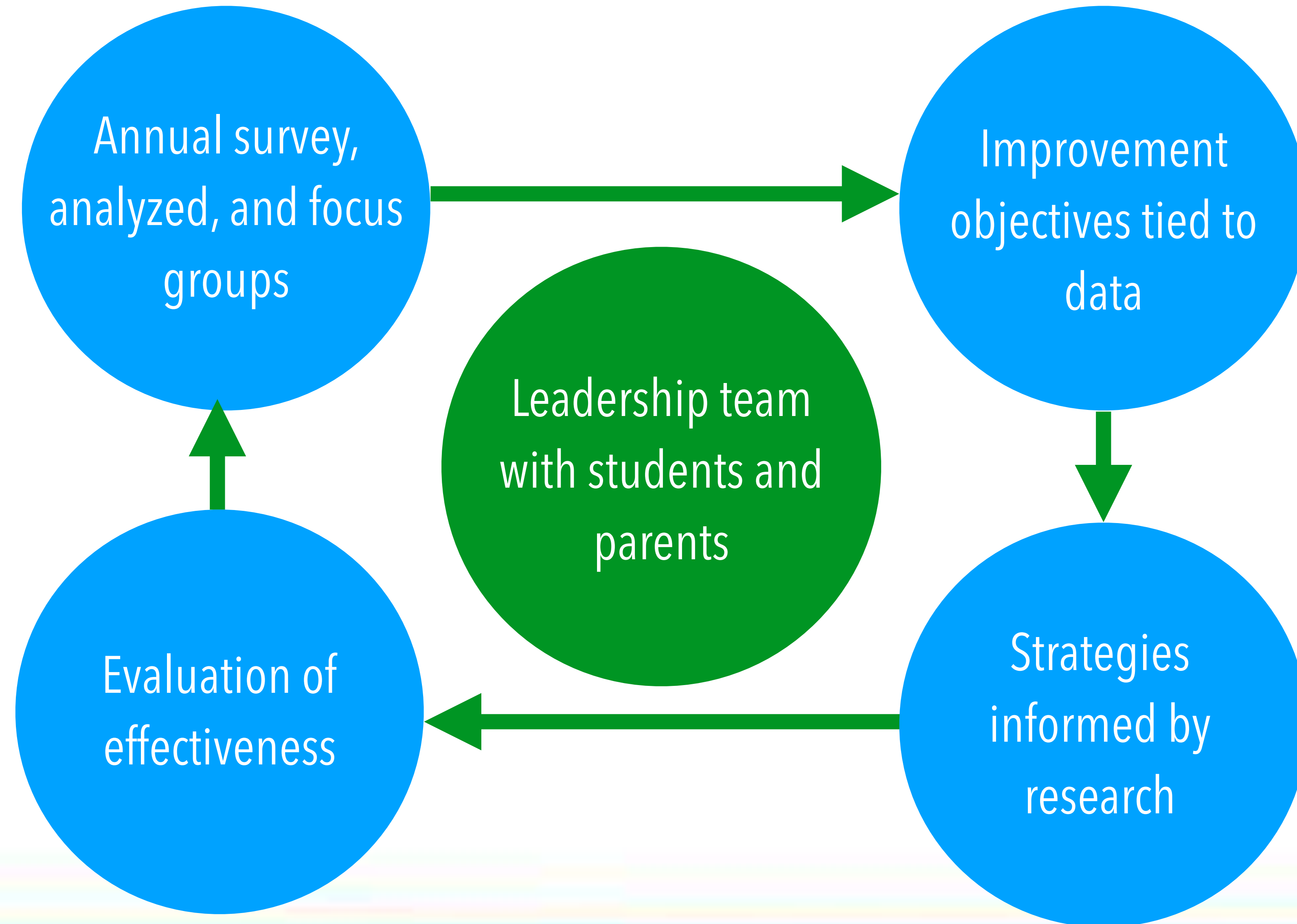
Odds are that many students will also initially fail

