

MENTAL HEALTH IN SCHOOLS LEARNING SERIES

Trauma Strand

Universal Trauma-Informed Practices for Re-Entry: Lessons for School Counselors, School Psychologists, School Social Workers, Presented by Emily Goodman-Scott, PhD, LPC, NCC, NCSC

Webinar Summary:

In this session, Dr. Goodman-Scott will provide a brief overview of Multi-tiered Systems of Supports (MTSS) as applied to school mental health providers (e.g., school counselors, school psychologists, and school social workers). Then, the majority of this session will be used to provide suggestions for the 2020-2021 K-12 school re-entry process.

Resources:

- [School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19](#) (ASCA)
- [Getting Back to School after Disruptions: Resources for Making your School Year Safer, more Predictable, and more Positive](#) (PBIS)
- [Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students Through a Multi-Tiered Systems of Support Framework During the 2020-2021 School Year](#) (PBIS)
- [SEL Roadmap for Reopening Schools](#) (CASEL)

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- [Webinars on School Reentry and Culturally Sustaining Practices](#) (School Counselors for MTSS)
- [COVID-19 Considerations for Reopening Schools Supporting Student and Staff Wellness](#) (Kentucky Department of Education)
- [Trauma-Informed School Strategies During COVID-19](#) (National Child Traumatic Stress Network)
- [Dr. George Sugai's MTSS FEST keynote presentation](#)

References:

- [American School Counselor Association. \(2019\). The ASCA national model: A framework for school counseling programs \(4th ed.\). Alexandria, VA: Author.](#)
- [American School Counselor Association & National Association for School Psychologists. \(2020\). School reentry considerations: Supporting student social and emotional learning and mental and behavioral health amidst COVID-19. Retrieved from: American School Counselor Association](#)
- [Atkins, R., & Oglesby, A. \(2018\). Interrupting racism: Equity and social justice in school counseling. Routledge.](#)
- [Brown-Chidsey, R., & Bickford, R. \(2016\). Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools. Guilford Press.](#)
- [Center for Positive Behavioral Interventions and Supports. \(2020\). Getting back to school after disruptions: Resources for making your school year safer, more predictable, and more positive. Retrieved from: PBIS.org.](#)

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- [Center for Positive Behavioral Interventions and Supports. \(2020\). Returning to school during and after crisis: A guide to supporting states, districts, schools, educators, and students through a Multi-Tiered Systems of Support framework during the 2020-2021 school year. Retrieved from: PBIS.org.](#)
- [The Collaborative for Academic, Social, and Emotional Learning. \(2020\). SEL roadmap for reopening schools. Retrieved from: CASEL.](#)
- [Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. \(Eds.\). \(2019\). A school counselor's guide to Multi-tiered Systems of Support \(1st ed.\). New York City, NY: Routledge.](#)
- [Goodman-Scott, E., Betters-Bubon, J., & Donohue, M. \(2016\). Aligning Comprehensive School Counseling Programs and Positive Behavioral Interventions and Supports to maximize school counselors' efforts. Professional School Counseling, 19\(1\), 57-67. doi:10.5330/1096-2409-19.1.57](#)
- [Goodman-Scott, E., Betters-Bubon, J., Donohue, P., & Olsen, J. \(2020\). School counselors for MTSS: Webinars. Retrieved from: School Counselors for MTSS.](#)
- [Kentucky Department of Education \(2020\). COVID-19 considerations for reopening schools supporting student and staff wellness. Retrieved from: Kentucky Department of Education.](#)
- [McIntosh, K., & Goodman, S. \(2016\). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford.](#)
- [The National Child Traumatic Stress Network. \(2020\). Trauma-informed school strategies during COVID-19. Retrieved from: NCTSN.](#)

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- [Paris, D., & Alim, H. S. \(Eds.\). \(2017\). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. Teachers College Press.](#)
- [Sugai, G. \(2020\). MTSS FEST \[keynote presentation\]. Retrieved from YouTube.](#)

Discussion Guide:

- What is your “why” for getting into education and mental health? What brings you energy? What gets you excited to start every year? While this start to the school year will look different from past years, how can you bring your passion and “why” into the present school year?
- In your role as a school-based mental health provider (school counselor, school psychologist, or school social worker): (a) What do you do for ALL students: Tier 1? (b) What do you do for SOME students: Tier 2? (c) What do you do for FEW students: Tier 3?
- What has been your “new normal” these past few months? What have been challenges? Have there been any silver linings or strengths you’ve discovered?
- What do you anticipate will be the needs of your students, staff, and families, upon returning to the school year? Think about Maslow’s Hierarchy, and needs at each level.
- First things first: before focusing on academics, we need to focus on: _____?
- What are ways you can look inward, to learn, grow, and practice self-care?
- What is one idea you can use, to work with your school leadership team to build a stronger system *before* the school year starts?
- What are two strategies for incorporating culturally sustaining practices into your work, during reentry this fall, and beyond?
- How can you use data to determine the needs students: ALL: Tier 1; SOME: Tier 2; and FEW: Tier 3?
- What are 5 strategies you can use to build strong Tier 1 supports, when you reenter the school year? Consider supports that are: community-level, school-level, classroom-level, and so forth. Plan for supports for in-person (when your school goes back in person), and also online supports.
- Last, please reflect back on the initial discussion question: While this start to the school year will look different from past years, how can you bring your passion and “why” into the present school year?