

MENTAL HEALTH IN SCHOOLS LEARNING SERIES

Keynote Address

Stitching a new Garment: Designing the Schools Our Students Need for a New World,
Presented by Sophia Farmer

Webinar Summary:

In a rapidly evolving climate, there are certain constants, familiar to all educators, that remain. The key to successful schools is staying true to these core tenets while prioritizing and adapting to changing needs. The primary tenets will be outlined and described with implications for online or hybrid working and learning environments.

Resources:

- Returning to school during and after crisis: A guide to supporting states, districts, schools, educators, and students through a Multi-Tiered Systems of Support framework during the 2020-2021 school year: [PBIS.org](https://pbis.org).
- For more information on the Virginia Tiered Systems of Supports, please visit the [Virginia Tiered Systems of Supports](https://www.doe.virginia.gov/assessment-and-evaluation/assessment-and-evaluation-services/vtss/) (VTSS) website.
- For more information on successful implementation strategies visit the State Implementation and Scaling-up of Evidence-based Practices - AI Hub: [National Implementation Research Network](https://nirn.org/) (NIRN).

References:

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- Center on Positive Behavioral Interventions and Supports, State Implementation and Scaling up of Evidence-Based Practices Center, National Integrated Multi-Tiered Systems of Support Research Network, National Center on Improving Literacy, & Lead for Literacy Center. (June, 2020). Returning to School During and After Crisis: A Guide to
- Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year. University of Oregon. [PBIS.org](https://pbis.org).
- [The Critical Nature of leadership](#)
 - [Implementation Drivers](#),
 - [Leadership Drivers](#)
 - [Implementation](#)
 - Heifetz, R. A., Grashow, A., & Linsky, M. (2009). The practice of adaptive leadership. Boston, MA: Harvard Business Press. Heifetz, R. A., & Laurie, D. L. (1997).
- The work of leadership. Harvard Business Review, 75(1), 124-134.
- Understanding the role and value of Implementation Teams: [National Implementation Research Network](#) (NIRN).
- [Linking Teams](#)
- Sugai, George - panelist. (2020, August). Highlighting Resources & Practices to Support Back to School & Continuity of Learning During COVID-19 for Children with Disabilities. Presented during the OSEP three-part webinar series on Continuity of Learning and Return to School During Covid 19. [Office of Special Education Programs](#).
- Sugai, George. (2020, April). Using MTSS to Prepare Proactively for the New Normal. Presented during the waOSPI Virtual MTSS Fest 2020. [YouTube](#).

Discussion Guide:

1. Brene Brown has been quoted as saying: “We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return my friends. We are being given the opportunity to stitch a new garment. One that fits all humanity and nature.” Reflect on this quote either alone or (even better) with colleagues. Where have we seen and even lived examples of these qualities that we have ‘normalized’ in education? Naming and defining them helps us to not repeat or reinvent these in our systems moving forward.

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2. As specialized instructional support personnel, what instruction or interventions could you provide for not just students, but your colleagues? What level of supports might you need to be successful? How might you communicate this to leadership?
3. What does it mean to deliver evidence-based practices along a continuum of graduated intensity? How would you describe that to a colleague or family? Consider your expertise. Where could you align and/or integrate the supports you provide into daily instruction or intervention? How might you advocate for this?
4. Successful schools in any setting or context pick a few high impact evidence-based practices and do them well. Now more than ever, this is critical to remember. What evidence-based practices would you recommend and support? Which evidence-based practices could easily adapt to virtual delivery?
5. Brainstorm a list of relationship building strategies that can be adapted to a virtual format. What opportunities can you create for sharing these with colleagues?
6. Identify some adaptive challenges you anticipate this school year. In your role, how can you support your school in navigating these complex issues?
7. Schools need you! What teams can you create, join or lead to support learning in your building or division?
8. In crises, it is easy and natural to be reactive, to create answers without ample evidence as people seek relief from stress. We know however that this is always ineffective and costs us in the long run. Brainstorm with colleagues ways in which you can support leadership teams to pivot to the proactive?