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# **D.C. School Behavioral Health Community of Practice (CoP) Chat**

**Wednesday, April 8, 2020  
3:00 PM – 4:15 PM**

# Housekeeping

- This chat will be recorded
- All participants are muted on entry
- You can unmute your phone/computer by clicking on the mic icon
- Please keep your phone or microphone on mute if you are not speaking
- Use the chat box to ask questions and share your ideas
- Contact [DCCOP@crpcorp.com](mailto:DCCOP@crpcorp.com) or call 202-486-0110 if you need technical support

# Please Share...

Please share one innovative idea or strategy that you have applied in your work



# DC CoP Resources on COVID-19

**DC School Behavioral Health Community of Practice (CoP)  
CoP Chats from March 19 and March 25, 2020  
Resources and Strategies Generated by DC CoP Members**

**Assisting our DC CoP Partners During This Crisis**  
Updated March 28, 2020

# Agenda

1. Welcome - Olga Acosta Price & Mariola Rosser, CHHCS/GWU
2. Promoting Wellness - Michelle Kelsey Mitchell, Director of Partnerships, Pure Edge, Inc.
3. Breakout Discussions
4. Wrap up & Follow up

## CoP Chats are informal opportunities to:

- Gather ideas and tips
- Apply new skills
- Practice team building tools and strategies and
- Share your challenges and successes with colleagues!



## Today we want to ...

- Promote wellness strategies and resources.
- Connect with each other, share strategies and build a support system through the CoP chats.

One word that describes how are you feeling during this health crisis...

~ **FRUSTRATED** ~ **SCARED** ~  
**RESTLESS** ~ **UNSETTLED** ~  
**ANXIOUS** ~ **SAD** ~ **STRESSED** ~  
**UNCERTAIN** ~ **OVERWHELMED** ~  
**NERVOUS** ~ **BURNED OUT** ~  
**SCATTERED** ~ **CURIOUS** ~  
**HUMBLED** ~ **CONCERNED** ~  
**CALM** ~ **APPRECIATIVE** ~  
**WORRIED** ~ **HOPEFUL** ~  
**HOPELESS** ~ **WORN OUT** ~  
**BLESSED** ~ **CHALLENGED** ~  
**MOTIVATED** ~ **STRETCHED** ~  
~ **BUSY** ~ **CONFUSED** ~  
**ADJUSTING** ~ **READY!** ~

## Self-Care Tips for the DC CoP Community

We recently asked members of the DC CoP to tell us how they practice self-care during a crisis. Here's what they had to say:

### 1 TAKE A BREAK



- Take a few deep breaths
- Allow yourself a mental health break every few hours
- Feel and express gratitude

### 2 REMAIN ACTIVE



- Get outside daily to stand in the sunlight, breathe fresh air, exercise, or meditate
- Connect with others in person or while talking with friends by phone or from a safe distance
- Remain active by participating in virtual work out classes or on-line yoga classes
- Run while listening to audiobooks
- Wake up early to work out and head to orient yourself before beginning the work day
- Build a music playlist – for movement and to stay calm – and have virtual dance parties

### 3 CONNECT WITH PEOPLE



- Connect weekly with friends and family via video or FaceTime
- Participate weekly church calls and engage in worship prayer
- Host virtual "happy hours" or other gatherings
- Start a book club with friends
- Play with children using toys such as Thomas the Train Engineer or Legos
- Spend time and connect with children

### 4 DO SOMETHING NEW



- Visit new grocery stores
- Create something to share when it gets warmer
- Take on crafts to promote a calm and peaceful spirit
- Complete projects around the house
- Start a new hobby - Be teaching yourself or your children to sew or knit
- Set new goals - like digging up to do a half-marathon
- Cook together, especially using new recipes

### 5 MAINTAIN NORMALCY



- Maintain a daily routine
- Catch up on Continuing Education Units (CEUs) and take on-line professional development training

### 6 PRACTICE INTROSPECTION



- Write down thoughts/feelings to reflect on later
- Do faith journaling/reflecting
- Personal journaling/reflect how I am feeling
- Read books, such as Radical Compassion by Tara Brach, to practice self-compassion
- Practice mindfulness
- [How Mindfulness Can Help You Stay Calm](#)
- [50 Ways to Practice Mindfulness](#)