How schools handle failure will be exceptionally important

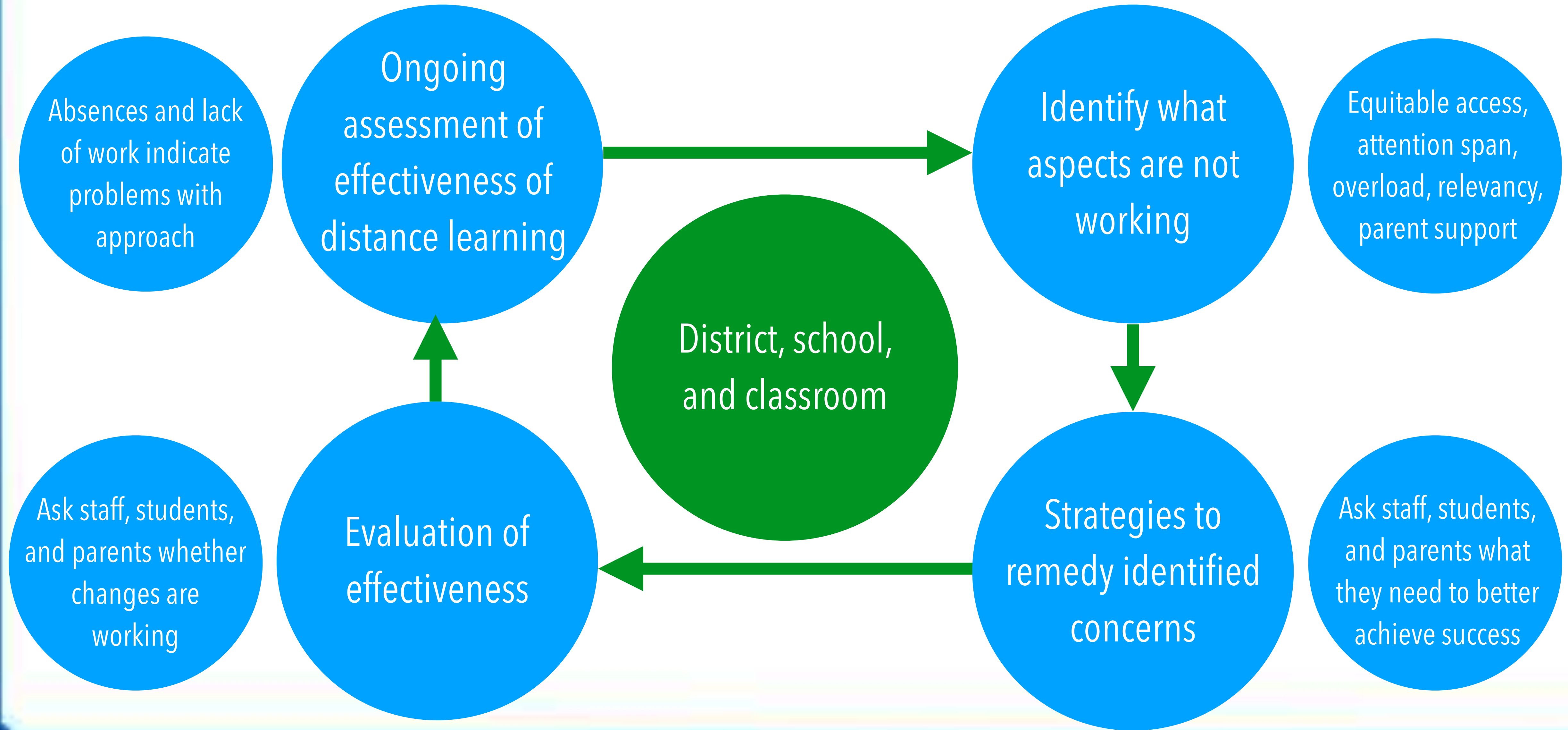
The attitude of schools about failure and their efforts to remedy the concerns that become apparent will determine ultimate success



TRADITIONAL CONTINUOUS IMPROVEMENT



VIRTUAL CONTINUOUS IMPROVEMENT



DID YOU ASK?

Students, staff, and parents are your best source of insight

Students and Parents

Your middle and high school students and the parents of your elementary students are your best source of insight into how your distance learning program is working

Did you ask them about last year?

Are students, staff, and parents on your planning committee for this year?

Do you have a plan of action to obtain feedback throughout his year?

ARE YOU LOSING STUDENTS?

The New York Times

As Schools Go Remote, Finding 'Lost' Students Gets Harder

Data on why students disappear from virtual school is hard to come by, but there are some obvious explanations. Many lack a computer or stable internet; others have to work or care for younger children; some families were evicted and had to move.

It is also likely that some students found online learning so tedious or hard to keep up with that they just dropped out, especially since many schools stopped grading or taking attendance once they closed their doors.

