

Returning to School During and After a Crisis: MTSS to Strengthen Resilience and Relationships

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Illinois MTSS Network
Multi-Tiered System of Supports

3 BIG IDEAS



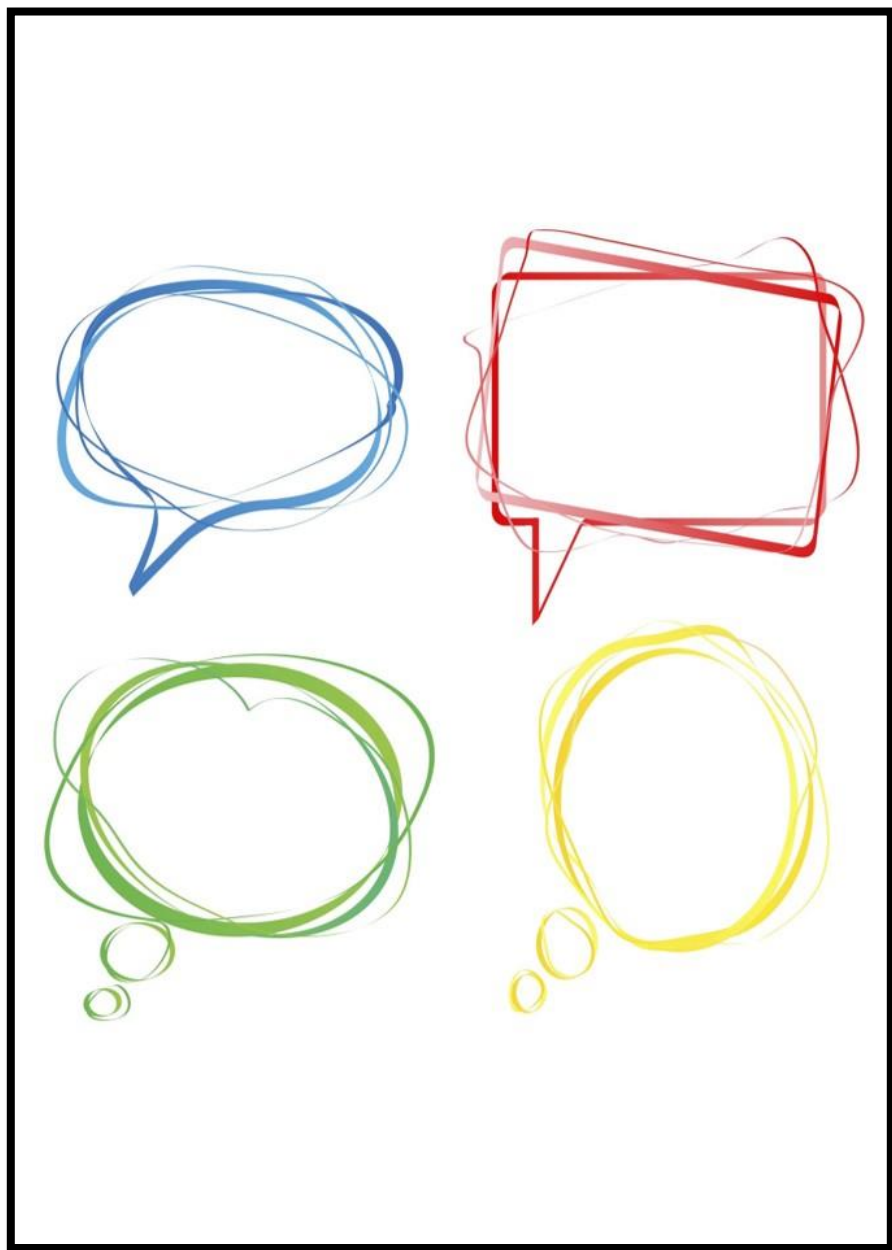
Relationships



Renovate



Recalibrate



Add your response in the chat.

Name one guiding principle or core value that is supporting your planning for students' return to school?

