



# Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

## SUBGROUP: BEHAVIORAL AND MENTAL HEALTH

### Overview Of Workgroup Purpose

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The California Department of Education (CDE) convened a stakeholder workgroup to gather and share innovative strategies, ideas and resources that others have found successful as they provide access to students with disabilities in distance learning. The purpose of the workgroup was to assist educators and families across the state of California with distance learning as the new format for education during the coronavirus (COVID-19) pandemic by developing and providing access for all students and students with disabilities in particular. Workgroup participants selected one of 10 topic subgroups to join and share strategies, ideas and resources that have been successful for them.

Each of the area subgroups created an overview of key resources that were shared by the participants or submitted to the CDE by others in the field. The Workgroup Summary divides the strategies, ideas and resources into focus areas according to issues or topics. Each focus area describes the issue and provides consideration or ideas to address the issue, describes what the practice should look like and provides examples and resources from the field with links to online resources where appropriate. Additional information for all of the online resources are also listed below each of the focus areas.

### Overview of Subgroup Purpose

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#### Behavioral and Mental Health Subgroup

The Behavioral and Mental Health work group focused on the implementation of behavioral and social emotional support for special education students and their families during distance learning. The workgroup sought to identify the most essential components of service delivery, the most pressing needs for students and families, and the main obstacles to implementation. Each focus area outlines a continuum of needs from setting up basic behavioral tools and social emotional supports to meeting severe behavioral and mental health crises.



## FOCUS AREA ONE

### Behavior and Engagement

This focus area outlines what the group identified as the essential tools for behavioral support across the range of severity, and the resources which can help behavior support staff engage with families and student and help families meet challenges specific to distance learning.

Topic	Considerations	Practice should look like...	Examples from the field
<b>Schedules</b>	<ul style="list-style-type: none"> <li>Students will need a daily schedule in order to add structure to their day</li> </ul>	<ul style="list-style-type: none"> <li>Schedules should include some student choice</li> <li>Visual Schedules with the ability to mark or move tasks to completed help support student transitions</li> <li>Set realistic expectations</li> <li>Use if/then statements</li> <li>Room for choice/flexibility</li> <li>Work in short durations (e.g. 30 minutes on, 15-minute breaks)</li> </ul>	<ul style="list-style-type: none"> <li>California Autism Professional Training and Information Network (CAPTAIN) (Padlet update links) has provided a guide on developing a daily schedule located: <a href="https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf">https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf</a></li> <li>A webinar on methods educators can use to set up doable schedules during home instruction can be found: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a></li> </ul>
<b>Setting up behavioral tools</b>	<ul style="list-style-type: none"> <li>Parents will need support setting up behavioral tools to establish learning routines and activities</li> </ul>	<ul style="list-style-type: none"> <li>Establish a manageable number of tools. (e.g. Three tools)</li> <li>Consider using a timer for visual support for duration of activity</li> <li>Use token economy</li> <li>Encourage positive behaviors frequently</li> <li>Avoid power struggles</li> </ul>	<ul style="list-style-type: none"> <li>Positive Behavior Interventions and Supports (PBIS) has a webpage with tools and parent resources: <a href="https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic">https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic</a></li> <li>CAPTAIN (Padlet update links) has provided a guide on developing behavior tools for the home located: <a href="https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf">https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf</a></li> <li>Article on using descriptive praise located: <a href="http://www.parents-central.com/2012/descriptive-praise-a">http://www.parents-central.com/2012/descriptive-praise-a</a></li> </ul>