If you are losing students, the problem is most likely lack of connectivity and your distance learning approach

A truancy response is not called for

RESPONSES TO TRAUMA

More likely in distance learning

Flight

Run away,
refuse to talk,
avoidance

Freeze

Disconnected,
stop trying,
unresponsive

Students experiencing trauma when
in a distance learning environment
are more likely to stop trying

**Indicators there are concerns related to
your distance learning environment**

Absences

Not paying
attention

Work not being
completed

Perception students
are "unmotivated"

Not responding

Perception families
are "not supportive"

WHAT IS NOT WORKING?

Do NOT ask: What is wrong with this student?

Do NOT: Accuse students or their families of being "unmotivated" or "not supportive"

Ask: Which challenges might this student and their family be having?

Ask: How might this student be facing barriers in gaining access?

Ask: How might the school's distance learning not be supporting these students?

One Student

Concern may be related to challenges being experienced by this student and family or access challenges

Multiple Students

Concern is most likely related to a distance learning environment that is not effectively supporting their learning

LIVE STREAMING OF TEACHER LECTURES

Live streaming of teacher lectures is a huge concern

Requires high bandwidth, so excludes students with limited access

Often requires student attention span that is not developmentally possible

Lectures are not effective instruction

Excludes students who cannot participate at a specific time

Students' homes may be visible, which is an invasion of privacy

Does not support effective discussions

Challenging to provide individual support

ZOOM BOMBING

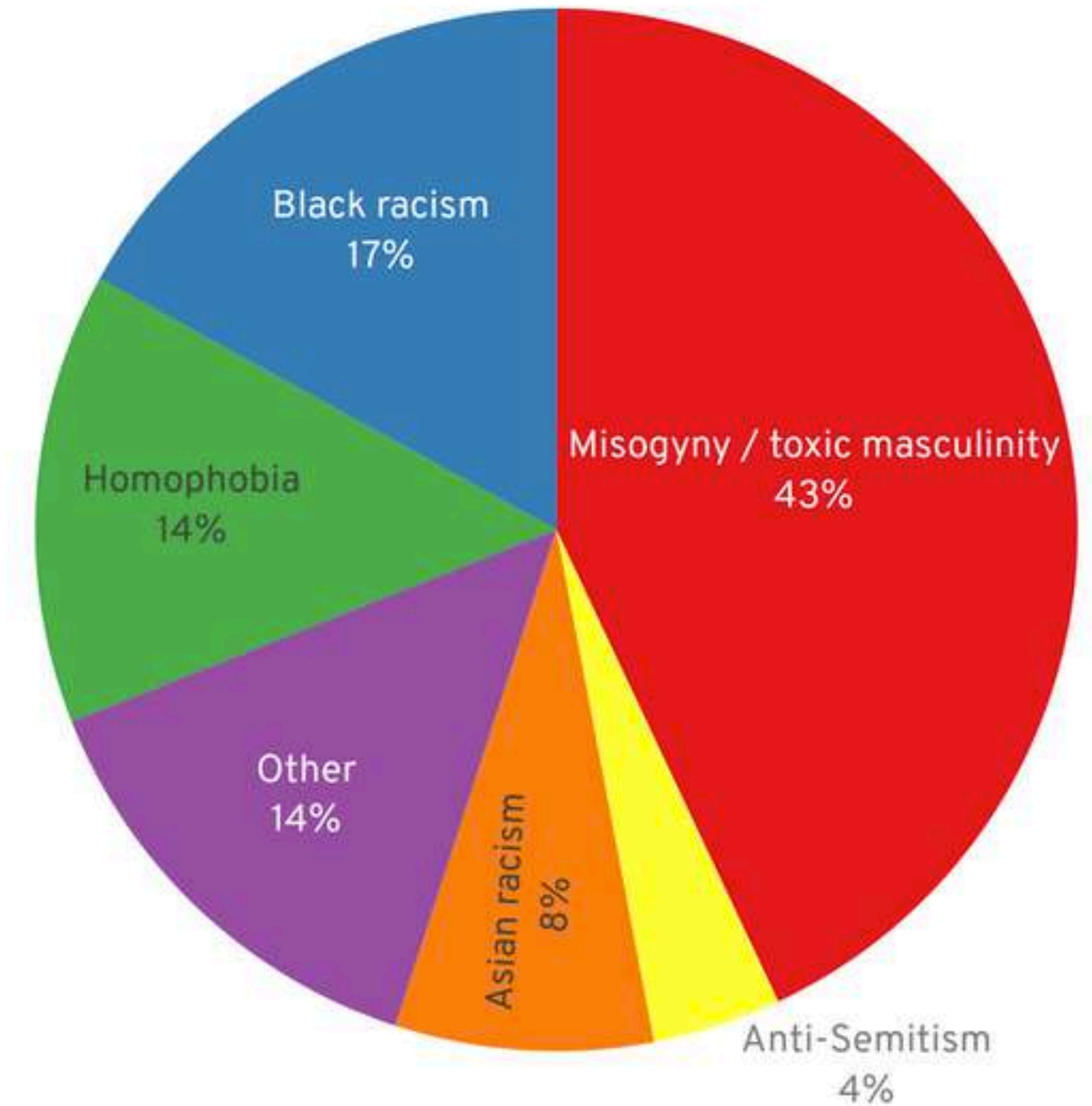
THE CONVERSATION

Academic rigor, journalistic flair



The insecurity of Zoom and the quick transition to online learning created an insecure environment, ripe for disruption and abuse by computer-savvy, overwhelmingly male high school students.

Bigoted 'bombing' techniques in videos, YouTube



LIVE STREAMING HYBRID

"Worn out"

"Not sustainable"

"I'm drowning"

"Migraine after migraine"

Some districts are requiring teachers to both teach in person and livestream to their class online

"This is not going to work"

"Mentally and physically exhausted"

"Have never been this wiped out"

"Had a melt down yesterday"

"Criminal"

"Can't continue"

"Failing"

"Mass resignations are coming"

"Utter insanity"

This is Cruel and Unusual Punishment of teachers!!

SCHEDULE		
	Instruction Type	
8:30 - 9:00	Live	Morning Meeting 
9:00 - 9:40	Live	Reading and Writing  