#TAKECAREOFYOU

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# Acts of Kindness

- Gathering 12 feet apart outside a friend's house to sing happy birthday
- Family connecting more and grocery shopping for others
- Virtual birthday parties
- Community of support from staff as we move into virtual learning for our students.
- Zoom with family and friends for social connection
- People are reaching out to check on me that I haven't heard from in a long time
- A friend working with me daily to learn wellness practices to support my mental health at this time
- A neighbor offered us toilet paper because he overheard us talking about how we were running low and couldn't find any at the store
- Checking in with neighbors to make sure they have necessary resources and supplies
- Staff meetings that become support sessions
- Video messaging my friends to check in and play games together
- We started a virtual kindness campaign at WLA today. We're already seeing texts, emails, and shoutouts from students to each other and staff
- Mailing toilet paper to a family member who was having difficulty finding some
- Provided information on building the immune system and health and wellness tips.
- Throwing some toilet paper out of my window to a friend in need
- Hearing the sense of relief when connecting with students who needed help getting through our current reality



# Acts of Kindness

- Receiving a care package from my sister with new books.
- I hosted a birthday “happy hour” for my friend with music
- Saturday movie night with my best friends. We all hit play at the same time and then use google chat (no video) to talk through it.
- Creating a group text message thread for people in my apartment building to communicate needs
- An emergency FaceTime meeting with my sorority line sisters to help me through a difficult moment during the social distancing
- I received an affirming and validating email from a colleague that also provided wishes for my safety and wellness.
- Siblings and I intentionally connected with our grandmothers over video each day during the week so they feel less alone in their social distancing.
- Provided meals for family members via delivery
- Making muffins and leaving them for friends to pick up
- Dropping off groceries for my neighbors that are elders and limited mobility
- Team members working together by offering additional support of clinicians who may be reserved of using zoom as a new way to offer behavior support by the way of teletherapy
- Sent a surprise gift to a friend via Amazon
- Performed Clinical Check in with all my adult learners throughout the past two weeks
- My son’s high school teacher sent music hits from the year he graduated to simulate the senior prom... encouraging dance parties (and even a couple of slow songs!) before virtual poetry readings and other class activities. He’s shared where students can get free books through a local nonprofit that will deliver them. He’s really connecting with them at a personal level and has been so compassionate about the seniors missing key milestones. Neighbors are also planning a fun community graduation celebration with plenty of physical distance. So kind ...

# Promoting Wellness

Michelle Kelsey Mitchell  
Director of Partnerships  
Pure Edge, Inc.

# Who We Are

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**Pure Edge, Inc. (PEI)** is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.

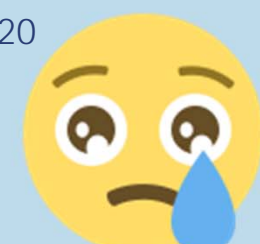
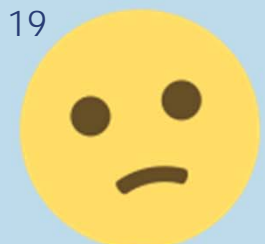


# Welcoming Activity



Which of the following images most accurately reflects your experience right now:







*The Healthy Mind Platter for Optimal Brain Matter. Copyright © 2011 David Rock and Daniel J. Siegel, M.D. All rights reserved.*



