



NJASP: Considerations for School Re-Entry during COVID-19

Supporting Social and Emotional Learning and Mental and Behavioral Health Upon School Re-Entry through a Trauma-Informed, Multi-Tiered Systems of Support (MTSS) Framework

And so the pandemic has made obvious what has been pervasively true always: academics and mental health are completely interrelated. When the mental health of our students is challenged, their learning will be impaired. This is the reason for chronic underachievement in many of our urban centers and it will be the reason for underachievement in our schools if we think we can get back to academics without acknowledging the strong emotions that virtually everyone will be carrying with them back to school.

~Maurice J. Elias, Ph.D.

How, Not "If": Social-Emotional Learning and Character Development in our Schools is a Necessity as we Reopen
(June 2, 2020)

The New Jersey Association of School Psychologists (NJASP) endorses evidence-based interventions to support the mental health and academic needs of students in New Jersey schools. As a result of the coronavirus pandemic that interrupted the 2019-20 school year by closing New Jersey schools, many of our children were at home being educated via remote learning, while also being emotionally affected by family members who fell ill. Now as schools prepare to open in September 2020, NJASP believes educators need to become better acquainted with recommended ways to address students' and staff's mental health needs. While we endorse both physical safety plans and mental health interventions that will ease the re-entry process, this NJASP document will focus on **students' social and emotional learning and mental and behavioral health** aspects of school re-entry.

The New Jersey School Boards Association offers a number of concepts and suggestions for guidance in implementing the back to school preparation in an excellent publication entitled *Searching for a 'New Normal' in New Jersey's Public Schools* (May 2020). *Searching for a*

'New Normal' in New Jersey Public Schools suggests that upon the return to school it is essential to provide emotional caring for grieving children, focus on educating the whole child, emphasize emotional support over strict academic requirements, be mindful of emotional supports for adults and staff in the school, and provide resource maps for access to school psychologists, school social workers, and counselors as mental health professionals who understand the school community's dynamics, needs, and resources. Also included in *Searching for a 'New Normal' in New Jersey's Public Schools*, is a four-point plan to help districts begin to address their mental health needs when classes resume meeting in-person, proposed by Kathleen Minke, PhD, executive director of the National Association of School Psychologists (NASP). The four main points address developing a long-term recovery plan, preparing comprehensive universal supports and methods to identify those who require more intensive interventions (assess, don't assume), developing a resource map, and providing professional development and emotional care for adults. For more information, a link to the article is included in the references section at the end of this document.

As schools prepare to reopen and are concerned about re-engaging students, supporting adults and creating a foundation for academic learning, school climate and culture is a critically important factor to include in the school reopening plan. The US Department of Education (2014) defines school climate as the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary and physical environment and respectful, trusting and caring relationships throughout the school community. Many New Jersey schools may have already conducted an analysis of their existing school climate using the New Jersey School Climate Survey (NJSCS) available from the NJ Department of Education. The school climate assessment tool focuses on nine content domains:

- Relationships – assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes.
- Parental Support and Engagement – assesses the degree to which parents and community members are incorporated into both the social and academic fabric of the school.
- Emotional Environment – addresses attitudes toward the social environment.
- Morale in the School Community – addresses the “pride of place” as ownership and identification with the school’s central character, as well as measuring the degree of “belonging” of school stakeholders.
- Safety – addresses attitudes toward the individual’s sense of physical safety in and around the school.
- Teaching and Learning – focuses on the academic climate of the school and probes support for student development.
- Physical Environment – addresses scheduling, the use of the building and attitudes toward the building.
- Perception of Administration Support – (staff only) addresses the school leadership’s perceived ability to support and rally the school community’s quality of communication, levels of integrity, ease of teamwork, and promotion of professional and academic success.

- Inclusion and Diversity – assesses attitudes toward the issues of diversity, inclusion and respect for differences to others.

The Every Student Succeeds Act (ESSA, 2014) requires states to include an indicator of “school quality and student success” in their statewide accountability systems. Included in this regulation are measures of student engagement, student attendance, educator engagement, school climate and safety, and other factors related to academic success. (US Department of Education, (2014). Guiding Principles: A resource guide for improving school climate and discipline. Washington, DC: Author.)

Thus, school climate generally refers to the physical, social, and emotional environment at school. A positive school environment is considered to be important for social, emotional, and academic success of students. Positive school climate is associated with prosocial behavior, motivation for achieving in school, healthy self-esteem, development of effective conflict resolution skills in students, and increased teacher retention and reduced burnout.

