

LOS ANGELES UNIFIED SCHOOL DISTRICT



Parent/Caregiver Roadmap for Social-Emotional Well-Being & Academic Success

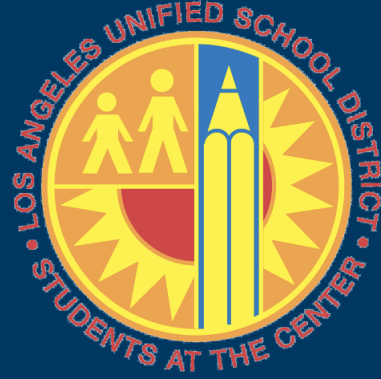


AUGUST 2021

SHHS.LAUSD.NET



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MESSAGE FROM MEGAN K. REILLY, INTERIM SUPERINTENDENT

Dear Family,

I am pleased to share this Roadmap for Social-Emotional Well-Being & Academic Success. It has practical strategies that children can use to cope with and bounce back from life's challenges.

As we reopen schools, many children are returning to classrooms with more than a year's worth of trauma and anxiety. Three-quarters of the families we serve have had a family member lose work during this crisis, illness and death rates are much higher than in other communities, some families are faced with food or housing insecurity, and many students are struggling with loneliness and isolation.

The path to recovery for children will be supported by an unprecedented level of additional investments in mental health counselors at schools to help students process the anxiety and trauma of the past year. This will provide much needed direct support to students.

However, we all have a role to play in helping students cope with trauma and become more resilient. This Roadmap explains some strategies mental health professionals use to support students' mental health. We hope these are helpful as you continue on the path to recovery.

Thank you for your support.

Megan K. Reilly, Interim Superintendent

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ABOUT THIS ROADMAP

Developed for parents and caregivers, this guide focuses on key resilience factors for student success. Resilience is the ability to bounce back from adversity or overcome challenges in life. It is a skill that can be taught and learned over time.

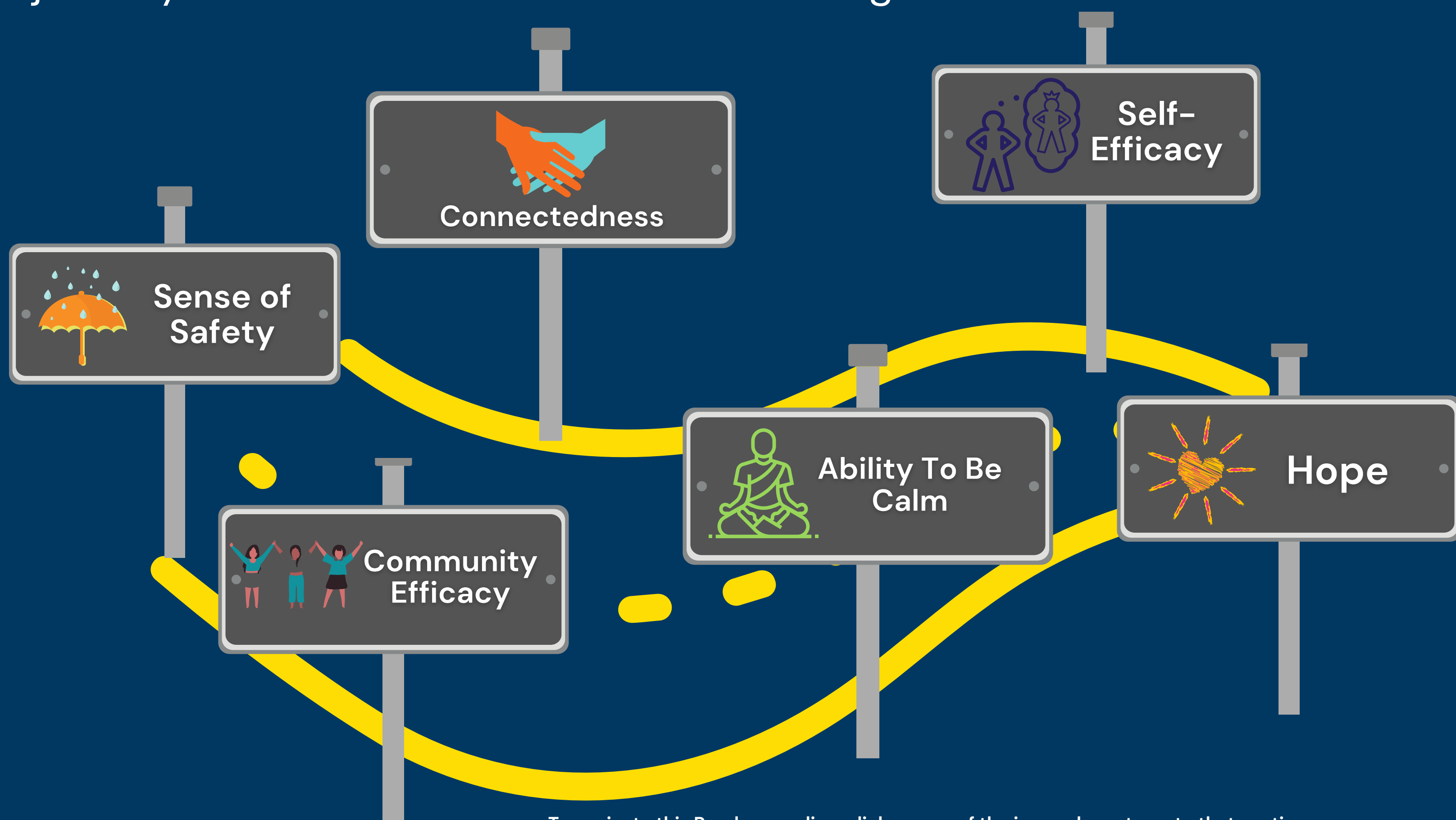
It is our universal right to:

- Feel safe in the world.
- Be able to trust others.
- Feel competent.

When we experience stressful situations, like the pandemic, ongoing racial injustice, the death of a loved one, or not being able to connect with family and friends, it can begin to change the way we view the world, others, and ourselves. Building resilience can help.



Review this guide to learn more about how to support your child's resilience: sense of safety, connectedness, self-efficacy, community efficacy, ability to be calm, and hope. Together we can embrace this journey toward social emotional well-being and student success.



To navigate this Roadmap online, click on any of the icons above to go to that section.



Sense of Safety

A sense of safety is created by having predictability and expectations in our lives. It is not just about physical safety, but emotional, financial, and occupational safety as well. Recent events may be a constant reminder that the world is not a safe place and can make coping with this new reality difficult. Therefore, it is crucial for us to be able to create a space and place where we feel safe and are surrounded by people we can trust.

Safety & security don't just happen, they are the result of collective consensus & public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence & fear.

NELSON MANDELA

HOW CAN I HELP MY CHILD TRANSITION BACK TO SCHOOL?

Being away from school and returning to an environment that has changed can be anxiety-provoking. Here are some ways you can support your child:

Get back into a routine.

Routines are safe and familiar, which can help reduce anxiety.



Focus on what you can control.

Sometimes we get overwhelmed by the unknowns and 'what-if's'? Help your child identify what they can control. Teach them practical things they can do to help them focus on the present moment. Practical strategies include setting goals, getting organized, making plans for the weekend, etc.



Explore the positives.

Even if they are worried, help your child identify things to look forward to about the future or when returning to school.



Provide reassurance.

Children need to feel heard, validated, and loved. While we can't solve all of our children's problems, we can offer them support and comfort.



Engage in safe practices.

Revisit social distancing rules and good hygiene habits. Providing your child with the appropriate tools (e.g., mask, hand sanitizer, soap) and reviewing safe practices can help your child feel more at ease about their safety at home and in public spaces.





HOW CAN I SUPPORT MY CHILD IF THEY ARE WORRIED?

It's normal for children and young people to experience anxiety after being away from school for an extended period of time.

