

YALE CHILD STUDY CENTER
+ SCHOLASTIC COLLABORATIVE
for Child & Family Resilience



Strengthening Resilience through
the Power of Literacy

Helping Children Heal, Grow, and Thrive in a New Normal

SYMPOSIUM PLANNER

 **SCHOLASTIC**

WELCOME



Welcome to the **Collaborative for Child & Family Resilience**, and to our first symposium. The Collaborative is a partnership between the Yale Child Study Center and Scholastic, and is based on our shared mission to support the health and wellness of all children.

The Collaborative works to advance research and contribute to the development of resources, programs, and curriculum that improve academic and health outcomes for children, their families, and their communities. We are particularly focused on highlighting the connections among literacy, health, and resilience.

For this symposium, we've assembled a group of leaders and experts who represent the eminent research coming out of the Yale Child Study Center, the education leadership associated with Scholastic, and some of our valued friends of the Collaborative. We are delighted to count you as part of our growing fellowship of educators, mental health professionals, and active citizens committed to research and advocacy supporting children, mental health, and literacy.

For the next two days we will focus on how to best serve the needs of children, families, and educators who will be returning to school in the fall amid the current dual pandemics: COVID-19 and racial injustice. Together, we will explore practical strategies and tools for:

- Planning for reopening schools with a flexible approach
- Supporting social-emotional wellness throughout the school community
- Ensuring equity and access in a changing climate
- Sustaining family engagement during and beyond the pandemic
- Building resilience through literacy

We will also examine the opportunities that this moment of disruption presents to rethink, reframe, and reform entrenched systems within education. Use the pages of this interactive planner to take notes on each session and to consider how the insights might inform your practice with students and families. (Note: You can type in the purple boxes.)

We wish health, wellness, resilience, and learning to you and your school community. Please be in touch using the contact information on the last page of this planner.

AGENDA



DAY 1

AUGUST 19, 2020

10:15 A.M. – 11:15 A.M. EDT	Leveraging the Power of SEL as You Prepare to Reopen (<i>Dr. Tim Shriver</i>) Just as children grow academically from year to year, their emotional world is also continuously evolving. Grounding instructional practices with an understanding of social development has never been more crucial for positive academic and health outcomes.
11:30 A.M. – 12:30 P.M. EDT	Moving From Toxic Stress to Positive Growth (<i>Dr. Linda Mayes, Dr. Nat Kendall-Taylor, Lauren Tarshis</i>) This session will provide a grounding in research about the effects of toxic stress, with a focus on mitigating the impact of the pandemic on children's development. Speakers will explore strategies for facilitating the transition to back to school (in person or remote), including how to alleviate the effect of trauma on children and nurture positive adaptive skills.
1:00 P.M. – 2:00 P.M. EDT	Reconsidering Family Engagement Leadership during COVID-19 (<i>Anne Henderson, Parent Leaders</i>) The abrupt change to at-home learning required a reboot to traditional family engagement practices where teachers, families and students had to work more closely as collaborators and partners. This session will help participants use that disruption to propel a new era of family engagement that welcomes families as leaders and cocreators of their children's education.

DAY 2

AUGUST 20, 2020

10:00 A.M. – 11:00 A.M. EDT	Ensuring Equity and Access in a Changing Climate (<i>Michael Haggan, Dr. Walter Gilliam, Dr. Howard Stevenson, Dionne Grayman</i>) The pandemic has laid bare long-standing inequities, including in education. How can educators work to counteract the digital divide and other disparities?
11:15 A.M. – 12:15 P.M. EDT	Education and the Anxious Child (<i>Dr. Eli Lebowitz, Raina Telgemeier</i>) Educators have seen an increase in childhood anxiety for many years. As schools reopen their doors during these unsettled times, or as learning continues remotely, teachers and school counselors have an even greater role to play. This session will explore what to look for in children as well as tools to address stress and anxiety.
12:30 P.M. – 1:15 P.M. EDT	Coping with COVID: A Panel Discussion (<i>Educators and selected Yale staff</i>) Moderated by Dr. Karen Burke, this panel of educators will discuss the impact of COVID-19 on teachers, students, and families. They will explore the challenges of remote instruction, what school might look like in the fall, and the opportunities for reimagining education in the post-COVID era.

DAY 1, Session 1

Leveraging the Power of SEL as You Prepare to Reopen

Just as children grow academically from year to year, their emotional world is also continuously evolving. Grounding instructional practices with an understanding of social development has never been more crucial for positive academic and health outcomes.



Tim Shriver, Ph.D., is the long-time Chairman of the Special Olympics, a best-selling author and film producer, a founding force of the social and emotional learning movement, and a cofounder of CASEL (the Collaborative for Academic, Social, and Emotional Learning).

NOTES (Type your notes, ideas, and questions here.)