Topic	Considerations	Practice should look like...	Examples from the field
			<p><a href="#">powerful-motivator-to-shape-your-childs-behavior/</a></p> <ul style="list-style-type: none"> <li>Article on avoiding power struggles located: <a href="https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers">https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers</a></li> <li>At the bottom of this link, there are helpful forms and checklists for behavior: <a href="https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html">https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html</a></li> <li>A webinar with strategies for promoting engagement and preventing behaviors that educators can use to support families during home instruction can be found: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a></li> </ul>
<b>Keeping students engaged</b>	<ul style="list-style-type: none"> <li>Students will need support to follow learning activities and routines, strengthen focus, and to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Activities should be high interest as much as possible</li> <li>Provide a distraction free environment.</li> <li>Use a timer</li> </ul>	<ul style="list-style-type: none"> <li>A brief video tutorial describes methods families can use to organize homework/school work to support task completion can be found: <a href="https://www.youtube.com/watch?v=Wtt2RNRPoEA&amp;list=PLQnwECjj19TraqmhpBOZEJ3MKML_2fGYI&amp;index=5&amp;t=0s">https://www.youtube.com/watch?v=Wtt2RNRPoEA&amp;list=PLQnwECjj19TraqmhpBOZEJ3MKML_2fGYI&amp;index=5&amp;t=0s</a></li> </ul>
<b>Behavior staff will need to build ongoing communication process with families</b>	<ul style="list-style-type: none"> <li>Not all families have equal access to virtual tools</li> <li>Need to be aware of the family's home language.</li> <li>Navigating complex behavior needs occurring at home</li> </ul>	<ul style="list-style-type: none"> <li>Staff will need to set up regular "office hours to be available"</li> <li>Can be low-, medium-, or high-tech communication.</li> <li>Contact by phone, email, or through Google docs</li> </ul>	<ul style="list-style-type: none"> <li>Discussion items can include needs, priorities, help with ideas, implementation support, and progress reporting.</li> <li>A webinar with strategies for parent coaching and parent collaboration related to home based instruction can be found: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a></li> </ul>



Topic	Considerations	Practice should look like...	Examples from the field
			<ul style="list-style-type: none"> <li>Resources for professionals supporting families at home can be found: <a href="https://assets-global.website-files.com/5d3725188825e071f1670246/5e83b41b7df0210d47588d12_Supporting%20Families%20with%20PBIS%20at%20Home%20FINAL.pdf">https://assets-global.website-files.com/5d3725188825e071f1670246/5e83b41b7df0210d47588d12_Supporting%20Families%20with%20PBIS%20at%20Home%20FINAL.pdf</a></li> </ul>
<b>Addressing behavior challenges</b>	<ul style="list-style-type: none"> <li>Addressing common behavior problems</li> <li>Addressing severe behavioral challenges</li> </ul>	<ul style="list-style-type: none"> <li>Staff collaborate with families to diagram behavior challenge and determine solutions</li> <li>For severe behavior challenges, consider contacting local community support</li> </ul>	<ul style="list-style-type: none"> <li>Resources from PBIS on addressing a range of behavior challenges can be found at: <a href="https://www.pbis.org/">https://www.pbis.org/</a></li> <li>Competing Pathways Chart to address common behavior challenges can be found at: <a href="http://www2.ku.edu/~specconn/page/behavior/fba/case/caseb/pdf/caseb_competing.pdf">http://www2.ku.edu/~specconn/page/behavior/fba/case/caseb/pdf/caseb_competing.pdf</a></li> <li>Resources for severe behavior challenges can be found at: <a href="https://www.kennedykrieger.org/patient-care/conditions/severe-behavior-disorders">https://www.kennedykrieger.org/patient-care/conditions/severe-behavior-disorders</a></li> <li>Example of crisis protocol with inter-agency collaboration from Nevada's Clark County school district can be found at: <a href="https://drive.google.com/file/d/1Sj8aBbQaQiWjKvqszPjPgA34o5Qqg2Rv/view">https://drive.google.com/file/d/1Sj8aBbQaQiWjKvqszPjPgA34o5Qqg2Rv/view</a></li> </ul>

### Resource List for Focus Area One

Title	Description	Platform	Grade Span	Category
<i>Resources to Support School Closures/Distance Learning for Students with Autism</i>	CAPTAIN (Padlet update links) has provided a guide on developing a daily schedule	Padlet: <a href="https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf">https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf</a>	All	<ul style="list-style-type: none"> <li>Behavior resources</li> <li>Support for teachers</li> </ul>



