

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

Families and educators experienced emotional distress, financial instability, and threats to basic needs. Most harbor fears about what lies ahead in the new school year.

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. Wrap “safety and care” around students and adults through expanded attention to social and emotional needs of students, parents, teachers, support staff and administrators.
2. For the 2020-21 school year focus on social emotional learning, universal behavioral supports, restorative practices, cultural relevance, and relationship building.
3. Help teachers reach their students 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. Seize new opportunities to prioritize teacher-student connection/relationships, social-emotional learning, and family engagement.