Here are some things that can help:



LISTEN

- Be curious. Ask open-ended questions & actively listen to understand more about your child's thoughts & feelings.
- Pay attention to any behavioral changes in your child; often children demonstrate their emotions in nonverbal ways.
- Be aware of your tone & response; convey interest & empathy.



PROTECT

- Normalize and validate their feelings. Let them know that what they are feeling is normal and that there is nothing wrong with their feelings. For example, "It's ok to be worried, what questions might you have?"
- Help them limit exposure to media. This might include reducing their exposure to the news, as well as helping them critically think about messages found in media (e.g., social media, news, radio).
- Establish routines and create a plan for transitions, including returning to campus. Planning can help minimize anxiety and fear of the unknown.



CONNECT

- Check-in with your child regularly.
- Become familiar with supportive resources available in school and within the community to support your child.
- Keep communication open with others involved in your child's life (e.g., teachers, counselors, coaches, friends, other family).
- If your child is struggling with mental health (e.g., sad, angry, anxious) or thinking about suicide, get help as soon as possible.



MODEL

- Model healthy behaviors/responses by remaining calm, courteous and helpful; stay in the middle – no highs or lows – to help them achieve balance.
- Maintain calm and express optimism for the future.
- Practice self-care.



TEACH

- Remember, each child will have a unique reaction to the same situation.
- Talking through strategies together can help your child improve their problem-solving skills and feel more empowered.
- Teach students that speaking up and asking for help is a source of strength.

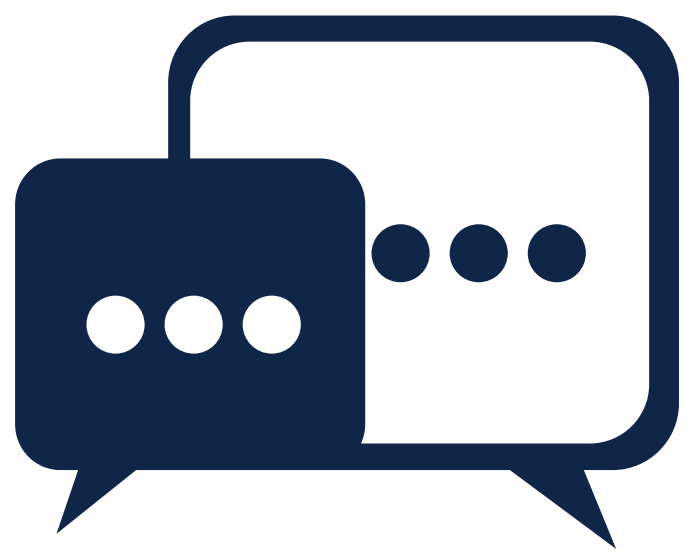


• Connectedness •

Connecting and maintaining healthy relationships with others contribute to feelings of hope and optimism. Connectedness is important to bouncing back from adversity because it is through healthy and trusting relationships that we are reminded we are not alone, that we will get through this. It is important to remember that even in the midst of a pandemic, there are ways to connect with others, without having to be within each others physical space.

I define connection as the energy that exists between people when they feel seen, heard, & valued; when they can give & receive without judgement; & when they derive sustenance & strength from the relationship.

BRENÉ BROWN



CONNECT THROUGH CONVERSATIONS



Going beyond "How was your day?"

You ask your child how their day was. Rather than a detailed answer, you get a one-word response (e.g., "fine"), a blank stare, or a hostile reaction. Does this seem familiar? Consider a different strategy to gain insight into your child's daily life. Questions that focus on social and emotional dynamics are an excellent starting point. Resist the tendency to focus only on the negatives or yes/no questions. Positive interactions gives youth hope and agency. Be curious, not intrusive. Follow up with questions, listen without judgment, and when appropriate, share your own unique experiences and insights.

Here are some conversation starters:

- If you could sum up your day with one emoji, what would it be?



- Who did you feel most connected to at school and why?
- How did you help someone? How did someone help you?
- What do you like about about your classroom? Is there anything you would change?
- Was there a time today that made you feel really good about who you are? Tell me more.
- Were students respectful of one another even though there may be differences between them? Tell me more.
- What lesson or interaction today made you rethink your ideas about someone or a group of people?
- Did you see or hear anything offensive about yourself or someone else? What happened? What was the outcome?

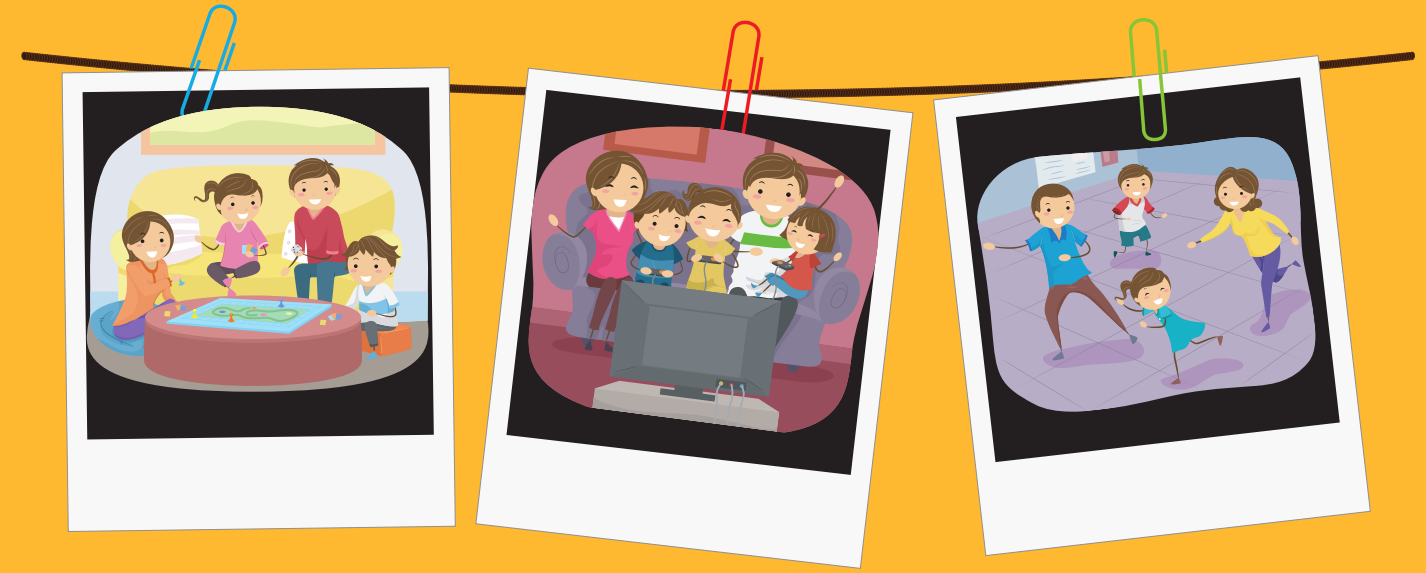
(adapted from [ADL Table Talk](#))

If you have concerns about your child's response related to school, contact the school-site administrator or call the LAUSD Student and Family Wellness Hotline at (213) 241-3840 (Monday-Friday, 8am-5pm) for support.

RESTORATIVE PRACTICES & COMMUNITY BUILDING

Maintaining consistent routines at home can increase a child's sense of safety, connectedness and trust. This creates a home environment where children feel comfortable taking healthy risks, which can also increase academic engagement and socialization. The following four practices can help communication with your children.

Fun Activities at Home: It is essential to build a strong sense of connection at home in order to encourage your child to feel validated. The more connected and included we are, the less likely we are to engage in inappropriate behavior. Click [here](#) for the Connectedness handout.



Establishing Expectations at Home: Safe, respectful, responsible, resilient and restorative environments help everyone actively engage and participate. Co-creation of the household norms/expectations is a strategy to promote buy-in and greater engagement. Expectations must be communicated and followed by all household members.



Check-In/Check-Out: Regular Check-In/Check-Outs provide an opportunity to gauge how your child is feeling. Brief Check-In/Check-Outs must be done daily. The intent is to assess the social emotional wellbeing of your child. Click [here](#) for the **Check-in/Check-out Parent Guide** that can be used at home.



