

PLANNING FOR UNCERTAINTY:

An Educator's
GUIDE to Navigating
the COVID-19 Era

DEVELOPED BY
THE PROJECT FOR MENTAL HEALTH
AND OPTIMAL DEVELOPMENT



Penn GSE
GRADUATE SCHOOL OF EDUCATION
UNIVERSITY of PENNSYLVANIA

About the Project for Mental Health and Optimal Development at Penn GSE

Founded in 2018, THE PROJECT FOR MENTAL HEALTH AND OPTIMAL DEVELOPMENT, based at Penn's Graduate School of Education, explores the relationship between mental health and optimal development among children, youth, and the adults who support them. The project implements and studies initiatives that address the intersections of mental health and optimal development.

The project has an array of school-based programs and research projects that aim to support all stakeholders in K-12 communities:

- The Consortium for Mental Health and Optimal Development helps school district teams build mental health capacity and implement interventions.
- The Possibility Mentoring program uses group mentoring in middle schools to help children explore their interests, strengths, and potential life and career pathways.
- The Global Possibility Network (GPN) includes collaborations around the world that focus on possibility development for children and youth within the contexts of schools, families, and communities.
- The Action Research Group (ARG) builds a community of practice among educators through collaborative inquiry and action research projects.

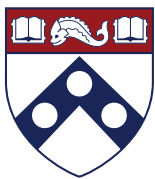
We have created this guide as part of our commitment to help K-12 educators and schools navigate the challenging mental health and academic landscape of the COVID-19 era.

The Planning for Uncertainty Guide was funded by The Harold W. McGraw, Jr. Family Foundation, a not-for-profit private foundation focused on supporting education, youth services, community health, and medical research.

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Planning for Uncertainty Guide

OVERVIEW

The extreme unknowns caused by COVID-19 have left many educators feeling anxious, upset, and stuck. **This guide was designed by educators and mental health professionals to help educators get “unstuck” and move forward in complex situations.**

THIS GUIDE AIMS TO HELP EDUCATORS:

Reframe the often-paralyzing uncertainty of this moment by cultivating an Uncertainty Mindset

Apply the Uncertainty Mindset to address complex problems and develop actionable strategies

Increase their students' and their own mental wellness*


WHAT'S IN THIS GUIDE?

A **DESCRIPTION OF THE UNCERTAINTY MINDSET** focused on how to become more comfortable with the uncertainty of this moment
PAGES 6-10

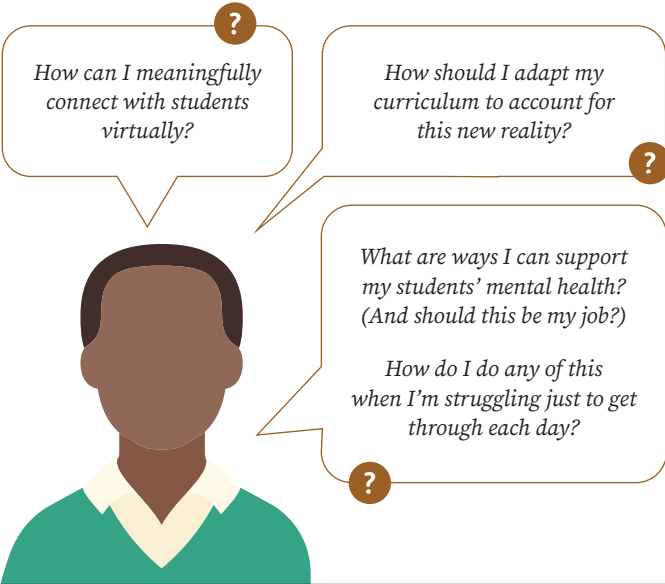
A **FRAMEWORK** for how to move forward within this uncertainty to address complex problems
PAGES 12-13

A number of **REAL-LIFE STUDENT AND EDUCATOR SCENARIOS**—spanning virtual, in-person, and hybrid learning models—that demonstrate how to create action plans using the Uncertainty Mindset framework **PAGES 14-33**

A set of **TOOLS** for educators to use either for themselves or to distribute to their students as they encounter issues surrounding mental wellness and relationship building, and additional **RESOURCES** for further learning and support **PAGES 34-63**



THE UNCERTAINTY MINDSET FRAMEWORK CAN HELP EDUCATORS ADDRESS QUESTIONS LIKE:



How can I meaningfully connect with students virtually?

How should I adapt my curriculum to account for this new reality?















What are ways I can support my students' mental health? (And should this be my job?)

How do I do any of this when I'm struggling just to get through each day?

Educators do not have to read this guide in sequence, or in its entirety. They can engage in this work independently for action planning and reflection, as well as alongside colleagues and stakeholders—students, counselors, social workers, administrators, parents and families, and others.

*The Uncertainty Mindset does not ask teachers to take on the professional role of counselors, nor does it focus on mental illness or mental health diagnoses.

TABLE OF CONTENTS

Section I: What Is the Uncertainty Mindset?	06
Section II: The Uncertainty Mindset in Action	12
Section III: Scenarios	14
STUDENT	
<i>Elementary: Kayla In-Person Schooling</i>	16
<i>Middle School: Marcus Hybrid Schooling</i>	19
<i>High School: Mariana Virtual Schooling</i>	22
EDUCATOR	
<i>Middle School: Ms. Thomas Hybrid Schooling</i>	25
<i>High School: Mr. Oliver Virtual Schooling</i>	28
<i>High School: Mr. Matthews Hybrid Schooling</i>	31
Section IV: Tools	34
 Uncertainty Mindset in Action Template	35
 Mental Wellness Self-Assessment	37
 Mental Wellness Self-Assessment	39
 Teacher Burnout Self-Assessment	41
 Social-Emotional Learning Survey: Classroom Safety	43
 Social-Emotional Learning Survey: Classroom Safety (Elementary).....	45
 Social-Emotional Learning Survey: Classroom Safety (Secondary).....	46
 Social-Emotional Learning Survey: Classroom Safety	47
 Mindfulness Activities Checklist	49
 Building Developmental Relationships During the COVID-19 Crisis Checklist	51
 Self-Care Survey.....	53
 Self-Care Survey (Elementary)	56
 Self-Care Survey (Secondary)	58
 ADDRESSING Model Reflection.....	60
Section V: Resources	62
Section VI: Glossary	64



Tools for/to be completed by educators



Tools to be completed by students



Tools to be completed by a caregiver

WHAT IS THE UNCERTAINTY MINDSET?

Teaching in the era of COVID-19 has shaken the foundations of how we've always understood and practiced "schooling."

Not being able to be physically present with students consistently, or at all, is forcing us to reconceptualize almost all of our teaching and relationship-building practices. Add to this the deep concerns, among ourselves and our students, about our health, safety, and finances driven by the pandemic, and the racial justice movement taking hold across the country. Amid these concerns are overarching worries about how all this is impacting students' social and academic development.

For many educators, these challenges, and their vast complexity, may lead to feelings of distress—among them paralysis, emotional overload, and disillusionment. To meet this historical moment, developing and embracing an "uncertainty mindset" can help move us from inaction to action.



We define an **UNCERTAINTY MINDSET** as a disposition that encourages embracing the unknown to remain responsive to needs and opportunities as they emerge. An Uncertainty Mindset is not carelessness or a lack of planning; rather, it is a state of intentional inquiry that encourages educators to analyze existing systems and adapt them to meet emerging needs.

In doing so, we must also recognize and grapple with the fact that mental wellness is prime among these needs. For many students, their classroom teachers are the first to recognize their hardships. We cannot teach, and our students cannot learn, if we ignore wellness needs. The Uncertainty Mindset approach is rooted in an understanding that ensuring the mental wellness of students and educators must be a critical part of any action planning.

Applying an Uncertainty Mindset draws on these underpinnings: **dialogue, climate, and equity**. This mindset further encourages a commitment to ongoing **reflection and evaluation**: of what is uncovered, what remains to be done, and what requires further attention.

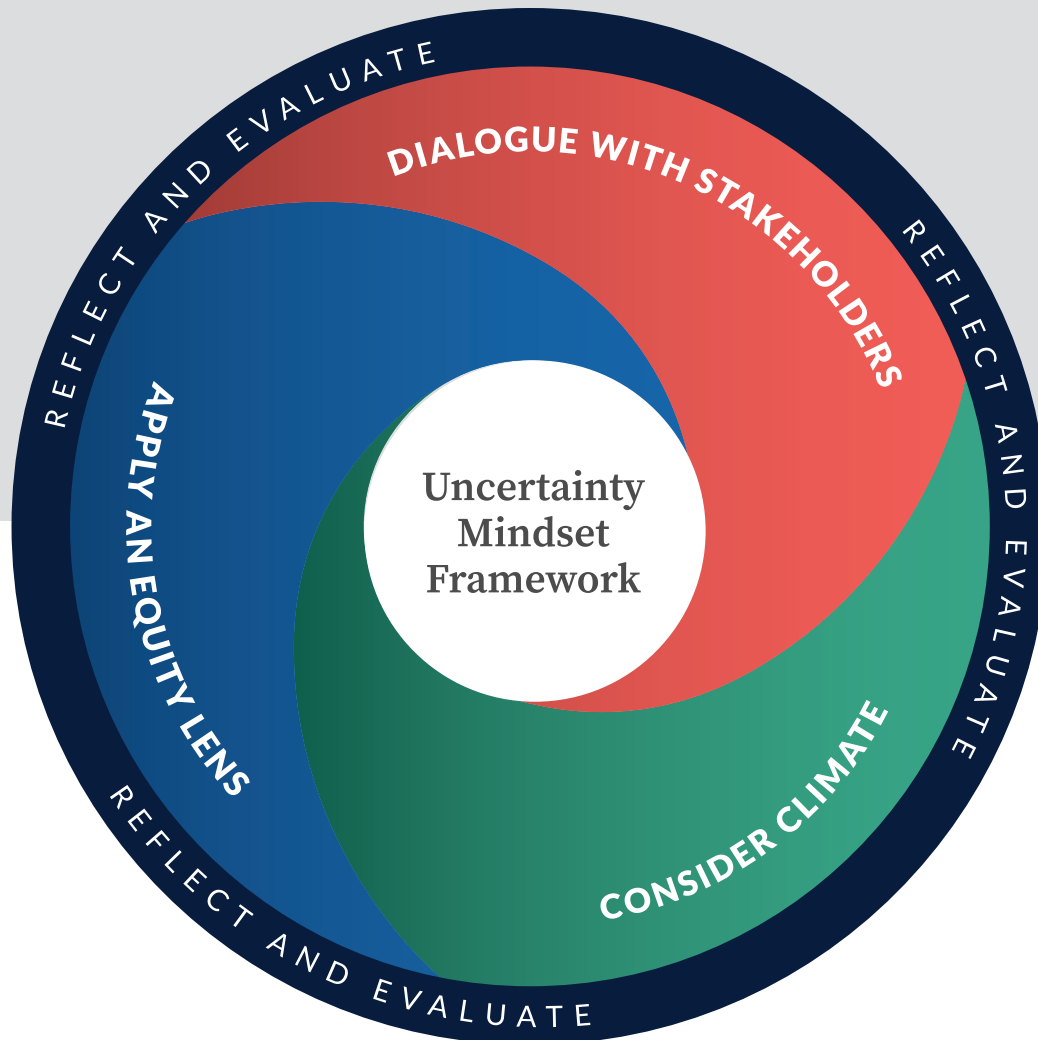
Through this approach, educators can develop and leverage relationships with students and other stakeholders, so as to make better decisions about students' needs and their own wellness. This work can help educators create the conditions not only for mental wellness, but for **optimal development**. At its core, this mindset encourages unlearning and relearning to spur the development of more holistic, equitable approaches.

The theme of uncertainty has been pervasive as the impacts of the pandemic have taken hold; across fields and disciplines, uncertainty is being addressed through different lenses. For instance, in the culinary arena, sociologist Vaughn Tan (2020) also uses the term "uncertainty mindset" in his book *The Uncertainty Mindset: Innovation Insights from the Frontiers of Food*. Developed before the pandemic, his work focuses on injecting uncertainty into organizational design to spur culinary innovation. While our concept of an uncertainty mindset, which focuses on responding to uncertainty in the shifting landscapes of schooling and mental health, was developed independently, we see value in learning from how others, across fields, are working to incorporate uncertainty into their action planning.

The Uncertainty Mindset

The Uncertainty Mindset is a stance educators can take to move toward action, even in the face of the unknown. This mindset views uncertainty as a circumstance that encourages us to be responsive to needs and opportunities as they emerge.

The Uncertainty Mindset relies on four nonlinear components: *Dialogue, Climate, Equity, and Reflection*.



Dialogue with Stakeholders

Engaging in ongoing dialogue with stakeholders allows us to expand our network of support and co-construct interventions.



Consider Climate

Through analyzing the classroom, school-wide, and societal practices in which we and our students exist, we can adapt and restructure them to more responsively support our students.



Apply an Equity Lens

Looking more deeply at our and our students' positioning in the world pushes us to consider how these identities influence our perspectives, actions, and opportunities.



Reflect & Evaluate

Committing to ongoing reflection and evaluation helps us see what we've learned, what requires further attention, and what remains to be done.

EDUCATORS CAN APPLY AN UNCERTAINTY MINDSET MOST EFFECTIVELY BY EXAMINING FOUR CRITICAL COMPONENTS.

DIALOGUE WITH STAKEHOLDERS



Being an educator often feels like we are carrying the workload of multiple jobs—nurse, counselor, parent, disciplinarian, secretary. We may quickly become inundated with work that feels out of our scope. But to move forward amid the uncertainty we are facing, we can begin with one thing that is certain: Everyone around us is facing this same strange new world; we need not take on these challenges alone.

Establishing ongoing communication between teachers, counselors, support staff, and families is essential. Our students should also be considered crucial partners in this work, providing input that can lead us to informed action planning. Through collaborative inquiry with all involved stakeholders, we can expand our network of support—engaging in meaningful discussion and immersing ourselves in generative workspaces. In doing so, we can become more aware of available resources and can coordinate with those best positioned to take specific action. By remaining engaged in active dialogue with those directly involved or with relevant expertise, educators also develop helpful relationships and co-create a positive school climate, which in turn boosts our own wellness.

CONSIDER CLIMATE



“Climate” is how we and our students *feel* in the classroom and within our schools. But with the climate of our nation, and the world as a whole, marked by chaos and deep uncertainty, we must work that much harder to establish positivity in our

own small sector of the world. **We must look critically at the environment we have created and consider how our classroom and school climates support, or hinder, students’ needs and strengths.** This assessment includes both how we establish trust and connections with our students, and how our classroom norms may adversely affect some students. **We must also consider what potential barriers are in place for students as a result of neglect, oversight, or unjust practices within the school and larger systems.**

Doing so will help educators restructure our classrooms and larger school environments to be more inclusive and responsive, in order to increase student well-being overall.

APPLY AN EQUITY LENS



Mental wellness and being *fully* seen are inextricably linked. We each see the world based on where we are positioned in it; this positioning—our sociocultural identity—impacts how we view ourselves, how others view us, and how we view others. It therefore also informs how we *interact* with others, including our students. We urge educators to approach challenges with an equity lens, considering race, ethnicity, gender identity, socioeconomic status (SES), neurodiversity, religion, sexual orientation, physical ability, and other salient aspects of our identities and our students' identities. Part of this work is evaluating our own approach to and acceptance of these identities.

Such a lens helps us fully see our students—both what makes them who they are and the inequities and privileges that may exist for them because of those identities. We are then better positioned to connect with students, and to intervene in inequitable practices—which supports our students' overall well-being.