Tier 1: Promote a sense of safety

EBP: Nurturing & sustaining positive relationships is a PROTECTIVE FACTOR

Promote positive school culture & climate:

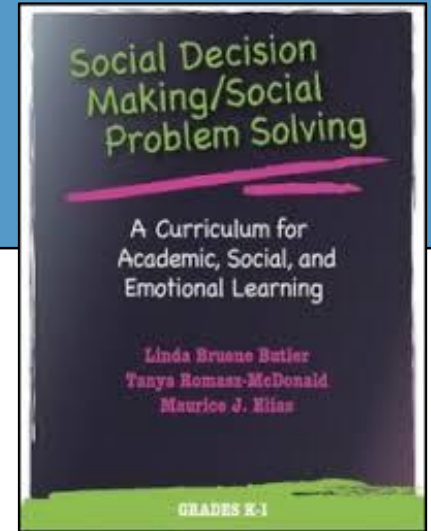
- School-wide Positive Behavior Supports
- CHAMPS
- Bullying Prevention Efforts
- SEL Programming



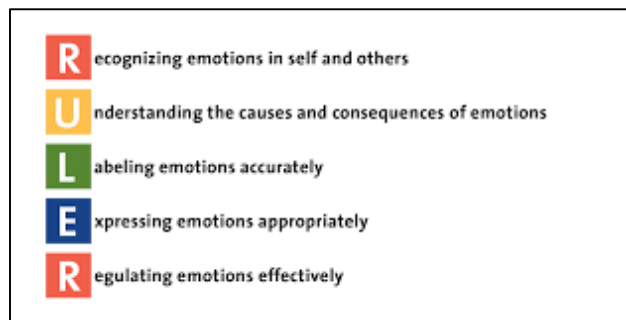
Tier 1: Promote a sense of safety

Examples of SEL programs that decrease anxious & depressed symptoms

- Social Decision-Making/Social Problem-Solving
- Promoting Alternative Thinking Strategies (PATHS)



- RULER

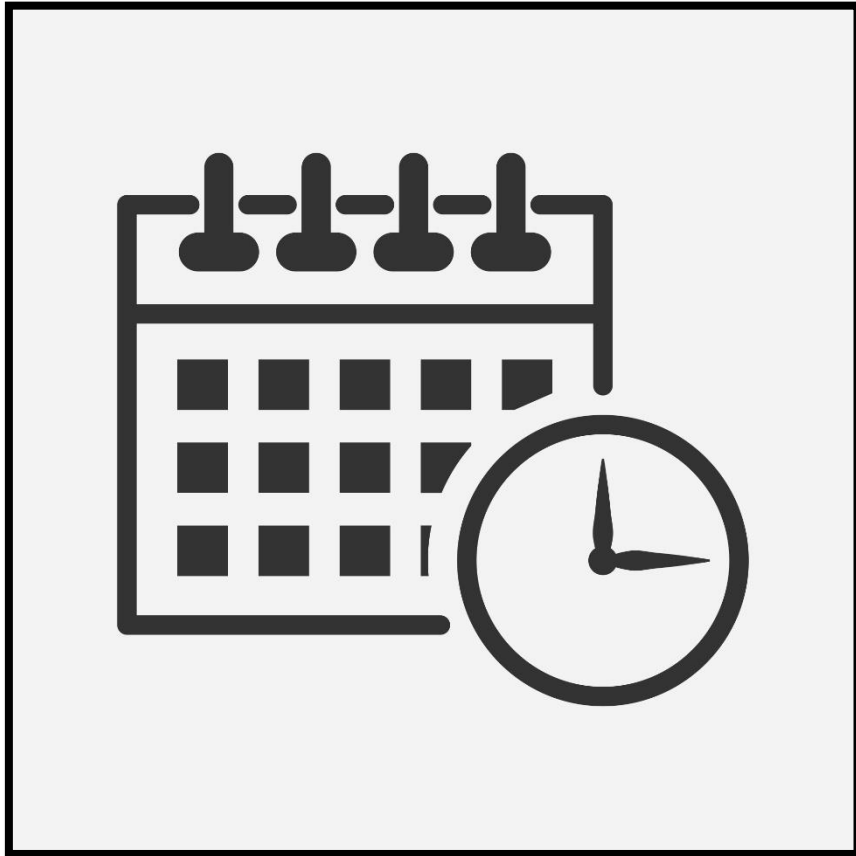


EBPs that you know to be effective

- Expand on practices such as “positive greetings at the door” (PGD)
- CICO
- Check and Connect



