Social and Emotional Needs of Students with Disabilities during a Pandemic

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Classifying our complaints into those we can control, those we can influence, and those outside your control and influence.

We can’t control everything, but we do have great influence over how we feel about and respond to what happens.

**Spheres of Influence & Control**
Setting up for success:
★ Get what you need: technology, materials, supplies, etc.
★ Set up consult times with your child’s teacher and Team
★ Ask for “learning/show me how to” times
★ Ask for reading/Ted talks/chat rooms/Coffee hour/other forums in my language where I can connect with parents like me
★ Be prepared, know who to call when you need help, reach out have those numbers/emails ready

Tips for Parents
Let’s have a back up plan for when things do not work out:

**Technology:** teachers have materials ask for paper copies, ask for a phone number where you can reach your teacher, your students had supplies they used at school ask if you can get these from the building (books, fidgets), ask for access to other technology loners programs in the district

**Consults:** if the teacher can not schedule a regular time, can any other provider? Speech, Psychologist, Para-professional, ABA therapist, Social Worker?

**Parent Groups:** Do you know other parent in your child’s classroom you can connect with? Reach out and check about work maybe “zoom playdates”?

**SpEd & EL Pacs:** Attend the zoom meetings to stay informed of new technology and programs

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**Tips for Parents: PLAN B**
If my child stays in the virtual school model

★ Start the Day with a consistent pattern: review expectations, rules for zoom lessons, what are your expectations? What happens at home when your child needs to go to the bathroom, get a snack, gets tired? ROUTINES

★ What did school look like before COVID? Is there some item that from school that you can bring home (white board, cubes, level reading materials, calculator, headset)

★ Movement and brain breaks

★ Creating opportunities for interactions(did your child have a reading/lunch buddy? Set a time for them to continue these routines online, social stories)

★ Optimistic Closures (closures out the virtual school just like regular school does) ROUTINES

Social Emotional Practices
If my child joins the hybrid school model

Dress REHEARSAL

★ Start the Day with a consistent pattern: review expectations, rules for zoom lessons, what are your expectations? What happens at home when your child needs to go to the bathroom, get a snack, gets tired?
★ Dress code
★ Movement and brain breaks
★ Creating opportunities for interactions
★ Optimistic Closure

Social Emotional Practices
Supporting Behavioral Needs

Bloom’s Taxonomy in Learning

Create
Evaluate
Analyze
Apply
Understand
Remember

Maslow’s Hierarchy of Needs

Self-Actualization: living to their full potential
Esteem: feeling good about themselves
Belonging: relationships
Safety Needs: safe
Basic Needs: food, water

Maslow’s Hierarchy of Needs
COVID-19 has disproportionately impacted our students and families of color.

Threat of Covid-19 is a chronic stressor:

Possible home stressors during closure

Effects of stress on body and brain

    Internal: anxiety, depression, grief, anger, isolation

    External: reactivity, aggression, behavior problems

● Having time during the day to have a mental health activity with your child will help minimize stress: break school activities into smaller more manageable times, movement, social stories, youtube videos, read story, listen to a music Routines
● Before turning to academics, check in with students  Ex: Welcoming Ritual

● Invite student’s feelings & thoughts
  ○ Checklist for Relationship Building during Covid
  ○ Class check-in survey

Listen, paraphrase, acknowledge, and normalize feelings & thoughts

● Provide norms & structures:  Virtual Community Guideline example
  ○ Community building circles
Tool Box

At Home Routines

Work Station
Tool Box

Behavior Management

Crisis Support
Well Being Plan for YOU

- What is most important for my own personal well being?
- How will I prioritize these things throughout the year to support my well being?
- What do I need from others to support me in prioritizing these things?

What about you? Who takes care of YOU?
Accessing **MENTAL HEALTH** Services during Remote Learning

1. **Contact your child/student’s counselor.**
   School psychologists, social workers, and counselors will be reaching out to families to develop plans for supporting individual students while school is closed. If your child/student does not currently see a counselor, but you have concerns please reach out to your school psychologist.

2. **Contact your child/student’s doctor.**
   For additional support over the closure, reach out to your child’s doctor. Use online messaging or the phone to contact the office and identify resources.
   **Call the BEST team: 1-800-981-HELP (4357)**
   The Boston Emergency Services Team (B.E.S.T.) sends mobile crisis clinicians to homes, schools, outpatient clinics and many other community locations.

3. **Go to urgent care center or clinic**
   In the case of an emergency, local urgent care centers or clinics can provide additional support. BEST urgent care locations recommend you call ahead before visiting: 1-800-981-4357

**BEST Bay Cove Urgent Care**
Solomon Carter Fuller Mental Health Center
85 East Newton Street, 1st Floor
Boston, MA 02118

**BEST North Suffolk Urgent Care**
Erich Lindemann Mental Health Center
25 Staniford Street, 2nd Floor
Boston, MA 02114

**BEST North Suffolk Urgent Care**
140 B South Street
Jamaica Plain, MA 02130
Thank You!
We are in this together!

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