9:40 - 10:00	Screen Break	Recess 
10:00 - 10:30	Live	Phonics 
10:30 - 10:50	Live	Class Recess 
10:50 - 11:45	Live	Math 
11:45 - 12:30	Screen Break	Lunch 
12:30 - 1:30	Live	ILT 
1:30 - 2:00	Live	Specials 
2:00 - 3:00	SeeSaw	Turn in Assignments through SeeSaw 

The schedule for elementary students has them watching Zoom lectures from 8:15 to 3:00

This is not developmentally supported

Could lead to family discord because parents might expect their child to do what their child is biologically incapable of doing

ATTENTION SPAN



The average attention span of adults for a video lecture is 18 minutes

Probable Attention Spans of Students on Zoom

High school – 15 - 18 minutes

Middle school – 12 - 14 minutes

Intermediate – 9 - 11 minutes

Primary – 6 - 8 minutes



ZOOM FATIGUE

Harmful Effects of Extended Screen Time

Impacting both students and teachers

Headaches

Stress

Inability
to focus

Anxiety

Difficulty staying
productive

Exhaustion

USC **Annenberg Media**

Zoom fatigue: managing mental and physical health with the 'new normal'

Zoom fatigue can be described as the mental and physical exhaustion one faces from video-chatting for extended periods, and this reaction has multiple causes. According to BBC, Zoom has a negative connotation to the subconscious, as it is a reminder of the state of the world and how that has affected everyday life. Zoom also provides an unnatural learning experience. Projecting an image of the users back to them, it causes a hyper-awareness of how users are being perceived.

Constant staring through Zoom exhausts the human mind. The brain is forced to keep both constant attention to the screen interface, as well as to the appearance of what the preconceived ideas of attention looks like. People have to work twice as hard to read social cues, stay attentive and keep their eyes directed to their screen, all while distractions like roommates, text messages and other externalities swarm the environment.

The Villanovan

Zoom Fatigue Beginning to Affect University Students

DO A PERIODIC ASSESSMENT

Virtual Evaluation

Spend some time watching students participating in digital learning activities

- Record every 3 minutes
 - Number actively engaged
 - Number passively watching
 - Number who appear "disconnected,"
 - Number who are fidgeting and inattentive

Assess

- Which students appear to be having difficulties?
- What kinds of difficulties?
- What appears to be the reasons for difficulties?
 - Please do not place blame on the students – if they could do well, they would do well
- How many students are not attending?

Survey

- What are the opinions of staff, students, and parents?

