



GUIDANCE AND RESOURCES FOR Remote Learning and Mental Health



As this situation is rapidly evolving, this resource will be updated regularly.
Please ensure you are using the most recent version.

Guidance included in this presentation is only accurate based on the date
included on these slides

Review Your Schools Policies

- Social Media
- Student Contact
- Dual Roles
- Contact on Personal Devices
- Special Ed and 504 Services

**If these polices have changed, advocate for new written policies to reflect your schools Covid-19 Response

Ethics

- Review your ethical standards
 - Make sure that you are up to date on changes relating to Covid-19
 - Look for alignment in your practice and your district policies
 - Use peer support and supervision in processing ethical situations
 - Advocate for policy change when indicated

Clinical Work

- Administrator Guidelines for Individual and Groups
- Communication with Parents
- Mandated Reporting and Confidentiality
- Group Work
- Informed Consent
 - Engaging families
 - Education on what virtual counseling is/isn't
 - Plans for students who don't want parents to know

Impacts on Our Students' Mental Health :

What we may be seeing

- **Students response to new stressors, like the COVID-19 outbreak, can be based on:**
 - Their experience and resolution of past stressors
 - Access to basic needs
 - Most importantly, their current physical and emotional safety and support

While all people can react to stressors differently, we can be aware of New or Changes in, Safety Seeking Behaviors

Fight and Flight

- Physical or Verbal Aggression
- Stomping, pacing
- Breaking/Striking Objects
- Incoherent rants
- Running away from situation
- Saying things that are extreme or harmful to others
- Suicidal thoughts
- Self harm

Freeze and Submit

- Non responsive
- Yes/No answers only
- Agreeing to anything said
- Self deprecation
- Isolation from supports
- Chronically late or absent
- Excessive sleeping
- Self harm
- Suicidal thoughts

How We are Supporting Students:

- Structure
- Teaching virtual classroom norms, expectations and virtual tools
- Varied virtual meeting kinds, sizes and focuses
- Plans and Policies
 - Referral procedures for educators to social/emotional supports to administration
 - Practices for identifying, engaging and reporting concerns at all levels
 - Policies for tracking contact with students and engaging low or no-show students
 - Identifying and engaging supports for students of underserved and vulnerable populations
 - Creating avenues for students to access mental health supports easily
- Remote Learning Interventions
 - Multi Tiered Systems of Support and Positive Behavior Intervention Supports
- Relationship as Resilience

Things to Consider in Tele-Meeting:

- Students are seeing into your space. Seeing personal items in background may form new opinions
- Students may be struggling with the causal structure of being home, your professional and consistent appearance helps support a sense of structure
- Use headphones/ear buds, encourage your students to as well
- Be aware of students attention as it can cue you into what is happening in their surroundings

Pitfalls to Plan For...

- - Risk of unknown individuals listening in:
 - Parents/ siblings/ family/friends
 - - Being Recorded
 - - Not real confidentiality
 - - Change in student/teacher relationship
 - Seeing into a teacher home or vice versa can create intimacy or give information that may affect the professional relationship
 - Witness to an ambiguous or obvious mandated reporting situation
- Risk to LGBTQ students
 - Outing students unintentional
 - Misgendering or dead naming students
 - Students using substances while in tele class or in individual conversations
 - Vape, alcohol , water pipe
 - A sibling or other family member is using in background
 - Student in crisis
 - Safety planning
 - Having students address to give to crisis

Cultural and School Climate Considerations:

- Be aware of the possibility of social and/or cultural backlash on students or community members
 - Students and families who have heritage or associations with countries who have covid-19 are at risk for discrimination and can become targets of fear and misinformation
- Be mindful of cross-cultural communication
 - Ensuring that communications include appropriate translation/interpreting
 - Engaging community cultural leaders to inform and help navigate possible cultural barriers
 - Be aware that some New Mainers may have had experiences with pandemics outside of the United States and to be sensitive to their response

Communication



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