

Supporting African American Student Needs During COVID-19



Tyrone C. Howard, Ph.D.

UCLA—Pritzker Center for Strengthening Children & Families

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The Concerns for Black Children Post COVID-19

- Academic
- Socioemotional Health
- Economic
- The State of Schools Post COVID- 19



An old story made new again: Why students of color are primed to be left behind in the coronavirus crisis



We need to prepare for the mental health effects of coronavirus on kids



Tom Sean Foley takes a photo of his children, C.C. and Timothy Joseph, in front of a mural by artist Curtis Kulig in Culver City. (Jay L. Clendenin / Los Angeles Times)

CORONAVIRUS >

These are the California businesses that can reopen, and these are the rules

How to get legally married during the coronavirus crisis

70% of inmates test positive for coronavirus at Lompoc federal prison

Tracking California's path to reopening, plus news, advice and distractions (free)

Coronavirus live updates: Naming names, threatening people who report lockdown violations

Cases statewide >>

67,532
confirmed

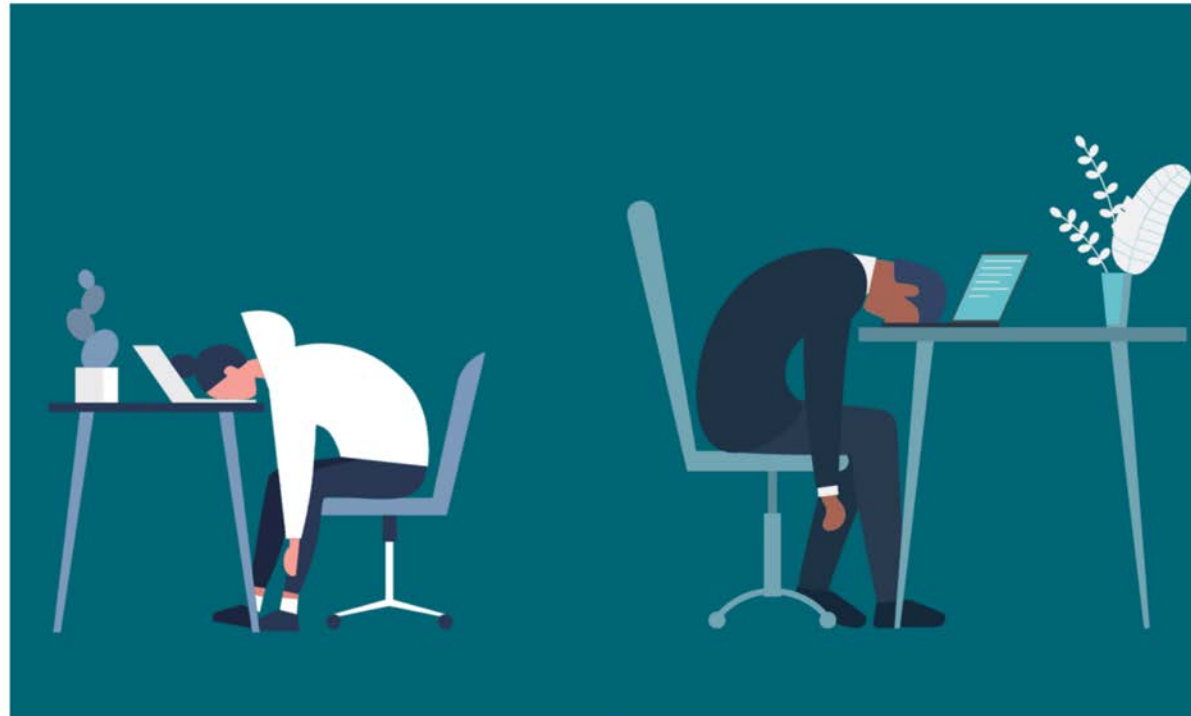
2,715
deaths

📅 APRIL 15, 2020 • 7:19AM

🐦 ✉️ + 📘 28.3K 📌 21

Social-Emotional Learning Should Be Priority During COVID-19 Crisis

BY **TIM WALKER**



Stats: PTSD in Kids Post-911

Researchers conducted various follow-up studies at one month, six months, and one year after the September 11 event, which show that both adults and children in New York City experienced symptoms of stress and/or PTSD directly related to the World Trade Center attacks. Clearly, children in New York City were particularly vulnerable. Whether they saw the attacks personally, heard about them from others, or watched television news coverage, they were exposed.

The data show that for children:

- In grades 4-12, studies estimated prevalence of PTSD at 10.6%, six months after the event.
- Under the age of 5, studies estimated prevalence of PTSD at 14%, ten months after the event.
- Who lost a parent in the attack, studies estimated prevalence of PTSD at 20.4% ten months after the event.

For a small population of children near ground zero, researchers identified a 35% prevalence of PTSD.