An equity lens is particularly critical at a time when students and families face vastly divergent challenges in adjusting to COVID-19-era learning environments. This work is not easy; it requires us to look inward and examine our own sociocultural identity. For educators looking for support doing this work, we recommend using the ADDRESSING model as a starting point for evaluating positionality and implicit biases. (See the [ADDRESSING Model Reflection](#) on p. 60.)

REFLECT AND EVALUATE



As educators, we are all too familiar with the need to continually adjust our action plans and interventions. Through a continual process of reflecting on what has been accomplished and what is still to be done, and evaluating what is working and what needs revision, we are able to update our action plans to be maximally effective and responsive.

In addition to our practical experience, we ground our approach in the following theories and academic works:

POSSIBILITY DEVELOPMENT, AS DEVELOPED BY MICHAEL NAKKULA AND THE PROJECT FOR MENTAL HEALTH AND OPTIMAL DEVELOPMENT

Possibility development captures the ways in which students conceive of possibilities in their lives and are supported in pursuing them by educators and other helpful adults.

PAULO FREIRE'S CONCEPT OF CRITICAL CONSCIOUSNESS

Critical consciousness addresses systems of power and how they work within individuals and institutions in ways that reinforce an inequitable status quo.

JOHN KRUMBOLTZ'S THEORY OF PLANNED HAPPENSTANCE

Planned happenstance refers to the practice of remaining open-minded and curious about our environments so that we may be responsive in the face of unpredictability.

INQUIRY AS STANCE, AS INFORMED BY THE WORK OF MARILYN COCHRAN-SMITH AND SUSAN LYTLE

An inquiry stance emboldens educators to study and act on problems within their own classrooms and schools, thereby elevating practitioner knowledge.



To learn more about the stances and ideas that are embedded in the Uncertainty Mindset approach, see the [Resources](#) section (p. 62).

The Link Between Mental Health and Optimal Development

We all strive to have good *mental health*—our overall emotional, psychological, and social well-being—and the things people do to maintain this wellness are largely similar: practice self-care, get enough sleep, connect with others, stay active, and engage in activities we enjoy. When we talk about *optimal development*, we are referring to the unique pathways we each envision for ourselves. **At the Project for Mental Health and Optimal Development, our work centers on students’ own conceptions of growth and success: *What futures do they imagine for themselves? What skills do they want to develop? And how can we help them get there?***

This focus is in contrast to how people typically talk about students’ progress: whether they have met certain defined markers, such as reading levels, test scores, and assignments completed; how to help students reach *those* markers; and what to do if they have not. **To truly work toward optimal development, we must nurture students’ agency over their own futures.** Doing so is critical to their mental health in the here and now.

Students’ optimal development has been disrupted by the pandemic—as has our own capacity as educators. In the midst of the pandemic, it has been hard to focus on anything beyond the most fundamental needs. But with so much uncertainty about what will happen, and how long it will last, it is more important than ever to help students see a future for themselves.

The Uncertainty Mindset, and this guide, grew out of a core question we’ve been asking since the pandemic began: **How do we help students develop optimally through suboptimal conditions?**

Kids want to engage in the world. To do so, they need to feel challenged and inspired. Amid this crisis, creating learning environments that promote opportunities for supportive academic, emotional, and social exploration is not a luxury. It is the way through it.

Amid the pandemic, many educators are struggling to get through the day and to see past tomorrow; many of us don’t see a positive path forward *for ourselves* right now. That “block” on seeing, combined with the weight of other stressors, is damaging to our mental health.

It is critical that we attend to our own wellness: by engaging in self-care, even if it is at the expense of putting other tasks aside, and by seeking support. This guide, by providing scaffolding for decision-making, seeks to be such a support.

To assess your own mental wellness and self-care needs, see the [Mental Wellness Self-Assessment](#) on p. 37 and the [Self-Care Survey](#) on p. 53.



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SUGGESTED GUIDING QUESTIONS TO ASK DURING THIS ACTION-PLANNING PROCESS:

DIALOGUE WITH STAKEHOLDERS

Who are the relevant stakeholders?

How can I work with stakeholders to develop a responsive action plan?

CONSIDER CLIMATE

How can I make my classroom (in-person or online) a safe and supportive space?

How does the larger school climate, including school-wide policies and practices, impact the situation?

How have larger societal issues, including the COVID-19 crisis, affected this situation?

APPLY AN EQUITY LENS

How does my sociocultural identity influence how I am viewing and responding to this student/situation?

How do my students' sociocultural identities influence how they are viewing and responding to this situation?

REFLECT AND EVALUATE

What have I learned?

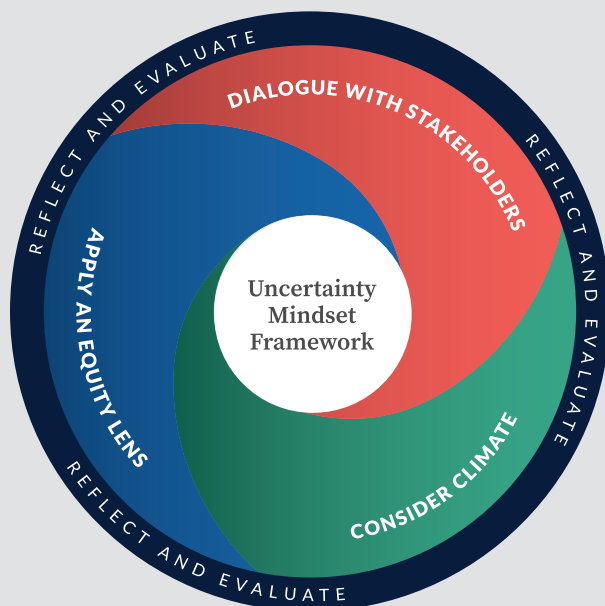
What questions do I still have?

What does this mean for my practice going forward?

This tool can guide educators in creating action plans independently or with their colleagues and stakeholders, as circumstances dictate and allow.

UNPACKING COMPLEX SITUATIONS IN THE COVID-19 ERA

To understand what the Uncertainty Mindset looks like in action, we asked teachers, counselors, school leaders, and other school personnel to share student cases and personal challenges from the initial months of the COVID-19 school shutdown. We then adapted these cases to serve as examples of the expected challenges to come when a new year of schooling begins *amid* the pandemic. This team of educators then unpacked each scenario by examining the four components of the Uncertainty Mindset framework:



- ✓ Engaging in dialogue with colleagues, administrators, students, and families
- ✓ Considering classroom, school, and societal climate
- ✓ Identifying equity concerns
- ✓ Reflecting on learnings and evaluating progress

The situations presented are complex, grappling with the storm of issues swirling around both students and educators: high stress and anxiety, home responsibilities, financial concerns, attendance and connectivity challenges, sustaining relationships, and, of course, how to help students actually *learn* amidst such crushing barriers.

These examples show possible routes for how teachers can move forward in such complex situations. First, by focusing on one core issue, or a set of interlocking issues. Next, by asking a series of questions about the given situation. These questions, and the understandings that grow from them, then lead to specific suggested actions. These action steps aim to support students' and educators' mental well-being while attending to teaching and learning.

THE SCENARIOS ARE BROKEN INTO TWO CATEGORIES:



STUDENT CASES



EDUCATOR CASES

Both are written from the perspective of an educator addressing the issues at hand. Within these categories, we depict educational situations that take place in these learning formats:



VIRTUAL



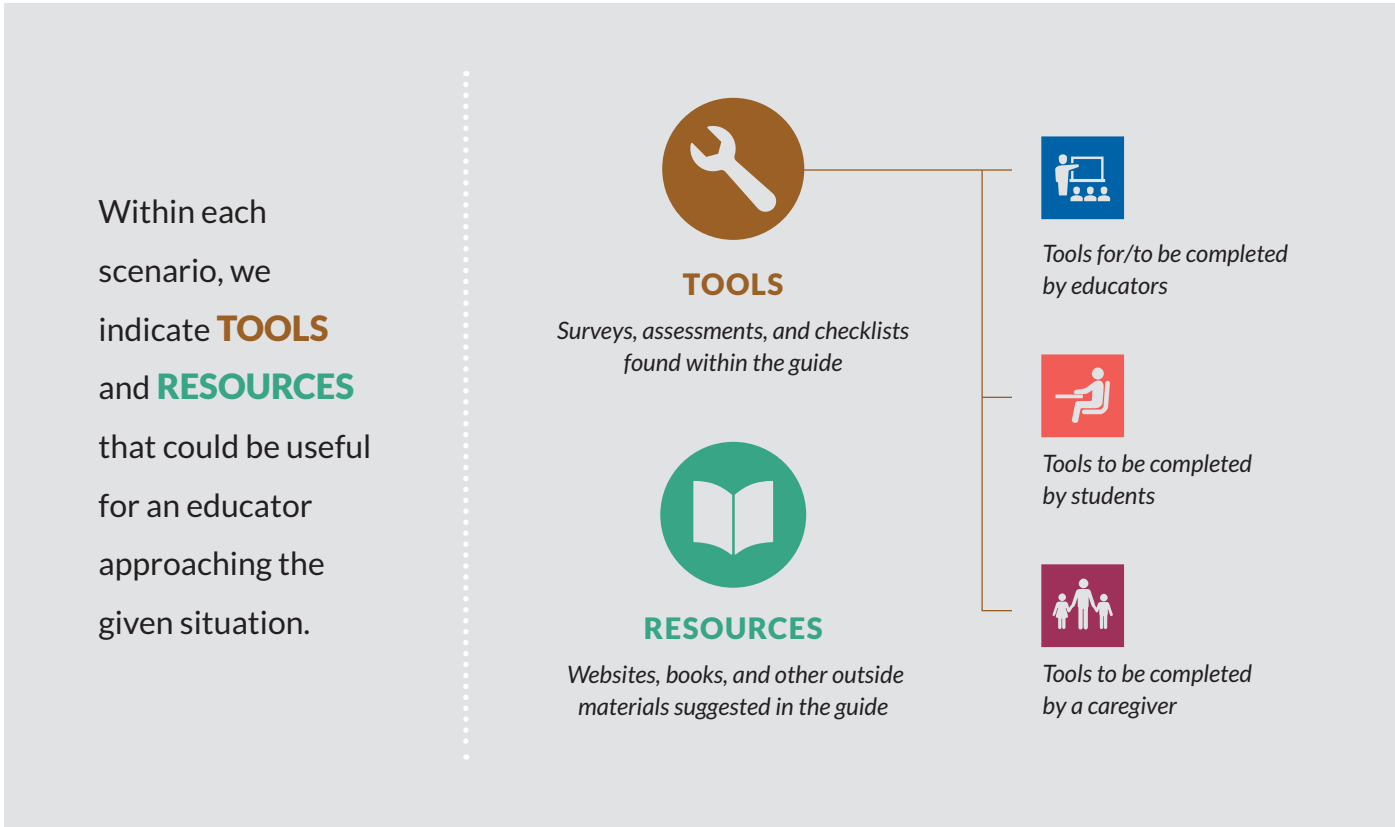
IN-PERSON



HYBRID

Of course, completing a chart is not a one-stop fix-it for the immense challenges educators face. It is meant to serve as a starting point and a conversation starter. And it's a way to break down our understanding of what we and students are experiencing and then to take meaningful action. As our team asked deep questions about the cases presented here, we came to new understandings about our own students and generated solutions we had not initially thought of; this was not an academic exercise. What you will find in the following examples is educators talking to educators, trying to make sense of this moment.

To apply this framework to specific situations you encounter, use the blank **Uncertainty Mindset in Action Template** on p. 35.



Scenarios often include a number of underlying issues—typically too many to be successfully addressed simultaneously. Each framework application addresses what we've identified as the most pressing issues. At the top of each framework, these issues are bolded and circled. ►

- ✓ **School avoidance**
- ✓ **Health/safety concerns**
- ✓ Lack of connection with peers and teacher
- ✓ **Financial concerns**

For each situation, different users might prioritize different issues; what is considered most pressing is highly contextual to the student, educator, school, and community.



STUDENT SCENARIO

Kayla

5TH GRADE | IN-PERSON SCHOOLING

Kayla is a White student in a public elementary school situated in a growing rural area. Pre-COVID-19, Kayla was frequently absent; Kayla's parents reported she experienced stomachaches and headaches on the days she missed school. Her 4th grade teacher noted that when she did attend school, she avoided interacting with peers, seemed afraid to touch door knobs, and would avoid crowded hallways.

During the spring school closure, Kayla successfully participated in synchronous virtual classes and completed her work, with support and structure from her mother.

With the return to in-person instruction, Kayla's attendance has continued to be an issue. She often refuses to get out of bed, get dressed, or board the school bus. On the days Kayla attends, she is often very quiet, distracted, and distant. Kayla is not interacting with her peers at school and has not formed a relationship with her new 5th-grade teacher, Mr. Richardson. She asks to visit the nurse several times a day to wash her hands; the nurse reports Kayla will wash her hands for an excessive amount of time, leaving her skin raw and red.

Additionally, Kayla is one of the few students of low socioeconomic status (SES) in her otherwise affluent district. Kayla and her parents live in a housing community with adjusted rent based on income, which makes Kayla embarrassed to take the bus, as she feels her living situation may signify to her peers she is of lower SES than they are.

Further, as both of her parents must leave home to work, they are struggling with Kayla's school refusal, as it is causing them to miss their shifts. They are very concerned about Kayla's mental health and her academic progress.

CHALLENGES



Factors contributing to Kayla's challenges this year:

During the initial COVID-19 shutdown, Kayla's mother was furloughed from her job, which resulted in the family losing its health insurance. She was recently reinstated, with limited sick leave and benefits resuming in 60 days.

Kayla's father has maintained his job as a truck driver and works long hours, which has made it difficult for him to be home on days Kayla refuses to go to school.

The recent loss of income when Kayla's mother lost her job has made it difficult for the family to provide Kayla all the necessary supplies for school.



After writing out or thinking through your current challenges or case, list the core issue(s) underlying the challenges for this scenario:

- ✓ **School avoidance**
- ✓ **Health/safety concerns**
- ✓ Lack of connection with peers and teacher
- ✓ **Financial concerns**

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

Recommended Tools & Resources

- Mental Wellness Self-Assessment
- Social-Emotional Learning Survey: Classroom Safety
- Mindfulness Activities Checklist
- [COVID-Explained](#)
- [BrainPop: Coronavirus](#)

UNCERTAINTY MINDSET QUESTIONS + RESPONSES



DIALOGUE WITH STAKEHOLDERS

Q: Who are the relevant stakeholders?

Stakeholders include:

- Kayla
- Kayla's parents
- Kayla's teachers
- Nurse
- School counselor
- Social worker

Q: How can I work with stakeholders to develop a responsive action plan?

Understand how Kayla perceives her situation and see what she feels she needs to be supported.

Determine which stakeholders need to be involved to achieve holistic support for Kayla.

ACTION ITEMS



- Talk to Kayla privately so she can share what she needs to be successful in class, and at school in general.
- Consult with a supervisor and Kayla's parents about having a modified schedule for Kayla.
- With Kayla's parents, develop a plan for days Kayla refuses to come to school, including at-home lessons and teacher check-ins for academic support.
- Collaborate with Kayla, her teachers, and the nurse on protocols for when, with what precautions, and for how long Kayla can leave class to visit the nurse's office.
- Ask the counselor and/or social worker to work with the family to find additional support for managing Kayla's school refusal, such as with a mobile therapist.
- Refer Kayla to the counselor for her continued mental health concerns and to the Special Education supervisor to be considered for a 504 Plan.

CONSIDER CLIMATE

Q: How can I make my classroom a safe and supportive space for my students?

Kayla would likely feel more safe if there were additional health and safety precautions in the classroom.

