

# MTSS-SEL COVID RE- ENTRY PLAN

---

Jason A. Pedersen, Ph.D., NCSP

June 23, 2020

# INITIAL WORKING ASSUMPTIONS

---

- All students and staff have experienced trauma as a result of COVID and the closures
  - The degree/intensity of trauma varies by student and staff based on their individual experiences during this time, their protective factors and risk factors.
    - Emotional reactions such as grief, fear, anxiety, depression, anger, etc. should be expected.
- All students will have experienced diminished time spent following routines and schedules to the same degree as prior to school closure.
- All students will likely have some degree of diminished stamina for completing work due to reduced demands during closure.
- Not all students had equitable access to adults to help manage their emotions in response to the school closure and their ability to access learning.
- Not all homes were safe.

# MANAGING A RESPONSE PROACTIVELY

---

- Need to use staff as efficiently and effectively as possible.
- Need to structure a response.
- Cast wide net to proactively support students upon return with capacity to scale back if needed.
- Not all students will need Tier 2 or 3 support.

# TIER I

---

- Delay schedule (2 hour and then 1 hour) to provide time to work on community building activities to support students in:
  - Developing connectedness
  - Building classroom routines (a la Listening Larry/CHAMPS/ACHIEVE)
  - Building stamina/attention to school
  - Orientation to virtual learning platform
- Train teachers to incorporate strategies, tools and “look fors” to have for their classrooms (adapted from Psychological First Aid materials)
- Also embed strategies and PD to address equity, social justice and anti-racism
  - Addressing Race and Trauma in the Classroom: A Resource for Educators [https://www.nctsn.org/sites/default/files/resources/addressing\\_race\\_and\\_trauma\\_in\\_the\\_classroom\\_educators.pdf](https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf)
  - A Trauma-Informed Approach to Teaching Through Coronavirus
  - <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>
- 10 week trauma informed series of lessons for teachers to do with their students
  - Grades 4-12 using Support for Students Exposed to Trauma (SSET) materials ) <https://ssetprogram.org>
  - Not yet identified a corollary for K-3. Potentially modify SSET to address early elementary students.
- Experiential Education and Learning activities at the end of 10 weeks and continue throughout the year\*

# One possible solution...

---

- 10 consecutive school days of a 2 hour delay schedule K-12
  - Hour 1 - SSET/BounceBack delivered by teacher
  - Hour 2 - SEL, EF lessons (to be provided) & tech orientation delivered by teacher
  - At secondary hour 2: do SEL, EF, & orientation on consecutive days based on period (e.g., day 1 - period 1 teacher, day 2 - period 2 teacher)
- 5 consecutive school days of 1 hour delay to do SEL/EF & tech orientation K-12
- First day of week 1 hour delay for possibly the rest of the year to set the tone for the week and allow for connections and debrief

# Support for Students Exposed to Trauma (SSET)

---

- SSET is delivered in an easy-to-use lesson plan format that is ideal for educators. In 10 group lessons, students who participate in SSET learn a wide variety of skill-building techniques to reduce current problems with:
  - anxiety or nervousness
  - withdrawal or isolation
  - depressed mood
  - acting out in school
  - impulsive or risky behavior

# Addressing Race and Trauma in the Classroom: A Resource for Educators from NCTSN

---

- This resource is intended to help educators understand how they might address the interplay of race and trauma and its effects on students in the classroom
- Defines
  - Trauma
  - Historical trauma
  - Racial trauma
- Why is this important for educators?
  - While all students can be susceptible to distress from direct experience or viewing coverage of traumatic events related to racism, students from racial minority groups may be more likely to experience distress from acts of violence and aggression against people of color (Harrell, 2000).

# A Trauma-Informed Approach to Teaching Through Coronavirus

---

- Emphasized for staff that when people are facing stress and difficult life circumstances, it can particularly affect three areas:
  - Sense of Safety
  - Connectedness
  - Hope

# Data Teaming - Match Students With Supports

---

## Review existing data

- Attendance
- Behavior/SEL
- Supports previously in place
- Groups most impacted throughout this closure
  - Family members lost from COVID
  - Black students
- Traditionally marginalized groups
  - LGBTQ
  - SWD

## TIER 2

---

- At Tier 2 looking at training school counselors, school psychs to use trauma informed groups.
  - Cognitive Behavior Intervention for Trauma in Schools (CBITS) – grades 6-12
    - <https://cbitsprogram.org>
  - BounceBack - grades K-5\*
    - <https://bouncebackprogram.org>
    - 10 group sessions
    - 1-3 parent sessions

# COGNITIVE BEHAVIOR INTERVENTION FOR TRAUMA IN SCHOOLS (CBITS)

---

- CBITS teaches six cognitive-behavioral techniques:
  - Education about reactions to trauma
  - Relaxation training
  - Cognitive therapy
  - Real life exposure
  - Stress or trauma exposure
  - Social problem-solving

# BOUNCEBACK

---

- Aimed at reducing the stress or anxiety children feel about being exposed to a stressful or traumatic event, Bounce Back content includes:
  - coping skills
  - feelings identification
  - relaxation
  - positive activities
  - social support
  - problem solving
- Provided by school counselors, SEL coach at HMS, school psychs, school social worker, school psych interns

# TIER 3

---

- Individual sessions - based on student need and relative risk.
- Provided by school counselors, SEL coach at HMS, school psychs, school social worker, school psych interns
  - Trauma
    - CBITS (4-12)
    - BounceBack (K-5)
  - Anxiety
    - Coping Cat (ages 7 and up)
  - Anger
    - Keeping Your Cool (ages 7 and up)

## Resources – Overall structure

---

- NASP-ASCA School Re-Entry SEL Considerations Guidance  
<https://www.nasponline.org>
- <https://www.guilford.com/books/The-Data-Driven-School/Hyson-Kovaleski-Silberglitt-Pedersen/9781462543069>
- NASP Framework for Effective School Discipline  
<https://www.nasponline.org/disciplineframework>

## Resources - Tier I

---

[http://www.safeandcivilschools.com/services/classroom\\_management.php](http://www.safeandcivilschools.com/services/classroom_management.php)

<https://www.socialthinking.com/Products/whole-body-listening-larry-at-school-2nd-edition>

[https://www.nctsn.org/sites/default/files/resources//addressing\\_race\\_and\\_trauma\\_in\\_the\\_classroom\\_educators.pdf](https://www.nctsn.org/sites/default/files/resources//addressing_race_and_trauma_in_the_classroom_educators.pdf)

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

<https://ssetprogram.org>

## Resources - Tier 2 and 3

---

<https://cbitsprogram.org>

<https://bouncebackprogram.org>

<https://www.workbookpublishing.com>

<https://www.workbookpublishing.com/anger-aggression.html>

# Questions and contact information

---

- Jason A. Pedersen, Ph.D., NCSP
  - [jpedersen@hershey.k12.pa.us](mailto:jpedersen@hershey.k12.pa.us)