More Resources

📌 **Reopening with SEL:** The SEL Roadmap is designed to help school leaders and leadership teams plan for the transition to back to school in whatever form that takes.

📌 **CASEL CARES:** This new initiative connects you with experts to address how SEL can help address today's challenges.



DAY 1, Session 1, continued

PROBLEM OF PRACTICE

Identify a focus for improvement on this topic.

MY INPUTS

What can you put into practice?

FIRST

NEXT

THEN

MY OUTCOMES

What do I hope the benefits will be?

FOR STUDENTS

FOR FAMILIES

FOR COMMUNITY MEMBERS

CONSIDER THIS

Four Critical SEL Practices

- 1 Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
- 2 Design opportunities where adults can connect, heal, and build their capacity to support students.
- 3 Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
- 4 Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

— [“Reunite, Renew and Thrive: SEL Roadmap for Reopening School,”](#)
CASEL

DAY 1, Session 2

Moving from Toxic Stress to Positive Growth

This session will provide a grounding in research about the effects of toxic stress, with a focus on mitigating the impact of the pandemic on children's development. Speakers will explore strategies for facilitating the transition to back to school (in person or remote), including how to alleviate the effect of trauma on children and nurture positive adaptive skills.

NOTES



Linda Mayes, MD, is the Director of the Yale Child Study Center and the Arnold Gesell Professor of Child Psychiatry, Pediatrics at the Child Study Center.



Nat Kendall-Taylor, Ph.D., is the CEO at the FrameWorks Institute and leads a team of social scientists and communications practitioners who investigate ways to apply innovative framing research methods to social issues.



Lauren Tarshis is the author of the *New York Times* best-selling *I Survived* series. In addition to writing books, she is SVP and Editor-in-Chief of Scholastic's Classroom Magazine Division.

More Resources

📌 **Framing COVID-19:** Gain insights on framing social issues during the pandemic.

📌 **I Survived Series:** Lauren Tarshis's website with information gleaned from her best-selling series focused on children's resilience.



DAY 1, Session 2, continued

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In essence, post-traumatic growth is positive change that occurs in the aftermath of struggling with a major life crisis or traumatic event. According to Tedeschi and Calhoun, perhaps 50% of people experience post-traumatic growth after enduring a trauma.

—Jay Behel and Jennifer A. Coleman.


📌 **“COVID-19 could cause a mental health crisis. It can also spark post-traumatic growth.”** STAT, June 22, 2020.



Eight Ways Teachers That Can Continue Supporting Students during the COVID-19 Pandemic

No matter the setting—virtual or in person, during the summer break, or while teaching summer school—here are eight ways teachers that can continue supporting their students through COVID-19.

DO	DON'T
Show caring by noticing changes in behavior. For example: "You don't seem like yourself lately. Is there something going on?" Invite students to connect via email, by calling their parents, or by mailing a note to their homes with a self-addressed stamped envelope for them to write you back.	Push for information or ask pointed questions.
Schedule regular check-ins with students/families you are concerned about, either virtually or in person.	Assume that no response to a check-in means you are not still needed.
Lend an ear. Give a casual invitation like, "Let's talk."	Ignore concerns or minimize what has happened.
Let students know you are one of the adults here to keep them safe.	Tell children everything will be fine or the same.
Do more listening than talking.	Dominate the conversation.
Provide opportunities for students to express their feelings. Invite them to write or draw about their experiences and feelings.	Recount explicit traumatizing details of the events.
Remain calm in referring to and discussing the events.	Describe these events as a catastrophe or disaster.
Keep to routines as much as possible.	Give surprise assignments or make last-minute schedule changes.

—  "Students Who Have Experienced a Crisis," American Psychological Association

DAY 1, Session 3

Reconsidering Family Engagement and Leadership during COVID-19

The abrupt change to at-home learning required a reboot to traditional family engagement practices where teachers, families, and students had to work more closely as collaborators and partners. This session will help participants use that disruption to propel a new era of family engagement that welcomes families as leaders and cocreators of their children's education.

NOTES



Anne Henderson is a senior consultant with the Community Organizing and Engagement Program at the Annenberg Institute for School Reform. Her specialty is the relationship between families and schools, and its impact on students' success in school and beyond.



Yukiyo Iida is a parent leader from West Hartford, CT, who also serves as the Programs and Partnership Specialist at EquityCT. A former high school teacher, she spent more than a decade advocating for public school students in the Boston area, and continues to advocate for racial and educational equity as a parent.



Janine McMahon is a Parent Leadership Coordinator and Financial Stability Specialist at Catholic Charities in Hartford, CT. She is a Director on the Asylum Hill Neighborhood Association Board, a Parent Consultant on the Two Gen Advisory Board, and a member of the Connecticut Family & School Partnership Advisory Council.



Leonel M. Callejas is a parent leader in Solano County, CA.