Kayla, like many other students, is experiencing high anxiety during this time and might benefit from learning strategies to help her manage anxiety.

Q: How does the larger school climate, including school-wide policies and practices, impact the situation?

Often, excessive absences are met with referrals, court hearings, and fines; this further complicates Kayla's school avoidance as her family is not able to pay fines or miss work to attend court.

Q: How have larger societal issues, including the COVID-19 crisis, affected this situation?

Colleagues have also noticed an increase in the number of students needing school and health supplies, as many students' parents have lost their jobs due to COVID-19 work-related closures.

- Put well-being protocols in place for Kayla to help quell her anxiety, including asking the counselor or nurse if the school can supply Kayla with personal protective equipment (PPE) like hand sanitizer, masks, and/or gloves, given her family's inability to purchase these materials; consider organizing a supply donation drive for staff and families to contribute as they are able.
- Implement classroom practices aimed at lessening students' anxiety, such as journaling, lessons about virus transmission, and mindfulness activities that allow students to calm their minds and bodies (e.g., a sequence of yoga poses or stretching regimens).
- Consider alternatives to marking Kayla as absent on the days she misses school; consult with a supervisor about creating a modified school day for Kayla and/or allowing her to receive credit for completing assignments from home.
- Consider allowing other students to complete assignments with Kayla in a virtual format, so that Kayla could still have access to peer involvement and socialization.
- Write an email to the school board, or other governing body, sharing the concern that COVID-19-related absences may trigger legal action against families. This may have been overlooked in the planning process to reopen schools that could be addressed with new policies.

Continued on next page ▼



UNCERTAINTY MINDSET QUESTIONS + RESPONSES



ACTION ITEMS



APPLY AN EQUITY LENS

Q: *How does my sociocultural identity influence how I am viewing and responding to this situation?*

As someone who grew up and is currently middle class, I do not fully understand the economic struggles currently impacting Kayla and her family.

Q: *How does Kayla's sociocultural identity influence how she is viewing and responding to this situation?*

Kayla's low socioeconomic status and prior loss of healthcare may make her feel insecure about her access to medical services; COVID-19 likely exacerbates her pre-existing school avoidance and fears around illness.

Kayla's avoidant behaviors have resulted in her having few close relationships in the school, which may in turn make her even more resistant to coming to school.

- Consider how my living situation and financial status add layers of protection between me and the virus, and how this is not the case for Kayla.
- Ask Kayla how she may feel safest in the classroom, and invite her to co-construct her learning space with me so that she may feel healthy, safe, and autonomous in school.
- Find ways to listen to Kayla and to strengthen our relationship. Prioritize finding moments for daily positive interactions connected to her interests, personality, and academic performance. Maintain communication with her by inviting her to participate in a dialogue journal or by "pen pal"ing with me virtually.

REFLECT AND EVALUATE

Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *How does my understanding of Kayla's case apply to my students more broadly and my practice going forward?*

I have a better understanding of how Kayla's socioeconomic status (SES) and health concerns intersect in a complex way. Kayla and her family need clear support systems in place and may need more support than some other families.

How do I both provide extra support for Kayla to address her needs while not calling attention to her SES and mental health concerns in front of her peers? At the same time, how can I build an empathetic classroom community that sees and understands the many ways the pandemic has impacted individuals and communities?

Going forward, I will need to be sensitive to students' SES and how the COVID-19 pandemic impacts families' financial stability.

I will also need to consider the complex reasons why students might avoid school and how to uniquely respond to those concerns to ensure they are still able to receive an education.

ONGOING



STUDENT SCENARIO

Marcus

8TH GRADE | HYBRID SCHOOLING

Marcus is a Black student in a public school in a large city. He is popular with his peers, but his teachers have often considered him a “problem student,” noting his perceived defiance toward teachers, occasional refusal to do class work, and physicality with peers. Marcus was diagnosed with Attention-Deficit / Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD) when he was 10 years old; he has a behavior specialist/mobile therapist who provides services for him in school and at home.

Last year, Marcus’s behavior began to steadily improve when he joined his school’s basketball team; positive academic and behavioral standing is a requirement to participate in sports at his school. Marcus also developed strong relationships with his coaches, who motivated him and helped him to imagine a successful future for himself. Eventually, Marcus even began writing to express and process his feelings about being a young, Black male in America. As the year progressed, Marcus’s English teacher, Mr. Adams, was able to connect with him, which led to improved class engagement even after the basketball season ended.

Marcus’s grandmother passed away over the summer due to complications of COVID-19. Marcus is grieving this loss deeply, as he had a strong relationship with his grandmother.

Even with his grief, his initial return to school appeared to be successful. However, recently, his teacher has noticed a regression in his behavior, as well as increased moodiness. Within his school’s hybrid model of learning—with two days in person and three days remote—he is struggling to complete his classwork in both settings (in-person and online). During in-person instruction, Marcus has been sleeping in class, and when awake he has been particularly disruptive: yelling when redirected, disregarding safety precautions of masking and maintaining social distance, and having sidebar conversations with peers during instructional time. As such, Mr. Adams often sends Marcus to the school resource officer (SRO).

CHALLENGES



Factors contributing to Marcus’s challenges this year:

Both of Marcus’s parents have been working from home throughout the pandemic. Their ability to supervise his participation in online learning and assist with his work during the day has been limited, and they are not in a financial position to hire a babysitter or tutor.

Marcus is extremely disappointed that all athletics are currently cancelled. He now has minimal contact with his coach, who was a supportive role model for him.

Marcus has expressed there is “no point” in doing his work, since he is just going to get everything wrong.

Marcus is receiving less face-to-face instruction with his teacher due to the hybrid learning format.

Marcus has been sent to the SRO frequently throughout his schooling experience; this causes Marcus to feel unwanted in the classroom and resentful of the larger school system.



After writing out or thinking through your current challenges or case, list the core issue(s) underlying the challenges for this scenario:

- ✓ Grief
- ✓ Behavioral issues
- ✓ Hopelessness
- ✓ Support systems shrinking
- ✓ Unmet academic needs

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

Recommended Tools & Resources

- Social-Emotional Learning Survey: Classroom Safety
- Mindfulness Activities Checklist
- ADDRESSING Model Reflection
- [Addressing Equity through Student and Family Voice in Classroom Learning](#)
- [Supporting Students Through the Coronavirus](#)

UNCERTAINTY MINDSET QUESTIONS + RESPONSES



DIALOGUE WITH STAKEHOLDERS

Q: *Who are the relevant stakeholders?*

Stakeholders include:

- Marcus
- Marcus's family
- Marcus's teachers
- Marcus's coach
- School counselor
- Social worker
- Behavior specialist/mobile therapist
- School resource officer (SRO)

Q: *How can I work with stakeholders to develop a responsive action plan?*

Understand how Marcus views the situation and see what he feels he needs to be supported.

Determine which stakeholders need to be involved to achieve holistic support for Marcus.

CONSIDER CLIMATE

Q: *How can I make my classroom a safe and supportive space for my students?*

Marcus may need flexible assignment options to help him better transition between online and in-person assignments.

Q: *How does the larger school climate, including school-wide policies and practices, impact the situation?*

Marcus is considered by many teachers to be a "problem student" and is usually directed to the SRO when his behavior is deemed disruptive. This practice may be negatively impacting Marcus's feelings about school, making him feel unwelcome and unwanted in his classes and more like a criminal than a student.

Q: *How have larger societal issues, including the COVID-19 crisis, affected this situation?*

COVID-19 has disproportionately impacted people of color, which may complicate Marcus's grief for the loss of his grandmother, and his confidence in his ability to be successful at school.

ACTION ITEMS



- Schedule a check-in with Marcus to ask how he is feeling and what supports he feels he needs; invite him to take part in a team meeting with his teachers and other support staff, focused on developing a plan to best support him.
- Arrange to have Marcus do a daily check-in (in-person, virtually, or via email) with a preferred adult of his choosing (e.g., his coach).
- Confer with Marcus's other teachers to understand how he is doing in their classes (e.g., his content understanding, engagement, peer relationships)
- Meet with the behavior specialist/mobile therapist to re-evaluate the existing plan to better meet Marcus's needs; invite Marcus's family into this conversation to understand their perspective on how Marcus is doing at home.
- Meet with the counselor to understand Marcus's diagnoses and how his recent behaviors may be linked to his grief; co-construct ideas about how to better support him in the classroom.
- Ask the counselor and/or social worker for help identifying community-based supports, such as grief/loss counseling.
- Collaborate with Marcus on new assignment ideas that can also serve as outlets for expression (e.g., leading a class blog that provides a space for students to reflect on their experiences with online schooling/school in the COVID-19 era, writing about what favorite athletes are saying about what it means to Black in America).
- As a proactive measure, implement trauma-informed mindfulness activities that help students become more aware of their emotional state (e.g., a "temperature check" inviting students to share how they're feeling from 1-10).
- When the classroom environment begins to agitate Marcus, consider alternatives to sending him to the SRO; collaborate with the counselor to establish cool-down practices that can be done in the classroom or in a virtual counseling space.
- During staff meetings when Marcus is being discussed, use an asset-based approach: Ask colleagues to share successes he has had in their classes and successful approaches they have tried.

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UNCERTAINTY MINDSET QUESTIONS + RESPONSES



APPLY AN EQUITY LENS

Q: *How does my sociocultural identity influence how I am viewing and responding to this situation?*

As a White man, I may be subconsciously interpreting Marcus's behavioral issues as more intense because of the stereotype that Black males are violent or less committed to educational pursuits.

Marcus may be reluctant to trust me if he thinks I am viewing him as a stereotype and not seeing him for who he truly is.

Q: *How does Marcus's sociocultural identity influence how he is viewing and responding to this situation?*

Marcus's behaviors have been pathologized since he was 10 (a practice reflected in the disproportionate number of black boys diagnosed with conduct disorders); he may have internalized the labels he's been given, and he may have needs going unmet because of these labels.

Because of his parents' work schedules, Marcus is often on his own during virtual learning days, while other families at his school have hired tutors or formed "pods" with other families. He may need additional supports for structuring his time and engaging in virtual lessons.

ACTION ITEMS



- Discuss Marcus's situation with the counselor or a trusted colleague who can help me evaluate if I am accurately assessing Marcus's behaviors.
- Evaluate my responses to Marcus's behaviors and whether I may be inadvertently escalating him by raising my voice or immediately taking disciplinary measures; work to adopt more de-escalating strategies (e.g., with Marcus, develop nonverbal signals I can give when he is being disruptive; send him a private message when working virtually).
- Work with Marcus and his behavior specialist/mobile therapist to create more structured at-home routines for attending virtual classes and completing work, including setting up a reminder system for him; share these routines with all of Marcus's teachers.

REFLECT AND EVALUATE

Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *How does my understanding of Marcus's case apply to my students more broadly and my practice going forward?*

Communicating directly with Marcus and working to earn his trust will help me understand his evolving needs and how I can best support him.

Is there anyone I am overlooking who might be able to help Marcus right now, or who could help me learn new strategies to better support him?

I want to experiment with new ways to build a community of trust and inclusion in the hybrid setting, such as co-constructing classroom norms with students and planning around their strengths and interests.

I need to continue to examine how my interpretations of and reactions to students' behaviors may stem from our sociocultural differences. What are some books that can help me do this work?

Going forward, I will try other responses to student behaviors, instead of defaulting to disciplinary action.

I will continue to work with colleagues to address systemic inequities, including the imbalance created by some families' ability to pay for tutors and other supports, that unfairly affect the education of particular students during the COVID-19 era.

ONGOING



STUDENT SCENARIO

Mariana

12TH GRADE | VIRTUAL SCHOOLING

Mariana is a bilingual Latina student who has historically been a strong student. Pre-COVID-19, she attended the Education program at her suburban Career and Technical high school regularly, participated in class discussions, and kept up with most of her school work.

Mariana plans to major in Elementary Education when she graduates; she will be a First-Generation college student—the first member of her immigrant family to attend college. Her dream is to become a bilingual elementary school teacher, one who will be able to offer support to English Language Learners (ELLs). She has had her sights set on a popular state university since a class trip junior year, and she stayed in contact with an admissions officer there.

When her school adopted an all-virtual model for this year, she attempted to attend her virtual classes—but her attendance soon faltered. In addition to seldomly attending class or completing work, Mariana has dropped her initial college plan and will instead attend the local community college so she can remain home to help her family—a decision causing her much distress and making her feel hopeless about her future. Lately it has been very difficult for Mariana’s teachers to maintain contact with her, although she does have a strong relationship with her current Education teacher, Mrs. Hamilton.

Her single mother has continued to work outside the home throughout the pandemic. As a result, she relies on Mariana to watch and care for her 2nd-grade sister, Lucia, and 3rd-grade brother, Carlos. Her siblings have online classes scheduled at the same time as her core Education class; this causes Mariana to skip class not only so Lucia and Carlos can attend their classes, but so Mariana can help keep them on track. Because Mariana’s mother primarily speaks Spanish, with limited English fluency, she has typically relied on Mariana to interpret, translate, and navigate her siblings’ school requirements.

CHALLENGES



Factors contributing to Mariana’s challenges this year:

Mariana is now working extra shifts at a fast-food restaurant. Her boss threatened to let her go if she could not work during daytime hours.

Mariana and her mother recently tested positive for COVID-19; both have mild cases. Out of concern for those they work with, they have not been going to work; their supervisors begrudgingly agreed to hold their positions, but they are receiving no pay during this period.

The family has access to one laptop: Mariana’s school-issued laptop.



Recommended Tools & Resources

- Mental Wellness Self-Assessment
- Social-Emotional Learning Survey: Classroom Safety
- Self-Care Survey
- [Guidance for Navigating Remote Learning for English Learner Students](#)
- [COVID-Explained](#)
- [Supporting Students Through the Coronavirus](#)

After writing out or thinking through your current challenges or case, list the core issue(s) underlying the challenges for this scenario:

- ✓ Attendance
- ✓ **Disengagement from school**
- ✓ **Home responsibilities**
- ✓ Physical health
- ✓ Computer access
- ✓ Financial need to work
- ✓ **Change in future plans**
- ✓ Hopelessness

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

UNCERTAINTY MINDSET QUESTIONS + RESPONSES



DIALOGUE WITH STAKEHOLDERS

Q: *Who are the relevant stakeholders?*

Stakeholders include:

- Mariana
- Mariana's family
- Mariana's teachers
- School counselor
- Social worker
- School nurse
- ESL coordinator
- School translator

Q: *How can I work with stakeholders to develop a responsive action plan?*

Understand how Mariana views the situation and see what she feels she needs to be supported.

Determine which stakeholders need to be involved to achieve holistic support for Mariana.

ACTION ITEMS



- Ask the school nurse for best practices that can be used in the home to stop the spread of COVID-19; communicate these to Mariana and her family.
- Connect Mariana with the counselor and/or social worker to ensure her family has adequate medical care to combat their COVID-19 diagnoses.
- Ask Mariana if she can meet virtually to discuss what she feels she needs from me, and school staff generally, at this time.
- Based on Mariana's work and childcare schedule when she resumes work, strive to set an agreed upon time and mode of communication for check-ins and feedback.
- Connect Mariana with the school counselor to address her current outlook, and to help her navigate the college process.

CONSIDER CLIMATE

Q: *How can I make my classroom a safe and supportive space for my students?*

Mariana needs flexibility for her school schedule and deadlines, as she has been unable to complete her assignments given her need to work and her recent COVID-19 diagnosis.

Q: *How does the larger school climate, including school-wide policies and practices, impact the situation?*

There is a strict attendance policy in place at the school that could be a barrier to Mariana's successful completion of her senior year.