Using 4:1 Connection over Correction: Using 4:1 provides a sense of emotional safety and connection with your child which can be the driving force that motivates them to move beyond their mistakes and grow. Be empathetic, as there may be some challenging and uncontrollable circumstances that your child is facing right now that may cause them to behave in particular ways. Given high anxiety in such uncertain times, we all need positive feedback now more than ever! How can you use 4:1 Statements to connect more with your child? Do you have more positive interactions with your child, or corrective? Positively connecting with your child can increase trust and improve your relationship.

RESTORATIVE PRACTICES & RESPONDING TO BEHAVIOR



First, Check-Check-Check

Before responding to disruptions, **check yourself**: *Am I making an emotional response or a rational response?*

Then **check-in with your child**: *Are you ok? Are you safe? Do you need anything?*

Once you have established that they are ok, then **check for motivation**. *What is your child asking for? What might the motivation be for their behavior?*

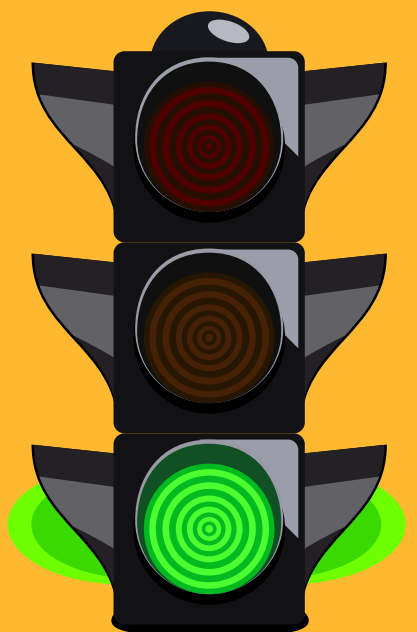
Strategies for Responding to Behavior



- Provide a verbal/visual reminder of the expectation and predetermined consequence, re-teach expectations and routines.
- Allow a reasonable wait time to respond (can be anywhere between 5-10 seconds depending on your child's needs).



- Provide clear expectations (what to do, when to do it, for how long, with who's help).
- Avoid using a question format (for example, instead of saying, *Would you please clean up your room?* say *Time to clean up your room.*).
- Give a START request rather than a STOP request (for example, *Please start your homework* rather than *Stop fooling around*).
- Give a specific redirection bringing attention back to the task in a concise way, for example: *If you are confused about what you're supposed to do, please ask me to clarify or give me a thumbs up if you understand.*
- Use affective statements to express how behavior impacts how we feel.
- Use restorative questions to get curious not furious and understand a misbehavior that may have occurred.



- *What happened?*
- *What were you thinking at the time of the incident?*
- *What have you thought about since?*
- *Who has been affected by what happened, and how?*
- *What about this has been the hardest for you?*
- *What do you think needs to be done to make things as right as possible?*

- Provide your child reflection/think time.



• Self-Efficacy •

Our ability to help ourselves is strengthened with improved feelings of self and community efficacy. Self-efficacy is an individual's belief in their ability to achieve a desired task, action, or outcome. Some examples of self-efficacy are positive self-talk, being aware of the resources available to you, and your willingness to ask for help.

Wholehearted living is about engaging in our lives from a place of worthiness. It means cultivating the courage, compassion, and connection to wake up in the morning and think, No matter what gets done and how much is left undone, I am enough. It's going to bed at night thinking, 'Yes, I am imperfect and vulnerable and sometimes afraid, but that doesn't change the truth that I am also brave and worthy of love and belonging.'

BRENÉ BROWN

HOW DO I HELP MY CHILD COPE WITH CHANGE?

Our brain likes routine and familiarity, because these things feel safe. The good news is, our brains are great at adapting to change! If you or your child are feeling anxious about what's happening, this is normal! There are things that you can do to gain a sense of control.



Spend time and energy on what you can control.





WHAT ARE THE EIGHT DIMENSIONS OF WELLNESS & SELF-CARE?

PHYSICAL

Recognizing the need for physical activity, healthy diet, & enough sleep.

COGNITIVE

Recognizing the need for engaging in activities that contribute to mental wellness, such as meditation, self-reflection, boundary setting.

EMOTIONAL

Developing strategies and skills to cope with stress.

FINANCIAL

Satisfaction with current and future financial situations.

SOCIAL

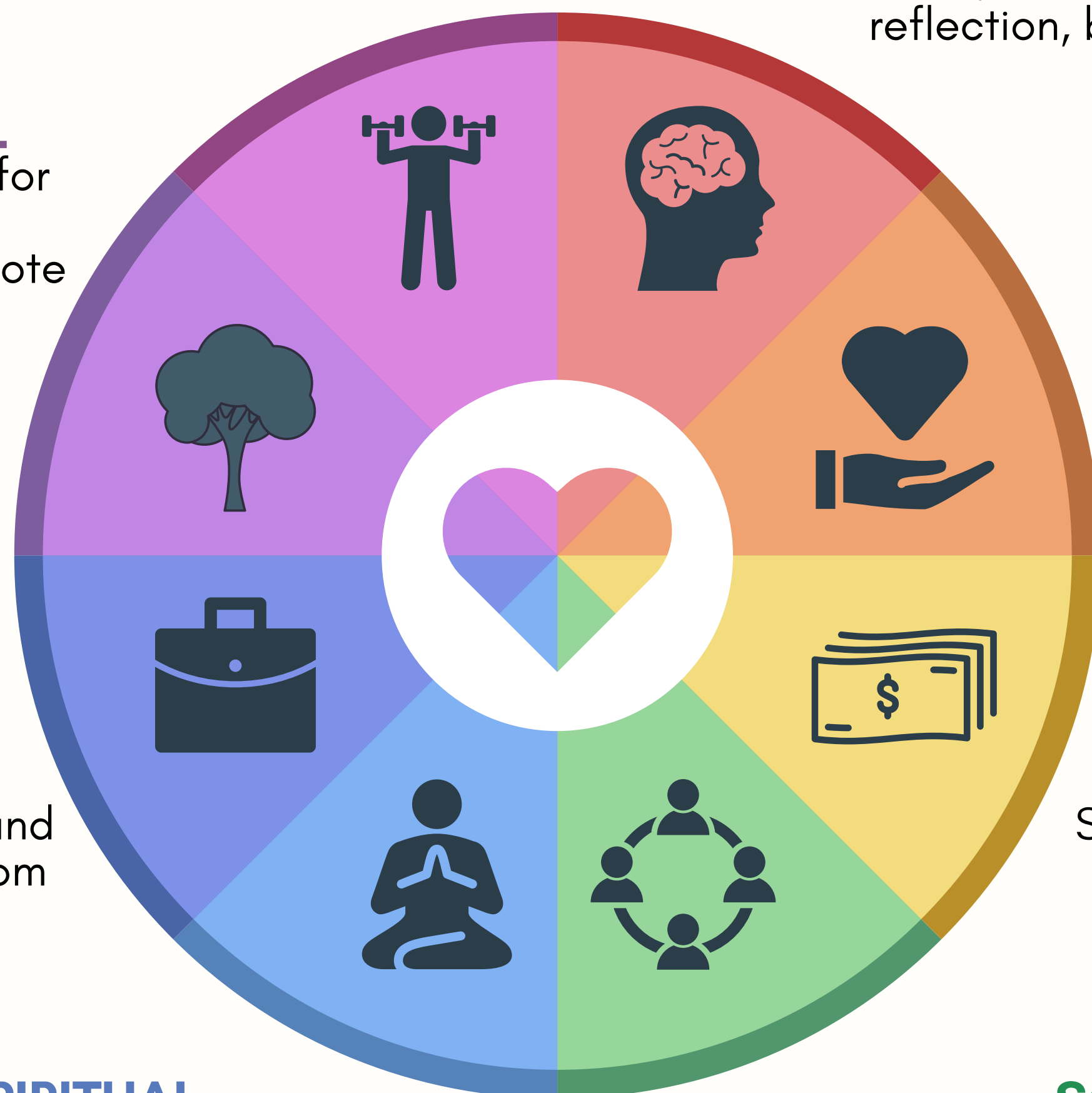
Developing a sense of connection and a well-developed support system.