Tier 1: Strategies to build student resilience



- **Build in** and teach routines
- **Encourage** families & students to establish routines
- **Share** daily visual schedules
- **Reach out** to students to let them know you care about how they are doing

Tier 1 Strategies to Build Student Resilience

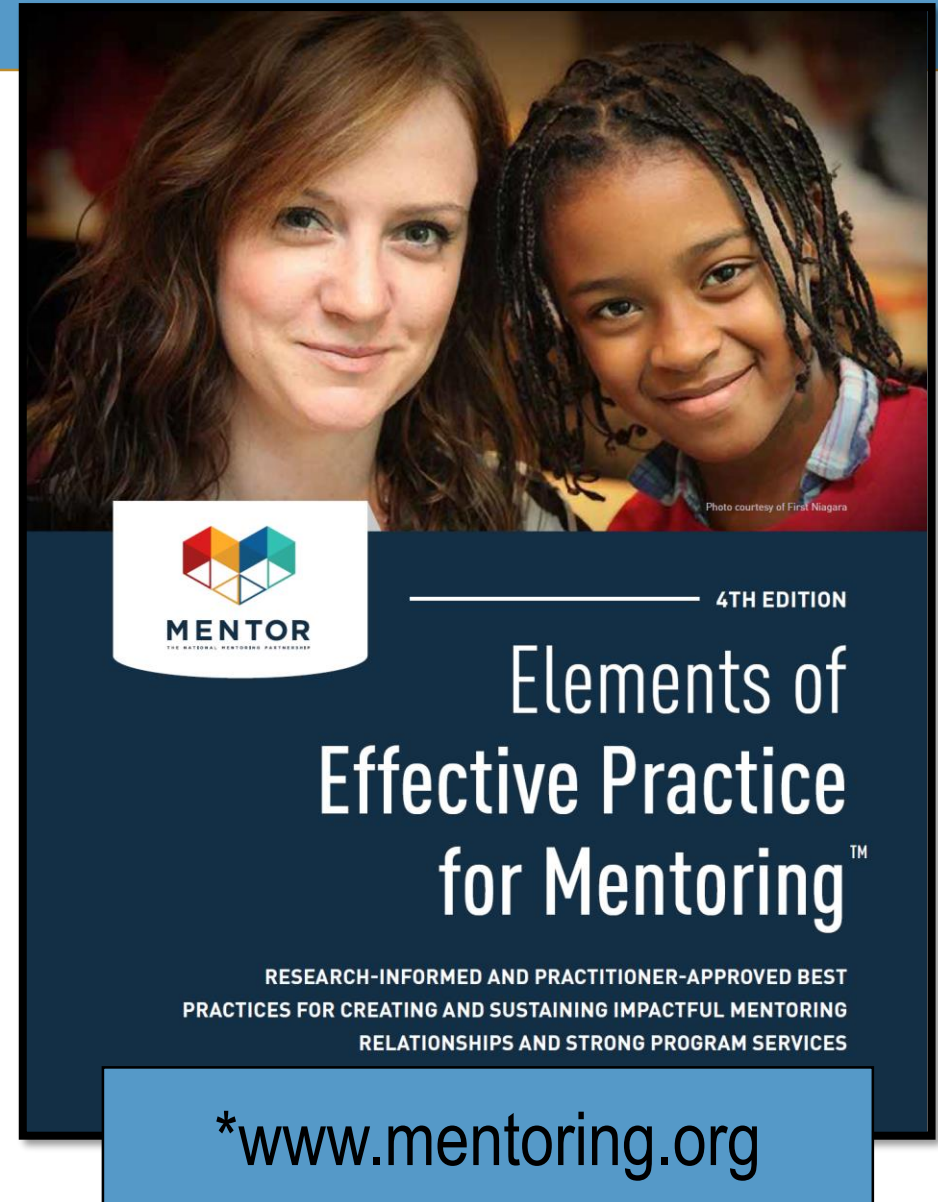
- Discuss in **age-appropriate** manner
- “**Normalize**” feelings
- **Let students** ask questions
- **Show** students how they can get **help**
- Encourage students to **connect with a caring adult**