Title	Description	Platform	Grade Span	Category
				<ul style="list-style-type: none"> <li>• Support for parents</li> </ul>
<i>Activity Matrix and Visual Schedules</i>	A webinar on methods educators can use to set up doable schedules during home instruction can be found the Mind Institute’s site	Website: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Teacher resources</li> </ul>
<i>4 Resources to Support Students During the Pandemic</i>	Website with links to briefs and resources on topics related to the Pandemic	Website: <a href="https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic">https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Behavior resources</li> </ul>
<i>Descriptive Praise: A Powerful Motivator to Shape Your Child’s Behavior</i>	Article on the Parents Central Website how to use descriptive praise to reinforce appropriate behavior	Website: <a href="http://www.parents-central.com/2012/descriptive-praise-a-powerful-motivator-to-shape-your-childs-behavior/">http://www.parents-central.com/2012/descriptive-praise-a-powerful-motivator-to-shape-your-childs-behavior/</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> </ul>
<i>Dodging the Power-Struggle Trap: Ideas for Teachers</i>	Article on avoiding power struggles	Website: <a href="https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers">https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers</a>	All	<ul style="list-style-type: none"> <li>• Teacher resource</li> </ul>
<i>Positive Behavior Strategies for you Child with Autism</i>	Mind Institute website has a Module for Positive Behavior Strategies for you Child with Autism and also includes helpful forms and checklists for behavior	Website: <a href="https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html">https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Strategies to Support New Learning Routines and Positive Behaviors</i>	A webinar with strategies for promoting engagement and preventing behaviors that educators can use to support families during home instruction	Website: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a>	All	<ul style="list-style-type: none"> <li>• Parent Resources</li> </ul>
<i>Mind Tip #4: Homework Help</i>	A brief video tutorial describes methods families can use to organize homework/schoolwork to support task completion	YouTube Webinar: <a href="https://www.youtube.com/watch?v=Wtt2RNRPoEA&amp;list=PLQnwECjj19TraqmhPBOZEJ3MKMI_2fGYI&amp;index=5&amp;t=0s">https://www.youtube.com/watch?v=Wtt2RNRPoEA&amp;list=PLQnwECjj19TraqmhPBOZEJ3MKMI_2fGYI&amp;index=5&amp;t=0s</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> </ul>
<i>ECHO Autism Special Edition: Partnering with Families</i>	A webinar with strategies for parent coaching and parent collaboration related to home-based instruction	YouTube Webinar: <a href="https://www.youtube.com/watch?v=vTWhFbr-eFE">https://www.youtube.com/watch?v=vTWhFbr-eFE</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> </ul>
<i>Supporting Families with PBIS at Home</i>	Resources for professionals supporting families at home can be found	PDF: <a href="https://assets-global.website-files.com/5d3725188825e071f1670246/5e83b41b7df0210d47588d12_Supporting%20Families%20with%20PBIS%20at%20Home%20FINAL.pdf">https://assets-global.website-files.com/5d3725188825e071f1670246/5e83b41b7df0210d47588d12_Supporting%20Families%20with%20PBIS%20at%20Home%20FINAL.pdf</a>	All	<ul style="list-style-type: none"> <li>• Teacher resource</li> </ul>
<i>Multiple resources for supporting positive behavior.</i>	Resources from PBIS on addressing a range of behavior challenges	Website: <a href="https://www.pbis.org/">https://www.pbis.org/</a>	All	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Parent resources</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Competing Pathways Chart</i>	Competing Pathways Chart to address common behavior challenges	PDF: <a href="http://www2.ku.edu/~specconn/page/behavior/fba/case/caseb/pdf/caseb_competing.pdf">http://www2.ku.edu/~specconn/page/behavior/fba/case/caseb/pdf/caseb_competing.pdf</a>	All	<ul style="list-style-type: none"> <li>Teacher resource</li> </ul>
<i>Severe Behavior Disorders</i>	Resources for severe behavior challenges from the Kennedy Krieger Institute	Website: <a href="https://www.kennedykrieger.org/patient-care/conditions/severe-behavior-disorders">https://www.kennedykrieger.org/patient-care/conditions/severe-behavior-disorders</a>	All	<ul style="list-style-type: none"> <li>Teacher resource</li> </ul>
<i>Crisis Intervention Protocol</i>	Example of crisis protocol with inter-agency collaboration from Nevada's Clark County school district	Google drive: <a href="https://drive.google.com/file/d/1Sj8aBbQaQiWjKvqszPjPgA34o5Qqg2Rv/view">https://drive.google.com/file/d/1Sj8aBbQaQiWjKvqszPjPgA34o5Qqg2Rv/view</a>	All	<ul style="list-style-type: none"> <li>Teacher resource</li> </ul>

## FOCUS AREA TWO

### Mental Health Support

This focus area outlines the essential social emotional and mental health needs of families and students during this time, and the tools and protocols needed to ensure emotional wellness, proper support, and safety.