SPIRITUAL

Search for meaning and purpose in the human experience.

OCCUPATIONAL

Personal satisfaction and enrichment derived from one's work.



SELF-CARE QUESTIONS TO HELP YOU FOCUS

- | | |
|------------------|--|
| • Physical: | How do I take care of my body? |
| • Psychological: | How do I take care of my mind? |
| • Emotional: | How do I calm myself down when I am upset? |
| • Financial: | How do I budget my resources? |
| • Social: | How am I connected with others? |
| • Spiritual: | What is my purpose? What do I enjoy doing? |
| • Occupational: | How can I improve my work satisfaction? |
| • Environmental: | Who and what do I surround myself with? |



WHAT ARE SOME SELF-CARE IDEAS I CAN USE FOR MYSELF AND MY CHILD?

Taking care of yourself doesn't mean me first,
it means me too.

L.R.KNOST

Tiny THE TRAUMA STEWARDSHIP INSTITUTE'S SURVIVAL GUIDE

PROTECT YOUR MORNINGS

[or whenever you wake up]
less cortisol, more intentionality.



GO OUTSIDE

[or look outside]
perspective, context +
something larger than this.



BE ACTIVE

[avoid stagnation]
in body, mind, spirit.

CULTIVATE RELATIONSHIPS

those that are edifying + healthy.

NURTURE GRATITUDE

what is one thing, right now,
that is going well?



DETOX

if navigating addictions
be wise + safe
limit news + social media.

SPEND TIME WITH ANIMALS

↓ stress hormones, ↑ comfort.



METABOLIZE ALL YOU ARE EXPERIENCING

re-regulate your nervous
system.



SIMPLIFY

[less is more]
be aware of decision
fatigue + cognitive overload.



ADMIRE ART

the gift of feeling transported.

haha!

LAUGH

pure humor = a sustaining force.

FOSTER HUMILITY & EXTEND GRACE

self-righteousness
+ hubris = unhelpful.

SLEEP

to cleanse + repair brain + body.

zzz...

CLARIFY INTENTIONS

how can i refrain from causing harm,
how can i contribute meaningfully?

BE REALISTIC + COMPASSIONATE

[with yourself]
be mindful of the quality of your
presence. it means so much
to others.



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The greatest wealth is
health. Make yourself
a priority.

VIRGIL

Talk to yourself like
you would to
someone you love.

BRENÉ BROWN

SOCIAL EMOTIONAL LEARNING COMPETENCIES

L.A. Unified measures four Social Emotional Learning (SEL) competencies, or skill sets. Each year, students complete a survey to see how they are doing with these skills.

GROWTH MINDSET

Children with a growth mindset tend to see challenges as opportunities to grow because they understand that they can improve their abilities if they keep trying. If something is hard, they understand it will push them to get better.



Growth Mindset

SELF-EFFICACY

Self-efficacy is the belief that you are capable of performing a task or managing a situation. It is about learning how to persevere when one does not succeed at first.



Self-Efficacy

SELF-MANAGEMENT

Self-management is also referred to as “self-control” or “self-regulation,” is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. Children can set goals independently and take the initiative to achieve them.



Self-Management

SOCIAL AWARENESS



SOCIAL AWARENESS

Social awareness is the ability to empathize with and understand the perspective of others, even though their background and culture might be different from yours.

Social Emotional Learning Resources for Parents

<https://transformingeducation.org/resources/growth-mindset-toolkit-parents/>

<https://www.healthiergeneration.org/campaigns/covid-19>

<https://www.cfchildren.org/resources/sesame-street-little-children-big-challenges/>

<https://www.secondstep.org/covid19support>

SOCIAL EMOTIONAL SKILLS

Social-emotional skills help us manage our emotions, navigate relationships, work with others, solve problems, and make responsible decisions. They pave the way for positive life experiences.

What can parents do?

Look at the four areas below and ask yourself, am I doing this? Pick one or two ideas from each area and try them out.



Growth Mindset

Children say:

- *I can work hard.*
- *I can challenge myself.*
- *I can learn anything.*
- *I can do well in anything even if I am not good at it yet.*

Parents can:

- Praise & reward effort over results.
- Embrace mistakes as part of the learning process.
- Communicate high expectations.
- Expose children to various learning opportunities (physical activity, music, academics, hobbies, etc.)

Children say:

- *I can earn high marks/grades in my classes.*
- *I can do well on all my tests, even when they're difficult.*
- *I can master the hardest topics in my classes.*

Parents can:

- Provide specific, positive feedback on effort & improvement.
- Use IF-THEN prompts to guide children.
- Create and model routines & encourage students to self-monitor with lists & planning tools.



Self-Efficacy

Self-Management



Children say:

- *I remembered & followed directions.*
- *I got my work/chores done right away instead of waiting until the last minute.*
- *I stayed calm even when others bothered or criticized me.*

Parents can:

- Have children practice building awareness about their feelings through mindfulness practices.
- Build calming & centering practices routines.
- Encourage movement breaks during homework time.
- Help your child express & name emotions.
- Use organizational tools & strategies (e.g., homework schedule, chores list).

Children say:

- *I compliment others.*
- *I get along with people who are different from me.*
- *I respect others point of views.*
- *I am able to describe my feelings.*
- *I listen to other people.*

Parents can:

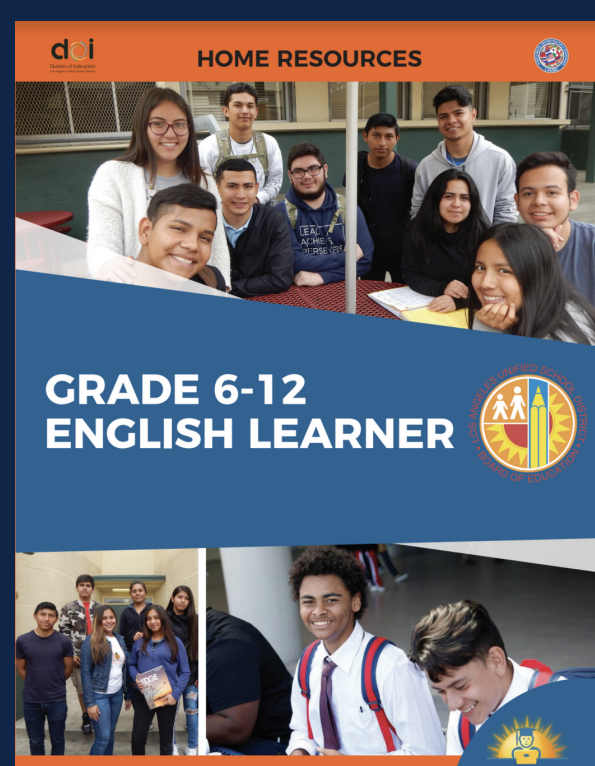
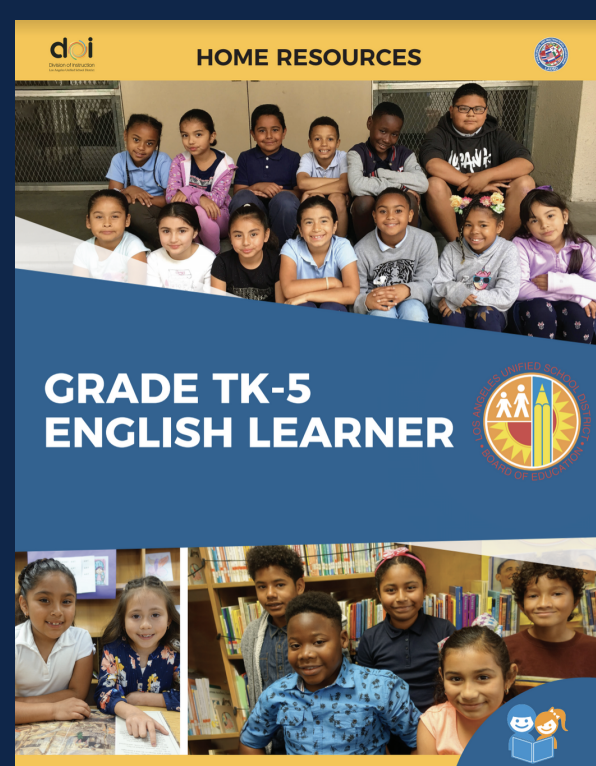
- Create shared expectations.
- Provide opportunities for interactions with others.
- Encourage acts of service or kindness.
- Model positive interactions with others.
- Use and model affective statements. “I feel ____ when_____.”

