







# Rebuilding for a New Normal: Study Highlights

## **Study Goals**

Assess the impact of the Covid-19 pandemic on trauma responsive schools.

Suggest ways to adapt the trauma responsive programming to the new realities that schools, families and communities are facing.

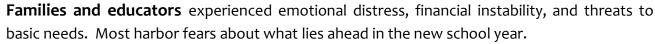
#### WHO WE TALKED WITH



**72** administrators, teachers, support staff and parents in south suburban Cook County, Springfield, and far southern Illinois.

15 national experts in the fields of social emotional learning (SEL) and trauma responsive schools.

### WHAT WE LEARNED ABOUT THE IMPACTS OF THE PANDEMIC





**Virtual learning** provided more challenges than successes including widespread connectivity and access to technology issues; limited communication between teachers, students, and parents; and confusion over grading.

**Educators and administrators** had little time to recover from the tumultuous spring and are at risk for burnout in the new school year.

#### RECOMMENDATIONS FOR MOVING FORWARD

- 1. <u>Wrap "safety and care" around students and adults</u> through expanded attention to social and emotional needs of students, parents, teachers, support staff and administrators.
- 2. For the 2020-21 school year <u>focus on social emotional learning</u>, universal behavioral supports, restorative practices, cultural relevance, and relationship building.
- 3. <u>Help teachers reach their students</u> through training on pedagogies and curriculum that align with virtual or social distanced settings. This could include inquiry-based learning, community service-based learning, or flipped classroom models.
- 4. <u>Seize new opportunities</u> to prioritize teacher-student connection/relationships, socialemotional learning, and family engagement.