Q: *How have larger societal issues, including the COVID-19 crisis, affected this situation?*

While Mariana and her mother both have only mild COVID-19 cases, the impact on the family has been dramatic in terms of anxiety around healthcare and the financial loss while not working.

- Be flexible in creating alternative assignments for Mariana; consider allowing her to earn credit for tutoring her siblings, or creating lesson plans for them, as these tasks are related to her career goals of becoming a teacher.
- Record class and post it to the class website, so that Mariana can get credit for "attending class" at a different time of a day.
- Provide optional evening office hours so that Mariana and I can connect at a time she is not required to be at work.

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UNCERTAINTY MINDSET QUESTIONS + RESPONSES



APPLY AN EQUITY LENS

Q: *How does my sociocultural identity influence how I am viewing and responding to this situation?*

As a White, middle class teacher who is able to work remotely, I initially didn't understand why Mariana would work a high-risk job that conflicted with her schooling.

I may have judged her lack of attendance and assignment completion as poor decisions, rather than the result of her obligations to her family.

Q: *How does Kayla's sociocultural identity influence how she is viewing and responding to this situation?*

As a contributor to her family's finances and a primary caregiver, Mariana has responsibilities beyond school work that many of her classmates do not have. Her current actions are likely rooted in the immense burdens she is carrying.

Mariana feels further isolated because her family doesn't fully understand why she is upset about her change in college plans.

ACTION ITEMS



- Evaluate if I have treated Mariana harshly or unfairly because of my initial judgments; ensure I am not penalizing her for her work and childcare responsibilities.
- Co-construct a schedule with Mariana that details her care of her siblings and her work shifts, so that I can better understand and be responsive to her needs.
- Share what I know of the possibilities community college affords, such as allowing for delayed entry into her college of choice, to help boost her sense of hope for her future.
- Write an outline of the plan for Mariana to successfully complete her course work; ask the school translator to translate it into Spanish, to send home.
- Encourage Mariana to seek out First-Generation discussion boards online, so that she can speak to others who can empathize with her current feelings, and to ensure she still has a social outlet.

REFLECT AND EVALUATE

Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *What does this mean for my practice going forward?*

I made a judgment about Mariana, mistaking school disengagement as laziness, when it was out of necessity or overload. Being flexible with her assignments ultimately helped re-engage her.

How do I build meaningful relationships with ELL students and their families, especially in the virtual environment?

Going forward, I will allow other students to develop alternative assessments that meet course requirements and take their personal situations into account.

ONGOING



TEACHER SCENARIO

Ms. Thomas

6TH GRADE | HYBRID SCHOOLING

Ms. Thomas is a Latina, middle class educator who has worked at the same private middle school in a small city for the past decade teaching 6th grade math. She is well regarded by the school community and has overall been satisfied with her experience teaching at this school.

This year, as she works to adapt to her school's hybrid model for learning, she has been struggling more than she has in her whole career. Ms. Thomas is finding it difficult to build relationships with her students, because she is nervous to get too close to them due to fears of COVID-19. Her students seem very disengaged during class time, as Ms. Thomas is implementing all lecture-based lessons to keep her distance in the classroom.

Ms. Thomas's struggle to build trust and rapport in the classroom also directly impacts her desire to implement the curriculum changes she planned related to the 2020 social movement against racial violence. She has created a data analysis unit that asks her students to explore social movements mathematically. However, she feels she does not yet have the relationships with students or the classroom norms in place that are needed to implement this unit.

Meetings with administration have mostly focused on student performance data and an urgency to catch students up. However, Ms. Thomas has not been in attendance at these meetings; she has been skipping staff meetings out of fear of entering any rooms in the building other than her own classroom. While she understands the importance of academic growth, she also finds the focus on student performance data to be draining in light of the pandemic and nation-wide social movement.

Ms. Thomas has a growing sense of guilt that her preoccupation with catching the virus is making her an ineffective teacher and colleague. Ms. Thomas is beginning to resign herself to the idea that this will not be a successful school year.

CHALLENGES



Factors contributing to Ms. Thomas's challenges this year:

Ms. Thomas is taking many sick days, as she is older and at heightened risk for contracting COVID-19. Working remotely is not an option, as there are concerns about being understaffed.

Ms. Thomas also has safety concerns when she returns to her economically mixed and predominantly Latinx community. The numbers show that due to socioeconomic factors, the Latinx community is experiencing higher COVID-19 rates.

Ms. Thomas did not feel she had a successful experience conducting virtual learning in the spring. She feels her school's approach was lacking, and she did not receive sufficient training on how to develop a strong online learning platform.

She is disappointed in herself for not meeting her goal of implementing curricula related to the ongoing Black Lives Matter social movement, as a result of her lack of trusting relationships with students.

Students often do not maintain adequate distance and are not required to wear masks. This adds to Ms. Thomas's anxiety and frustration levels.



Recommended Tools & Resources

- Mental Wellness Self-Assessment
- Teacher Burnout Self-Assessment
- Self-Care Survey
- PBS Virus Information & Prevention
- BrainPop: Coronavirus
- School Virtually

After writing out or thinking through your current challenges or case, list the core issue(s) underlying the challenges for this scenario:

- Concerns about getting sick
- High stress and anxiety
- Building relationships
- Classroom environment
- Student progress
- Lack of administrative support

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

UNCERTAINTY MINDSET QUESTIONS + RESPONSES



DIALOGUE WITH STAKEHOLDERS

Q: Who are the relevant stakeholders?

Stakeholders include:

- Myself
- My students
- My students' families
- Other educators
- Administrative staff
- School counselor
- Social worker
- School nurse
- Maintenance staff
- Primary care physician (PCP)

Q: How can I work with stakeholders to develop a responsive action plan?

Meet one-on-one or in small groups with stakeholders—to minimize risk—to establish different supports.

CONSIDER CLIMATE

Q: How can I make my classroom a safe and supportive space for my students?

Creating classroom norms to put additional safety protocols in place in my classroom may alleviate some of my anxiety.

Q: How does the larger school climate, including school-wide policies and practices, impact the situation?

As many of our students' parents must work full-time, my school felt additional pressure to return to at least part-time in-person schooling to mitigate parental concerns—but the district leadership did not consult with teachers to develop their plan, which has led to resentment and mistrust.

Q: How have larger societal issues, including the COVID-19 crisis, affected this situation?

COVID-19 has caused me to feel unsafe and ineffective at my job.

The strengthening of the BLM movement this year has caused me to reflect on my role and the power I have to help students understand complex social movements. Doing so involves hard conversations, and safe spaces are harder to build now given my COVID-19 worries and the hybrid environment.

ACTION ITEMS



- Meet with my PCP to understand the specific risks of my working in the school building; develop a plan and list of strategies I can implement in my classroom that can mitigate the risk of my contracting COVID-19.
- Consult with the grade team to ensure all our safety expectations are consistent; working together, set norms for student movement, and put tape on the floor to help students better socially distance.
- Meet with the counselor and/or social worker, and the nurse, to discuss ways to communicate with families about steps to mitigate health risks; brainstorm ideas for family workshops and educational sessions that can be hosted at the school or held virtually.
- Ask maintenance staff to share advice on best practices for disinfecting the classroom throughout the day.
- Plan lessons about COVID-19, focusing on what students can do to mitigate spread both in school and in their community; invite the school nurse to support these lessons.
- Brainstorm new class jobs with students, such as materials-gatherer or disinfecter, to help them take ownership over classroom health protocols and decrease the spread of germs.
- Suggest to administration that student ownership become a school-wide practice; if it becomes widespread, students may feel more inclined to participate and the whole school will be safer.
- Use the COVID-19 lessons as a reset for classroom norms. Extend the practice of keeping each other physically safe to supporting each other in a variety of ways; use this as a foundation for conversations about empathy, active listening, and collaboration/teamwork. This will then lay the groundwork for the data analysis and social movements unit.

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UNCERTAINTY MINDSET QUESTIONS + RESPONSES



APPLY AN EQUITY LENS

Q: *How does my sociocultural identity influence how I am viewing and responding to this situation?*

My age and neighborhood put me in a higher risk group, but my school's staffing policy requires I be physically present, which is causing me anxiety. I am not yet near retirement age and must work for my family to have health insurance.

Q: *How do my students' sociocultural identities influence how they are viewing and responding to this situation?*

My students are younger, and I wonder if they are not as concerned about contracting the virus.

ACTION ITEMS



- Document adherence (or lack thereof) to health protocols in the school in order to inform administration.
- Educate students, using math concepts we are studying, about varying risk levels for different age groups and populations; include in these lessons how they may be asymptomatic carriers and infect others, even if they are not showing symptoms. This is also an opportunity to build more trust by sharing my own reflections as a person who falls within high-risk categories.

REFLECT AND EVALUATE

Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *What does this mean for my practice going forward?*

ONGOING

By focusing on things in my control and expanding my circle of support, I am better able to manage my worry. I am reminded many others share similar concerns.

I am still unclear about my school's ability to embrace a full virtual option; I should continue to have conversations with administration to gain a clearer understanding about how they are making these decisions.

Going forward, I should continue to incorporate the expertise of other stakeholders into my action planning to avoid burnout.

Incorporating current events—like social movements' activity and virus transmission—into my curricular units has been beneficial in engaging my students and in deepening my relationships with them. I want to seek out further professional development and resources for this practice.



TEACHER SCENARIO

Mr. Oliver

9TH GRADE | VIRTUAL SCHOOLING

Mr. Oliver is a Black English teacher in his 11th year at a magnet school, which is situated in a large city and admits students from across the city. Mr. Oliver is known throughout the school as a dynamic and inclusive teacher who provides a safe space for his students to discuss difficult topics; he serves as a mentor for many of his colleagues, who sometimes struggle to achieve this level of safety with students from such diverse racial, cultural, and economic backgrounds. Amid the pandemic, establishing that same safe space virtually has been a goal for him.

Due to COVID-19, Mr. Oliver is currently teaching virtually full-time. His freshman English class has just started a unit on a National Book Award-winning Young Adult novel that introduces storylines involving teenage pregnancy and gay relationships. He recognizes these can be topics students, and their parents, have strong, personal views on; his goal in teaching such texts is to share diverse experiences.

Mr. Oliver hosts a large class discussion about the novel over Google Meet once a week. Because many parents are now working from home due to COVID-19, and some students may not have much personal space at home, he has been concerned that some students will not have a safe space to explore their thoughts, feelings, and beliefs during these virtual conversations.

During the first discussion, students began to argue about equal rights for the LGBTQ+ community. While Mr. Oliver would usually welcome the opportunity to engage in passionate discourse, he finds he is struggling to support students as they grapple with new and unfamiliar ideas. He also feels responsible for some of the discord, as he did not spend as much time building classroom relationships and setting norms this year in the virtual format.

The evening after this discussion, Mr. Oliver received an email from a parent, stating she overheard the class discussion about the novel, and finds the topics inappropriate for 9th graders. The concerned parent CC'd the principal, the English department chair, and a few other parents of 9th graders she knew shared her concerns. Mr. Oliver is now feeling tension between maintaining his curriculum and being responsive to parents' wants and needs. He is also mourning the loss of having open discussion daily with his students; the discussion skills he hopes to cultivate take time to develop, and having "live" conversations only once a week, with the potential of spectators, has significantly changed the nature of these conversations.

CHALLENGES



Factors contributing to Mr. Oliver's challenges this year:

Mr. Oliver has not held an online class before, and he does not know the best way to set norms and establish a climate of trust in this format.

Mr. Oliver values being a mentor to many of his students, and in this virtual format he feels unable to fulfill that role.










Prior to COVID-19, students, educators, and other school district personnel had frequent opportunities to interact in non-academic spaces (like the cafeteria, hallway, and library) in order to build rapport and a sense of trust; without such opportunities now in the virtual environment, Mr. Oliver feels less connected to his students and fears they lack a sense of community.

Mr. Oliver has also heard from a number of students who were grateful for the discussion and for the choice of this book, especially at a time when they otherwise feel very disconnected from school. This adds to the pressure Mr. Oliver feels to continue planning such complex lessons.

Managing this particular issue is taking up a lot of Mr. Oliver's bandwidth. It has dominated the time he reserves for planning, and it is further preventing him from engaging in self-care activities. He is starting to feel pessimistic about the year ahead.



Recommended Tools & Resources

-  Social-Emotional Learning Survey: Classroom Safety 
-  Building Developmental Relationships During the COVID-19 Crisis Checklist 
-  ADDRESSING Model Reflection 
-  [Welcoming Schools](#)
-  [A Place of \(Remote\) Belonging](#)
-  [Supporting Students Through the Coronavirus](#)

After writing out or thinking through your current challenges or case, list the core issue(s) underlying the challenges for this scenario:

- ✓ **Virtual classroom environment/relationships**
- ✓ **Stress/negative outlook**
- ✓ **Virtual student engagement**
- ✓ **Parental concerns**
- ✓ **Relationship building**
- ✓ **Curriculum issues**

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

UNCERTAINTY MINDSET QUESTIONS + RESPONSES



DIALOGUE WITH STAKEHOLDERS

Q: *Who are the relevant stakeholders?*

Stakeholders include:

- Myself
- My students
- My students' parents
- Other educators
- Administrative staff
- Curriculum advisor
- English department chair
- School counselor
- Social worker

Q: *How can I work with stakeholders to develop a responsive action plan?*

Bridging communications between myself, my students, their parents, and my administration will help me move forward toward a goal that acknowledges everyone's needs.

CONSIDER CLIMATE

Q: *How can I make my classroom a safe and supportive space for my students?*

Because I did not prime my students with the purposeful community building I do in a typical year, I may need to pause our discussions and focus on adapting my rapport-building scaffolds for virtual learning.

Q: *How does the larger school climate, including school-wide policies and practices, impact the situation?*

I do not feel staff has been trained in how to best support students who are struggling with speaking to classmates who have different ideological beliefs than they do, or how to build community in a virtual classroom space.

The school may have looked to specific teachers, including myself, to teach about diverse views and acceptance, while not building in other school-wide practices that promote these ideas.

Q: *How have larger societal issues, including the COVID-19 crisis, affected this situation?*

Due to the politicization of the COVID-19 crisis and its intersection with the national social movement for racial equity and justice, tensions between groups with differing viewpoints have increased. The disagreements playing out in my classroom may be intensified by these larger issues.

ACTION ITEMS



- Attempt to make time for self-care so I feel recharged and equipped to handle this situation.
- Begin a dialogue with students about what they feel safe to discuss in their homes around parents and family members; consider the use of both class-wide and small group formats in which students can share their thoughts.
- Consult with colleagues to understand how they are navigating this issue in their classrooms.
- Ask administrators to be specific about what they will stand behind and what they will not, so as to not put teachers in an insecure position (e.g., requesting administrators communicate in writing what they expect from teachers and parents during the virtual learning period, and what curriculum they support).
- Offer specific channels for parents to provide feedback or ask questions directly to me (e.g., online office hours, a parent-teacher discussion board).
- Loop the counselor into the lesson planning process for further insight about the best ways to teach topics that may be divisive.
- Research best practices for online community building, and see which activities can be incorporated into the unit; also consider what needs to be implemented before launching future units.
- Confer with the counselor about implementing or building upon school-wide practices that help support the diverse student population (e.g., culture sharing events, school newspaper coverage).
- Request to meet with administrators to understand how to best navigate this situation with concerned parents, to ensure I am not damaging relationships.
- Collaborating with other teachers, create a one-pager that explains suggestions and expectations for parents' conduct and engagement during online lessons.