DO AN ASSESSMENT



Consider Possible Concerns

- Is there evidence of access concerns – lack of devices, technical concerns, inadequate bandwidth, time challenges?
- How much time are students expected to pay attention to the computer screen during each session and for the full day?
- How frequently are students being actively engaged, compared to how frequently they are passively watching?
- Is there evidence of Zoom Fatigue?

SAFE AND EQUITABLE VIRTUAL ENVIRONMENT

Attention Span

Students should not be expected to maintain attention in a manner that is beyond what they are biologically capable of doing

Privacy

Students should not be required to allow others to see where they live or even to appear via video

Accessibility

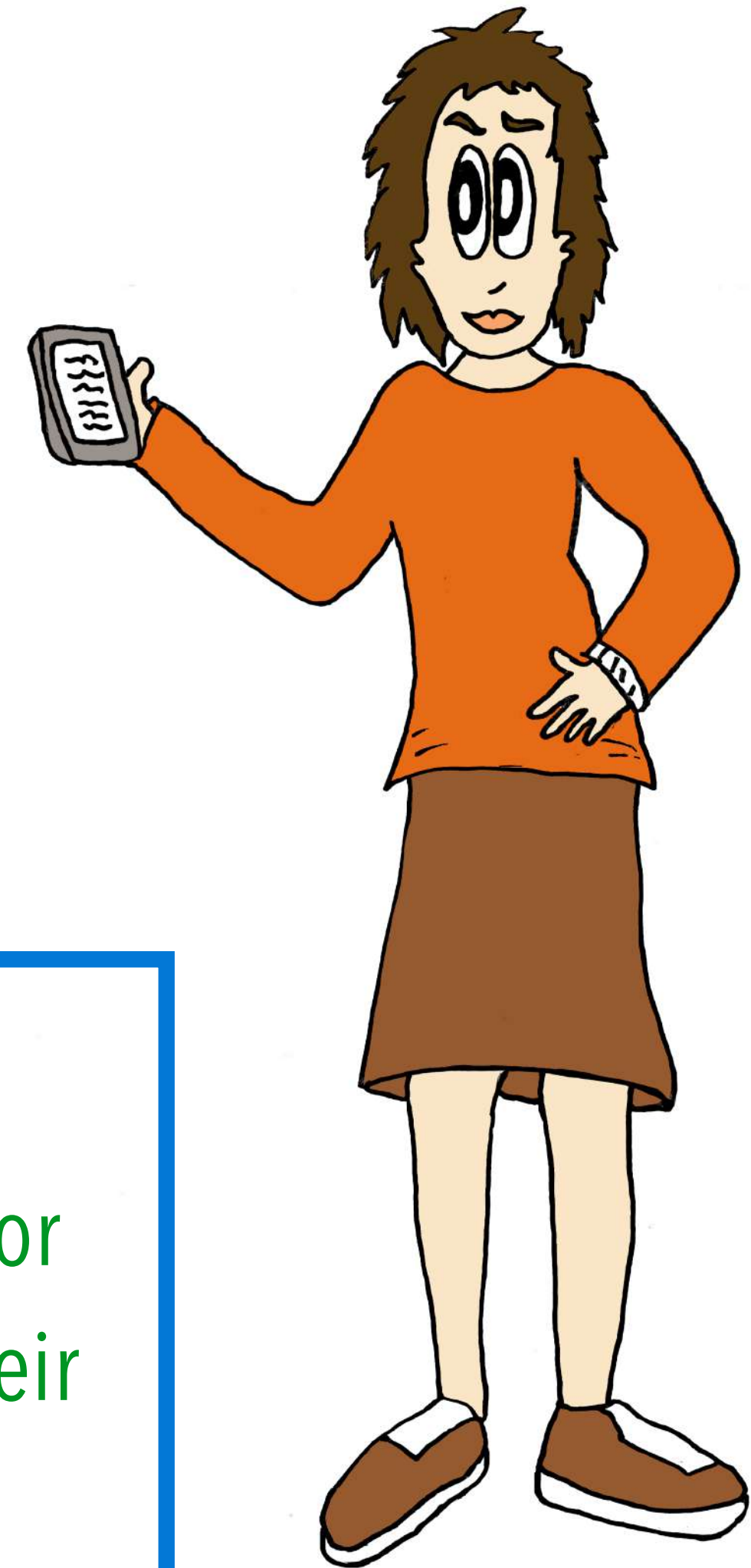
All digital resources must be fully accessible