Social Awareness



SOCIAL & EMOTIONAL SUPPORT FOR SPECIALIZED POPULATIONS

Our Specialized Populations of students, which includes English Learners, Foster Youth, Students with Disabilities, youths experiencing homelessness and International Newcomers bring diverse and rich backgrounds to our school communities. Their unique journeys may have some situations that require us to address specific needs such as moving to a new country, trying to fit into a new school, learning a different language, and unique learning processes. They may also have significant family responsibilities or experiences with trauma. The strategies below provide guidance to families on how to support a healthy development of the “emotional intelligence” needs as well as how to draw on student strengths and resilience.



Essential Question | In what ways can I, as a parent, build strong relationships and support my child with coping in the virtual learning environment?

We have developed specific steps you can take to nurture the emotional intelligence of your child and have a safe learning environment. The Multilingual Multicultural Education Department (MMED) has made available to all English Learner families the “[Grades TK-12 English Learner Home Resources](#).” These materials highlight essential practices that reinforce language development. The Division of Special Education Website includes specific Social Emotional Strategies to support the unique needs of students with autism, as well as other disabilities. Resources can be accessed by clicking [here](#).

Here are some examples of how the Constructive Conversation Skills may be implemented at home to engage your child in safe, learning, and positive conversations about feelings or learning.

Creating – Sharing our ideas

This is one of the core skills needed to be able to wake the mind and support your child emotionally. However, listening is the key. As a parent you might want to set up a structure for sharing ideas or feelings. Using the home language is highly encouraged to make sure ideas are shared and understood.

Clarifying – Making our ideas clearer

Asking questions such as how are you feeling? or telling your child to share their feelings when ready, is essential to creating a safe sharing environment. Most of the time you as a family will have to model the behavior. Whether it is apologizing when you're in the wrong or treating others with respect and kindness, children learn a great deal about relationships from observing the behavior of their families and other adults they come in contact with.

Fortifying – Supporting our ideas

Respect differences. Every child has their own unique talents and abilities. Whether in academics, athletics, or interpersonal relationships, resist the urge to compare your child to friends or siblings. Instead, honor your child's accomplishments and provide support and encouragement for the inevitable challenges they might face.

Negotiating – Making our ideas stronger

Take advantage of support services. Seek the advice and support of school counselors or other social services that are available in your community. Seeking support is not a sign of weakness, but rather a feeling of hope to know that there are supports available. Remember that no matter how close you are to your child, they may be more comfortable discussing a troubling situation with another trusted adult.

Constructive Conversation Skills

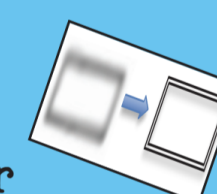
Creating

- Sharing our Ideas



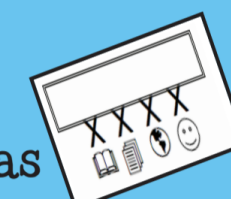
Clarifying

- Making our Ideas Clearer



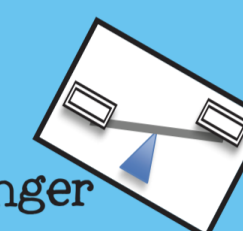
Fortifying

- Supporting our Ideas



Negotiating

- Making our Ideas Stronger



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If your child needs supplemental academic support, please talk to your teacher about [Rosetta Stone](#) and [Reading Horizons](#) as these two programs provide online learning tools.



Community Efficacy

Community efficacy is the belief that your community will support you in a desired task, action, or outcome. One example of community efficacy is our ability to do our part to reduce the rate of transmission during this pandemic, whether it is by staying home or wearing a mask when out in public.

Those who are happiest are those who do the most for others.

BOOKER T. WASHINGTON

HOW CAN I HELP MY CHILD STAY ENGAGED?



Get active!

Exercise and physical movement help support focus and attention during distance learning. Children have better focus when they:

- Have opportunities to get up and move around
- Are able to play outside
- Participate in something helpful at home

Click [here](#) for guided physical fitness activities.

Attend daily!

- Write down a daily schedule for each child (or have your child create a schedule) that includes attending school daily, breaks for snacks, opportunities for outdoor movement/exercise, playtime and sleep routines.
- Children are motivated by short-term attainable goals (e.g., *complete two activities from your teacher and we'll play a family game.*)
 - Check off items as completed. This provides a sense of accomplishment!
- Just as cellphones are kept in backpacks at school, establish norms about the use of cellphones during distance learning (e.g., until assignments are completed, during a break, after virtual classes) to help support learning and maintain focus.



Stay positive!

- Provide positive feedback.
- Establish a reward system for desired behaviors such as:
 - A check mark, star, or sticker on a work assignment
 - Playtime with a favorite toy
 - An extra 15 minutes to play before bedtime
 - Watching a favorite TV show/movie or extra tablet time



ATTENDANCE MATTERS

Daily student attendance continues to be a critical component of student achievement. Students with excellent attendance have better academic outcomes.



Teachers track attendance for students who are learning in-person and those who are in virtual learning via LAUSD City of Angels Program.

WHAT SHOULD YOU DO IF YOUR CHILD IS ABSENT?



1 - Notify Your Child's Teacher

Message your child's teacher or call the school to notify of absences.



2 - Check Your Schoology

Check Schoology for missed work for the day. Teachers may post assignments or work.



3 - Submit Missed Work

Submit any missed work.
This will help you stay on track.



4 - Upload a Note via Parent Portal or provide a note to your child's school.

[Click here to learn how](#) - Uploading Documents through the Parent Portal

Our LAUSD community cares and is here to support you! Communicate with your child's teacher, Pupil Services and Attendance Counselor, or administrator if your child is experiencing difficulties attending school. Additionally, the LAUSD Student and Family Wellness Hotline at (213) 241-3840 is available Monday-Friday from 8am-5pm; press 3 for School Attendance and Enrollment.





Ability to Be Calm

Self-soothing is an important part of self-regulation. By using “mini check-ins” and “breath breaks” for deep breathing we can help children remain mindful of how they are feeling and what they need to stay on task. Using purposeful interactions with children helps them achieve emotional regulation and self-agency.
(Susan Craig)

*Within you, there is a stillness
and a sanctuary to which you
can retreat at any time and be
yourself.*

HERMAN HESSE

*Breath is the power behind all
things.... I breathe in and know
that good things will happen.*

TAO PORCHON-LYNCH



BE KIND TO YOUR MIND

RESILIENCE DAILY

Providing daily messages that promote well-being and restoration.



Mindful Monday

Mindfulness is the ability to be fully present in the moment. It can provide numerous benefits, from decreased stress and sadness to increased levels of focus and happiness, according to research. Mindfulness meditation practice is one way to truly experience the current moment and integrate that awareness into your everyday life. Click [here](#) for guided breathing activities.



Grati-Tuesday

Gratitude is one of many positive emotions. It's about focusing on what is good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate the things we often take for granted, like having a place to live, food, clean water, friends, family, and even computer access.