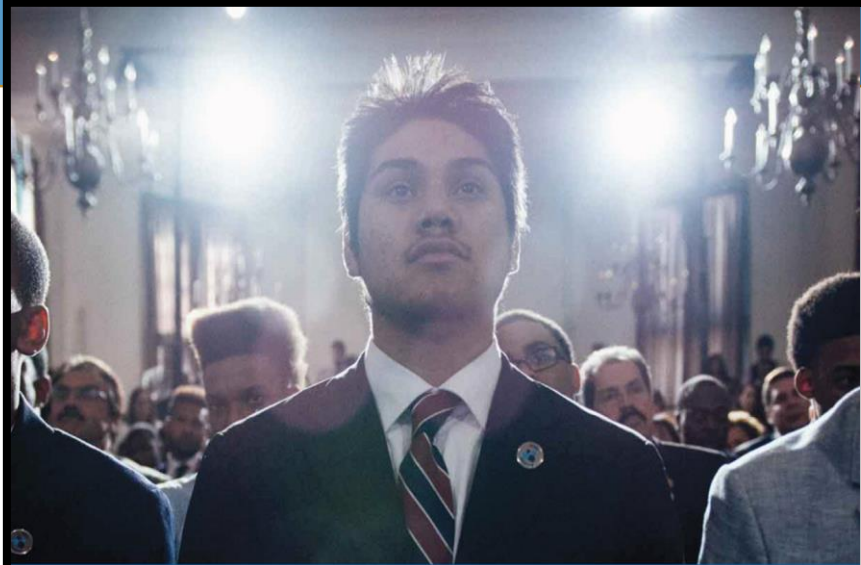
“Elements of Effective Practice for Mentoring, 4th Ed.”

National Mentoring Project (NMP)*

1. Recruitment
2. Screening
3. Training
4. Matching of Mentor and Mentee
5. Monitoring and Support
6. Closure



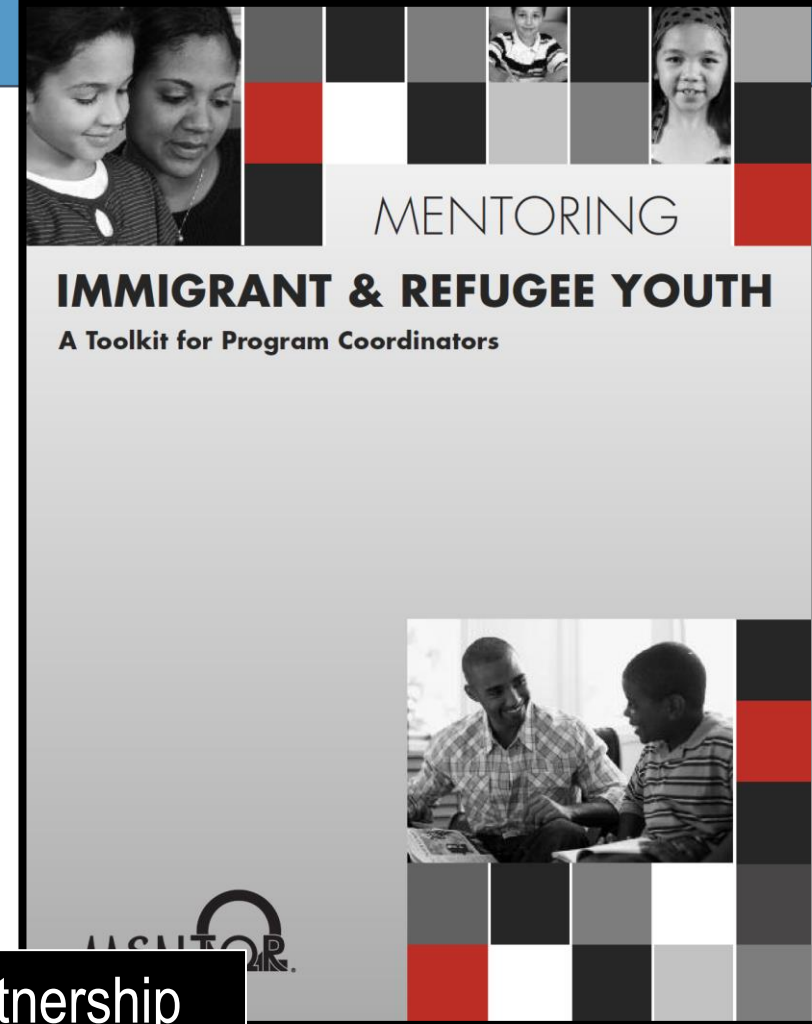
“Guide to Mentoring Boys and Young Men of Color”