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UNCERTAINTY MINDSET QUESTIONS + RESPONSES



APPLY AN EQUITY LENS

Q: *How does my sociocultural identity influence how I am viewing and responding to this situation?*

Because of my socially liberal personal beliefs, I sometimes struggle to control my facial expressions and other non-verbals when students share conservative viewpoints. This struggle is highlighted in a virtual environment. I am not sure if my personal beliefs have influenced my other interactions with these students or other aspects of how I am teaching them.

Q: *How do my students' sociocultural identities influence how they are viewing and responding to this situation?*

There is a lot of sociocultural variety amongst students and parents at the school. Socially conservative parents are in the ideological minority, and some may feel attacked because they are in the ideological minority.

ACTION ITEMS



- Reflect on the ways my beliefs about gender and LGBTQ+ issues might impact my facilitation of virtual classroom discussions; identify a trusted colleague with differing political views to discuss how to handle this situation, and to gain insight about why some students and parents are uncomfortable with this content.
- Explore ways to build more regular, meaningful connections with parents, and to communicate my curriculum intentions.

REFLECT AND EVALUATE

Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *What does this mean for my practice going forward?*

ONGOING

The virtual classroom environment has the potential to increase the number of unintended spectators in every class discussion; going forward, I must prepare for my teaching practice to lose some of the privacy I'm accustomed to relying upon. I must find proactive ways to deal with this.

In what ways is my administration prepared to support my effort to be more inclusive with my curriculum?



TEACHER SCENARIO

Mr. Matthews

11TH GRADE | HYBRID SCHOOLING

Mr. Matthews is a White educator beginning his second year as a special education teacher. He teaches 11th graders in a public school in a large town. He enjoys teaching, although he is still building his confidence as an educator.

Last year, a group of students asked Mr. Matthews to be the faculty advisor of the Gay-Straight Alliance student group (GSA). Working with students from an ally perspective, Mr. Matthews was able to meet an array of students. While he does enjoy supervising the GSA, he also finds that it takes up a significant amount of his time and energy. Amid COVID-19, many of the students have been sharing about their experiences being closeted (not being able to express their gender identity or sexual identity openly) at home around family members whom they do not feel safe to come out to. Mr. Matthews finds he is having difficulty separating his professional life from his personal life, as he often dwells on his students' distressing personal issues. He often finds himself feeling emotional when reflecting on some of the students' painful, discriminatory experiences.

Further, in light of the recent incidents of publicized racial violence and subsequent protests, student members of the GSA are increasingly motivated to consider intersectionality during their meetings. Mr. Matthews, a heterosexual, White man, has little experience leading conversations around race and LGBTQ+ (lesbian, gay, bisexual, transgender, questioning/queer) concerns. Mr. Matthews therefore often feels ill-equipped to support or intervene on behalf of his students, which further exacerbates his feelings of helplessness and ineffectiveness.

CHALLENGES



Factors contributing to Mr. Matthews's challenges this year:

Mr. Matthews does not yet have strong relationships with other educators, as he is a new educator himself. He often feels unsupported and alone.

Mr. Matthews does not feel like the right person to be advising the GSA student group as a straight man.

He does not feel comfortable, as a White man, leading conversations around intersectionality. He feels nervous that he may say or do something wrong and then get labeled as racist.

Mr. Matthews is finding that listening to the lived experiences of his students in the GSA group is becoming emotionally taxing, and he fears he doesn't have the strength to support them. He is also worried he may not have firm enough boundaries separating school from his personal life, given how much time he spends thinking about his students.

He does not know how to create safe spaces for his students who feel unsafe at home, as there are strict regulations in place about when students must be out of the building due to COVID-19 concerns and cleaning schedules.



Recommended Tools & Resources

- Mental Wellness Self-Assessment
- Teacher Burnout Self-Assessment
- ADDRESSING Model Reflection
- [Teaching Tolerance Special Publications](#)
- [Promoting Racial Literacy in Schools](#)
- [Welcoming Schools](#)

After writing out or thinking through your current challenges or case, list the core issue(s) underlying the challenges for this scenario:

- ✓ Concern about virus exposure
- ✓ Meeting students' diverse learning needs
- ✓ **Overwhelmed**
- ✓ **Conversations about race**
- ✓ **Working with LGBTQ+ community**
- ✓ Management and planning

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

UNCERTAINTY MINDSET QUESTIONS + RESPONSES



DIALOGUE WITH STAKEHOLDERS

Q: *Who are the relevant stakeholders?*

Stakeholders include:

- Myself
- My GSA students
- My students' parents/families
- Other teachers and staff
- Administrative staff
- School counselor
- Social worker
- Other educator allies

Q: *How can I work with stakeholders to develop a responsive action plan?*

Reaching out to colleagues and other allies will help increase the support systems for both me and my students.

CONSIDER CLIMATE

Q: *How can I make my classroom a safe and supportive space for my students?*

I can illustrate my classroom is a safe space by using visible cues that demonstrate allyship.

Q: *How does the larger school climate, including school-wide policies and practices, impact the situation?*

Clubs, sports teams, bathrooms, and other in-school spaces are divided by male and female; this may make my transgender and nonbinary students feel unsafe in the school.

Q: *How have larger societal issues, including the COVID-19 crisis, affected this situation?*

COVID-19 has caused many of my GSA students to have to stay home with families who do not support their LGBTQ+ status, and they have been largely isolated from their systems of support; this has also increased their reliance on each other and on me as an adult who values them.

ACTION ITEMS



- "Check-in" with my own needs by evaluating if I am at-risk for burnout, given my emotional reactions to my students and my inability to separate my work life from my personal life. Consider steps I can take to tend to my self-care needs.
- Collaborate with the counselor and/or social worker to identify community-based support for LGBTQ+ youth, as many students are feeling unsafe now that the hybrid learning format requires them to be at home with unsupportive family members more often.
- Research processes used in GSA groups at other schools, and reach out to other GSA leaders.
- Collaborate with the physical education/health teachers about incorporating LGBTQ+ concerns into their sexual education/healthy relationships lessons.
- Demonstrate allyship by hanging LGBTQ+ posters and stickers in my classroom; reach out to faculty to engage them in this practice.
- Ask GSA students to make a list of practices they would like to see changed in the school in order to feel accepted and safe.
- Invest time in student community-building activities; consider eliciting support from additional non-LGBTQ+ students who are not already in the GSA by advertising this group more effectively (e.g., hang posters in the hallway, make an announcement over the intercom, post on the virtual message board)
- Ask students their preferred mode of communicating as a group outside of school, so as to extend the amount of time with their peer support network, while keeping safety precautions in mind; offer to host a virtual GSA session after school hours weekly, and consider using safe words if students are fearful of having these conversations in proximity to unsupportive family members.
- Given the recent social movements and publicized racial violence, consider reaching out to an expert on racial identity to speak to the GSA students, or to the school as a whole (with administrative permission), to address students' salient concerns so that they feel heard and supported. Consider an ongoing relationship with this expert or organization.

Continued on next page ▼



UNCERTAINTY MINDSET QUESTIONS + RESPONSES



ACTION ITEMS



APPLY AN EQUITY LENS

Q: *How does my sociocultural identity influence how I am viewing and responding to this situation?*

My identity as a heterosexual, White man limits my understanding of my students' complex identities, so I have diverted group conversations away from equity-based topics because of fear I won't know the right way to respond.

Q: *How do my students' sociocultural identities influence how they are viewing and responding to this situation?*

As LGBTQ+ youth, my students may feel unsupported when I don't know how to respond to them when they share painful, discriminatory experiences.

Because of their LGBTQ+ identities, many of these students have struggled to find positive and supportive adult figures.

- Explore literature by queer writers of color to educate myself on LGBTQ+ and racial intersectionality.
- Position myself as a learner alongside my students, being open about my positionality, to lessen my feeling of needing to say "the right thing" and to communicate allyship to my students.
- Reach out to the counselor to gain insight on how to best handle my distressing feelings upon hearing my students' difficult stories; consider asking for a referral to a community-based mental health counselor to further work through these feelings.

REFLECT AND EVALUATE

Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *What does this mean for my practice going forward?*

I've learned that by positioning myself as a learner alongside students, I can allow them to lead conversations and teach me about topics they have more expertise on; doing so takes the pressure off of me to "get it right" and allows me instead to focus on providing support.

What else do I need to learn about supporting LGBTQ+ youth in the COVID-19 era? What am I missing?

Going forward, I have to further consider the impact the hybrid model has for students, as students' school lives have far more overlap with their schooling—a significant challenge for those whose feel most comfortable at school.

ONGOING



The following supplemental tools can aid educators in their problem-solving processes, with a focus on better understanding and supporting mental wellness.



for
educators



for
students



for
caregivers

Colors refer to available
versions of each tool.

Uncertainty Mindset in Action Template ■ p. 35

A blank version of the template used in the scenarios, this tool can assist educators in problem solving and developing action plans.

Mental Wellness Self-Assessment ■ p. 37

These surveys can help identify a student's or educator's level of mental wellness.

Burnout Self-Assessment ■ p. 41

This survey identifies potential burnout and offers steps to support an educator's wellness, based upon the level of distress.

Social-Emotional Learning Survey: Classroom Safety ■ p. 43

These surveys can help identify how well the classroom supports social and emotional learning (SEL) in a virtual format; the caregiver version then allows a student's caregiver to analyze how the virtual format aligns with their wants and needs.

Mindfulness Activities Checklist ■ p. 49

This list of easy-to-implement mindfulness activities includes step-by-step guidance for practices that can be used with all ages.

Building Developmental Relationships During the COVID-19 Crisis Checklist ■ p. 51

This list of concrete steps educators can take to build relationships, developed by the Search Institute, focuses on how to continue connecting with students amid uncertain circumstances.

Self-Care Survey ■ p. 53

These surveys can help identify how successfully a student or educator is engaging in self-care.

ADDRESSING Model Reflection ■ p. 60

This equity tool, developed by Pamela Hays and now a foundational element of many teacher-education programs, offers a framework and reflection questions for thinking about the cultural influences that impact how we think and act.

Like the rest of this guide, these tools are meant to be used through the lens of the Uncertainty Mindset, prioritizing flexibility and responsiveness to student and educator needs. They target building students' and educators' capacity to assess their needs and get support by:

- **PROMOTING** responsiveness and practitioner self-efficacy
- **PRIORITIZING** mental wellness
- **FACILITATING** conversations with colleagues and other support systems

Note: The student versions of the **Mental Wellness Self-Assessment** and **Self-Care Survey** are meant to help students identify stressors and potential remedies. Whenever one is doing such self-exploration, it is possible they may uncover something that triggers upsetting thoughts and/or feelings. It is advised that educators sharing these surveys with their students review students' responses and use their judgment to determine if the school counselor, parent/guardian, or other stakeholder should be notified. Please also advise students that should any negative feelings arise from their use of these tools, they should let you, the school counselor, caregiver, or other trusted adult know.



Uncertainty Mindset in Action Template

WHEN TO USE: To develop an action plan to address complicated school-based situations



WHAT IT DOES: Guides educators in organizing their thoughts and generating meaningful action steps that focus on academic, social, and emotional wellness

NAME _____

After writing out or thinking through your current challenges or case, list the core issue(s) that need addressing:



✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____

Select one pressing issue, or interlocking issues, and apply the Uncertainty Mindset Framework. Repeat this process as needed for other issues.

UNCERTAINTY MINDSET QUESTIONS + RESPONSES 	ACTION ITEMS 
<p>DIALOGUE WITH STAKEHOLDERS</p> <p>Q: Who are the relevant stakeholders?</p> <p>Q: How can I work with stakeholders to develop a responsive action plan?</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>CONSIDER CLIMATE</p> <p>Q: How can I make my classroom (in-person or online) a safe and supportive space?</p> <p>Q: How does the larger school climate, including school-wide policies and practices, impact the situation?</p> <p>Q: How have larger societal issues, including the COVID-19 crisis, affected this situation?</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

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UNCERTAINTY MINDSET QUESTIONS + RESPONSES 	ACTION ITEMS 
<p>APPLY AN EQUITY LENS</p> <p>Q: <i>How does my sociocultural identity influence how I am viewing and responding to this student/situation?</i></p> <p>Q: <i>How do my students' sociocultural identities influence how they are viewing and responding to this situation?</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>


ONGOING












REFLECT AND EVALUATE


Q: *What have I learned?*

Q: *What questions do I still have?*

Q: *What does this mean for my practice going forward?*

 **TOOLS**

- Mental Wellness Self-Assessment  
- Teacher Burnout Self-Assessment 
- Social-Emotional Learning Survey: Classroom Safety   
- Mindfulness Activities Checklist 
- Building Developmental Relationships During the COVID-19 Crisis Checklist 
- Self-Care Survey  
- ADDRESSING Model Reflection 

 **RESOURCES**

Materials to support exploration of the following topics:

- Dialogue
- Climate
- Equity
- Reflection/Evaluation
- COVID-19 information
- Virtual learning
- Mental wellness
 - Mindfulness
 - Self-care
 - Trauma-informed practices
- Social-emotional learning





Mental Wellness Self-Assessment (Educator)

WHEN TO USE: If concerned about your (or another educator’s) level of mental wellness

WHAT IT DOES: Uncovers factors that may be preventing educators from feeling their best; helps them begin conceptualizing positive changes or actions to achieve mental wellness

DIRECTIONS Complete the following chart, assessing yourself on the given issues. On the following page, use the questions to further analyze your responses and determine possible supports.

Over the last two weeks, how often have you experienced the following problems?

PRESENTING ISSUE	NOT AT ALL	SEVERAL DAYS	MORE THAN HALF THE DAYS	NEARLY EVERY DAY
Little interest or pleasure in doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling nervous, anxious, on edge, or worrying a lot about different things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble falling or staying asleep, or sleeping too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor appetite or overeating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting tired very easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muscle tension, aches, or soreness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becoming easily annoyed or irritable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble concentrating on things, such as reading a book or watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling down, depressed, or hopeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to stop or control worrying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts that you would be better off dead or of hurting yourself in some way*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Any rating other than “Not at All” to the last item requires a crisis/immediate intervention risk assessment by a mental health professional.

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1 If you identified any of these issues as a problem, how difficult have these issues made it for you at work, home, or with other people?

	NOT DIFFICULT AT ALL	SOMEWHAT DIFFICULT	VERY DIFFICULT	EXTREMELY DIFFICULT
WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WITH OTHER PEOPLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Thinking about your answers, what do you think are the main issues contributing to your overall mental state?

- Poor family relationships
- Illness (self or loved one)
- Legal trouble (self or loved one)
- Grief/loss (including removal of children from home)
- Abuse (domestic or witnessed in the home)
- Separation from spouse/significant other (including incarceration)
- COVID-19 fears
- Work stressors (for example, increased demands on work performance and time)
- Relationship stressors
- Substance use or abuse (self or loved one)
- Loss of job/reduction in financial resources
- Other: _____

3 Reflection

- a. How many of your stressors are in your control? List which stressors you can minimize or manage on your own.
- b. Which stressors are COVID-19 related? List the stressors that have newly arisen due to COVID-19.
- c. What are some action steps you can take to reduce these stressors? (for example, setting times to “unplug,” redistributing in-home responsibilities, finding time for hobbies)
- d. Who can you reach out to for support in handling stressors that are largely out of your control? (for example, colleagues, friends, family)
- e. Do you feel that you need additional mental wellness support from a counselor or trained professional to adequately address your mental wellness concerns?



Mental Wellness Self-Assessment (Student)

WHEN TO USE: Distribute to students virtually or in-person if concerned about a student’s level of mental wellness.

WHAT IT DOES: Uncovers factors that may be preventing students from feeling their best; helps them begin conceptualizing positive changes or actions to achieve mental wellness

DIRECTIONS Complete the following chart, assessing yourself on the given issues. On the following page, use the questions to further analyze your responses and determine possible supports.