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# Self-Care Practice



# Brain Break

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Breathe



Move



Rest



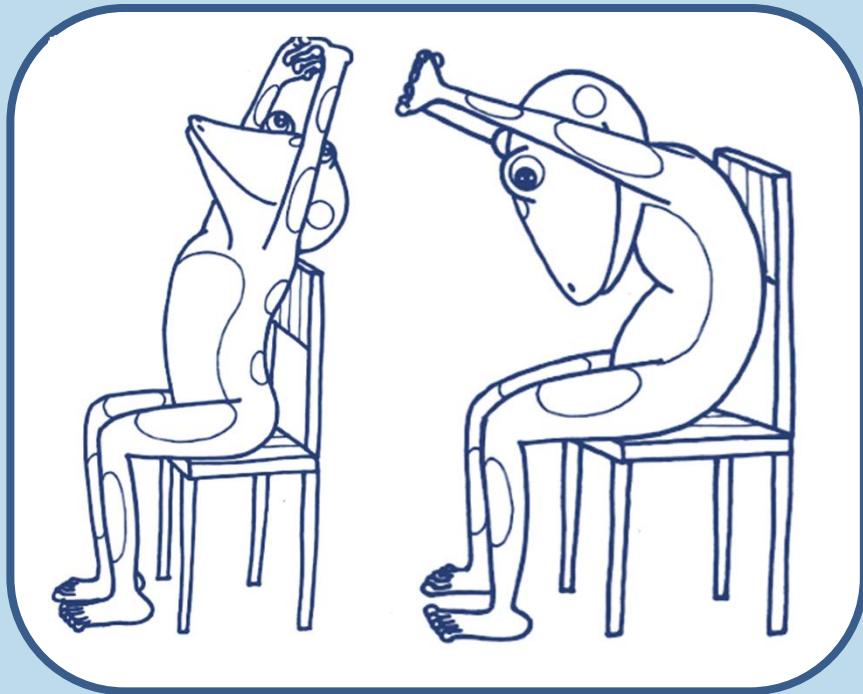


## Engaging Activity: Anchor Breathing





## Engaging Activity: Chair Cat/Cow

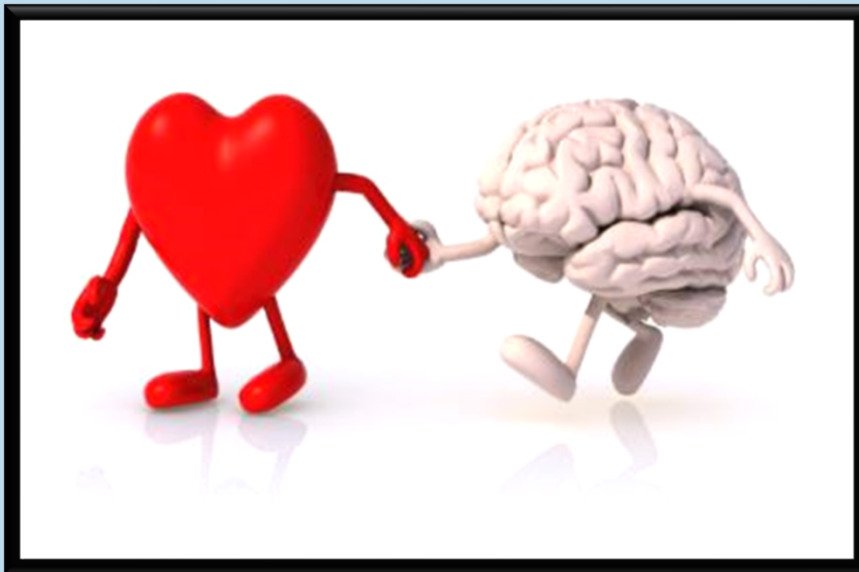




## Engaging Activity: Attitude of Gratitude



## Learning is Social, Emotional & Academic



**Development** is malleable. We can always learn new skills, from birth through adolescence & into adulthood, because the **brain** never stops growing & changing in response to experiences & **relationships**.

This Photo by Unknown Author is licensed under CC BY  
Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7  
Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.  
Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science: evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.



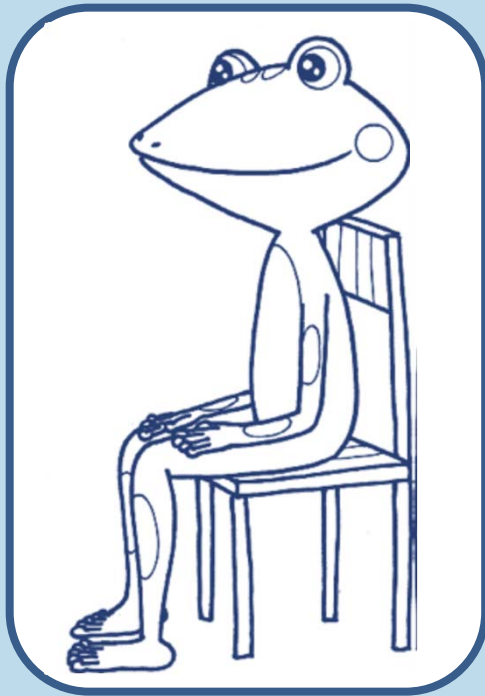
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“The three most important  
aspects of learning  
—**attention, focus, and memory**—  
are all controlled by our emotions,  
not by cognition.”