Guide to Mentoring Boys and Young Men of Color

Sponsored by My Brother's Keeper Alliance and
MENTOR: The National Mentoring Partnership

“Mentoring Immigrant & Refugee Youth”- A Toolkit



National Mentoring Partnership
www.mentoring.org

Tier 1: Mentoring so every student has a caring adult

Illinois High School Example:

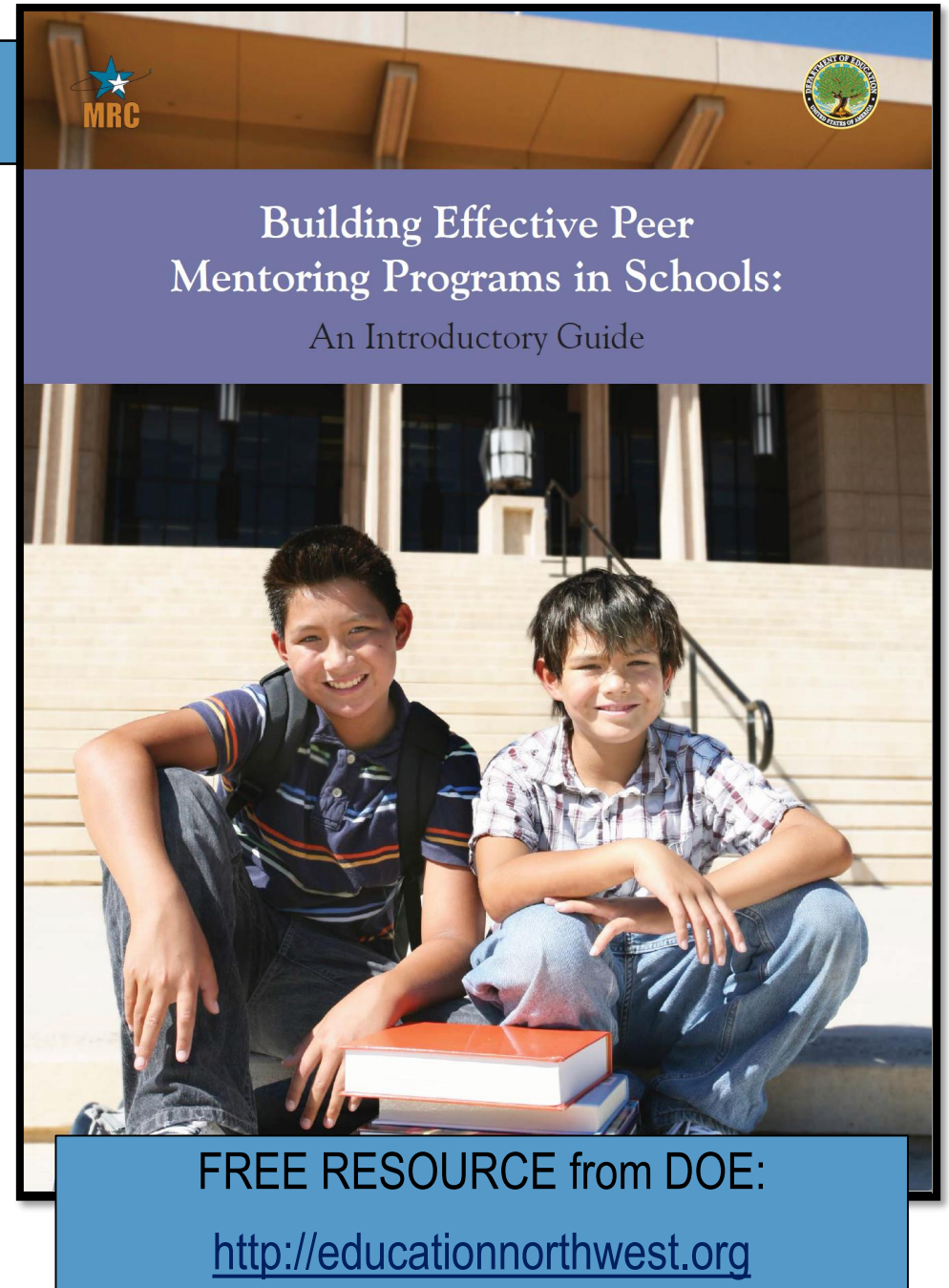
"To help ensure that students have **at least one adult** in the building they feel connected to, the school conducts a formal **relationship mapping** activity in November, when teachers review a list of every student and give a **green indicator** to those who would come to them if they had a problem, and a **red indicator** to those who **may need extra support or intervention.**"