Topic	Considerations	Practice should look like...	Examples from the field
<p><b>Implementing mental health supports</b></p> <ul style="list-style-type: none"> <li>Provide families with mental health resources</li> </ul>	<ul style="list-style-type: none"> <li>Resources need to be easily understood and utilized</li> <li>Not all families will have access to internet</li> <li>MH supports can include social and emotional development</li> <li>HM can include feelings such as,</li> </ul>	<ul style="list-style-type: none"> <li>Families will need information on COVID-19 and guidance to speaking to their children about it</li> <li>Strategies for managing anxiety and stress</li> <li>Resources to crisis and mental health hotlines</li> </ul>	<p>Links to facts and how to talk to kids about COVID-19 can be found:</p> <ul style="list-style-type: none"> <li>Centers for Disease Control and Prevention (CDC) Facts: <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/share-facts.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fshare-facts.html">https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/share-facts.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fshare-facts.html</a></li> <li>How to talk to kids from Public Broadcasting Service (PBS) Kids: <a href="https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-">https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-</a></li> </ul>



Topic	Considerations	Practice should look like...	Examples from the field
	<p>happy, sad, excited, or frustrated</p> <ul style="list-style-type: none"> <li>Student safety is priority</li> </ul>	<ul style="list-style-type: none"> <li>Family activities to support positive mental health</li> <li>Staff following guidelines on privacy/confidentiality of student</li> </ul>	<p><a href="https://www.linkedin.com/company/coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH">coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH</a></p> <ul style="list-style-type: none"> <li>A video clip from KCRA 3 in Sacramento, CA: <a href="https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH">https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH</a></li> <li>Books and comics: <a href="https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus">https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus</a></li> <li>Chinese language version of the comic: <a href="https://www.npr.org/sections/goatsandsoda/2020/03/06/811752935/">https://www.npr.org/sections/goatsandsoda/2020/03/06/811752935/</a></li> <li>Story explaining COVID-19 to kids: <a href="https://drive.google.com/file/d/1TZqcGFEGa6JjEAFV-StM6tNzIC_Rw8B/view">https://drive.google.com/file/d/1TZqcGFEGa6JjEAFV-StM6tNzIC_Rw8B/view</a></li> </ul> <p>Links to articles on how to manage anxiety and stress:</p> <ul style="list-style-type: none"> <li>CDC Coping with Stress article: <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html">https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html</a></li> <li>Spanish version of the story: <a href="https://espanol.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety-sp.html">https://espanol.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety-sp.html</a></li> </ul>





Topic	Considerations	Practice should look like...	Examples from the field
			<ul style="list-style-type: none"> <li>• New York Times article on talking to teens about Coronavirus: <a href="https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html">https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html</a></li> </ul> <p>Links to crisis and mental health resources:</p> <ul style="list-style-type: none"> <li>• Hotline contact information for mental health help: <a href="https://docs.google.com/document/d/1bDbKjUuMIFs0C6buKz1yDkISELpKy7ceL4F96iiKVcM/edit">https://docs.google.com/document/d/1bDbKjUuMIFs0C6buKz1yDkISELpKy7ceL4F96iiKVcM/edit</a></li> <li>• National Alliance on Mental Illness Helpline: <a href="https://www.nami.org/help">https://www.nami.org/help</a></li> <li>• Palm Springs Unified has created some one page resource guides in English and in Spanish: <a href="https://drive.google.com/drive/u/1/folders/1ZkbqNRd7RcWHNYsz9VpK_-FUyAYgqZUD">https://drive.google.com/drive/u/1/folders/1ZkbqNRd7RcWHNYsz9VpK_-FUyAYgqZUD</a></li> <li>• Information on free teletherapy services through University of Southern California: <a href="https://dworakpeck.usc.edu/research/centers-affiliations/telehealth">https://dworakpeck.usc.edu/research/centers-affiliations/telehealth</a></li> <li>• A webinar with tips and strategies for helping parents manage their child’s anxiety and emotional regulation challenges: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a></li> <li>• Information on COVID-19 resources from the Department of Developmental Services: <a href="https://www.dds.ca.gov/corona-virus-information-and-resources/">https://www.dds.ca.gov/corona-virus-information-and-resources/</a></li> </ul>
<p><b>Clinicians will need to check in with families</b></p>	<ul style="list-style-type: none"> <li>• Clinicians will need to check in with families</li> <li>• Clinicians should contact families to determine the current situation and family needs</li> </ul>	<ul style="list-style-type: none"> <li>• Call every family at set time every week (e.g. go through the list every Monday.) Being persistent on making contact</li> <li>• Start each contact by asking what the family</li> </ul>	<p>California Association of School Psychologists (CASP) protocols on family check-ins:</p> <ul style="list-style-type: none"> <li>• Technology Checklist for School Telehelath Services: <a href="https://drive.google.com/file/d/1nbZbbVBPdMMtKCWkaglkEVttnV7zwZgF/view">https://drive.google.com/file/d/1nbZbbVBPdMMtKCWkaglkEVttnV7zwZgF/view</a></li> <li>• Pupil Personnel Services Guidance Document for Checking in on Students During School</li> </ul>