Equity

Students have different levels of connectivity, access, and devices and different demands on their time and availability

Personal Safety

Students should not be required or encouraged to share aspects of their personal lives via conferencing



EFFECTIVE DISTANCE LEARNING ENVIRONMENT

To reduce stress on staff, students, and families

Keep It Simple and Accessible

- Use consistent tools throughout the school
- Ensure activities can be accomplished with low or no bandwidth (USB drives and land line phones)

Provide Significant Technical Support

- Engage your high school technology class students to provide technical support

Place Highest Priority on Full Access and Connections

- On demand delivery of content in digital and hard copy formats
- On demand digital discussions
- Small group live discussions
- Individual contacts by teacher

SELF DETERMINATION VIRTUALLY

Connections

Strong focus on personal connections and positive peer relationships

Motivating Self
Determination
Virtually

Competencies

Authentic, inquiry and project based virtual learning

Control

Personal choice in independent studies and projects

THE FLIPPED CLASSROOM

The Flipped Classroom model provides a great basis

Normal Instruction

- Content delivered at school through teacher lectures
- Students work on problems at home

Flip Model

- Content delivered through digital resources accessible from home
- Students work on problems at school

Benefits of Flip Model

- Content is available at any time
- Allows for greater individualized learning and support
- Deeper learning, because students are engaged in authentic application of content, under guidance of teacher

THE VIRTUAL FLIPPED CLASSROOM

Take the Flipped Classroom Model virtual

Content

- Content available at any time
- Content includes: teacher lecture videos, other videos, readings, images, slides, etc.

Active Virtual Engagement

- Students work on authentic problems
- Full class discussions using on demand discussion boards or Google Docs
- Divide class into 4 small group cohorts (6-8 students) to hold live discussions – with multiple ways to access
- Teacher provides individual contact and support

THE HYBRID FLIPPED CLASSROOM

When schools reopen in hybrid, the Flipped Classroom approach can continue

Content

- All content continues to be made available to all students online

Active Virtual and Classroom Engagement

- Assuming class is divided in half for hybrid, bring 2 cohorts in at a time
- Cohorts can work on projects as a cohort or engage in larger group work while at school
- Virtual cohorts continue virtually in an independent manner

LIMITED IN-PERSON INSTRUCTION

Limited In-Person Instruction may be possible

Highest Priority

- Students in most need of personal connections should have highest priority
 - K-3, Special Education, English Language Learners, any students who are struggling

Limited In-Person Instruction

- Small groups of students come to class – no more than 6-8 at a time
- For no longer than 2 hours, once a week
- With masks, social distancing, hand cleansing
- Strong focus on achieving personal connections and providing support – and review learning activities

POSITIVE CONNECTIONS WITH ADULTS

The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.

These relationships provide the personalized responsiveness, scaffolding, and protection that buffer children from developmental disruption. They also build key capacities—such as the ability to plan, monitor, and regulate behavior—that enable children to respond adaptively to adversity and thrive. This combination of supportive relationships, adaptive skill-building, and positive experiences is the foundation of resilience.

This is why live virtual engagement with students is so critical – but in small groups or individual contacts