Over the last two weeks, how often have you experienced the following problems?

PRESENTING ISSUE	NOT AT ALL	SEVERAL DAYS	MORE THAN HALF THE DAYS	NEARLY EVERY DAY
Little interest or pleasure in doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling nervous, anxious, on edge, or worrying a lot about different things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble falling or staying asleep, or sleeping too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor appetite or overeating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting tired very easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muscle tension, aches, or soreness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becoming easily annoyed or irritable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble concentrating on things, such as reading a book or watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling down, depressed, or hopeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to stop or control worrying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts that you would be better off dead or of hurting yourself in some way*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Any rating other than “Not at All” to the last item requires a crisis/immediate intervention risk assessment by a mental health professional.

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1 If you identified any of these issues as a problem, how difficult have these issues made it for you at work, home, or with other people?

	NOT DIFFICULT AT ALL	SOMEWHAT DIFFICULT	VERY DIFFICULT	EXTREMELY DIFFICULT
WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WITH OTHER PEOPLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Thinking about your answers, what do you think are the main issues contributing to your overall mental state?

- Poor family relationships
- Illness (self or loved one)
- Legal trouble (self or loved one)
- Grief/loss
- Abuse and/or neglect*
- Parental separation or divorce
- COVID-19 fears
- School stressors (for example, high demands on academic or athletic performance)
- Relationship stressors
- Substance use or abuse (self or loved one)
- Peer separation (due to being out of school)
- Other: _____

3 Reflection

- a. How many of your stressors are in your control? List which stressors you can minimize or manage on your own.
- b. Which stressors are COVID-19 related? List the stressors that have newly arisen due to COVID-19.
- c. What are some action steps you can take to reduce these stressors?
- d. Who can you reach out to for support in handling stressors that are largely out of your control? (for example, friends or family members)
- e. Do you feel that you need additional mental wellness support from a counselor or trained professional to adequately address your mental wellness concerns?

*Note: All teachers are Mandated Reporters who are legally required to report any suspicion of child abuse or neglect to the relevant authorities.



Teacher Burnout Self-Assessment

WHEN TO USE: If feeling negative about or disinterested in teaching responsibilities

WHAT IT DOES: Identifies if educators are reaching, or exceeding, their limits; provides suggestions to mitigate the impact of burnout

Burnout prevents us all from feeling our best or performing at our highest levels; it is a state of being that causes us to feel inefficient in our work and personal lives, thus causing a vicious, negative cycle. Before providing mental health support for others, we must be able to assess our own wellness and take steps to improve it. This gives educators credibility and insight as we support students on their path to healthy living.

Note: Burnout is a result of the stress of your work; if you are stressed predominately by the trauma of the students you are working with, consider the [Compassion Fatigue Survey](#).

DIRECTIONS Complete the following chart, assessing yourself on the given issues. On the following page, use the questions to further analyze your responses and review the listed supports.

	4 ALWAYS/ EVERY DAY	3 USUALLY/ MOST DAYS	2 SOMETIMES/ SOME DAYS	1 RARELY/ONCE IN A WHILE	0 NEVER
1. I feel physically energized when completing my work each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel emotionally secure when completing my work each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel mentally sharp when completing my work each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I understand how the work I do individually contributes to my school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel proud of the work I have done each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel positive about the work my school is doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There are people at work I can rely on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I get along and work effectively with my coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My coworkers put in a comparable amount of effort to me each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My voice is included in the decision-making process at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am able to be productive at work and contribute to my team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am competent at doing my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel successful at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have the resources necessary to do my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. There are people at work who are able and willing to support me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This assessment is based on research and framework from "Managing Yourself, Beating Burnout" by Monique Valcour in *Harvard Business Review* (November 2016), 94(11): 98-101, <https://hbr.org/2016/11/beating-burnout>. Summarized by Kim Marshall in Marshall Memo 658.



ANALYSIS: Follow the steps below to determine root causes of your feelings and action steps.

CATEGORIES
QUESTIONS 1-5: Exhaustion
QUESTIONS 6-10: Cynicism
QUESTIONS 10-15: Inefficacy

1 Identify:

- 1-2 questions with the highest score: _____
- 1-2 question with the lowest score: _____
- Category with the highest total score: _____
- Category with the lowest total score: _____
- Changes to score over time (if you've taken this assessment more than once)

2 Consider:

- What are the root causes of these scores?

3 Interventions:

- Review the specific interventions listed below for the items with the highest score (in cases of a tie, start with the earliest question).
- If you've completed this more than once, consider what may have caused your feelings to change since the last time you took this assessment.

	SPECIFIC ASSESSMENT	QUESTION	INTERVENTION/SUPPORT
EXHAUSTION	Physical Fatigue	1. I feel physically energized when completing my work each day.	Prioritize self-care: a full night's sleep/consistent sleep habits, consistent and balanced nutrition, regular exercise, and social connections.*
	Emotional Fatigue	2. I feel emotionally secure when completing my work each day.	
	Cognitive Fatigue	3. I feel mentally sharp when completing my work each day.	Take regular breaks, especially after self-assessing stress, anxiety, and unproductivity/procrastination. Shifting to something that is calming and refreshing can counteract stress hormones and increase productivity.**
	Sees Big Picture	4. I understand how the work I do individually contributes to my school's mission.	Consider what is within your locus of control and how you can delegate tasks or redefine your role. Also consider advancement/leadership opportunities or positive relationships as motivators toward long term success.*
	Feels Positive About Job	5. I feel proud of the work I have done each day.	
CYNICISM	Negative About Work	6. I feel positive about the work my school is doing.	Reduce exposure to job stressors by identifying the aspects of the work that are leading to burnout and setting clear boundaries. Reflect on the root causes <u>for you</u> and clear time/schedule activities that recharge you, or restructure your time to minimize the impact of stressors (e.g., scheduling stressful meetings toward the end of the day, advocating to your boss about the impact of this).*
	Feeling Detached/ Isolated	7. There are people at work I can rely on.	Seek out connections that will help you cope and help restore your ability to be productive.*
	Conflict	8. I get along and work effectively with my coworkers.	Build relationships with colleagues that enable you to address conflict directly. Open the lines of communication directly to resolve current conflicts, and/or reduce future harm by establishing clear expectations and developing rapport. This process includes advocating to supervisors and principals.*
	Unfairness	9. My coworkers put in a comparable amount of effort to me each day.	
	Not a Part of Decisions	10. My voice is included in the decision-making process at my school.	
INEFFICACY	Feeling Unproductive	11. I am able to be productive at work and contribute to my team.	Determine root cause (physical, emotional or cognitive fatigue). Refer to Q1, Q2, or Q3 for intervention.
	Feeling of Competence	12. I am competent at doing my job.	Consider what is within your locus of control and whether you can delegate, redefine your role, or redefine the work to complete the necessary work while protecting your peace. Also consider advancement/leadership opportunities or positive relationships as motivators for long-term success.*
	Feeling Unsuccessful	13. I feel successful at work.	Determine root cause (physical, emotional, or cognitive fatigue; big picture; or feels positive). Navigate to Q1, Q2, Q3, Q4, or Q5 for intervention.
	Access to Resources	14. I have the resources necessary to do my job well.	Building relationships with individuals who will support you in the process of advocating for resources is key. Often, these collaborators will be individuals with whom you work most closely. This process should include advocating to supervisors and principals as well as to colleagues.
	Access to Support	15. There are people at work who are able and willing to support me.	Building trusting relationships with colleagues that allow you to directly address conflict is essential. Many conflicts are rooted in incomplete stories and miscommunication; by opening up these channels of communication, feelings of tension and unfairness are lessened. Further, the long-term benefit of establishing clear expectations and building rapport reduces the risk of future complications in the workplace.

* Based on research and framework from "Managing Yourself, Beating Burnout" by Monique Valcour in *Harvard Business Review* (November 2016), 94(11): 98-101, <https://hbr.org/2016/11/being-burnout>. Summarized by Kim Marshall in Marshall Memo 658.

** "Are You Working Too Hard? A Conversation with Mind/Body Researcher Herbert Benson" by Bronwyn Fryer in *Harvard Business Review* (November 2005), 83(11): 53-58. Summarized by Kim Marshall in Marshall Memo 110.



Social-Emotional Learning Survey: Classroom Safety (Educator)

WHEN TO USE: To evaluate your (or another educator's) use of SEL practices in a virtual learning space

WHAT IT DOES: Identifies an educator's strengths and areas for improvement in incorporating SEL virtually; suggests action steps to further integrate SEL practices

SEL Through Distance Learning: Teacher Self-Assessment

DIRECTIONS Complete the following chart, assessing how frequently you promote the listed social-emotional learning (SEL) practices through distance learning and at-home assignments. On the following page, use the questions to further analyze your responses and determine possible action steps.

CLASSROOM STRENGTH OR GROWTH AREA				
FOR ALL AGES	3 ALWAYS	2 OFTEN	1 SOMETIMES	0 NEVER
I reach out to students individually and communicate that I value their contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I follow up with students on topics that are of importance to them to show them they are known and cared for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I facilitate virtual class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities and projects link to students' lived experiences, frames of reference, and issues that are important to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities activate students' self and social awareness by asking them to identify feelings, reflect on their experiences, and talk through topics with family members or peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities affirm students' diverse identities and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have opportunities to share and learn about each other's lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FOR ELEMENTARY/LOWER MIDDLE SCHOOL STUDENTS	3 ALWAYS	2 OFTEN	1 SOMETIMES	0 NEVER
I ask my students if they feel like they are learning in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I coordinate learning activities in which students are able to engage in small group discussions, cooperate, and problem-solve with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly request and receive feedback from students about how distance learning is going and how it could be improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FOR UPPER MIDDLE SCHOOL/SECONDARY STUDENTS	3 ALWAYS	2 OFTEN	1 SOMETIMES	0 NEVER
I coordinate learning activities in which students are able to engage in small group discussions, cooperate, and problem-solve with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments include open-ended questions to surface student thinking and probe students to elaborate on their responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After completing a project, students reflect on what made their work successful or challenging and make a plan for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTIONS ABOUT FAMILY MEMBERS AND CAREGIVERS	3 ALWAYS	2 OFTEN	1 SOMETIMES	0 NEVER
I regularly communicate with all of my students' families/caregivers at least 1-2 times per month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I connect with families/caregivers to discuss positive updates on their students' progress, not just when there is a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide families/caregivers with clear, actionable ways to support their student's learning in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I connect with all students' families/caregivers to hear from them about how at-home learning is going and provide support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For a more comprehensive self-assessment designed for reflection on in-person teaching, see CASEL's [SEL in the Classroom Self-Assessment](#).

Resource from CASEL School Wide SEL, adapted for this guide. For the original copy of this self-assessment, see [SEL through Distance Learning: Teacher Self-Assessment](#).



ANALYSIS: Follow the steps below to determine root causes and action steps.

1 Identify:

- 1-2 questions with the highest score: _____
- 1-2 questions with the lowest score: _____

2 Consider:

- What are the root causes of these scores?
- What are some things you can start doing to promote social-emotional safety among students?
- What are some things you can do to increase the consistency of habits that promote positive SEL in class?

3 Comparison:

- **With Students & Caregivers:** Using the results of the **SEL Student Assessment** and **SEL Caregiver Assessment**, compare your self-perception of support provided to the perception among students and families. Consider:
 - Are there any questions on which you scored yourself higher than students and/or caregivers did?
 - Are there any questions on which you scored yourself lower than students and/or caregivers did?
 - What might account for these discrepancies? Consider the open-ended responses on the surveys to help contextualize this.
 - Are there sub-groups of students and/or caregivers who submitted surveys at higher or lower rates (e.g., sub-groups of race, class, gender, student ability level)? Is there anything you can do to ensure your data reflect your class demographics?
 - Are there any questions you have for students to get more information? When would be a natural time to ask them?
 - Are there things you can do to better communicate what you are trying to improve upon as a practitioner?
- **Change Over Time:** Using prior self-assessment or student data (once you've used this survey multiple times), consider:
 - What are the specific things you have done to change scores?
 - What are the areas in which you have grown? What data suggests this to be true?
 - What are the areas you would like to continue developing? What are your ideas to improve in this area? By when? How will you know?



Social-Emotional Learning Survey: Classroom Safety (Student, Elementary)

WHEN TO USE: Distribute to students virtually or in-person to assess the climate students perceive in a virtual classroom.

WHAT IT DOES: Lets students share what is going well in their online classroom and what they would like to see changed

SEL Through Distance Learning: Student Assessment of Classrooms (Grades 3-6)

DIRECTIONS Complete the following chart, assessing how frequently your classroom teacher does the listed things through distance learning and at-home assignments. Then answer the questions to give your teacher more feedback.

CLASSROOM STRENGTH OR GROWTH AREA				
	3 ALWAYS	2 OFTEN	1 SOMETIMES	0 NEVER
My teacher talks to me one-on-one and tells me I am doing a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher knows what I like and what I like to do outside of school and talks to me about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher has class online where I get to see the teacher and see my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher gives me classwork about things I like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classwork is about my feelings and things that happened to me, and it makes it easier to tell my family and friends about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classwork helps me learn about other students' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are people who look like me in the books and worksheets I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher asks me if I feel like I'm learning in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher gives me a chance to work with my classmates during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teachers asks me about how to make the class better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-Ended Responses

1) What do you like about your online class?

2) What don't you like about your online class?

Resource from CASEL School Wide SEL, adapted for this guide. For the original copy of this self-assessment, see [SEL through Distance Learning: Teacher Self-Assessment](#).



Social-Emotional Learning Survey: Classroom Safety (Student, Secondary)

WHEN TO USE: Distribute to students virtually or in-person to assess the climate students perceive in a virtual classroom.

WHAT IT DOES: Lets students share what is going well in their online classroom and what they would like to see changed

SEL Through Distance Learning: Student Assessment of Classrooms (Grades 7-12)

DIRECTIONS Complete the following chart, assessing how frequently your classroom teacher does the listed things regarding distance learning and at-home assignments. Then answer the questions to give your teacher more feedback. *Your honest feedback can help your teacher work to improve the learning experience for you and your peers.*

CLASSROOM STRENGTH OR GROWTH AREA				
	3 ALWAYS	2 OFTEN	1 SOMETIMES	0 NEVER
My teacher reaches out to me individually and communicates that my contributions are valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher knows me and cares about me; my teacher follows up about topics important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher facilitates virtual class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning activities and projects my teacher assigns link to my experiences, things I know, and issues that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning activities and projects my teacher assigns ask me to identify feelings and reflect on my experiences, and encourage me to talk through topics with family members or peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning activities and projects my teacher assigns affirm my identity and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have opportunities to share and learn about other student lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher coordinates learning activities in which we are able to engage in small-group discussions, cooperate, and problem-solve with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments include open-ended questions, and my teacher probes individual students to elaborate on our responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After completing a project, I reflect on what made my work successful or challenging and make a plan for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher regularly requests and receives feedback from me and other students about how distance learning is going and how it could be improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open-Ended Responses

- 1) What has your teacher done that was particularly effective during distance learning?
- 2) What could your teacher do better to support you with distance learning?

Resource from CASEL School Wide SEL, adapted for this guide. For the original copy of this self-assessment, see [SEL through Distance Learning: Teacher Self-Assessment](#).

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Mindfulness Activities Checklist

WHEN TO USE: If students are exhibiting stress, lack of focus, or lack of engagement

WHAT IT DOES: Aids students in managing their emotions and behavior

Mindfulness is the practice of *paying attention*—to our bodies, our thoughts, and the environment around us. Because many of us are not accustomed to being still and listening to the world around us, students may be uncomfortable at first; they may laugh or act silly. This is why it requires practice. When done consistently, it has been proven to improve self-regulation and focus.

