

November 2020



Supporting the Well-Being of the School Community

Blog Post

New [Let's Invite Parents and Families Into "The Room Where It Happens"](#)

Important decisions are typically made in classrooms, principals' offices, and superintendents' conference rooms, but how many parents feel their voices are left out or unwanted in these rooms? In this blog post, AIR's Aaron Butler offers creative ways school and district leaders can bring parents and families into "the room where it happens."

Resources and Tools

	Early Childhood and Early Care
	English Learners
	Equity and Access
	Health and Human Services
	Postsecondary Education
	Remote Learning
	Special Education
	Teachers and Leaders
	The Well-Being of the School Community
	Workforce

New [In Conversation: What Do Rising Rates of Anxiety and Depression Mean for Families, Schools, and Communities?](#)

As part of AIR's COVID-19 response to support educators and health and human service providers with evidence-based practices, AIR researchers analyzed data on anxiety and depression captured in the U.S. Census Bureau's Household Pulse Survey, a new biweekly instrument measuring household experiences during the pandemic.

New [The Role of Readiness in Education: How Can Families Be Ready for the "New Normal" in Education?](#)

This event will address how COVID-19 has brought readiness to the forefront as schools shift to virtual learning and/or hybrid learning, and families are charged with taking more active roles in their children's learning.

New [Call to Action: Transfer and Applicability of Credit](#)

With a larger-than-ever wave of students transferring across higher education institutions due to COVID-19 and the economic recession, the time has come to improve transfer policies. AIR/CARPE is part of the Scaling Partners Network, a diverse group of 25 policy, advocacy, research and institutional membership organizations convened by the Gates Foundation. This group crafted a list of actions to improve transfer policies and practice.

[Bringing Into Focus: Addressing Students' Immediate Mental Health Needs as They Re-Engage for the 2020-2021 School Year \(September 2020\)](#)

[Bringing Into Focus: Addressing Students' Immediate Mental Health Needs as They Re-Engage for the 2020-2021 School Year \(August 2020\)](#)

The National Center for Safe Supportive Learning Environments (NCSSLE) launched this *Bringing Into Focus* webinar series to support K-12 school systems to effectively re-engage students in learning for the 2020-2021 school year. The webinar is applicable to state, district, and building-level administrators, teachers, and specialized instructional support personnel working to foster students' well-being as schools re-open.

[Don't Socially Distance, Physically Distance! How to Support Social-Behavioral Needs in Virtual, In-Person, and Hybrid Learning](#)

Are you confused about how to support the social-behavioral needs of your learners as you return to school this fall? How can you ensure that all students, including those with intensive needs, have access to instruction regardless of virtual, in-person, or hybrid learning? This NCLD webinar highlights strategies schools should consider in relationship to their implementation of social-behavioral supports across the continuum of tiers in a multi-tiered system of support framework as they return to school during COVID-19 restrictions.

[COVID-19 and Whole Child Efforts](#)

Several national organizations have offered guidance for planning for the reopening of schools closed last spring due to COVID-19. This guidance emphasizes the need to support the whole child—that is, attending to their basic needs (safety, health, nutrition) and well-being. This resource provides definitions for selected whole child terms and a crosswalk of these terms to the national reopening guidance. We also provide findings from an analysis of whole child provisions in state school reopening guidance and a list of resources to assist education and community leaders in integrating whole child supports into their reopening strategies.

[SEL Online Learning Module: Creating a Well-Rounded Educational Experience](#)

This free online course from the American Institutes for Research (AIR) serves as an introduction to social and emotional learning (SEL) for educators who strive to create a well-rounded educational experience. This introductory course is for all educators—teachers, counselors, principals, support staff, custodians, cafeteria staff, and afterschool providers—to ensure that the whole school community is engaged in adopting and implementing sustainable SEL practices.

[Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers](#)

As we all adjust to the situation brought on by the COVID-19 pandemic, it is important that we create safe, supportive, and engaging spaces for learning at home. This resource will help you accomplish this goal, both now and in the future.

[Building Positive Conditions for Learning at Home: How You Can Be Ready to Support Your Child](#)

Begin with a solid foundation: Make sure that YOU are ready to support your child's academic, social, and emotional learning. First, take care of yourself and make sure you have the capacity to support your child. You are the foundation, and everything you do to take care of yourself will strengthen that foundation.

- [Cómo crear las condiciones favorables para el aprendizaje en casa: Cómo estar listos para apoyar a su niño](#) (Spanish version)

[Building Positive Conditions for Learning at Home—How You Can Create an Emotionally Safe Space](#)

Children cannot learn when they are anxious or worried because these emotions trigger the stress response system, which affects working memory, attention, and concentration. This guide will help you create an emotionally safe and supportive space.

- [Cómo crear las condiciones favorables para el aprendizaje en casa—Cómo crear un espacio seguro desde el punto de vista emocional](#) (Spanish version)

[Building Positive Conditions for Learning at Home—How You Can Create a Supportive Space for Learning \(Part 1: Emotional Support\)](#)

A guide to providing the warmth, empathy, and encouragement your child needs as they learn new things in a new setting (at home). As we get used to all the newness—new settings, new technology (or lack thereof), and new experiences—children need reassurance, and they need to know that you are there to help them.