Peers & Mentoring

Peer mentors can:

- **Encourage** a student to return to school
- **Offer help** to remove obstacles to attendance
- **Serve** as a companion/resource
- **Supplement** teacher mentoring through tutoring, advocacy, resilience building & support



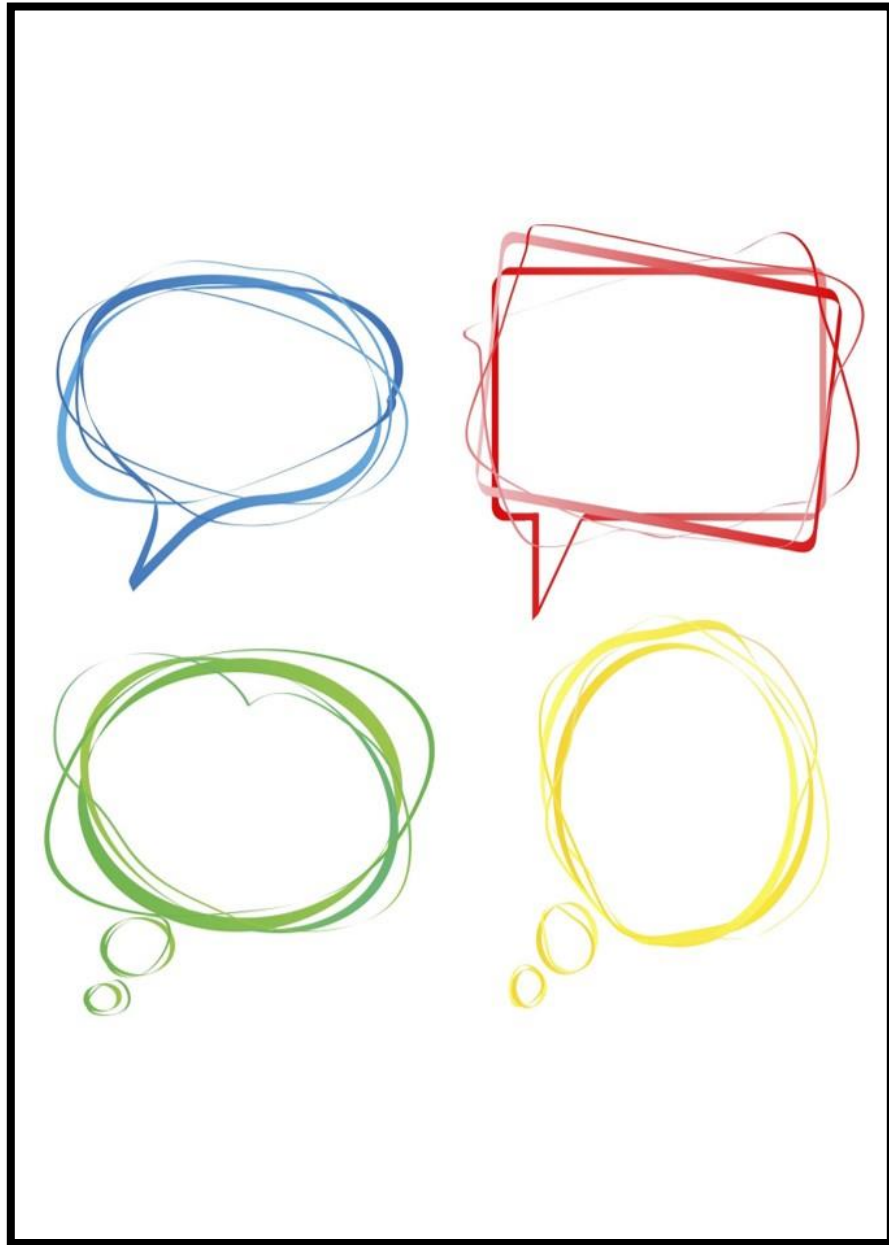
The image shows the cover of a guide titled "Building Effective Peer Mentoring Programs in Schools: An Introductory Guide". The cover features a photograph of two young boys sitting on concrete steps outside a building. The boy on the left is wearing a blue and white striped polo shirt and a backpack, while the boy on the right is wearing a plaid shirt. They are both smiling and looking towards the camera. In front of them are several books, including one with a bright orange cover. The background shows a modern building with large windows and a staircase. In the top left corner of the cover is the MRC logo, and in the top right corner is the logo of the Washington State Department of Education. Below the photograph, there is a blue banner with white text that reads "FREE RESOURCE from DOE: <http://educationnorthwest.org>".