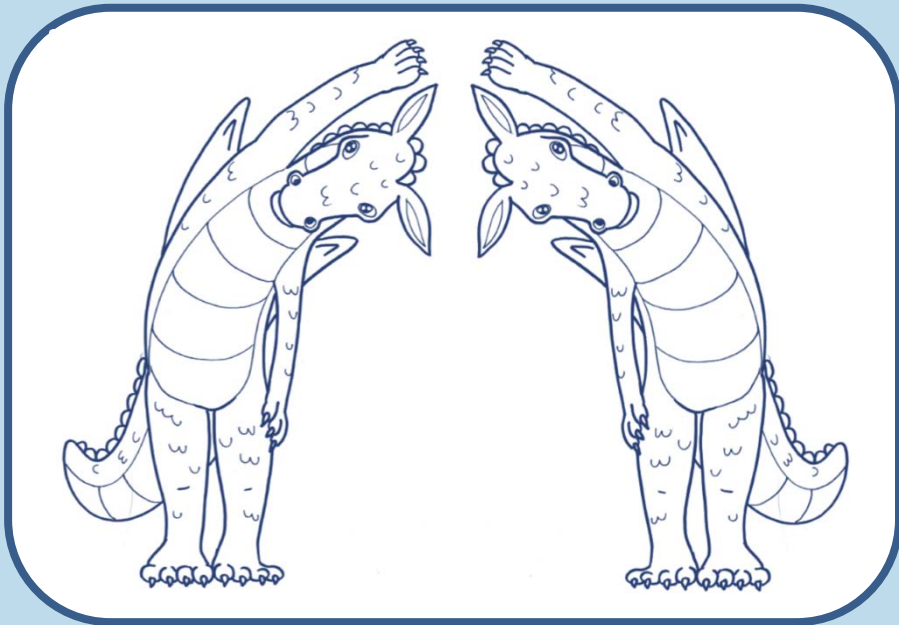


## Engaging Activity: Even In – Even Out





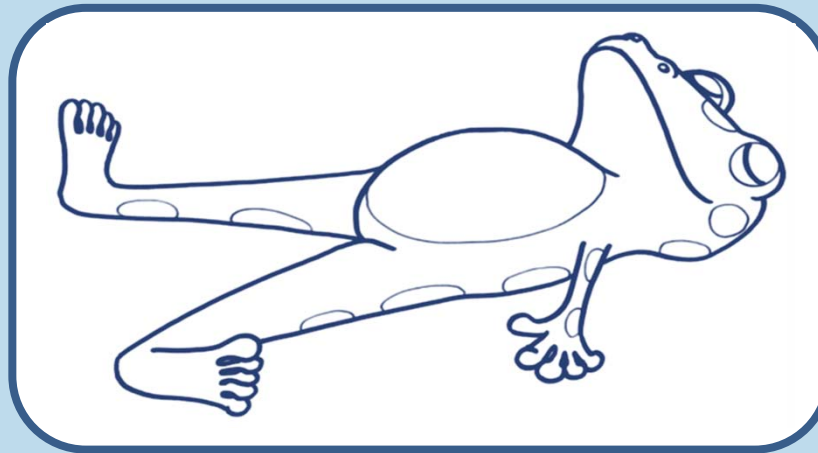
## Engaging Activity: Standing Half Moon







## Engaging Activity: Guided Rest / Body Scan



# Engaging Activity

How does your  
Mind Platter look?

Take a moment to notice it

Are there areas you would  
like to increase?

Are there areas you would  
like to decrease?