The question becomes, what is a school to do if their school climate measure indicates weaknesses in the emotional, physical, and behavioral aspects of the school climate? Obviously, the school climate survey data informs school leaders on what areas to modify existing practice related to school climate by informing multitiered approaches to supporting student needs.

School psychologists can play an important role in examining school climate data. This data can show the importance of social and emotional elements in education and learning. Most importantly, school psychologists can work with others to use their expertise to improve school environment.

The main focus of this document is to incorporate the values and application of social-emotional learning and trauma-informed care practices in the context of the New Jersey Tiered System of Services (NJTSS). New Jersey Tiered System of Support (NJTSS) is a framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI). In this paper, NJASP has endeavored to collect many (but not all) of the evidenced-based interventions that, when followed with integrity, will help address the social, emotional, and mental health needs of our students returning to school. Many of the ideas shared in this statement were taken from the National Child Traumatic Stress Network (NCTSN) document “Creating, Supporting, and Sustaining Trauma-informed Schools,” which proposes trauma-informed practices through an MTSS/RTI framework for use in schools. A link to this document, along with other references, may be found at the conclusion of this document.

Research indicates that under typical circumstances, it is expected that approximately 20% of children may experience some social-emotional and behavioral concern during their school years. These rates are expected to double or triple due to the COVID-19 health pandemic. We as school psychologists must emphasize the additional burdens imposed onto many families due to the health pandemic, and the resultant mental health needs of many youth. Children are impacted by trauma in a myriad of ways and these experiences are significant risk factors for poor health,

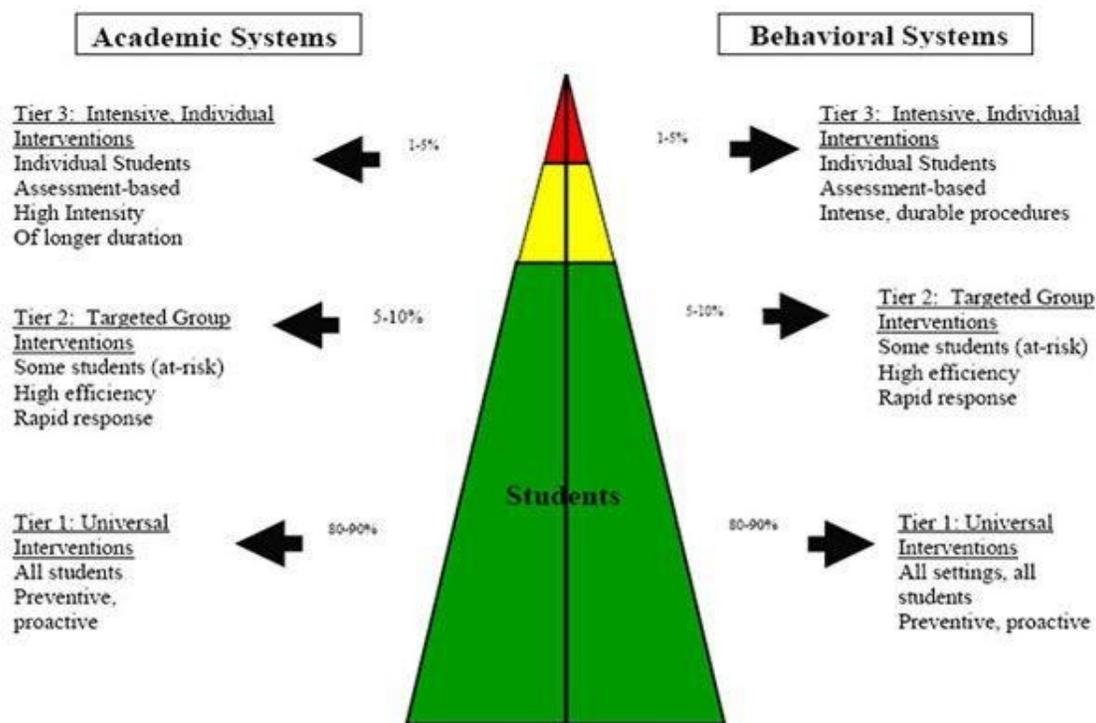
academic failure, and ultimately, a poor quality of life. The recent and ongoing challenges from the COVID-19 health pandemic are exacerbating inequalities and further straining the health and well-being of vulnerable children and families. Understanding students’ social-emotional and behavioral functioning as schools begin to reopen will be crucial. Upon the initial return to school, it is essential to provide emotional caring for grieving children, focus on educating the whole child, emphasize emotional support over strict academic requirements, be mindful of emotional supports for adults and staff in the school, and provide resource maps for access to school psychologists, school social workers, and counselors as mental health professionals who understand the school community’s dynamics, needs, and resources.