- [Cómo crear las condiciones favorables para el aprendizaje en casa—Cómo crear un espacio que propicie el aprendizaje](#) (Primera parte: Apoyo emocional) (Spanish version)

[Building Positive Conditions for Learning at Home—How You Can Create a Supportive Space for Learning \(Part 2: Learning Support\)](#)

This resource helps with understanding what it means to create a supportive learning environment. It features strategies that help you provide learning support at home, as well as help you recognize what is normal and what may be a potential warning sign that something needs more attention.

- [Cómo crear las condiciones favorables para el aprendizaje en casa—Cómo crear un espacio que propicie el aprendizaje \(Segunda parte: Apoyo en el aprendizaje\)](#) (Spanish version)

[Building Positive Conditions for Learning at Home—How You Can Help Your Child Actively Engage in Learning](#)

This guide helps you encourage your child to use their natural curiosity and creativity and help them be aware of their own world so that what they learn is relevant and meaningful to them. Children are wired to learn and explore, and they often do this by being introduced to new and interesting things.

- [Cómo crear las condiciones favorables para el aprendizaje en casa—Cómo ayudarle al niño a participar de manera activa en el aprendizaje](#) (Spanish version)

[Supporting Young Children’s Learning and Well-Being at Home](#)

Parents and caregivers use this resource to decide the best ways to support their child’s emotional needs and education at home. Teachers use this resource to explore ways to support families and young children in creating a safe and productive home environment for learning.

[Supporting Students With Disabilities at School and Home: A Guide for Teachers to Support Families and Students](#)

The guide describes five key practices for teachers and families to support all students, including students with disabilities, at school and at home. This is not an exhaustive list of “best practices.” Instead, the goal is to identify a small number of practices that have a big impact on student learning and social, emotional, and behavioral growth. For more resources for students with disabilities, see our Special Education handout.

[Webinar Series: Teaching and Leading in the Time of COVID-19: Teaching and Leading in the Time of COVID-19](#)

Teachers and principals across the country are surprising students, caregivers, and their communities with innovative practices and thoughtful solutions to the unprecedented COVID-19 crisis. The Center on Great Teachers and Leaders (GTL Center) is collaborating with national partners and leading educators to produce an ongoing webinar series that focuses on the needs of educators during this unprecedented time.

- [What About You? Strategies for Supporting Educator Resilience and Trauma-Informed Self-Care](#)

This first webinar in a new series explores how educators can better prepare themselves to face these challenges by using trauma-informed self-care and resilience-building strategies. Participants have an opportunity to learn directly from two teacher leaders and a licensed mental health clinician.

- [The Educator Context and Stress Spectrum](#). This resource supports teachers and principals in gaining a greater awareness of how their current personal and professional context affects their stress levels during the COVID-19 pandemic. Although contexts may change from day to day, use of this tool can lead to greater appreciation for the challenges at hand and, ideally, can lead to beneficial self-care strategies.
- [What About Your Students? Supporting Student Well-Being and Resilience With Trauma-Informed Care](#). This webinar video offers educators concrete strategies for supporting their students’ well-being during

distance learning amid the COVID-19 pandemic by using trauma-informed self-care and resilience-building strategies.

- [What About Your School? Building Trust and Well-Being Through Trauma-Informed Communities](#)
This webinar explores how district and school leaders can better prepare themselves for providing trauma-informed leadership to their communities. The GTL Center offers a framework and strategies for building optimal school communities and conditions focused on equity, safety, relationships, educator mindset, and emotional well-being and regulation.

[Building a Multi-System Trauma-Informed Collaborative](#)

This guide helps child-serving agencies and their partners build a coordinated, more effective response to child trauma and supports jurisdictions as they seek to further coordinate services and response across diverse stakeholders. It is intended for an audience of state or local policymakers, public agency administrators, trauma experts, provider partners, and other stakeholders.

[Trauma-Sensitive Schools Training Package](#)

This training package offers school and district administrators and staff both a framework and a road map for adopting a trauma-sensitive approach schoolwide or districtwide. The training package includes a variety of resources for educating school staff about trauma and trauma-sensitive practices and for providing school leaders with a step-by-step process for implementing a universal, trauma-informed approach.

Policy and Program Resources

[Recognizing the Role of Afterschool and Summer Programs and Systems in Reopening and Rebuilding](#)

This resource describes the role that afterschool and summer programs and systems can play and offers strategies for leaders to work together in support of youth, families, and the community.

[Navigating Summertime Experiences in 2020: Helpful Resources and Support for Program Providers](#)

AIR expert Deb Moroney discusses how such programs might be affected by the coronavirus pandemic and offers resources for program providers.

Podcasts

[AIR Informs Episode #2: Opportunities for Learning and Development in Out-of-School Time](#)

While schools are closed because of the coronavirus pandemic, out-of-school time programs and employees continue to support students and provide childcare—especially for parents who can't work from home—while still complying with local policies and practicing social distancing. AIR managing director and youth development expert Deborah Moroney shares what parents should know about out-of-school time programs and resources to support students while they're not in school.

[AIR Informs Episode #3: The Science of Safe, Supportive Learning at Home](#)

With so many children now participating in online or distance learning during the coronavirus pandemic, it is more important than ever to have a safe, supportive learning environment at home to help with students' academic success and well-being. AIR Vice President and Institute Fellow David Osher explains the science of learning and development, as well as how parents can create this environment at home while their children are away from school.



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