More Resources

- ↗ [Connecticut State DOE Family Engagement Framework](#), which has led the way for national change.
- ↗ ["Family Engagement Professionals Find Support at Friday Café"](#) by the Global Family Research Project.
- ↗ [Ripple Effect in Action](#), executive summary study of effective parent leadership initiatives.



DAY 1, Session 3, continued

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CONSIDER THIS

- 36% of parents agree that their child will need additional academic support to catch up next year due to the pandemic. But 86% of parents indicated that their child is earning mostly B's or better.
- 57% of parents agreed that their child's remote schooling is working better than they expected.
- 52% of parents agreed that supporting their child while they are doing remote schoolwork is harder than they expected.
- 39% of parents reported receiving clear expectations for daily/weekly schoolwork.
- 38% of parents reported receiving video lessons or video instruction.
- 36% of parents reported receiving digital versions of class materials.
- 35% of parents reported receiving online resources that they could use for guidance.
- 33% of parents reported having regular access to their child's teacher.
- 36% of parents reported receiving printed versions of class materials.
- 11% of parents reported having access to mental health services and support.
- Parents reported that their child spends approximately 4.2 hours per weekday on schoolwork.
- Parents are spending 10+ hours weekly on remote schooling.

— [“Parents 2020 | COVID-19 Closures: A Redefining Moment for Students, Parents & Schools,”](#) Learning Heroes, May 20, 2020.

DAY 2, Session 1

Ensuring Equity and Access in a Changing Climate

The pandemic has laid bare long-standing inequities, including in education. How can educators work to counteract the digital divide and other disparities?

NOTES



Michael Hagggen is the Chief Academic Officer for Scholastic Education. In this role he ensures that Scholastic is a responsive comprehensive literacy partner to PreK through Grade 12 districts nationwide. In Hagggen's 20 years of academic experience, he has served as a teacher, principal, chief academic officer, and direct report to superintendents. His hands-on approach has led to significant change, most recently in East Baton Rouge Parish School System, where he was Deputy Superintendent.



Dionne Grayman is a staff developer for the Morningside Center for Teaching Social Responsibility, where she provides training and coaching support for the implementation and integration of SEL, racial equity, and restorative practices to reimagine schools as centers of joy, belonging, and care for historically marginalized students.



Walter Gilliam, Ph.D., is a Professor of Child Psychiatry and Psychology at the Yale Child Study Center, as well as the Director of The Edward Zigler Center in Child Development and Social Policy. Dr. Gilliam's research includes ways to improve the quality of prekindergarten and child care services and the impact of early childhood education programs on children's school readiness.



Howard Stevenson, Ph.D., is a clinical psychologist, a professor at the University of Pennsylvania, and a renowned author whose work on emotional and racial literacy in families and youth will offer insight into how we can confront encounters of racial trauma.

More Resources

➤ [Why COVID-19 Is Our Equity Check](#), by Dena Simmons. *Educational Leadership*, vol. 77.

➤ [The Outsized Impact of the Coronavirus Pandemic on Minority Communities](#), by Tara O'Neill Hayes. American Action Forum, May 12, 2020.



DAY 2, Session 1, continued

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According to preliminary estimates, the “COVID-19 slide” will lead to students returning to school in Fall 2020 with roughly 30 percent lower reading gains and 50 percent lower math gains from the previous year, relative to a typical school year.

—Megan Kuhfeld and Beth Tarasawa.

▲ **“The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement.”**

NWEA, April 2020.

DAY 2, Session 2

Education and the Anxious Child

Educators have seen an increase in childhood anxiety for many years. As schools reopen their doors during these unsettled times, or as learning continues remotely, teachers and school counselors have an even greater role to play. This session will explore what to look for in children as well as tools to address stress and anxiety.

NOTES



Eli Lebowitz, Ph.D., studies and treats childhood and adolescent anxiety. He is the Director of the Program for Anxiety Disorders at the Yale Child Study Center. His research focuses on the development, neurobiology, and treatment of anxiety and related disorders, with special emphasis on cross-generational and familial influences on these disorders.



Raina Telgemeier is one of the most critically acclaimed and successful graphic novelists of her generation. She is the *New York Times* best-selling creator of *Smile* (2010), *Sisters* (2014), and *Guts* (2019), graphic memoirs based on her childhood.

More Resources

- [Go Raina](#), Raina Telgemeier's official website with resources, news, and FAQs.
- [Childhood Anxiety](#), a lecture series by Eli Lebowitz.
- [Scholastic Reads podcast](#): It Takes Guts: Raina Telgemeier and Eli Lebowitz.