School psychologists play a leading role in promoting trauma-informed practices within the schools. Our ability to infuse and sustain trauma awareness, knowledge, and skills into school climate, programs, and classrooms can empower such practices school-wide. Trauma-informed care (TIC) refers to an approach to addressing the impacts of traumatic stress by systematically integrating trauma-informed knowledge and practices throughout entire systems—in this case, throughout entire schools and school systems. Similarly, The National Child Traumatic Stress Network (NCTSN) defines trauma-informed schools as one where educators, staff, children, caregivers, service providers, and others involved within a school recognize and respond to the impact of traumatic stress. Fostering trauma-informed practices within schools and school systems take time, as any worthwhile systems change does. However, we share with you a trauma-informed approach to supporting the return of students to your schools. The information that follows is largely integrated from the NCTSN.

We also recognize that a comprehensive mindset of leadership which acknowledges students’ and adults’ anxieties, and is attuned to effective means of grappling with them, will bolster not only reassurance and self-confidence but also, as a consequence, lead to improved academic learning.



RTI Model



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).
Note: Percentages are approximations and may vary by district.

As previously mentioned, NJTSS refers to a framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI). The organizational structure of the three-tiered model is explained as follows:

Tier I – Universal Interventions – All Students

Tier 1 provides high-quality learning environments, evidence-based curricular and instructional practices, and a continuum of supports and interventions in general education classrooms, including bilingual classrooms, delivered with fidelity by trained teachers with the support of other professionals.

Tier II – Targeted Intervention - Supplemental Supports and Interventions

Tier 2 provides supplemental supports and interventions that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period. Interventions include evidence-based instructional practices and interventions that increase in intensity, frequency, and duration based upon the review of data during regular progress monitoring intervals.

Tier III – Intensive Interventions – Individual Supports and Interventions

Tier 3 provides intensive supports and interventions that may be delivered individually and provided in or outside of the classroom after the delivery of core instruction. There may be adaptations of supports and interventions based on an individual student's performance using data that are reviewed during frequent progress monitoring intervals.

Tier I- Universal Interventions for All Students

At the universal, Tier I level, school psychologists assist with designing and implementing core academic and behavior curricula including universal screening procedures, leading school-based teams examining these efforts, and collaborating with family members and other professionals. In terms of promoting TIC within the schools, such practices upon return to school can include:

Tier I Assessment Practices

Identifying and Assessing Traumatic Stress

- This can be done through school-wide, systematic screening procedures if approved within your school or by identifying children with histories of trauma. Such children may be especially vulnerable to the significant changes in schedule, routine, and expectations resulting from social distancing, canceled classes, remote learning, and reliance on caregivers for academics. The stressors and conditions of this crisis can place all children at additional risk for trauma and loss. Additionally, children with a history of anxiety, depression, abuse, or domestic violence exposure, or children from economically fragile backgrounds may be especially vulnerable.

Tier I Intervention Practices

Psychoeducation

- Provide background on stress and trauma, and impacts on mind, body, and behavior with students.
- Teaching Social and Social Emotional Skills. Creating, sustaining, and promoting targeted supports for youth at risk of displaying behaviors that adversely impact the psychological and physical safety of themselves and others is an important supplement to universal supports and bolsters a positive and safe school climate.

Tier I Consultation Practices

Promoting Trauma Education and Awareness

- School psychologists can support the return to school by offering professional development to teachers, administration, and educational staff to promote trauma-informed understanding and a knowledge and motivation to engage in such work. Such professional development work can focus on:
 - o The connection between trauma exposure and resultant behavior, learning, mental health, and development.



- o Promoting an understanding of trauma's stress and its impact on the brain and body, student learning, their behavior, and the need for a school-wide approaches towards understanding subsequent behavior(s) and promoting skill development to help youth more effectively cope with stress and trauma.