Topic	Considerations	Practice should look like...	Examples from the field
	<ul style="list-style-type: none"> <li>Making contact with difficult to reach families</li> <li>Expanding idea of “needs” beyond mental health to include immediate family needs</li> </ul>	<p>needs most at this time</p> <ul style="list-style-type: none"> <li>Coordination of various care resources for family</li> </ul>	<p>Closures:</p> <p><a href="https://drive.google.com/file/d/1LOIGst-e_RmgHOWD2jv0G0DhFIIRa3LI/view">https://drive.google.com/file/d/1LOIGst-e_RmgHOWD2jv0G0DhFIIRa3LI/view</a></p>
<b>Implementing direct supports and services</b>	<p>Teletherapy for those with mental health counseling on the Individualized Education Program</p>	<ul style="list-style-type: none"> <li>Mental health counselors need proper supports to implement teletherapy</li> <li>Plan and schedule for services should be determined during family check-ins</li> </ul>	<p>Tools for clinicians implementing teletherapy.</p> <ul style="list-style-type: none"> <li>Checklist for the Provision of Telehealth in California: <a href="https://drive.google.com/file/d/12Czs8j4hPd_WKJ22qWJeU7cn5X1GX9F8/view">https://drive.google.com/file/d/12Czs8j4hPd_WKJ22qWJeU7cn5X1GX9F8/view</a></li> <li>Telemental Health Informed Consent: <a href="https://drive.google.com/file/d/1VObIwQWVWF4nAczxNUw0R3OVC07Up2Uz/view">https://drive.google.com/file/d/1VObIwQWVWF4nAczxNUw0R3OVC07Up2Uz/view</a></li> </ul>
<b>Tools and protocols for crisis interventions</b>	<p>Need for guidance for mental health teletherapists support on how to approach high-risk/suicidal students</p>	<ul style="list-style-type: none"> <li>During check-ins, develop a safety plan if necessary</li> <li>Coordination of inter-agency collaboration (e.g. school, county mental health and law enforcement)</li> <li>Mental health and behavior plan protocol</li> </ul>	<ul style="list-style-type: none"> <li>Example of a crisis intervention protocol: <a href="https://drive.google.com/file/d/1RBKKGpKaoHf7dBbPaN-f3FIbPq7tCuy/view?usp=sharing">https://drive.google.com/file/d/1RBKKGpKaoHf7dBbPaN-f3FIbPq7tCuy/view?usp=sharing</a></li> <li>CASP protocols includes steps for triage and crisis support: <a href="https://drive.google.com/file/d/1G-2sTRMML4--nFME7rhnYXOnT7aSjBdC/view?usp=sharing">https://drive.google.com/file/d/1G-2sTRMML4--nFME7rhnYXOnT7aSjBdC/view?usp=sharing</a></li> <li>Example of crisis protocol with inter-agency collaboration from Nevada’s Clark County school district: <a href="https://drive.google.com/file/d/1QX40FXSIIHRE R2PagmD5JVbjULbtbl39/view?usp=sharing">https://drive.google.com/file/d/1QX40FXSIIHRE R2PagmD5JVbjULbtbl39/view?usp=sharing</a></li> <li>A synopsis of the PREPaRE model of crisis intervention and preparedness: <a href="https://drive.google.com/file/d/1FbbkqSBbw7lhm4PvuiXo3dIL2HQdWhdc/view?usp=sharing">https://drive.google.com/file/d/1FbbkqSBbw7lhm4PvuiXo3dIL2HQdWhdc/view?usp=sharing</a></li> <li>National crisis text hotline website: <a href="https://www.crisistextline.org/category/data/">https://www.crisistextline.org/category/data/</a></li> <li>National Suicide Prevention Life Line: <a href="https://suicidepreventionlifeline.org/help-yourself/youth/">https://suicidepreventionlifeline.org/help-yourself/youth/</a></li> </ul>