DAY 2, Session 2, continued

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Q: *What advice do you have for educators on how to manage kids' and parents' expectations and anxieties over the summer, and when they do welcome families back to school?*

EL: Educators and families should be thinking hard about how to optimize for that challenge. For example, by maintaining contact as much as possible, now and over the summer. Stay in touch with teachers. Practice the things that kids and parents will be doing when this is over. We're socially distancing, but we don't have to be socially isolated. Stay in touch with classmates. Teachers can organize class Skype or FaceTime meetings, for example, so that kids remember how it felt to go to school and what it felt like to be a student. We want kids to know that being a student is part of their lives and who they are.

We also have to be ready for the transition to be challenging and not get too upset if the first day is hard. Maybe we want to do something gradual. Maybe kids will go back for a short visit before they go back for full days. Maybe that first week will be a little bit more difficult, but if we go into it expecting that and prepared to cope with it, then we'll be less taken by surprise and better able to get through it.

—Suzanne McCabe. [▲ “Helping Kids and Parents Cope with COVID-19 Anxiety: A Conversation with Eil Lebowitz,”](#) Scholastic Edu blog, May 13, 2020.

DAY 2, Session 3

Coping with COVID: A Panel Discussion

Moderated by Dr. Karen Burke, this panel of educators will discuss the impact of COVID-19 on teachers, students, and families. They will explore the challenges of remote instruction, what school might look like in the fall, and the opportunities for reimagining education in the post-COVID era.

Q&A NOTES

Moderator



DR. KAREN BURKE
SVP, Scholastic Education

Panelists



DR. JONATHAN BROWN
Deputy Superintendent,
Arlington Central School District



MICHAEL HAGGEN
Chief Academic Officer,
Scholastic Education



DR. HEATHER HARRIS
Director of Provider Operations,
Child360



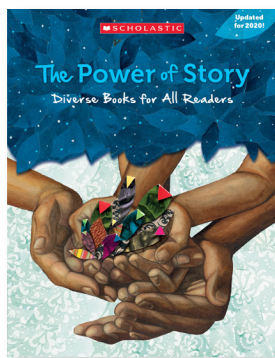
DR. LINDA MAYES
Director, Yale Child Study Center



DR. ANN LEVETT
Superintendent, Savannah-
Chatham County Public Schools

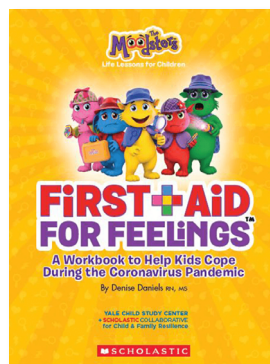
Thank you for attending the symposium.

Here are more resources from Scholastic, the Yale Child Study Center, and the Collaborative. In addition, please visit the [symposium website](#) for other supporting resources.



The Power of Story

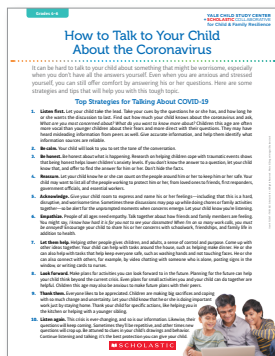
This free resource helps readers of all ages discover diverse books related to race, ethnicity, sexual orientation, gender identity, physical and mental abilities, religion, and culture.



First Aid for Feelings

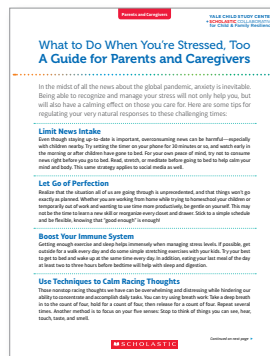
A free 16-page downloadable workbook available in English, Spanish, and French.

Additional COVID resources from the Collaborative:



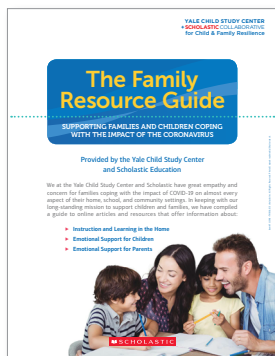
How to Talk to Your Child About the Coronavirus

Communicate with your child with these clear, simple guides for different ages, available in English and Spanish.



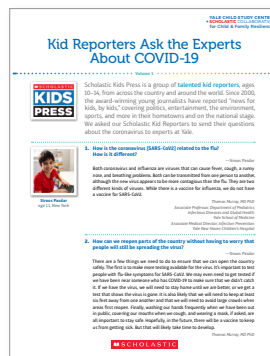
What To Do When You're Stressed, Too

Use these strategies to reduce your own stress while parenting during the pandemic.



The Family Resource Guide

A curated list of helpful links about the coronavirus for educators, families, and children.



Kid Reporters Ask the Experts About COVID-19

Scholastic's Kid Reporters get their COVID-19 questions answered by experts from Yale.

Please reach out to us with feedback and questions at: ycsc_scholastic_collaborative@scholastic.com