Wellness Wednesday

There are Eight Dimensions of Wellness: physical, psychological, emotional, financial, social, spiritual, occupational, and environmental. Each dimension of wellness is interrelated and equally vital in the pursuit of optimum health. Understanding how to maintain and optimize each of the dimensions can support an optimal level of overall wellness. Visit the [Wellness Program](#) for videos and tips about staying physically and mentally fit.



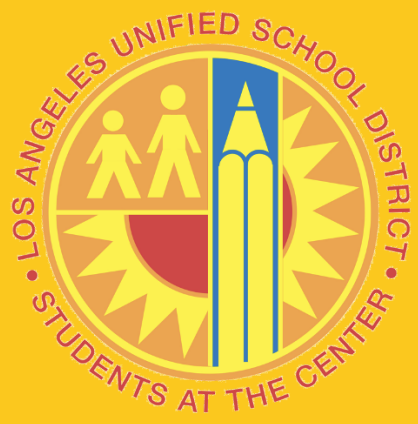
Thoughtful Thursday

Doing something for others is powerful for your well-being. In fact, when we give to others, our brain's pleasure and reward centers light up as if we were the receiver and not the giver! We also get a boost of feel-good endorphins and a hormone called oxytocin is released, which lowers our stress!

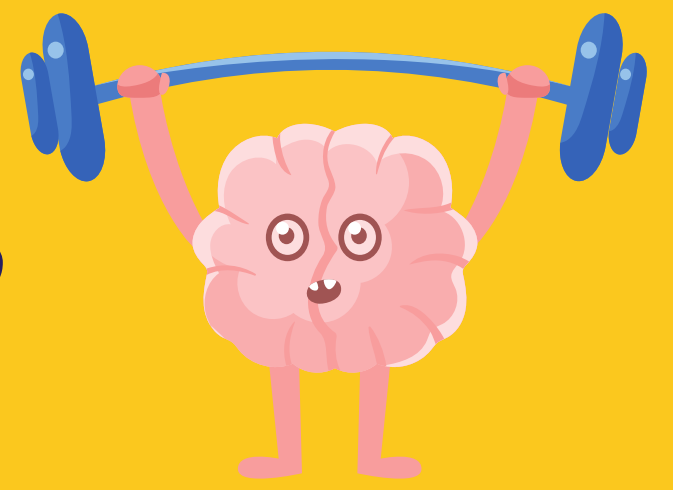


Fun Friday

Fun Friday is the opportunity to learn more about our children while building community and developing and strengthening relationships. Be creative and have fun!



TAKING CARE OF OUR BRAINS

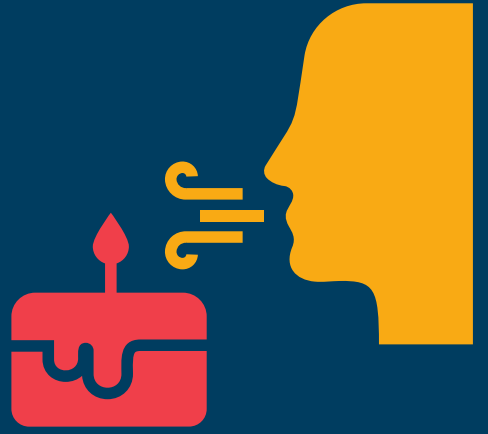
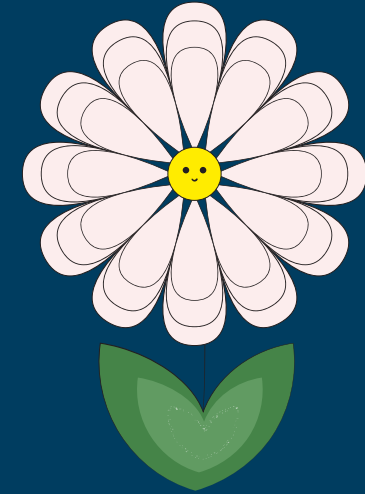


Just like we brush our teeth everyday, we need to make sure to take care of our brains and bodies too! Here are some ideas for the week:

Mindful Monday

SMELL THE FLOWER, BLOW OUT THE CANDLE

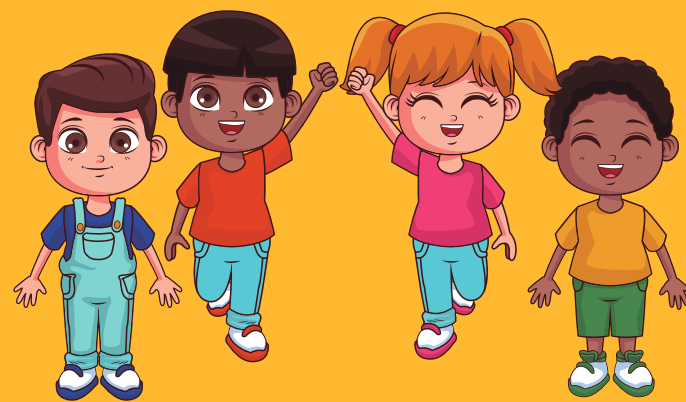
WHAT ARE WAYS YOU CAN BE MINDFUL?



Grati-Tuesday

WHO ARE YOU THANKFUL FOR?

HOW DO YOU SHOW OTHERS YOU ARE THANKFUL?



Wellness Wednesday

IDEAS TO TAKE CARE OF YOURSELF

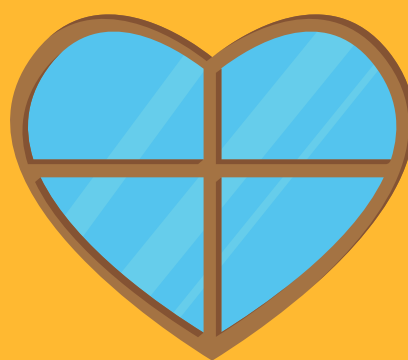
HOW DO YOU STAY ACTIVE?



Thoughtful Thursday

SHOW OTHERS YOU CARE

HOW DO YOU SHOW OTHERS YOU CARE?



Fun Friday

LAUGH AND HAVE FUN

WHAT ARE SOME WAYS YOU HAVE FUN?



REMEMBER, YOU ARE NOT ALONE. IF YOU NEED HELP, ASK AN ADULT.
LAUSD Student & Family Wellness Hotline | (213) 241-3840 (Monday-Friday, 8AM-5PM)
National Suicide Prevention Lifeline | (800) 273-8255 (24/7)

MINDFULNESS & BREATHING

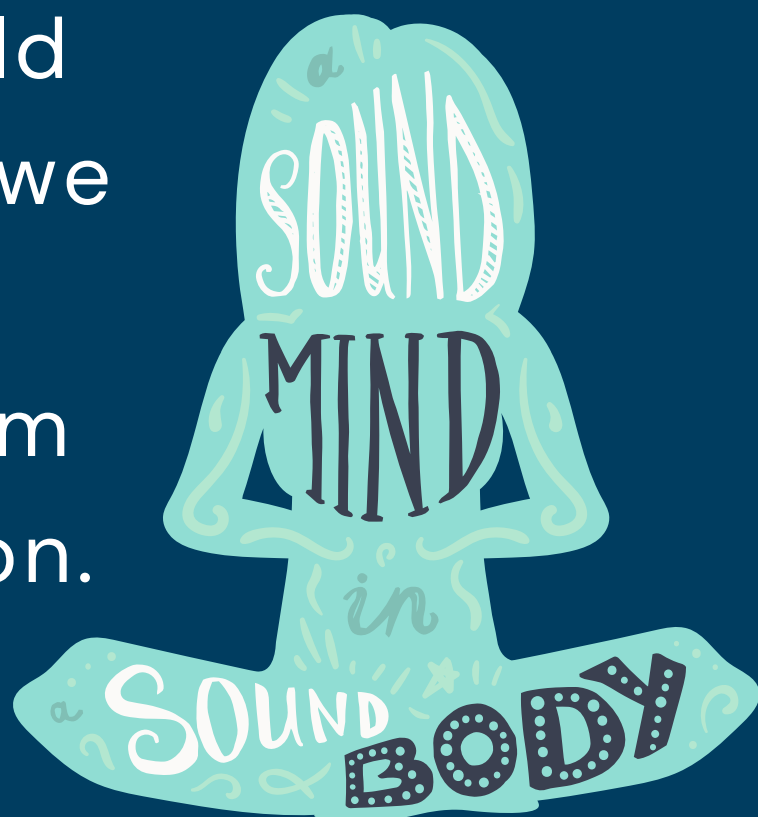
Mindfulness activities help us focus and manage emotions. Basketball champion LeBron James opens up his playbook for mental fitness.