- o Developmentally appropriate responses. This includes working with staff and families, promoting understanding of the needs of younger children, youth with developmental delays or intellectual disabilities, and the additional supports that may likely be necessary.

- Psychoeducation for teachers and staff regarding Self-Care and Secondary Traumatic Stress
 - This can include establishing a supportive professional environment that incorporates feedback from school staff and encourages wellness practices to reduce staff stress. Building in time to check in about feelings allows staff to feel supported and safe to discuss vicarious trauma, work-related stress, and other emotional considerations. Demonstrating flexibility is important and needed during times of rapidly changing conditions, which may be unsettling for staff.
 - Staff may be provided with training to understand the signs of secondary traumatic stress and the ways to prevent burnout. Learning to understand and be attentive to nonverbal communication is crucial, as a stressed brain will pay attention to nonverbal language including gestures, facial expressions, movements, and tone of voice.

Partnering with Families and Community Agencies

- Recognizing limits regarding whom and how school psychologists can engage directly with students' families, a trauma-informed approach appreciates the influence family members (e.g., parents/caregivers, siblings, etc.) and others within a child's family hold and engage with such individuals to best support students experiencing difficulty upon a return to school.
- Similarly, school psychologists can work in advance with community mental health, civic, and related agencies to set up and prepare resources and supports for students' re-entry to school.



Classroom Activities to Promote Social Emotional Learning

- Provide opportunities for students to develop social emotional learning practices and wellness activities that affirm their competence, sense of self-worth, and feelings of safety.
- Have students review a feelings chart and share how they are feeling. To help them communicate their feelings, encourage the use of a scale, such as, "On a scale of 1 to 10, how bored are you feeling?" or "Are you feeling a little lonely, somewhat lonely, or very lonely?"
- Recommend quick mindfulness or self-soothing exercises and engage in activities that promote frequent, rhythmic exercise, such as yoga, walking, or running.
- Create opportunities for students to express themselves in nonverbal ways, as well as opportunities to process emotions verbally through sharing stories and grief.
- Prompt and reinforce expectations and social/emotional/behavioral skills through instruction. Provide positive and supportive feedback to support skill development. Maintain a 5:1 ratio (5 positive comments for each negative comment) and consider other strategies, like the student/teacher game, to acknowledge student behavior.

Tier II - Targeted Intervention - Supplemental Supports and Interventions

At the targeted (Tier II) level, school psychologists are trained to assist teams with selecting and implementing evidence-based practices and progress monitoring tools, ensuring treatment fidelity, and reviewing data on an ongoing and structured basis. In terms of promoting TIC within the schools, such practices upon return to school can include:

Tier II Assessment Practices

Trauma Screening for referrals or concerns of students and staff

- The school includes, as a primary response to behavioral referrals, screening procedures for traumatic experiences and traumatic/loss stress reactions using evidence-based screening tools. When traumatic exposure or traumatic/loss stress reactions are identified, a more comprehensive assessment is conducted to guide evidence-based practices including potential Tier III intervention practices.
 - Use existing knowledge of students to be aware of who may be at-risk and find opportunities for short, individual check-ins to see how they are doing.
 - Note any changes in students' behavior, such as lethargy or listlessness, withdrawal, or difficulty with concentration.
- Teachers, Staff, and Employees Assistance and Support Services. The fallout from the health pandemic frequently results in stress, anxiety, and trauma that impact school staff. In addition, many teachers and staff must also carry the burden of secondary traumatic stress. Preparing counseling and related resources for teachers and staff for the return to school can help your colleagues cope with substantial stress and trauma and strengthen their well-being and work performance.