# Optimistic Closure: One Word Takeaway

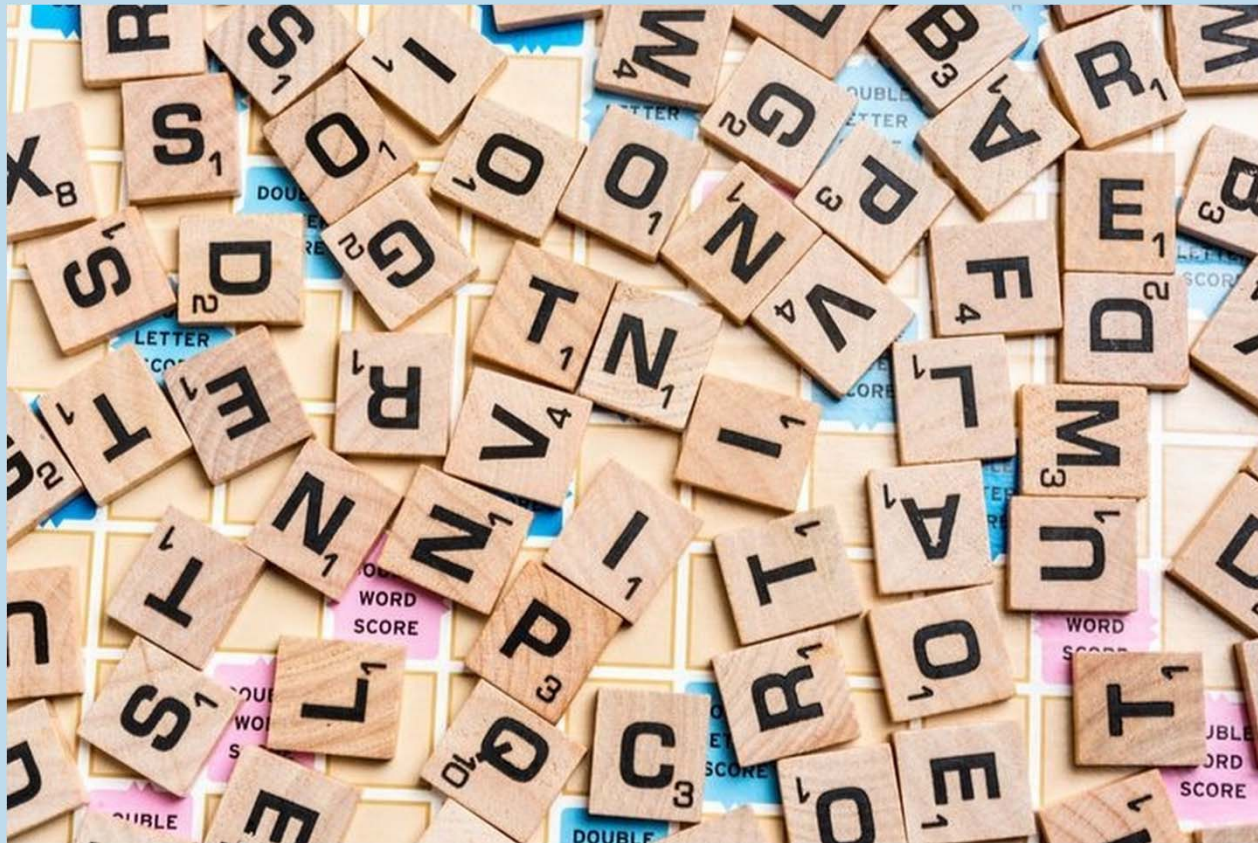


Photo: Juan Monino



# pureedgeinc.org

Evidence-Based Approach  
Thoughtful Partnerships  
Curriculum & Training



**Pure  
Edge**

Success Through Focus

Strategies for educators and learners to develop social, emotional, and academic learning skills through mindful movement and rest.



Online Curriculum

Log Out

+ MENU



breathe

move

rest



# Questions?

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Michelle Kelsey Mitchell, Director of Partnerships  
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# HEADSPACE: Mindfulness On Demand

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 HEADSPACE®

Headspace is donating their app to all Educators.

[go.headspace.com/pureedge](https://go.headspace.com/pureedge)

Think of it as,  
**A personal meditation guide, right in your pocket.**



# Breakout Discussions

- Breakout 1: Monique Leopold, Danielle Palmer, Olga Acosta Price, Aliya Al-Sadi
- Breakout 2: Claudia Price, Alex Vann, Linda Sheriff, Patrice Linehan
- Breakout 3: Taleisha Ellerbe, Keiona Carr, Rachel Sadlon, Gregory Maxson

# Discussion Questions (3:40 – 4:05)

1. What strategies have you tried or are using during social distancing to engage families/students with wellness?
2. What has worked? What challenges have you faced?
3. What are some things you learned today that you think would fit with your learning at home approach and how you could incorporate some of these strategies?
4. What is ONE strategy from today you could see using the most or would be most beneficial in your daily practice?
5. How can the CoP support implementation of these strategies at your particular schools?



# Highlights from Breakout Discussions

Share one resource or strategy that you learned about today to promote wellness for:

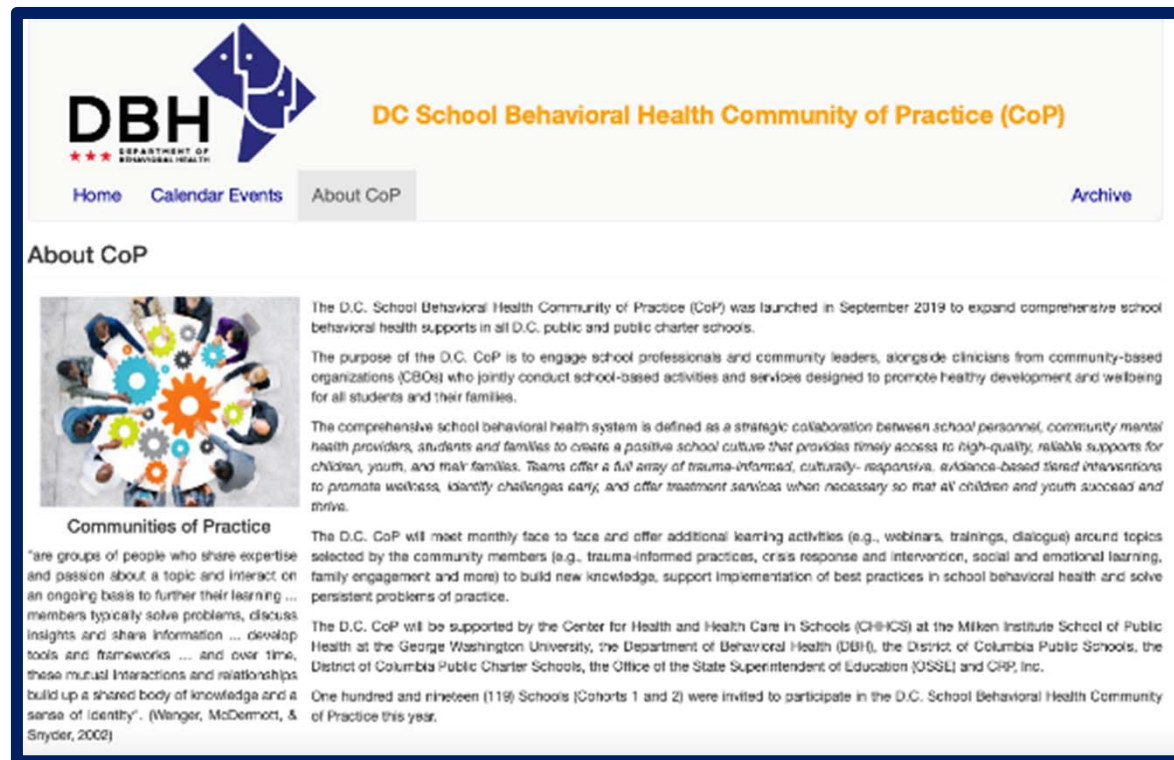
- Students
- Families
- Staff
- Yourself

# Future CoP Meetings and Chats

- April 15 – Teleplay Therapy
- April 22 – D.C. CoP Virtual Meeting (School Climate and SEL)
- April 29 – A High Functioning Wellness Team
- May 6 – TBD
- May 13 – TBD
- May 20 – TBD
- May 27 – TBD



# Contact us at [DCCOP@crpcorp.com](mailto:DCCOP@crpcorp.com)




**DBH** DEPARTMENT OF BEHAVIORAL HEALTH

**DC School Behavioral Health Community of Practice (CoP)**

Home Calendar Events About CoP Archive

### About CoP



The D.C. School Behavioral Health Community of Practice (CoP) was launched in September 2019 to expand comprehensive school behavioral health supports in all D.C. public and public charter schools.

The purpose of the D.C. CoP is to engage school professionals and community leaders, alongside clinicians from community-based organizations (CBOs) who jointly conduct school-based activities and services designed to promote healthy development and wellbeing for all students and their families.

The comprehensive school behavioral health system is defined as a strategic collaboration between school personnel, community mental health providers, students and families to create a positive school culture that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of trauma-informed, culturally-responsive, evidence-based tiered interventions to promote wellness, identify challenges early, and offer treatment services when necessary so that all children and youth succeed and thrive.

#### Communities of Practice

"are groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning ... members typically solve problems, discuss insights and share information ... develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity". (Wenger, McDermott, & Snyder, 2002)

The D.C. CoP will meet monthly face to face and offer additional learning activities (e.g., webinars, trainings, dialogue) around topics selected by the community members (e.g., trauma-informed practices, crisis response and intervention, social and emotional learning, family engagement and more) to build new knowledge, support implementation of best practices in school behavioral health and solve persistent problems of practice.

The D.C. CoP will be supported by the Center for Health and Health Care in Schools (CH@HCS) at the Milken Institute School of Public Health at the George Washington University, the Department of Behavioral Health (DBH), the District of Columbia Public Schools, the District of Columbia Public Charter Schools, the Office of the State Superintendent of Education (OSSE) and CRP, Inc.

One hundred and nineteen (119) Schools (Cohorts 1 and 2) were invited to participate in the D.C. School Behavioral Health Community of Practice this year.

<https://dbh.dc.gov/service/school-behavioral-health-program>

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