Mental fitness is just as important as physical fitness.

- LeBron James

Mindfulness is good for youth and adults. A body of research evidences that mindfulness can improve our ability to pay attention, to calm down when upset, and to make better decisions. In short, it helps with **emotional regulation and cognitive focus**. Everyone faces stressors and challenges, which may result in personal trauma and lead to behaviors that negatively impact functioning. Wellness Program's guided mindfulness activities help build resilience so that we can more easily “bounce back” from a stressful situation.



We take an average of 25,000 breaths a day and we can make them count.

Breath is the power behind all things.... I breathe in and know that good things will happen.

-Tao Porchon-Lynch



Deep breathing (abdomen or belly breathing), activates the parasympathetic nervous system, which promotes a **state of calmness**. More oxygen enters the brain, the heart rate decreases, and we are in a **better position to process and retain information**. Unfortunately, under stress and duress, we can default to shallow breathing, which makes it harder for us to calm ourselves. We all have been exposed to an increased amount of internal and external stressors during the pandemic. The practice of **coming back to our breath** is essential to reacclimating to the learning environment.

Fortunately, neuroplasticity reminds us that we can **rewire our brains** with positive habits. Daily breathing exercises can help us default to a more adaptive breathing pattern. With breath, we offer ourselves the opportunity to pause, where better decisions can be made and the necessary supports can be received.





Hope

The ability to anticipate a good outcome and maintain aspirations for success contribute to making a tough situation easier to bear. Being able to envision a better future helps us take the steps to make that happen for ourselves, contributing to our self and community efficacy as well. One way to instill hope is to encourage children to notice and acknowledge the positive attributes of themselves and each other and provide opportunities to explore their interests through enrichment activities that broaden their experience and expose them to alternative ways of imagining a future.
(Susan Craig)

Hope is being able to see
that there is light despite all
of the darkness.

DESMOND TUTU



SUPPORTING YOUR CHILD'S MENTAL HEALTH & WELLNESS

GET HELP | GIVE HELP



DID YOU KNOW?



MENTAL HEALTH IS ABOUT FEELINGS, THINKING, EMOTIONS, AND MOODS.

- Just like we take care of our hygiene daily, we need to make sure our brains have the tools we need to feel happy and safe.
- Many things can affect the way we feel and act, including the pandemic, our relationships with family and friends, and school expectations.

FEELINGS



- Everyday feelings come and go and are a normal reaction to what is happening in our lives. They are always changing and don't usually last too long.
- Overwhelming feelings can be present for a long time, change the way we feel and behave, and may stop us from doing what we want to in life.

YOU ARE NOT ALONE!



- If you think that your child is feeling sad or unsafe, get help by reaching out for support.
- Help your child identify someone they know and trust, such as a family member, teacher, or coach to talk to.
- Remind your child that sometimes they have to keep reaching out until someone listens.

GET HELP



LAUSD Student & Family Wellness Hotline
(213) 241-3840 | Monday-Friday, 8am-5pm | press 2 for Mental Health



Available 24/7
National Suicide Prevention Lifeline (800) 273-8255
Crisis Text Line - Text "LA" to 741-741
Trevor Lifeline (866) 488-7386
Trevor Text - text "START" to 678-678

EXPLAINING DEATH TO CHILDREN & TEENS WHEN SOMEONE DIES OF COVID-19

When someone dies of COVID-19, a child or teen may experience thoughts and feelings unlike those experienced when deaths are due to other causes. It is important to be truthful about the cause and to provide age appropriate explanations to questions that children may have.

The following are questions that children as young as 3 or 4 might ask:

What is COVID-19?

- Explain that it is a virus like other flus.
- What makes it most different from other flus is that it is very contagious, and that's why it's important to wash hands frequently for at least 20 seconds or use hand sanitizer, wear face masks when coming in contact with anything from outside the home, and maintain physical distance of at least 6 feet from people outside the home.



Children will naturally want to know why/how their loved one got the virus:

- It wasn't their fault or the fault of the person who died.
- The virus is highly contagious, so even if they were practicing physical distancing and using gloves and masks, the virus was passed to them by someone with COVID-19.
- If the source of exposure to the virus is unknown, tell the child that it is unclear how their loved one caught the virus.



Children will want to know if you are going to get COVID-19 and die too.

- Although the virus is highly contagious, most people who get it recover and do not die.
- Let your child know who would care for them if you were unable to care for them. This will give them a sense of control over a situation that may be making them feel scared and helpless.

MOURNING & SAYING GOOD-BYE WHEN SOMEONE DIES OF COVID-19

Unlike deaths due to other causes, when someone dies due to COVID-19 families might not have had an opportunity to say good-bye prior to the death or participate in a mourning ritual. Participation in mourning rituals help even very young children begin their mourning processes by offering them the opportunity to benefit from the support available from friends and family at those gatherings.

Some things you can do with children and teens until a memorial service or celebration of life can take place:



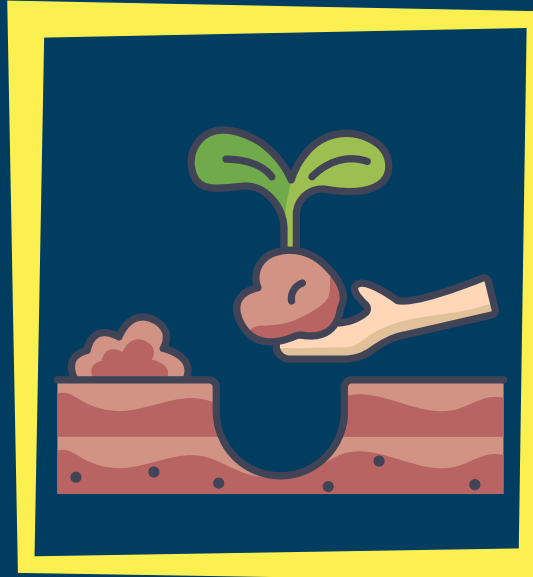
**Write or draw
about the person
who died**