MRC

WASHINGTON STATE DEPARTMENT OF EDUCATION

Building Effective Peer Mentoring Programs in Schools:
An Introductory Guide

FREE RESOURCE from DOE:
<http://educationnorthwest.org>



Add your response in the chat.

What strategies for building student resilience might you recommend?

Using data at Tier 1 to Support Social, Emotional, and Behavioral *Recovery*



- **Assess**/monitor students', teachers', and staff's mental/behavioral health
- **Monitor** tardies, attendance, grades, behavioral referrals, and social, emotional, and behavioral data

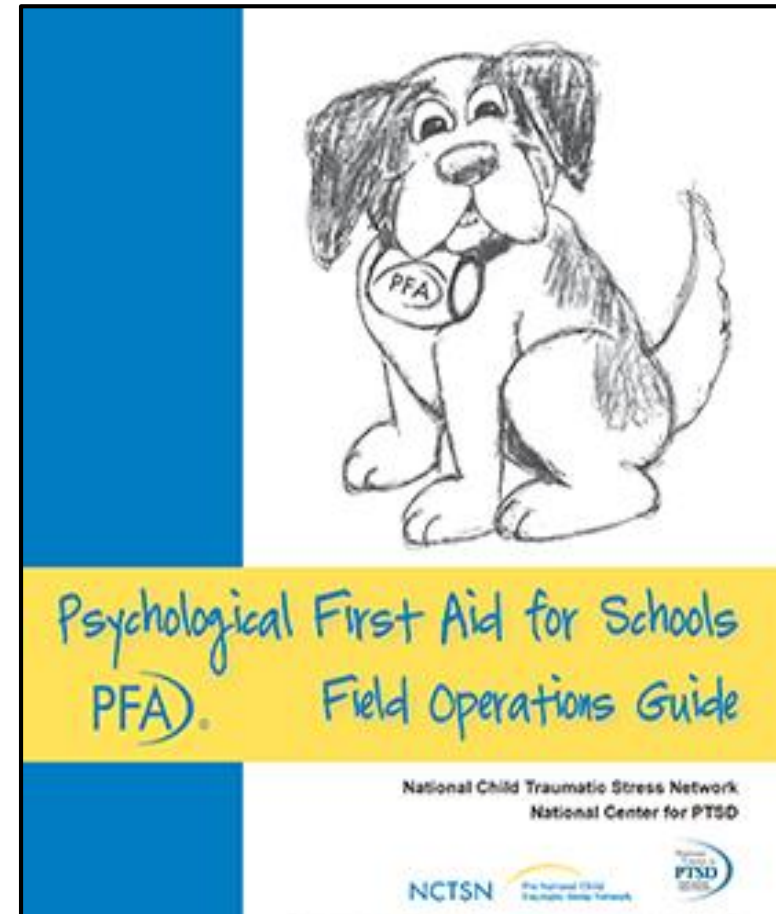
Tier 1: Social, Emotional and Behavioral Screeners