Children's Mental Health Care Following Hurricane Katrina

A Field Trial of Trauma-Focused Psychotherapies

Published In: Journal of Traumatic Stress, v. 23, no. 2, Apr. 2010, p. 223-231

Posted on RAND.org on December 31, 2009

by Lisa H. Jaycox, Judith B. Cohen, Anthony P. Mannarino, Douglas Walker, Audra K. Langley, Kate L. Gegenheimer, Molly M. Scott, Matthias Schonlau

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Socioemotional Health & Well-Being

- Start a conversation
- Destigmatize mental health
- Model prosocial & positive mental health behavior
- Identify community resources



Disproportionality in School Discipline Affects Black Children

(Howard, 2018)

- Tardiness
- Dress Code Violation
- Disrespect
- Defiance
- Drugs
- Weapons
- Fighting
- Chronic Absenteeism
- Truancy
- Threats
- Insubordination



BLACK UNEMPLOYMENT RATE MORE THAN DOUBLES TO 16.7% IN APRIL

by Derek Major © May 8, 2020 👁 19444

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(iStock.com/Gwengoa)

PEW SURVEYS SHOW CORONAVIRUS HITTING AFRICAN AMERICANS, HISPANICS HARDER THAN OTHERS

by Derek Major © May 7, 2020 👁 12152

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Different Way of Doing Schools?



What if we...

- **Focus each hour on student learning instead of seat time?** Tony Smith, former Illinois State Superintendent says in his article **“The Invisible Blizzard and the Importance of E-Learning”** that we have prioritized seat time over student learning and that our schools waste our children’s time and creativity every day. Our current way of doing school is organized around a dominant culture view of time: **time to sit, time to learn, time to move on, time to test, etc.**
- Smith says that we can, if we wish, create a new system where teachers can use their creativity to connect with students about **ideas, projects, activities and learning** ”in ways not dictated by hands on a clock.” We can use the moment we are in to ask teachers how they would work or what they would do differently if their days were designed around student learning as opposed to seat time. What if we engage teachers *now* to design a system that focuses on learning and competency development.

What if we...

...organize the curriculum with project based learning (PBL) as a key component and create opportunities for every student to participate. Think about it, a plumber doesn't become a good plumber without being an apprentice and learning by doing. They do not become an expert by sitting at a desk listening to a lecture about how to unclog a pipe. Nor do medical doctors, electricians, teachers, mechanics, writers, chefs, or nurses. All career and professional learning involves learning by doing.

What if we...

- **Implement a focal student approach** where we structure the classroom to meet the needs of **students farthest from learning?** Return to school with teachers prepared to name the students who are struggling the most to learn and teach the teachers how to use a focal student approach that discovers **what these students need and how to best reach them.** This approach does not assume a teacher knows what is in the way of a student learning, but instead has the teacher engaging with the student to figure out what the barriers are to learning and finding innovative ways to meet their needs.

What if We...

...gathered data from students about their experience of our classrooms and schools regularly? We know that how students feel about being in school impacts their learning. What if we implement a system to learn in real time how the learning environment is working or not working for students? Ideally these assessments are conducted every week by every teacher in every school so that teachers and other leaders see how well students are engaged in their learning,

There Are Smart Ways to Use Time to Aid Learning, Research Shows. Why Do So Many Schools Ignore Them?

- Later Start Time
- Don't Mess with Recess
- Organize the Day Better
- Quality Instruction over Quantity of Time

- Organized in <https://www.edweek.org/ew/articles/2020/02/26/there-are-smart-ways-to-use-time.html> the School Day



CHILD ABUSE PREVENTION

UCLA PRITZKER CENTER COVID-19 RESOURCE



SAFE FAMILIES FOR CHILDREN

OLIVE CREST

Safe Families for Children provides an overwhelmed and resource-limited parent with a safe, temporary place for their child without threat of losing custody, which can avert potential abuse & neglect episodes.

<https://www.olivecrest.org/safe-families-for-children/>



PARTNERSHIPS FOR FAMILIES

PENNY LANE

Partnerships for Families is a program designed to prevent child abuse and neglect from occurring by providing parents with supportive services.



IEP/IFSP ADVOCACY

ALLIANCE FOR CHILDREN'S RIGHTS

The following tips can be used by parents to advocate for their children's IEP/IFSP. There are additional resources for speech and occupational therapy.

<https://bit.ly/3aKlyJs>

TEACHING TIPS

UCLA CENTER X



Simple, accessible, and fun teaching tips from UCLA's Center X to support public school teachers. Activities include simple math, science, history, and reading recommended by experts.

<https://bit.ly/2YaXixp>

COVID-19 EDUCATION RESOURCES

LA COUNTY OFFICE OF EDUCATION



Helpful resources for districts, schools, administrators, parents and educators.

What are the possibilities and limits for redoing and redesigning the way that schools operate and function?

THANK YOU

Tyrone C. Howard, Ph.D.

UCLA

UCLA Pritzker Center

UCLA Black Male Institute

thoward@gseis.ucla.edu

@TyroneCHoward