The following activities can be done with students of all ages.

MINDFULNESS ACTIVITIES CHECKLIST



MINDFUL BREATHING

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-5 for each breath in and again for a breath out.
3. Ask students to focus on their breathing and picture the air filling and leaving their lungs.
4. Repeat 3-5 times.

MINDFUL LISTENING

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-4 for a breath in and again for a breath out.
3. Using a bell, chime, or other calming sound, instruct students to listen to the sound until it disappears.
4. Repeat 3-5 times.

MINDFUL BODY SCAN

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-4 for a breath in and again for a breath out.
3. Ask students to pay attention to their feet for 10-15 seconds, focusing on how they feel (e.g., warm/cold, tight/relaxed, other sensations).
4. If there is tightness in a body part, advise students to imagine they're breathing the stress out of that body part.
5. Have students repeat this step for each body part as they move upward from their feet (toes, ankles, calves, thighs, stomach, chest, fingers, arms, neck, head).

Continued on next page.



☐ MINDFUL EATING

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-4 for a breath in and again for a breath out.
3. Instruct students to take small bites of their food and notice all of the different sensations of the food (e.g., Is it cold/hot? What is the texture? What does the chewing sound/feel like? How does your body feel as you swallow?).
4. Encourage students to pause between bites.

☐ MINDFUL WALKING

Students can do this activity inside the classroom or outside.

1. Count out loud from 1-4 for a breath in and again for a breath out.
2. Using tape or another indicator, show students the physical boundaries of the activity.
3. Have students take 5 slow steps forward, backward, left, or right, and then take 5 steps back to where they started.
4. Instruct students to recognize how their body feels while moving (e.g., Do you feel light or heavy? Does the ground feel hard or soft? Are you slouching or holding yourself upright?).
5. Repeat activity in various directions.

☐ MINDFUL GRATITUDE

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-4 for a breath in and again for a breath out.
3. On a piece of paper or in a journal, instruct students to identify at least 1 thing they feel grateful for today.

Guiding prompts may be:

- Who is someone in your life you appreciate?
- What was something that made you happy today?
- What is something that made you laugh today?
- What is a skill or talent that you have?

- What is one nice thing about someone you don't get along with?
 - What is your favorite hobby that you are grateful to get to do?
4. Repeat this practice at the same time everyday.

☐ MINDFUL SENSING

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-4 for a breath in and again for a breath out.
3. Instruct students to take 1 minute and choose 1 of the 5 senses and think about, or write down, what they are noticing in that moment by using that sense (i.e., seeing, hearing, feeling, smelling, tasting).
4. Repeat for each of the 5 senses.

☐ MINDFUL HEARTBEAT

Students can do this activity while sitting at their desks or on the floor.

1. Ask students to close their eyes or look down at their hands.
2. Count out loud from 1-4 for a breath in and again for a breath out.
3. Instruct students to find their pulse and count how many beats per minute their heart is beating.
4. Ask them to identify how they are feeling and to pick one emotion that is strongest, then ask them to think about how that may impact their heartbeat.
5. Have students jump up and down 10 times, and then have them check their heart rate again.
6. Instruct them to notice the difference between the first and second heart rate (e.g., Is it faster or slower? Do you feel better or worse after jumping?).



Building Developmental Relationships During the COVID-19 Crisis Checklist

WHEN TO USE: To strengthen relationships with students

WHAT IT DOES: Provides concrete steps to build positive relationships with students amid uncertain circumstances

Search Institute's research is demonstrating that when young people experience developmental relationships with parents, educators, youth program staff, and other adults, their outcomes are better, their risk behaviors are lower, and they are more likely to be on the path to thrive in life. Staff in schools and youth programs do not need to and should not stop seeking to build developmental relationships with young people while they are at home during the nation's response to the COVID-19 crisis. Every time you take one of the relationship-building steps below in the critical weeks ahead, place a check next to it and know that you have made a valuable contribution to helping young people weather this storm.

EXPRESS CARE: SHOW ME THAT I MATTER TO YOU.

- Send a text, email, video, or note that says they matter to you personally and you are thinking about them during this crisis.
- Ask how they are spending their time at home during the crisis.
- Tell them that you believe in them and you know they will get through this difficult time, then move on with learning and growing.

CHALLENGE GROWTH: PUSH ME TO KEEP GETTING BETTER.

- Let young people know that you expect them to keep up with the work of your school or program even though times are difficult; hold them accountable if they don't put in the effort.
- Encourage or require young people to use the time at home to focus on learning or doing something that they have been struggling with in your class or program.
- Ask young people what they are or could be doing to help their parents, siblings, or others get through this difficult time.
- Ask young people to set one personal goal for something they want to achieve during the time away from your school or program, and then periodically check in on their progress.

PROVIDE SUPPORT: HELP ME COMPLETE TASKS AND ACHIEVE GOALS.

- Ask young people how they are feeling about the world, themselves, and the future during the crisis. Indicate that you really hear them when they respond and that you care about their feelings.
- Send notes to parenting adults to suggest ways they can help young people stay connected to the work of your class or program while they are at home.

SHARE POWER: TREAT ME WITH RESPECT AND GIVE ME A SAY.

- Ask young people what rules and norms your class or group should follow as you work together remotely. Give them voice and choice in shaping your new ways of working and being together.
- Let young people design and/or lead some of the virtual activities and lessons you assign to the class or group.
- Invite young people to tell you how they think you can support them during their time away from your school or program.
- After you have been working together via technology for a while, ask young people for their feedback on how it is going and make adjustments to incorporate their feedback into your subsequent work with them.
- When you can, offer choices rather than mandating a single option.



EXPAND POSSIBILITIES: CONNECT ME WITH PEOPLE AND PLACES THAT BROADEN MY WORLD.

- Send young people something to watch or read that will be new to them and that you normally wouldn't have time to focus on in your regular class or group.
- Tell young people about a crisis or difficult experience you went through when you were young and share how that crisis or experience shaped who you are today.
- Ask young people to use the Web and social media to explore how young people very different from them around the country or around the world are experiencing the response to COVID-19.
- Create opportunities for young people to evaluate how authorities at the local, state, and national level are responding to the crisis and to consider what they would do differently if they were in power.
- Hold a virtual chat using video or text with someone who works in the job or field that is the focus of your class or group, but who you would not have been able to connect your students to in person due to distance or other factors.



Download the research-based **DEVELOPMENTAL RELATIONSHIPS FRAMEWORK** which identifies key actions young people need to experience in relationships in order to be resilient and thrive. A total of 20 actions are organized into the five elements listed on this sheet. For the research behind it, visit www.search-institute.org/developmental-relationships/



Self-Care Survey (Educator)

WHEN TO USE: If concerned you (or another educator) are not feeling or functioning at your best

WHAT IT DOES: Assesses engagement in self-care; guides educators to commit to ways to recharge

Self-care can be described as a mindset, coupled with intentional practice, that attends to one’s physical, psychological, social, and emotional wellness. Self-care depends not only on preferred activities, but also on holding a non-judgmental view of yourself. Some self-care activities are embedded in our daily routines, while for others we must plan more intentionally. To do our work most effectively, it is crucial that we safeguard our well-being by implementing self-care.

In this survey, you will be asked about self-care practices as they relate to physical, psychological/emotional, workplace, and relationship needs. It can help you reflect on how successfully you are partaking in self-care, and may uncover what activities help you feel and function your best.

DIRECTIONS Complete the following questions and chart, assessing your engagement in self-care activities. Then, use the questions to further analyze your responses and determine possible action steps.

Pre-Reflection Questions

Consider your current practices and mindsets around self-care.

- How important is practicing self-care to you?
 - Very important/essential
 - Important
 - Somewhat important
 - Not important at all
- How often do you **intentionally** practice self-care?
 - Daily
 - Weekly
 - Monthly
 - I do not practice self-care.
- If you **intentionally** practice self-care, how much time do you dedicate to it?
 - 2-3 hours
 - 1 hour
 - 30 minutes or less
 - I do not intentionally practice self-care.
- What barriers, if any, exist that prevent you from practicing self-care on a daily basis?
 - _____
 - _____
 - _____

Physical Self-Care	HOW OFTEN DO YOU DO THIS ACTIVITY?				
	Always	A lot	Sometimes	Never	I would like to try that.
Eat healthy and nutritional meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get enough sleep to recharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise or engage in other physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limit or don't engage in unhealthy activities (e.g., smoking, drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take scheduled breaks throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time off when feeling unwell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend regular health check-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meditate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planned relaxation activity (e.g., spa day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	HOW OFTEN DO YOU DO THIS ACTIVITY?				
Psychological/Emotional Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Positive self-talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journaling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start a new activity/ hobby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect with a counselor or coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn a new skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend time with people who make me happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make myself the priority by saying “no” to requests from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a self-care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workplace Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Set limits with colleagues and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegate new tasks to others, if possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take uninterrupted breaks, including lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socialize with positive/supportive colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritize workload and set realistic deadlines for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separate my professional life from my personal life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say “no” to non-required tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limit the amount of work I take home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Spend time with people (and pets) who make me happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule outings with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly call family and friends who don’t live nearby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“Date” my spouse or significant other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel with family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set limits and boundaries with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet new people with shared interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build a support system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule “me” time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Reflection: Consider the following steps to further analyze your responses and determine action steps.

1 Identify:

- Which self-care activities have had the greatest impact on your overall well-being?
- Which self-care activities do you do most frequently?
- Which self-care activities would you like to incorporate more often in your daily routine?

2 Consider:

- Why do you do more self-care activities in some categories, and less in others? Consider awareness, habits, activities you like, or other influences in your life.
- Why do you do the activities you do most frequently? What makes it easy to do them so much?

3 Action Plan:

- Identify one action step you can take in the next week to improve your self-care. Decide when, where, and how you will do this activity.



Self-Care Survey (Student, Elementary)

WHEN TO USE: Distribute to students virtually or in-person if concerned a student is not feeling or functioning at their best.

WHAT IT DOES: Assesses engagement in self-care; guides students to commit to ways to recharge

Self-care is exactly what it sounds like ... taking care of yourself! Self-care can be eating your favorite food (including special treats!), getting enough sleep at night, playing a game with a friend, or anything else you like to do that is good for your body and mind.

Sometimes it can be hard to take care of yourself because of problems with friends, with family, or at school. This worksheet is to help you learn what self-care you already do, and to learn what self-care you might need to start doing to feel your best!

DIRECTIONS Complete the following chart on different activities you do or don't do. Then, think about what activities you'd like to try or to do more.

	HOW OFTEN DO YOU DO THIS ACTIVITY?				
Body Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Eat healthy food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get enough sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play outside/take walks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rest when you feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to the doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take brain breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take deep breaths when angry/upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take showers/baths regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brush my teeth every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feelings Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Be kind to myself when I get something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draw pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find new things you like to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn a new skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend time with people who make you happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to an adult I know and like about how I feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	HOW OFTEN DO YOU DO THIS ACTIVITY?				
School Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Say no to my friends when they do something I don't like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for brain breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play with my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get my work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have fun at recess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eat during lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus on my work during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendship Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Spend time with people (and pets) who make me happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make play dates with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FaceTime with friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say no when someone does something to me I don't like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflection

1 Which activities make you feel the best? Why?

2 Choose one or two activities you want to try to do more to help take care of yourself.



Self-Care Survey (Student, Secondary)

WHEN TO USE: Distribute to students virtually or in-person if concerned a student is not feeling or functioning at their best.

WHAT IT DOES: Assesses engagement in self-care; guides students to commit to ways to recharge

Self-care refers to actions you take that support your physical, psychological, social, and emotional wellness. It is also a *mindset* that recognizes these things as essential to our well-being. Self-care depends not only on doing activities you like, but also on not judging yourself. Some self-care activities are embedded in our daily routines; others are more “special” or require intentional planning. As a student, it is important you make taking care of yourself a priority.

In this survey, you will be asked about self-care practices related to your physical, psychological/emotional, school, and relationship needs. After completing this survey, you will be asked to reflect on your results and what they mean moving forward.

DIRECTIONS Complete the following questions and chart, assessing your engagement in self-care activities. Then, use the questions to further analyze your responses and determine possible action steps.

Pre-Reflection Questions

Consider your current practices and mindsets around self-care.

- How important is practicing self-care to you?
 - Very important/essential
 - Important
 - Somewhat important
 - Not important at all
- How often do you **intentionally** practice self-care?
 - Daily
 - Weekly
 - Monthly
 - I do not practice self-care.
- If you intentionally practice self-care, how much time do you dedicate to it?
 - 2-3 hours
 - 1 hour
 - 30 minutes or less
 - I do not intentionally practice self-care.
- What barriers, if any, exist that prevent you from practicing self-care on a daily basis?
 - _____
 - _____
 - _____

Physical Self-Care	HOW OFTEN DO YOU DO THIS ACTIVITY?				
	Always	A lot	Sometimes	Never	I would like to try that.
Eat healthy and nutritional meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get enough sleep to recharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise or engage in other physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limit or don't engage in unhealthy activities (e.g., smoking, drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take scheduled breaks throughout the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time off when feeling unwell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend regular health check-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meditate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do a planned relaxation activity (e.g., spa day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	HOW OFTEN DO YOU DO THIS ACTIVITY?				
Psychological/Emotional Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Have positive thoughts about myself/my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journaling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start a new activity/hobby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect with a counselor or coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn a new skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend time with people who make me happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a self-care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Care in School	Always	A lot	Sometimes	Never	I would like to try that.
Set limits with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use lunch break to relax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socialize with peers/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay on top of my schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use my time in class effectively to lessen my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for breaks when I'm feeling overwhelmed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Self-Care	Always	A lot	Sometimes	Never	I would like to try that.
Spend time with people (and pets) who make me happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule outings with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly call family and friends who don't live nearby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set limits and boundaries with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet new people with shared interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to a trusted adult when I have a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflection: Consider the following steps to further analyze your responses and determine action steps.

(Write responses on a separate paper.)

1 Identify:

- In which categories do you provide the most self-care?
- In which categories do you provide yourself with the least amount of self-care?
- Which self-care activities have had the greatest impact on your overall well-being?
- Which self-care activities do you do most frequently?
- Which self-care activities would you like to incorporate more often in your daily routine?

2 Consider:

- Why do you do more self-care activities in some categories, and less in others? Consider awareness, habits, activities you like, or other influences in your life.
- Why do you do the activities you do most frequently? What makes it easy to do them so much?
- How can you use this information to improve your self-care in new ways?

3 Action Plan:

- Identify one action step you can take in the next week to improve your self-care.
- Check back in a week to see if you've met your commitment, and consider editing it or adding another goal.



ADDRESSING Model Reflection

WHEN TO USE: To better understand your cultural positionality

WHAT IT DOES: Increases awareness of the influences on individuals' thinking and actions; prepares educators to more fully understand influences on their students

Cultural influences shape us—what we think, feel, and do. To understand how, examine the following nine cultural influences (abbreviated by the acronym ADDRESSING) that reflect ways in which individuals do or do not have privileges, power, and resources within our society.*

CULTURAL INFLUENCES	DOMINANT GROUP	NONDOMINANT GROUPS
A ge & generational influences	young/middle aged adults	children, older adults
D evelopmental disabilities & other D isabilities	nondisabled people	people with cognitive, sensory, physical, and/or psychiatric disabilities
R eligion and spirituality	Christian & secular	Muslims, Jews, Hindus, Buddhists, & other minority religions
E thnic and racial identity	European Americans	Asian, South Asian, Latino, Pacific Island, African, Arab, African American, & Middle Eastern people
S ocioeconomic status	upper & middle class	people of lower status by occupation, education, income, or inner city/rural residence
S exual orientation	heterosexuals	people who identify as gay, lesbian, or bisexual
I ndigenous heritage	European Americans	American Indians, Inuit, Alaska Natives, Métis, Native Hawaiians, Chamorro people of Guam
N ational origin	U.S.-born Americans	immigrants, refugees, & international students
G ender	men	women, transgender, & nonbinary people

Note: groups represented within this ADDRESSING model are reflective of those within the United States and Canada.

