



# BUILDING RELATIONSHIPS, HOPE AND RESILIENCE IN A DISTANCE LEARNING ENVIRONMENT

## ➤ EDUCATORS and FAMILIES

We can teach students to overcome, grow and thrive while facing the challenges of physical and social distancing during this pandemic. Continuing relationships is key to helping children make it through this uncertain time and is the foundation for a successful distance learning environment. Now is the time to remain consistent in practicing trauma-informed principles. Our students' physical safety through distance learning and their social well being are important.

### PROMOTING RELATIONSHIPS IN A DISTANCE LEARNING ENVIRONMENT

As Oklahoma educators, you are well equipped with the resources and evidence-based practices needed to support your students in a distance learning environment. There is no greater intervention than a student having a safe relationship. It is imperative to maintain positive relationships with students and families throughout any period of distance learning.

#### 1. CONTINUE COMMUNICATION WITH STUDENTS AND FAMILIES

##### FREE RESOURCES

- ❑ Federal Communications Commission [COVID-19 Technology Incentives](#)
- ❑ OSDE, [Engaging Families for Distance Learning](#)
- ❑ [Seesaw](#) - Online learning tool for students, teachers and families
- ❑ [Flipgrid](#) - Online learning tool for teachers to create "grids" to facilitate video discussions
- ❑ Google Classroom
- ❑ School Email
- ❑ [Zoom](#) - Video communications and audio conferencing, collaboration, chat and webinars across multiple digital devices
- ❑ [Bloomz](#) - Virtual communication tool
- ❑ Social Media -Twitter, Instagram, Facebook, GroupMe, Remind  
*Be mindful of your district's policy on utilizing personal social media accounts.*

#### 2. ENCOURAGE STUDENTS TO REACH OUT TO CLASSMATES

- ❑ Encourage students to connect with classmates as a positive first step in building peer relationships in the online environment
- ❑ Use Google Classroom/Hangout and allow them to have peer time.
- ❑ Introduce communication through the mail. Teach a [Letter Writing Unit](#) and have students mail letters to a peer, teacher, community, or family member.

#### 3. CHECK IN FREQUENTLY WITH HIGH-RISK STUDENTS AND FAMILIES

- ❑ Ask students who they are talking to within their home.
- ❑ Find the form of communication (call, text or email) that works best for checking on the student and family.
- ❑ Use a car parade as an opportunity for a visual check-in. *Adhere to CDC and state guidelines for social distancing.*
- ❑ If you are concerned about being unable to establish communication with a student or family, contact the School Resource Officer or local law enforcement to do a welfare check.



# BUILDING RELATIONSHIPS, HOPE AND RESILIENCE IN A DISTANCE LEARNING ENVIRONMENT

## ➤ EDUCATORS and FAMILIES

### BUILDING HOPE

Hope is a cognitive process and psychological strength.

- ❑ Hope is having a **goal**;
- ❑ Seeing the **pathways** to achieve the goal; and
- ❑ Having the mental energy or motivation to travel down the pathways despite obstacles. This is considered **agency**.

(Chan Hellman, Ph.D., [Hope Research Center](#), University of Oklahoma)

Five ways to help students practice and develop hope:

- ❑ Teach students how to identify and prioritize goals.
- ❑ Break down the goals to achievable steps.
- ❑ Teach problem-solving skills so students understand how to overcome obstacles.
- ❑ Share stories of success with students.
- ❑ Emphasize staying positive and enjoying the process.

([How to Help Students Develop Hope](#), Zakrzewski, 2012)

### TEACHING RESILIENCE

Resilience is the ability to overcome adversity and cope in a positive and adaptive way. It is a resource that is never exhausted and turns potential toxic stress into tolerable stress.

([National Scientific Council on the Developing Child](#), 2015.)

- ❑ Resilience is developed through the context of supportive relationships. (See [How Resilience is Built](#).)
- ❑ Resilience can be taught and strengthened at any age.
- ❑ Educators can use [Social Emotional Learning](#) to teach resilience.
- ❑ Resilience Activity: [A 4-Step Process for Building Student Resilience](#)

### ADDRESSING STUDENT CRISES

#### SUICIDAL SITUATIONS



**TAKE ACTION** on expressed, implied, veiled, peer-reported or rumored suicidal ideation.

Contact the **POLICE DEPARTMENT** immediately to conduct a welfare check.



Consult with **BUILDING ADMINISTRATION**.



Document **ACTIONS TAKEN**.

#### CHILD ABUSE

**TAKE ACTION** if you suspect a child is being neglected or abused, **REPORT IT**.



Contact the **OKDHS CHILD ABUSE HOTLINE** 1-800-521-3511



Make sure to document the **REFERRAL NUMBER**.



Follow district guidelines for **DOCUMENTATION**.

### RESOURCES

**National Suicide Prevention Lifeline**  
Call 800-273-8255 or Chat with Lifeline

**Crisis Textline** Text TALK to 741741

**My 3 App**  
Available in provider app store

**Disaster Distress Helpline (SAMHSA)**  
Call 1-800-985-5990 or text TalkWithUs to 66746



## BUILDING RELATIONSHIPS, HOPE AND RESILIENCE IN A DISTANCE LEARNING ENVIRONMENT

### ➤ EDUCATORS and FAMILIES

OSDE has many great partners throughout the state. The Oklahoma Department of Human Services and Department of Mental Health and Substance Abuse Services have created resources to support building hope and resilience in students and families during this time.

#### OKLAHOMA DEPARTMENT OF HUMAN SERVICES (DHS)

DHS recognizes this is a stressful time for our families and community. The agency has several resources available to strengthen families from a HOPE-centered approach. OKDHS seeks to offer help and HOPE to all families by asking #WhatDoYouNeed.

Families can visit

<http://www.okdhs.org/Pages/whatdoyouneed.aspx> for information and resources to strengthen families in Oklahoma. OKDHS stands ready to help families during this difficult time.

OKDHS provides online access at <http://www.okdhslive.org/> for families to apply for or renew programs. Families will experience a quicker response using these online portals.

- Supplemental Nutrition Assistance Program (SNAP, formerly food stamps)
- Child Care Subsidy
- Medical Assistance
- Temporary Assistance for Needy Families (TANF)
- Assistance to the Aged, Blind and Disabled (ABD)
- Individuals may apply or pay child support at <http://www.okbenefits.org/>.

Be A Neighbor seeks to identify and strengthen the collaboration among Oklahoma's nonprofits, faith-based groups, and community organizations across the state's 77 counties. Please follow <http://www.beaneighbor.org/> to identify local neighbor organizations to assist with family needs.

#### OKLAHOMA DEPARTMENT OF MENTAL HEALTH and SUBSTANCE ABUSE SERVICES (ODMHSAS)

ODMHSAS recognizes the unique challenges the COVID-19 pandemic has created to accessing mental health services. The agency has compiled several resources to help families navigate these challenges with HOPE and resiliency.

[The ODMHSAS Comprehensive Mental Health Guide to COVID-19](#) includes mental health resources for parents and caregivers of children and youth, school and higher education communities as well as teens and young adults.

ODMHSAS has professional staff providing emotional support through the Oklahoma State Department of Health's COVID-19 helpline.

**COVID-19 Information  
Emotional Support  
Community Resources**  
[1-877-215-8336](tel:1-877-215-8336) or 211

ODMHSAS also offers mobile crisis support to families. If a youth is in crisis, families can contact Youth Mobile Crisis Response to provide support without the family having to leave their home for assessment or evaluation.

**Youth Mobile Crisis Response:**  
[1-833-885-CARE](tel:1-833-885-CARE) (2273)