Tier II Intervention Practices

Trauma-informed Intervention Practices

- Grief-specific supports and psychoeducation for students, teachers/staff, and others connected to the school who have experienced recent loss.
- Evidence-based group practices. This can include some of the practices cited within the Resources section in this document, such as the CBITS program or the Youth Prevention Programs from the Center for Health Research at Kaiser Permanente. Also, prevention programs such as the Parent-Child Interaction Therapy with younger children or the Incredible Years for younger and older children are evidence-based, Tier II interventions.
 - These can also include strength-based and resiliency-building intervention practices such as cognitive-behavioral, acceptance-based practices including ACT or DBT skills, or implementing mindfulness and/or relaxation strategies.
 - The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based group and individual intervention designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems while also working to improve functioning, grades, attendance, and coping skills. It can be used for students from 5th to 12th grade and utilizes cognitive-behavioral techniques such as psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure.
 - The Bounce Back program is a school-based group intervention for elementary students exposed to stressful and traumatic events. It is designed for students in grades K-5 and teaches students ways to cope with and recover from traumatic experiences.
- Trauma-Informed Behavior Support Plans. Infusing and embedding a trauma-informed perspective into functional behavior analyses and behavioral plans, which incorporate an understanding of trauma, trauma and loss reminders, trauma's impact on key developmental domains, and evidence-based practices for supporting children experiencing traumatic stress into its behavior support planning process.
- Creating Safe Spaces for Students. Promoting safe spaces for students who have experienced trauma, loss, ongoing racial trauma, or other difficulties promotes well-being. These safe spaces can consist of quiet and secure places inside and outside of the classroom, where students can take a minute, self-regulate their mood and behavior when experiencing emotional distress, and calm themselves.

Tier II Consultation Practices

Trauma-informed Discipline Practices

- Restorative practices embedded into school discipline procedures can improve school climate and help students learn valuable skills by engaging students in proactively repairing relationships harmed by dysregulated emotions and behaviors. Done properly, such practices can help students impacted by stress and trauma heal.



Tier III - Intensive Interventions - Individual Supports and Interventions

Finally, at the individualized (Tier III) level, school psychologists are trained to conduct functional behavior assessments for students with intensive needs, provide individual, one-on-one intervention and therapy to students, and assist with determination of special education referrals.

Tier III Assessment Practices

Ongoing Progress Monitoring and Referral Practices

- The school makes available ongoing assessment, which is aligned with intervention being done to help students struggling with effective mood and behavioral regulation, and experiencing ongoing academic, behavioral, and mental health challenges.
- Have a referral procedure, along with community based resources, in place if students do not respond to Tier III intervention practices.
- Incorporate an understanding of trauma and its impact on developmental domains as well as evidence-based practices to support children who experience traumatic stress into the IEP planning process.

Tier III Intervention Practices

Individual Counseling/Intervention for Trauma

- The use of evidence-based treatments for youth impacted by trauma can include TF-CBT, CBITS, or individual trauma-focused therapies (e.g., prolonged exposure-based treatments, EMDR, Bounce Back or related treatments).
- The BounceBack and CBITS programs provide individualized sessions for students at greater traumatic risk. Programs such as Coping Cat may help students dealing with anxiety. Keeping Your Cool may help students ages 7 and older deal with anger.
- Students and staff may also benefit from training in Acceptance and Commitment Therapeutics (ACT), which is a rising, evidence-based approach to daily stressors and stressful life events that assists in developing psychological flexibility through the use of mindfulness skills and behavioral therapy.
- For many schools that do not have the resources or capacities to provide treatment at this level, the school psychologist can work with colleagues (e.g., school social worker) to ensure that adequate community supports are identified prior to the return to school.

Tier III Consultation Practices

Support & Recovery Services

- If your school or district offers support and recovery services as part of a crisis and/or school safety plan, you may consider working with other school officials to operationalize these services for the immediate return to school. Such teams can include trained professionals that are trained and prepared to offer trauma-informed screening/assessment and counseling/intervention services to provide immediate supports for youth impacted by the health crisis.

Family and School Partnerships

- School psychologists should actively partner with families to address safety issues and concerns, define family needs and hopes for treatment, and regularly share input about how their child is doing.
- School psychologists should work with school social workers, as applicable, and be prepared to share appropriate mental health referrals within the community, including those that offer services through insurance and income-based payment.
- School psychologists should work to ensure that families have an easy and accessible contact within the schools, which allows them to provide frequent feedback to the school. This can either be the school psychologist or another appropriate contact within the school.
- Engage with families to address safety issues and concerns, define their needs and hopes for treatment, explore their role in their child's treatment, and regularly provide input and updates regarding their child's progress. A general understanding about issues parents may face, such as managing personal stresses, difficulties sleeping, or interpersonal challenges, should inform interventions.



Resources

The National Child Traumatic Stress Network is a national repository and research collaboration Organization, which offers extensive learning and professional development opportunities. Manuals, online lectures, handouts for parents and school colleagues, information on providing trauma-informed care with diverse populations and settings, and free and paid continuing education opportunities are among the many resources available.