This table and the following exercise are from Hays, P.A. (2013). Connecting across cultures: The helper's toolkit. SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. APA.

*Hays, P.A. (2013). Connecting across cultures: The helper's toolkit. SAGE.



CULTURE SKETCH

Using this framework as a mirror, you can begin to explore the cultural influences in your life.

Age and generational influences: When you were born, what were the social expectations for a person of your identity? Do you identify with a particular generation (e.g., baby boomers, Gen X or Y, second-generation immigrant)? How have your values and worldview been shaped by the social movements of or influences on your generation (e.g., the Great Depression, World War II, the Vietnam War, the women's movement, Stonewall, Americans with Disabilities Act, the civil rights movement, social media, an economic downturn, political events in another country)?

Developmental or other Disability: Do you identify as someone living with a visible disability or a nonvisible disability (e.g., chronic pain, psychiatric, or learning disability)? If no, has your personal or professional life been affected by others with disabilities (e.g., friend, family member, partner, or coworker with a disability)? How have your abilities or disability affected your life and opportunities?

Religion and spirituality: Were you brought up in a religious or spiritual tradition? Do you identify with a religion or have a spiritual practice now? How were your values and goals shaped by your religious or non-religious upbringing?

Ethnic and racial identity: What do you consider your ethnic or racial identity? If you were adopted, what are the identities of your biological and adoptive parents? How do other people identify you? Are these the same? Are there ethnic or racial differences within your family?

Socioeconomic status: What social class did you grow up in, and what do you consider your socioeconomic status now? When you were in high school, what were the educational and work opportunities available to you?

Sexual orientation: Do you identify as gay, lesbian, bisexual, or heterosexual? If you are heterosexual, do you have a family member or friend who is gay? Is your family accepting of a gay member?

Indigenous heritage: Do you belong to a Native tribe or nation (e.g., Native Hawaiian, First Nations, Alaska Native, or American Indian)? Did you grow up on or near a reservation or Native community? Do you seek to connect or reconnect with your Native community?

National origin: Are you a U.S. citizen, an international student, or immigrant? Were you born in the United States? Do you (and your parents and grandparents) speak English as a first language? How has your nationality affected your life and opportunities?

Gender: What were and are the gender-related roles and expectations for you in your family of origin and current family, in your work setting, and in relation to your other cultural identities? How have these expectations affected your choices in life?

Now look back over your sketch and see if there is anything that strikes you about it. You may notice that this brief description only touches the surface; there are many layers to who you are. It can be helpful to discuss one's sketch with a partner or in a small group, sharing whatever you feel comfortable with but also listening to the sketches of others.



The following websites, documents, books, and other materials may be useful for educators seeking additional support for issues and topics highlighted in this guide.

Resources to Support the Uncertainty Mindset Framework

DIALOGUE	CLIMATE
<p><i>Not Light but Fire: How to Lead Meaningful Race Conversations in the Classroom:</i> Career teacher Matthew Kay shares classroom strategies and practices for how to lead students through the most difficult race conversations.</p> <p><i>Including Voice in Education: Addressing Equity Through Student & Family Voice in Classroom Learning:</i> These strategies and suggested practices from the Institute of Education Sciences' (IES) Regional Education Laboratory Program (REL) can help teachers foster culturally responsive classrooms.</p> <p><i>New Ways to Engage Parents: Strategies and Tools for Teachers and Leaders, K-12:</i> Educator and writer Patricia Edwards offers practical advice on how to welcome and encourage parent and family engagement in schools.</p>	<p>Welcoming Schools: These elementary-school professional development resources developed by the Human Rights Campaign (HRC) focus on creating LGBTQ+ and gender-inclusive schools; includes activities, lesson plans, book lists, and trainings.</p> <p>A Place of (Remote) Belonging: Writer Emily Boudreau offers practical tips about how to build classroom community in the virtual space.</p> <p>Well-Being and Connection During COVID-19: The Colorado Department of Education provides strategies for developing and maintaining positive connections in support of a positive school climate.</p>
EQUITY	REFLECT & EVALUATE
<p>Teaching Tolerance Special publications: These resources to support anti-bias teaching cover a wide range of topics, including race, gender identity, LGBTQ+ issues, school discipline, and civil rights instruction.</p> <p>Supporting Students Through the Coronavirus: This curated list of COVID-19-specific articles and resources focuses on student well-being and learning through a lens of equity.</p> <p>Supporting Students with Learning Disabilities During School Closures: Experts from the California Collaborative for Educational Excellence offer tips and strategies for successful inclusion in the virtual environment.</p> <p>Research Educational Laboratory Program: English Learner Supports</p> <p>Adapting Instruction for English Learner Students During Distance Learning</p> <p>Guidance for Navigating Remote Learning for English Learner Students</p> <p>Promoting Racial Literacy in Schools: Psychologist and professor Howard Stevenson explains how racial stress undermines student achievement and workable strategies for students and educators to navigate racially stressful encounters.</p> <p>(See also: ADDRESSING Model Reflection on p. 60)</p>	<p>COVID-19: A Period of Learning and Reflecting for Educators: Winners and finalists of the Sue Lehmann Excellence in Teacher Leadership Award share their experiences teaching during the pandemic.</p> <p>On Teacher Inquiry: Editors Dixie Goswami, Ceci Lewis, Marty Rutherford, and Diane Waff offer a primer on collaborative inquiry and the power of teacher inquiry communities.</p> <p>Teaching for the Students: Habits of Heart, Mind, and Practice in the Engaged Classroom: Educator Bob Fecho provides a framework for helping teachers develop more reflective practices and create classrooms built on dialogue, inquiry, and critique.</p>

Additional Resources

COVID-19 Information

BrainPop: Coronavirus: Standards-aligned Coronavirus lessons for grades 3-12; includes supplemental materials on viruses, personal hygiene, and distance learning

COVID-Explained: Straight-forward, fact-based information about COVID-19—how it spreads, how masks work, assessing risks, and more—from a team of immunologists, economists, biochemists, physicians, and students; includes infographics and sense-making of the most up-to-date data and studies

PBS Virus Information & Prevention: From PBS Learning Media, straightforward information about virus spread and prevention, including lessons and teaching resources for PK-12

Virtual Learning

WideOpenSchool: Clearinghouse for vetted online-teaching resources for PK-12

School Virtually: Supports educators, students, and families in online learning; includes specific supports for English Language Learners and students with learning differences

Newsela: Standards-aligned content for K-12 online learning in social studies, science, and ELA, with a new collection on integrating SEL into the curriculum; also highlights differentiating instruction in the online environment

John Spencer's Virtual Learning Hub: A trove of resources—articles, videos, webinars, toolkits, an eBook, and a comprehensive course—to help educators craft meaningful virtual learning experiences

Mental Wellness

MINDFULNESS

Headspace for Educators: Self-care for teachers as well as exercises and resources for implementing mindfulness in the classroom

Mindful: Resources for implementing mindfulness in education

(See also: **Mindfulness Activities Checklist** on p. 49)

SELF-CARE

COVID-19 Resilient Educator Toolkit: Supports teachers in developing resiliency in teaching during the pandemic

Supporting Students' Self-Care Virtually: From Responsive Classroom, a helpful set of guiding questions to help students develop a self-care routine at home

(See also: **Self-Care Surveys** on p. 53)

TRAUMA-INFORMED PRACTICES

Child Trauma Toolkit for Educators: Factual information on the psychological and behavioral impacts of trauma, and suggestions for how educators can help; from the National Child Traumatic Stress Network (NCTSN)

Trauma-Informed Approach to Teaching Through Coronavirus: An overview of the challenges students are facing amid the pandemic and key approaches educators can take; from Teaching Tolerance and NCTSN

Trauma Informed Planning Strategies to Help Students Transition Back to School in the Era of COVID-19: A trauma fact-sheet infographic by Regional Educational Laboratory (REL)-Mid-Atlantic

Social-Emotional Learning (SEL)

CASEL (Collaborative for Academic, Social, and Emotional Learning): Curated resources for implementing evidence-based SEL practices, focusing on school- and classroom-based practices that help students and educators alike explore and express emotions, build relationships, and support each other

(See also: **Social-Emotional Learning Surveys**, adapted from CASEL resources, on p. 43)

Responsive Classroom: Resources, materials, and professional development opportunities for implementing equity-based SEL

Second Step COVID-19 Response: Back-to-school resources from the Committee for Children that include remote, hybrid, and in-person learning supports; includes activities, lessons, and professional development

GLOSSARY

Here we identify words and terms used in this publication we believe are crucial to educators' understanding of both the *Planning for Uncertainty Guide* specifically and mental wellness more broadly.

504 plan: A plan developed by a school team, in collaboration with parents/guardians, to provide accommodations to students who have a disability but do not meet the criteria for needing specially designed instruction (i.e., an IEP) as defined by the Individuals with Disabilities Education Act (IDEA)

ADHD (Attention Deficit Hyperactivity Disorder): A mental health disorder impacting one's development or ability to function as a result of a continuous pattern of inattention and/or hyperactivity/impulsivity

Ally: Someone who is committed to learning about others' identities and experiences while reflecting on their own identity and experiences, in order to combat oppression and prejudice at the individual, interpersonal, community, and societal levels

Anxiety: An emotion that can create physical and mental distress as a result of worried feelings and tension; this emotion, which is common among all people at different times, is not to be confused with Generalized Anxiety Disorder, a mental health disorder that requires a professional diagnosis

Behavior specialist: A professional who works with students who require assistance with behavior modification and behavior strategies, as well as with their families

Bias:

Implicit bias: A universal, unconscious phenomenon that occurs when our attitudes, thoughts, and/or actions toward a person or group of people are influenced by stereotypes and deeply held discriminatory beliefs

Explicit bias: A conscious process in which our attitudes, thoughts, and/or actions toward a person or group of people are influenced by stereotypes and deeply held discriminatory beliefs

Discriminatory practice: The enactment of prejudice; practices that judge a person, event, or situation on the basis of race, ethnicity, gender identity, sexual orientation, age, religion, ability, or any other identity classification; often used to discuss practices that have a negative impact

English language learner (ELL): A person who comes from a home in which English is not the primary language and who receives instruction in English acquisition

English as a second language (ESL): The use or study of the English language by non-native speakers in an English-speaking environment

Equity: Seeks to advance marginalized populations' access to opportunities in order to reach their full potential; this includes access to food, shelter, safety, employment, health care, academics, and social needs

Educational equity refers to the condition of all children receiving what they need to develop to their full academic and social potential

First gen (first generation): Term used to describe those who are the first in their family to attend college

Gay-straight alliance (GSA): Student/community led organization that unites LGBTQ+ youth and allies to address issues impacting their community

Gender identity: One's internal sense of being masculine, feminine, a blend of both, neither, or something else; may or may not correspond with one's sex assigned at birth

Individualized Education Program (IEP): A written document for each student, in a public school setting, who has been identified as eligible for special education services and requires accommodations to benefit from the general education program

Inquiry: Purposeful, systematic analysis and reflection of one's own professional practice

Intersectionality: The overlap, or intersection, of an individual's multiple social statuses or identity classifications that create a more complex view of their experience in the world; often, this term has been used with a focus on discriminatory feelings/actions related to one's intersections

Latinx: A gender-neutral term for Latin Americans, which can be used so as to not presume gender identity and/or for those who identify as non-binary

LGBTQ+ (lesbian, gay, bisexual, transgender, questioning/queer/plus): An acronym for lesbian, gay, bisexual, transgender and queer/questioning; the '+' includes other identities that are included within the community

Mental wellness: Refers to a state of well-being in which one's physical and psychological health are maintained

Mobile therapist: A therapist who provides services in a client's home, school, or community versus traditional outpatient or office settings

ODD (Oppositional Defiant Disorder): A mental health diagnosis characterized by a long-standing pattern of defiant and/or disobedient behaviors that then create difficulties in various contexts (e.g., school, work)

Pathologizing: Characterizing something as abnormal (physically or psychologically); in mental health settings, this term is often used to describe an over-diagnosis or misdiagnosis of a behavior or situation

Positionality: The stance or positioning of an individual, within larger societal and political contexts, that contributes to their identity formation

Prejudice: A feeling or stance, either positive or negative, toward someone or something that is based on preconceived notions as opposed to actual experience

Racial stress: An accumulated stress that is experienced and felt as a direct result of race-based experiences and discrimination

Racism: The belief that a person's social, emotional, and moral traits are inborn as a result of their race, and that a certain race (or races) are inferior or superior to another; often, these beliefs are embedded in institutional practices and systems

Resilience: A trait, or process, that enables an individual to adapt well when experiencing trauma or other significant sources of stress

School avoidance: When a student refuses to attend school; also known as school refusal

School climate: Encompasses the quality of students', parents', and school personnel's everyday experiences in schools; a reflection of a school's norms, goals, values, interpersonal relationships; teaching and learning practices; and organizational structures

School counselor: Master's level professionals who provide both direct and indirect services to students in a school setting, primarily in the domains of academic advising, college/career planning, and social emotional support

Self-care: Attending to one's own wellness (psychological, physical, and spiritual)

Self-regulation: The ability to control one's own behaviors, emotions, and thoughts in a variety of settings

Sexual orientation: One's inherent emotional, romantic, or sexual attraction to other people

Social-emotional learning (SEL): An approach to learning and school climate that emphasizes the importance of social and emotional needs; often this includes understanding and regulating emotions, goal setting and goal attainment, empathy, building positive relationships, and responsible decision making

Social worker: a Bachelor's or Master's level professional who focuses on social change, the empowerment of people, and enhancing well-being through addressing life challenges and understanding people within the context of their environments; in schools, these professionals often liaise for community-based outreach and support services for students in need

Sociocultural identity: One's identity as determined by relevant social and cultural aspects; can include age, disabilities, religion, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender

Socioeconomic status (SES): A measure of a person's, family's, or group's collective education, occupation, and income; this measure positions a person, family, or group against others in the realm of social class

Special education coordinator: An individual responsible for supervising all aspects of educational support services for students with mental, psychological, learning, behavioral, and/or physical disabilities

Stakeholder: An individual or group with a vested interest in the success of an organization in making progress toward the goals outlined in its mission

Examples of stakeholders in schools: students, parents, staff, school board, taxpayers, community members

Synchronous/asynchronous learning:

Synchronous learning: instruction in which teachers and students are in the same place (including a virtual space) at the same time, going through lessons together

Asynchronous learning: instruction that occurs in different times and places; students are generally able to engage with a lesson at their own pace, with no real-time interaction

Teaching settings:

In-person: students and teachers present in the school building for instruction at the same time

Online: instruction taking place in a fully online setting, with students and teachers working remotely

Hybrid: a blend of in-person and online instruction, apportioned in varying degrees

Uncertainty mindset: A disposition that encourages embracing the unknown and viewing one's situation through an inquiry lens, in order to remain responsive to needs and opportunities as they emerge

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PRINTING PURPOSES

Acknowledgements

This guide was developed by the Project for Mental Health and Optimal Development at the University of Pennsylvania's Graduate School of Education (GSE), in partnership with GSE's Office of School and Community Engagement.

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