Topic	Considerations	Practice should look like...	Examples from the field
			<ul style="list-style-type: none"> <li>NASP's suicide assessment and intervention checklist during distance learning:  <a href="https://drive.google.com/file/d/1bkEoDffn4K7r8REg_Z_cmGYNkbNzwQfn/view?usp=sharing">https://drive.google.com/file/d/1bkEoDffn4K7r8REg_Z_cmGYNkbNzwQfn/view?usp=sharing</a> </li> </ul>
<b>Positive family activities</b>	Family activities to promote emotional wellness	<ul style="list-style-type: none"> <li>Feeling games to facilitate sharing</li> <li>Therapeutic music activities</li> <li>Movement activities / dance / exercise</li> <li>Creating balance in the daily routines (cooking, gardening, chores together)</li> </ul>	<ul style="list-style-type: none"> <li>Resource guide on distance learning from a school which contains several ideas for personal wellness and family activities:  <a href="https://drive.google.com/file/d/1xLui0_plde6HvdVNgrfyeBAP81PCun_g/view?usp=sharing">https://drive.google.com/file/d/1xLui0_plde6HvdVNgrfyeBAP81PCun_g/view?usp=sharing</a> </li> <li>Document listing links to family activities to promote positive mental health can be found:  <a href="https://drive.google.com/file/d/1SSst7JEjg0oBWUxeOoGDDq7Ao4pR_xBQK/view?usp=sharing">https://drive.google.com/file/d/1SSst7JEjg0oBWUxeOoGDDq7Ao4pR_xBQK/view?usp=sharing</a> </li> <li>Go Noodle has a number of activities and games for children and families:  <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> </li> <li>Help is in Your Hands, a free website with video modules to help parents add simple practices to their everyday routines at home can be found at:  <a href="https://helpisinyourhands.org/course">https://helpisinyourhands.org/course</a> </li> </ul>

### Resource List for Focus Area Two

Title	Description	Platform	Grade Span	Category
<i>Resources for talking to kids about COVID-19</i>	Links to facts and how to talk to kids about COVID-19 can be found: CDC Facts	Website: <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/share-facts.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fshare-facts.html">https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/share-facts.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fshare-facts.html</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Teacher resources</li> <li>Mental Health resource</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Two video clip examples of how to talk with you kids about the virus.</i>	Video clips on talking to you kids about COVID-19	Websites: <ul style="list-style-type: none"> <li>How to talk to kids from PBS Kids: <a href="https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH">https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH</a></li> <li>KCRA 3 in Sacramento, CA: <a href="https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH">https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_source=LINKEDIN_COMPANY&amp;utm_medium=social&amp;utm_term=20200310&amp;utm_content=3190319287&amp;utm_campaign=WGBH</a></li> </ul>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Teacher resources</li> <li>Mental Health resource</li> </ul>
<i>Just For Kids: A Comic Exploring The New Coronavirus</i>	National Public Radio (NPR) website with comic to help talk to kids about Coronavirus	Website: <a href="https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic">https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic</a>  Chinese language version of the comic: <a href="https://www.npr.org/sections/goatsandsoda/2020/03/06/811752935/">https://www.npr.org/sections/goatsandsoda/2020/03/06/811752935/</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Mental health resource</li> </ul>
<i>Coronavirus: Clear Answers for All Kids</i>	PDF of a story explaining COVID-19 to kids developed by two social workers	Google drive: <a href="https://drive.google.com/file/d/1TZqcGFEGal6JjEAFV-StM6tNzIC_Rw8B/view">https://drive.google.com/file/d/1TZqcGFEGal6JjEAFV-StM6tNzIC_Rw8B/view</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Mental health resource</li> </ul>
<i>Coping with Stress</i>	CDC story on coping with stress	Website: English version: <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html">https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Mental health resource</li> </ul>