- <https://learn.nctsn.org>
- <https://www.nctsn.org/resources/creating-supporting-and-sustaining-trauma-informed-schools-system-framework>

CBITS is an evidence-based intervention specifically designed for implementation within schools. CBITS has a particular focus on the treatment of trauma, PTSD, depression, and general behavioral problems within schools, with the aim to improve functioning, grades and attendance, peer and parent relationships, and coping skills. CBITS is designed for individual and/or group-based implementation, with parent components built into the intervention. This interactive online training program is available free of charge and includes the complete manual, sample material and forms, video clips, demonstrations, and other material that can be used to implement CBITS. CBITS materials are all available free of charge, and can be used as a Tier II or Tier III level.

- <http://cbitsprogram.org>

TF-CBT Web offers a comprehensive online training. This evidence-based intervention is utilized within a variety of behavioral health settings. TF-CBT Web emphasizes treatment of children and adolescents who have experienced single-event or complex trauma. Modules on how to work with parents or other caregivers are also included, and sample video demonstrations on how to implement the different cognitive and behavioral techniques with children, adolescents, and family members are included. This Tier 3 training does charge a nominal fee, and continuing education is offered upon successful completion of this online training.

- <https://tfcbt2.musc.edu>

NASP offers the PREPaRE model for school crisis prevention and intervention. PREPaRE provides school psychologists training in the knowledge and skills to participate effectively within school crisis and safety teams. This program is intended to provide a prevention and intervention system of support for acute crisis management and response to a single-incident traumatic occurrence. Training in the PREPaRE model requires completion of two workshops offered over a three-day period. A “Training of Trainers” workshop is also available for professionals who have previously completed PREPaRE training. Trainings are offered regionally, statewide, and at the annual NASP conference.

- <https://www.nasponline.org/professional-development/prepare-training-curriculum/about-prepare>

Additionally, NASP offers information, guidelines, and resources to help support the learning and well-being of students, their families, and others in the school community during the COVID-19 pandemic. The NASP resource center provides guidance and support for returning to school, service delivery and special education, crisis and mental health, and supporting families and educators.

- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>

SAMHSA published Treatment Improvement Protocol 57, which provides a comprehensive examination of trauma-informed care within behavioral health settings. This resource is available for free download.

- <https://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816>

SAMHSA also has an archived webinar and other resources related to adverse childhood experiences.

- <https://www.samhsa.gov/capt/practicingeffective-prevention/prevention-behavioral-health/adverse-childhoodexperiences>

American Institutes for Research is developing a large and growing body of trauma-informed resources, for use throughout the lifespan.

- <https://www.air.org/topic/health/trauma-informed-care>

The Trauma and Learning Policy Initiative website has a variety of video and web-based resources specifically related to trauma within the schools. Their two-volume series on helping traumatized children learn is particularly comprehensive, and is available for free download.

- <https://traumasensitiveschools.org/tlpi-publications>

Youth Depression Treatment and Prevention Programs, from the Center for Health Research, Kaiser Permanente. Includes manuals for stress and depression prevention (Tier 1 and 2), active depression (Tier 3), and parent support manuals (Tiers 2 and 3).

- <https://research.kpchr.org/Research/Research-Areas/Mental-Health/Youth-Depression-Programs#Downloads>

The Institute of Education Sciences' (IES) What Works Clearinghouse (WWC) is a widely-cited repository of evidence on “what works” in education. The WWC reviews the existing research on different programs, products, practices, and policies in education to provide educators with the information they need to make evidence-based decisions. The WWC offers educators several

resources for reopening schools and supporting students and their families during the COVID-19 pandemic.

- <https://osepideasthatwork.org/node/52>

The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. The Child Mind Institute provides research and resources for families and educators and offers guidance on helping children cope with trauma and manage anxiety, depression, and other mental health conditions.

- <https://www.childmind.org>

The Center on Positive Behavioral Interventions & Supports (PBIS) offers guidance on returning to school during and after a crisis through a multi-tiered systems of support (MTSS) framework. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

- <https://www.pbis.org/>

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders to make evidence-based SEL an integral part of preschool through high school education. CASEL offers free SEL resources related to COVID-19 and school closures, designed to support educators, parents, and anyone who works with children. CASEL also offers a free, weekly webinar series every Friday, featuring experts on a variety of key topics related to SEL.