**Make an in-memory
collage with paper,
magazine clippings, or
photos & glue**



**Create a home
altar or shrine in
memory of the
person who died**



**Plant a tree or
flower garden you can
visit in memory of the
person who died**



**Make a memory box to
gather keepsakes that
remind you of the
person who died**



**Create an in-memory
playlist of songs that
remind you of that
person**

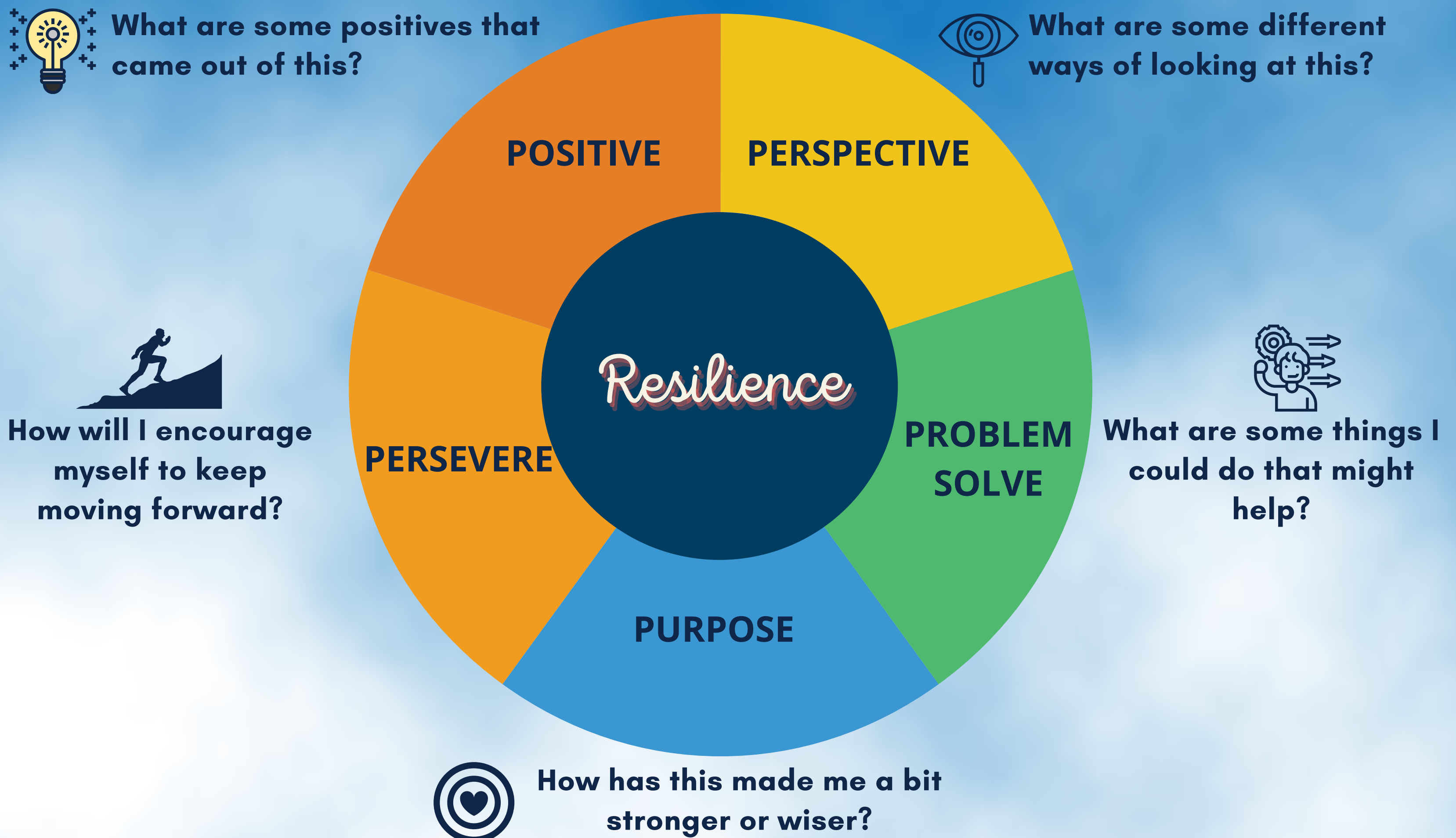
There is no right or wrong way to grieve; grief is a unique process for each person. Role model for children that it is okay to talk about the person who died and encourage them to come ask for support when they are feeling sad, mad, scared, lonely, anxious, guilty, or worried because their loved one died.

HOW DO I HELP MY CHILD LOOK TO THE FUTURE?

A pandemic is a 'collective trauma.' This means many people are experiencing much of the same difficult experiences. Throughout human history, groups of people have experienced pandemics, natural disasters, persecution, wars, and other collective traumas. Here's how individuals have 'bounced back' and healed in the face of adversity:

- Storytelling
- Kindness & Empathy
- Gratitude
- Sense of Community
- Resilience

The 5 P's of Resilience



STUDENT WELLNESS: HEALTHY CHOICES FOR LIFELONG HEALTH

Student wellness is a core value of LA Unified. We aim to actively promote the health and wellness of all students to advance both their healthy development and ensure readiness to learn. Together, we can make a difference in the lives of our students and their families by first ensuring basic needs are being met.



Families who experience food insecurity, lack of shelter, clothes, employment, and health coverage, can access supports from our Student and Family Resource Navigators. Navigators are certified enrollment counselors who assist families access basic need resources at no charge through the LAUSD Student and Family Wellness Hotline at (213) 241-3840, Monday-Friday from 8am-5pm; press 1 for Basic Needs.

look forward to a **BRIGHTER FUTURE**

Community Hotlines

- National Suicide Prevention Lifeline (800) 273-8255 (24-hour)
- Trevor Lifeline (866) 488-7386 (24-hour)
- Teen Line (800) 852-8336 (6pm-10pm, daily)

Text and Chat Resources

- Crisis Text Line (24-hour)
Text "LA" to 741741
- Lifeline Chat (24-hour)
<https://suicidepreventionlifeline.org/chat/>
- Teen Line Text (6pm-10pm)
Text "TEEN" to 839863

Emergency Information for After Hours Services

If you need IMMEDIATE help, call 911.

For a psychiatric emergency, contact the
Department of Mental Health
24-hour ACCESS Center at
(800) 854-7771.

COULD MY CHILD BENEFIT FROM INDIVIDUAL OR FAMILY THERAPY?

While children are often able to adapt on their own after a critical incident or life stressor, seeking professional help can be beneficial. These services support resilience by providing tools to cope, reminding our children they are not alone, helping identify language to describe their feelings, and sharing with trusted adults. When any of the following responses are present, this may indicate a need for therapy with a professional.

- Sudden and significant changes in behavior or interests
- Anxious behavior, excessive worrying
- Isolation or avoidance of friends, family, and/or school
- Extreme confusion, incoherence, or trouble concentrating
- Abrupt change of daily routine
- Extreme sadness, hopelessness
- Decline in academic performance
- Sudden or rapid changes in mood
- Increase/decrease in eating or sleeping
- Sudden change in appearance or personal grooming
- Substance abuse or self-injurious behaviors
- Harmful acts to self, other children, or animals
- Thoughts of suicide, evidenced through verbalizations, artwork, writing, or giving away prized possessions

After critical incidents or life stressors, children need the attention and care of their parents and caregivers. Sometimes the combination of individual therapy and group support can be helpful to a child, and sometimes one or the other is what your child needs. Reach out to your school administrator, Psychiatric Social Worker, or counselor for support and resources.

LAUSD connects students and families with a variety of resources and services that are free or low cost. If you are interested in learning more, please visit askshhs.lausd.net to submit a Student & Family Wellness Self-Referral. A representative from Student Health and Human Services will be in contact with you.

If you need support and would like to speak with someone during regular business hours, contact:



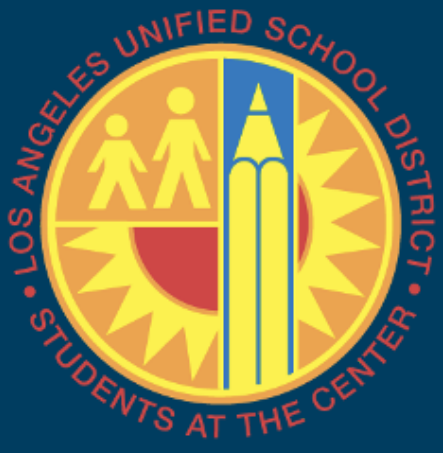
L.A. UNIFIED STUDENT AND FAMILY WELLNESS HOTLINE:

213.241.3840

Monday-Friday, 8am–5pm | Press 2 for Mental Health

Website: <https://shhs.lausd.net>





CONTRIBUTORS

This *Parent/Caregiver Roadmap for Social-Emotional Well-Being and Academic Success* is part of a larger effort to promote mental health, welcoming and affirming classrooms, positive relationships, healthy lifestyles, and social-emotional learning and wellbeing. We recognize that the numerous challenges that underlie our current reality may expand the scope of education. However, we can positively address the urgent social emotional needs of our students and support resilience in our school communities.

A variety of LAUSD staff and divisions collaborated in the development of this Roadmap, affirming the critical importance of addressing our community's social-emotional well-being and supporting all students and adults in leading healthy, fulfilling lives and achieving our full potential.

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L.A. Unified - A Collaborative Effort



To view this guide online and in other languages, visit shhs.lausd.net.

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