Title	Description	Platform	Grade Span	Category
		Spanish version of the story: <a href="https://espanol.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety-sp.html">https://espanol.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety-sp.html</a>		
<i>5 Ways to Help Teens Manage Anxiety about the Coronavirus</i>	New York Times article on talking to teens about Coronavirus	Webpage: <a href="https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html">https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Mental health resource</li> </ul>
<i>Hotlines</i>	Sheet with contact information for mental health services	Google doc: <a href="https://docs.google.com/document/d/1bDbKjUuMIFs0C6buKz1yDkiSELpKy7ceL4F96iiKVcM/edit">https://docs.google.com/document/d/1bDbKjUuMIFs0C6buKz1yDkiSELpKy7ceL4F96iiKVcM/edit</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Mental health resource</li> </ul>
<i>NAMI Helpline</i>	National Alliance on Mental Illness (NAMI) helpline and mental health resources	Website: <a href="https://www.nami.org/help">https://www.nami.org/help</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Mental health resource</li> </ul>
<i>Mental Health Resources</i>	Palm Springs Unified has created some one-page resource guides	in English and in Spanish: <a href="https://drive.google.com/drive/u/1/folders/1ZkbqNRd7RcWHNYsz9VpK_-FUyAYgqZUD">https://drive.google.com/drive/u/1/folders/1ZkbqNRd7RcWHNYsz9VpK_-FUyAYgqZUD</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Mental health resource</li> </ul>
<i>Telehealth Online Clinic</i>	Information on free teletherapy services through University of Southern California	Website: <a href="https://dworakpeck.usc.edu/research/centers-affiliations/telehealth">https://dworakpeck.usc.edu/research/centers-affiliations/telehealth</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Teacher resources</li> <li>• Mental health resource</li> </ul>
<i>Supporting Coping at Home</i>	A webinar with tips and strategies for helping parents manage their child's	Website: <a href="https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html">https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html</a>	All	<ul style="list-style-type: none"> <li>• Parent resources</li> <li>• Teacher resources</li> </ul>