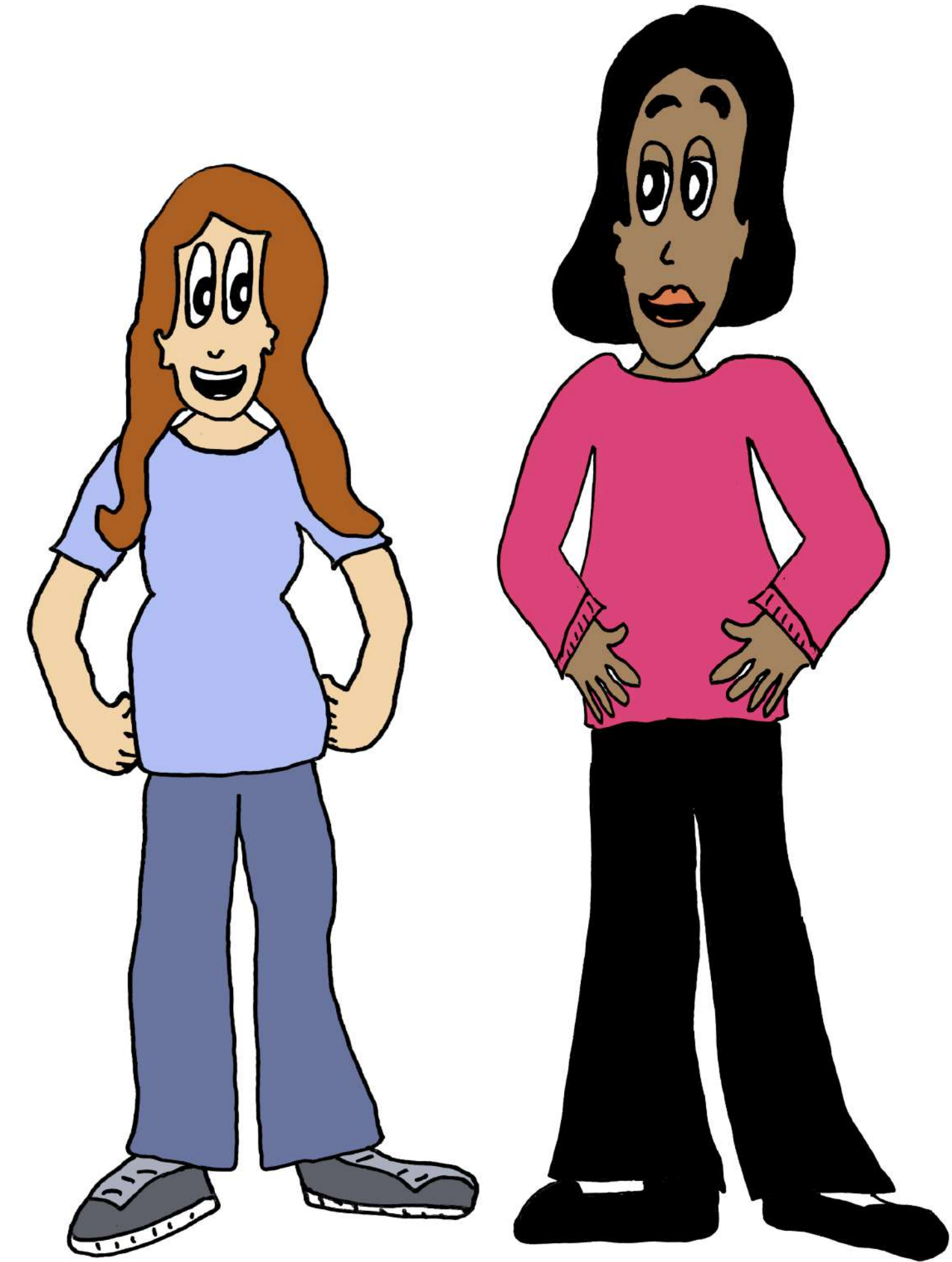
POSITIVE CONNECTIONS WITH ADULTS

Only Possible Through Conversations

The best way to facilitate positive connections with adults is by establishing a distance learning approach that is focused on small group live discussions and individual conversations

Elementary and Advisory

Make sure elementary teachers and advisory teachers have time for planned well-being support interactions with students



REFLECTIVE LISTENING

What students need most at this time is to feel they have been heard!

In Pain

Some are in pain

No One To Listen

Some are experiencing trauma alone

Families Distressed

Some are in families that are experiencing distress

Reflective Listening

- Listen with your heart
- Reflect back both emotions and issue
- "It sounds like you are feeling ___ because ___"
- Stay in this mode until they have fully expressed themselves and are relaxed

COLLABORATIVE PROBLEM SOLVING

Do NOT!

Tell students what you think they should do

Help Them to Think Things Through

Help them engage in problem solving to develop strategies they can use to resolve concerns

Think Things Through

Through Reflective Listening after you have identified their concerns, then help them to:

- Decide their goals
- Identify possible strategies
- Consider their values and the probable outcomes of those strategies
- Pick the best strategy and create an action plan
- Determine how will they assess effectiveness

FOCUS ON POSITIVE

Ensure 5:1 positive to negative interactions

Provide positive greetings

Praise their effort and process, not them or the outcome

Encourage them to use their strengths

Positively acknowledge their work effort

Help them to focus on the good

Encourage them to reach out to be kind to others

Identify and recognize their strengths

Express appreciation for their kindness

Create a digital community where students positively interact with each other

STUDENT DEVELOPED GROUP EXPECTATIONS

Shift from top down teacher-enunciated positive expectations
to student-developed positive group expectations

High priority on
giving students
voice and
control!