- <https://casel.org/covid-resources/>

In addition, CASEL offers a roadmap for reopening schools, Reunite, Renew and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School (July 2020), which is organized around four critical practices for reopening schools. These are: a) take time to cultivate and deepen relationships, build partnerships, and plan for SEL; b) design opportunities where adults can connect, heal, and build their capacity to support students; c) create safe, supportive, and equitable learning environments that promote all students' social and emotional development; d) use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff. These four practices can be used to foster the competencies and learning environments that students and adults need to reunite, renew, and thrive.

- <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

Move This World provides social emotional learning with the use of interactive videos, movement, and creative expression to help students and educators develop emotional intelligence skills for long-term wellbeing. Developed with educators in alignment with CASEL, Move This World's curriculum introduces a common language and methods for expressing emotion to

develop deeper self-awareness, stronger relationships, effective communication, and a culture of safety and support.

- <https://www.movethisworld.com/>

Additionally, Move This World provides a toolkit for school reentry: Toolkit: Planning for Reentry: SEL in Different Learning Environments (July 7, 2020), which describes planning social emotional learning initiative for three different learning environments: a return to the classroom, a partial reopening, and remote learning. It offers five different recommendations as we prepare to return to the classroom: a) Provide daily SEL instruction and practice to foster a sense of belonging and safety as students return to close proximity with others, including offered sample discussion questions appropriate to use with students; b) Emphasize school culture and rethink school-wide celebrations and traditions; c) Practice social emotional learning daily; d) Make your safety measures visible for students and clearly communicated to families; and e) Expect that not all students will be able to safely return to campus. This document is available upon request at:

- <https://www.movethisworld.com/white-papers/toolkit-sel-planning-for-reentry/>

Trauma Informed Oregon is a statewide collaborative aimed at preventing and ameliorating the impact of adverse experiences on children, adults, and families. Trauma Informed Oregon provides resources created in response to COVID-19 for the community, parents and caregivers, and schools.

- <https://traumainformedoregon.org>

RTI International provides resources to support staff and student resiliency during COVID-19 as well as resources for school reopening.

- <https://www.rti.org/support-your-staff-and-student-resiliency-during-covid-19>

There are numerous, well-researched and evidence-based practices that are manualized and can be used to guide Tier II group-based interventions or Tier III interventions. Some of those include:

- [Child–Parent Psychotherapy](#) (CPP; Young children, 2-6)
- [Parent–Child Interaction Therapy](#) (PCIT; Young children, 2-7)
- [The Incredible Years](#)* (IY; Different programs from early childhood through adolescence, with parent, child, and teacher versions of the program)
- The Bounce Back Program: <https://www.bouncebackprogram.org/>
- The Coping Cat, C.A.T. Project, and Keeping Your Cool programs can be found through Workbook Publishing: <https://www.workbookpublishing.com>
- The Acceptance and Commitment Therapy (ACT) program offers free worksheets through the following websites:
 - <https://positivepsychology.com/act-worksheets/>
 - <https://contextualscience.org/act>

Earlier in the body of this report there are suggestions for the utilization of survey(s) to understand the importance of school climate and its impact on the potential to understand how proactive relationships build morale in the school setting. An additional resource and survey is the *Classroom Maps Survey*, authored by Dr. Beth Doll, University of Nebraska. This survey highlights students' perception of the classroom in six domains and notes how the classroom environment is a key ecological setting for relationship building between classroom peers, teachers, and families. *Resilient Classrooms: Creating Healthy Environments for Learning, 2nd Edition*, Doll, et al.

•<https://www.guilford.com/books/Resilient-Classrooms/Doll-Brehm-Zucker/9781462513345/authors>

•<https://www.amazon.com/Resilient-Classrooms-Second-Environments-Intervention/dp/1462513344>

Lastly, NJASP also recommends the following publications:

Educators and administrators are also encouraged to download and read *The Road Back: Restart and Recovery Plan for Educators* (June 2020), a publication of the New Jersey Department of Education available at nj.gov/education. This publication provides educators with plans on how to safely reopen New Jersey schools, providing guidance related to four key areas: 1) conditions for learning; 2) leadership and planning; 3) policy and funding; and 4) continuity of learning. NJASP strongly recommends educators and administrators read and follow the guidance described in the 104-page publication, which contains information on the physical safety plans for school reentry.

Education Recovery Task Force, NJ Senate Education Committee, (June 2, 2020) is a brief but highly effective summary of the New Jersey Senate's Recovery Task Force.

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