Title	Description	Platform	Grade Span	Category
	anxiety and emotional regulation challenges			<ul style="list-style-type: none"> <li>Mental health resource</li> </ul>
<i>Coronavirus Information and Resources</i>	Information on COVID-19 resources from the Department of Developmental Services	Website: <a href="https://www.dds.ca.gov/corona-virus-information-and-resources/">https://www.dds.ca.gov/corona-virus-information-and-resources/</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Teacher resources</li> <li>Mental health resource</li> </ul>
<i>Technology Checklist for School Telehealth Services</i>	Information from the California School Psychologists Association (CASP)	Google doc: <a href="https://drive.google.com/file/d/1nbZbbVBPdMMtKCWkaglkEVttnV7zwZgF/view">https://drive.google.com/file/d/1nbZbbVBPdMMtKCWkaglkEVttnV7zwZgF/view</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Teacher resources</li> <li>Mental health resource</li> </ul>
<i>Pupil Personnel Services Guidance Document for Checking in on Students During School Closures</i>	Information from the California School Psychologists Association (CASP)	Google doc: <a href="https://drive.google.com/file/d/1LOIGste_RmgHOWD2jv0G0DhFIIRa3LI/view">https://drive.google.com/file/d/1LOIGste_RmgHOWD2jv0G0DhFIIRa3LI/view</a>	All	<ul style="list-style-type: none"> <li>Parent resources</li> <li>Teacher resources</li> <li>Mental health resource</li> </ul>
Checklist for the Provision of Telehealth in California	Tools for clinicians implementing teletherapy from the United States Department of Health and Human Services	Google doc: <a href="https://drive.google.com/file/d/12Czs8j4hPd_WKJ22qWJeU7cn5X1GX9F8/view">https://drive.google.com/file/d/12Czs8j4hPd_WKJ22qWJeU7cn5X1GX9F8/view</a>	All	<ul style="list-style-type: none"> <li>Telehealth</li> <li>Mental health resource</li> </ul>
Telemental Health Informed Consent	Tools for clinicians implementing teletherapy from the National Association of Social Workers (NASW)	Google doc: <a href="https://drive.google.com/file/d/1VOblwQWVWF4nAczxNUw0R3OVC07Up2Uz/view">https://drive.google.com/file/d/1VOblwQWVWF4nAczxNUw0R3OVC07Up2Uz/view</a>	All	<ul style="list-style-type: none"> <li>Telemental health</li> <li>Mental health resource</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Pupil Personnel Services Guidance for Checking-in on Students During School Closures</i>	CASP protocols includes steps for triage and crisis support	Google doc: <a href="https://drive.google.com/file/d/1G-2sTRMML4--nFME7rhnYXOnT7aSjBdC/view">https://drive.google.com/file/d/1G-2sTRMML4--nFME7rhnYXOnT7aSjBdC/view</a>	All	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• Teacher resources</li> </ul>
<i>COVID-19 School Social Worker/ Safe School Professional Services Crisis Protocols</i>	Example of crisis protocol with inter-agency collaboration from Nevada's Clark County school district	Google doc: <a href="https://drive.google.com/file/d/1QX40EXSIIHRER2PagmD5JVbjulbtbl39/view">https://drive.google.com/file/d/1QX40EXSIIHRER2PagmD5JVbjulbtbl39/view</a>	All	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• Teacher resources</li> </ul>
<i>The PREPaRE Model, Crisis Intervention and Global Pandemic</i>	A synopsis of the PREPaRE model of crisis intervention and preparedness	Google doc: <a href="https://drive.google.com/file/d/1FbbkqSBbw7lhm4PvuiXo3dLL2HQdWhdc/view?usp=sharing">https://drive.google.com/file/d/1FbbkqSBbw7lhm4PvuiXo3dLL2HQdWhdc/view?usp=sharing</a>	All	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• Teacher resources</li> </ul>
<i>Crisis Text Line</i>	National crisis text hotline	Website: <a href="https://www.crisistextline.org/category/data/">https://www.crisistextline.org/category/data/</a>	All	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• Teacher resources</li> <li>• Family resources</li> </ul>
<i>Lifeline of National Suicide Prevention</i>	National Suicide Prevention LifeLine	Website: <a href="https://suicidepreventionlifeline.org/help-yourself/youth/">https://suicidepreventionlifeline.org/help-yourself/youth/</a>	All	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• Teacher resources</li> <li>• Family resources</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Conducting School Suicide Intervention in a Time of Distance Learning: An Intervention Checklist</i>	NASP's suicide assessment and intervention checklist during distance learning	Google Drive: <a href="https://drive.google.com/file/d/1bkEoDffn4K7r8REg_Z_cmGYNkbNzwQfn/view?usp=sharing">https://drive.google.com/file/d/1bkEoDffn4K7r8REg_Z_cmGYNkbNzwQfn/view?usp=sharing</a>	All	<ul style="list-style-type: none"> <li>• School Psychologists</li> <li>• Teacher resources</li> <li>• Family resources</li> </ul>
<i>Vista School Resources Guide</i>	Resource guide on distance learning from a school which contains several ideas for personal wellness and family activities	Google doc: <a href="https://drive.google.com/file/d/1xLui0_plde6HvdVNgryeBAP81PCun_g/view?usp=sharing">https://drive.google.com/file/d/1xLui0_plde6HvdVNgryeBAP81PCun_g/view?usp=sharing</a>	All	<ul style="list-style-type: none"> <li>• Family resources</li> </ul>
<i>Links to family activities</i>	Document listing links to family activities to promote positive mental health	Google doc: <a href="https://drive.google.com/file/d/1SSSt7jEjg0oBWUxeOoGDDq7Ao4pR_xBQK/view?usp=sharing">https://drive.google.com/file/d/1SSSt7jEjg0oBWUxeOoGDDq7Ao4pR_xBQK/view?usp=sharing</a>	All	<ul style="list-style-type: none"> <li>• Family resources</li> </ul>
<i>GoNoodle</i>	Go Noodle website has a number of activities and games for children and families	Website: <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a>	All	<ul style="list-style-type: none"> <li>• Family resources</li> </ul>
<i>Help is in Your Hands</i>	Help is in Your Hands, a free website with video modules to help parents add simple practices to their everyday routines at home	Website: <a href="https://helpisinyourhands.org/course">https://helpisinyourhands.org/course</a>	All	<ul style="list-style-type: none"> <li>• Family resources</li> </ul>