How do you want
to be treated in our
distance learning
environment?

What commitments
will you make for
how you will treat
others in this
distance learning
environment?

Make group
expectations relevant
to the current
situation and distance
learning environment

GROUP UNDERSTANDINGS

Recognitions

- Everyone is distressed
- Some students may have life circumstances that are more challenging than others
- Students may or may not want to share the personal challenges they are having
- Students' privacy must be respected

When Something Wrong Happens

- When someone does not abide by group expectations, this is not because something is wrong with them—this is because something wrong is happening to them

Remedy the Harm

- When someone violates group expectations, they will take steps to remedy the harm

ADDRESS LONELINESS OF STUDENTS

Student loneliness in this time is a serious and significant concern

Socially Isolated

Through next winter, it is likely to get worse

Challenge for Teens

Teens are especially challenged because of developmental importance of peer connections

Digital Envy

Seeing images of other students who are allowed to venture out, when their parents will not allow this, may lead to envy

Cyberbullying

They may be digitally excluded or cyberbullied



ADDRESSING LONELINESS

Team Work

To support students, engage them in ongoing small group live discussions (6-8 student cohorts) and team work project based on demand learning activities

Teach Virtual Team Work Skills

Teach students how to support each other on a team

- Collaboratively think things through to develop strategies and tasks that will accomplish desired outcome
- Positively comment on members' contributions
- Provide and accept constructive feedback
- Resolve conflict and mediate the conflict of others
- Express gratitude and appreciation

ENCOURAGE KINDNESS

Reach Out to Be Kind

Help students understand that the best thing they can do if they are feeling lonely is to Reach Out to Be Kind to someone else

Establish a Student-Led Virtual Kindness Team

Create a student team that can lead the school community in digital kindness activities.

Be Positively Powerful

The journaling strategy will encourage acts of kindness

Reporting Acts of Kindness

Ask students to report who they were kind to, what they did, and how this made them feel – and if someone was kind to them



AVOID THE DANGERS OF GROUP SHARING

Be careful of student sharing of concerns via virtual meetings!!!

Sharing Danger

There are risks related to personal disclosure in a virtual environment

Trust May Be Lacking

Given everything that students are going through, trust may be sorely lacking

Inappropriate Pressure

Students may feel pressured by this practice to disclose when they do not wish to do so

Disclosure Risks

Peers could record and publicly share

Build Trust in Cohorts

When 6-8 student cohorts have established trust, sharing may be more possible – with explicit expectation to respect privacy!

CULTURAL COMPETENCE



Valuing Diversity

Accepting and
respecting differences

Being Culturally Self Aware

Knowing who you are and where
you fit in

Understanding the Dynamics of Cultural Interactions

What can go wrong and how to
respond

Institutionalizing Cultural Knowledge and Adapting to Diversity

Design school environment to better serve
diverse populations

MINDFULNESS AND SELF REGULATION



Mindfulness Practice

All students need to regularly be led in the practices of Mindfulness and Self-Regulation

Students with Challenges

Students who have greater challenges and have triggered should create a Self Regulation Action Plan

Self-Regulation Action Plan

- Identify common triggers
- Recognize when becoming triggered
- Know several strategies that can be helpful in Self-Regulating
- Whenever experienced triggering, evaluate the effectiveness of those strategies

AVOID T.A.C.O.S.



Educator Should
Avoid T.A.C.O.S.

T.A.C.O.S only increase
triggering and the
potential of a substantial
disruption

Threats

Arguments

Coercion

Orders

Shaming

RESTORATIVE RESOLUTIONS

- Remind them they all agreed to expectations for the group
- Ask: Is there a concern that you have that is interfering with your ability to abide by our group agreements?
- Engage in reflective listening to fully understand what is happening to them
- Invite them to engage in problem solving to both address underlying concerns and how to remedy the harm to any individual student and to the group
- If any individual was harmed, check with that student on their needs and make sure remedy is acceptable – engaging in reflective listening
- Positively acknowledge all positive efforts

REFLECTION QUESTIONS

Please consider these questions

- What are the ways you can use this insight to improve on what you are currently doing?
- What barriers are present or what additional supports would be helpful for you to do so?
- What are the ways you think your school could use this insight to improve on what your school is currently doing?