- **Strengths & Difficulties Questionnaire (SDQ)**
 - **Free**; Grades Preschool through HS
 - Available in many languages
 - Parent, teacher, and student versions
- **Social, Academic, Emotional Behavior Risk Screener (SAEBRS)**
 - Grades K-12
- **BASC-3 Behavioral and Emotional Screening System (BESS)**
 - Ages 3-18

Use EBPs at Tier 1: Psychological First Aid for Schools

- ***Immediately following crisis***
 - short term (early stages of Recovery)
- One component of an emergency/crisis plan

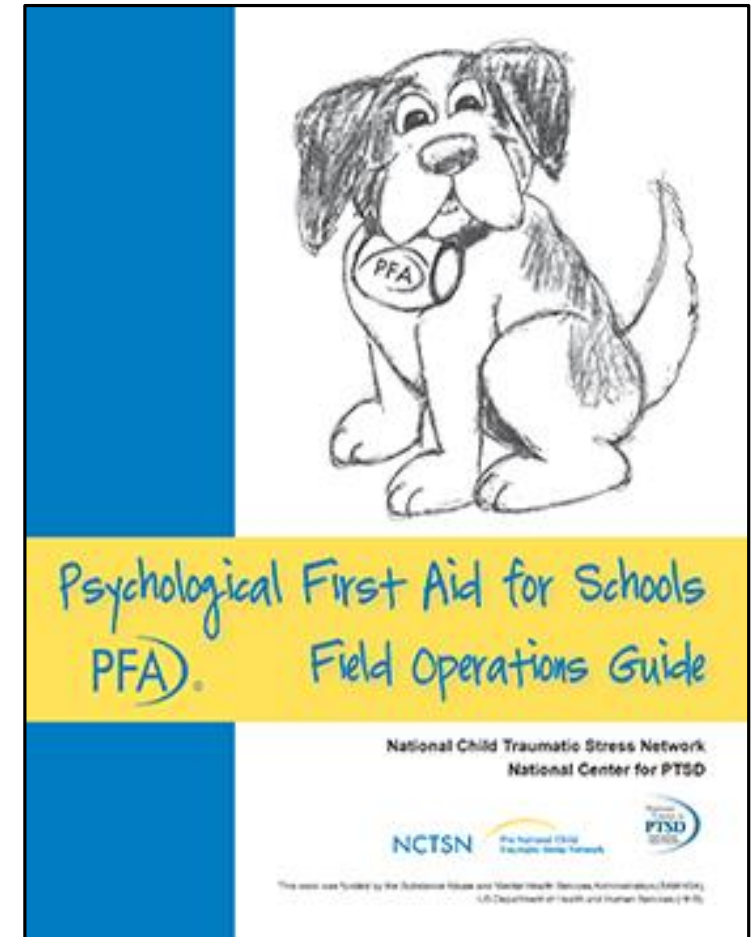
Research shows that brief, effective interventions can have long-lasting positive influences on trauma-related stress!



FREE resource from NCTSN.org

PFA-S 8 Core Actions

1. Contact & Engagement
2. Safety & Comfort
3. Stabilization (if needed)
4. Information Gathering: Current Needs & Concerns
5. Practical Assistance
6. Connection with Social Supports
7. Information on Coping
8. Linkage with Collaborative Services



Recalibrate: Now, one week before, initial return to school

National Parent Union Survey:

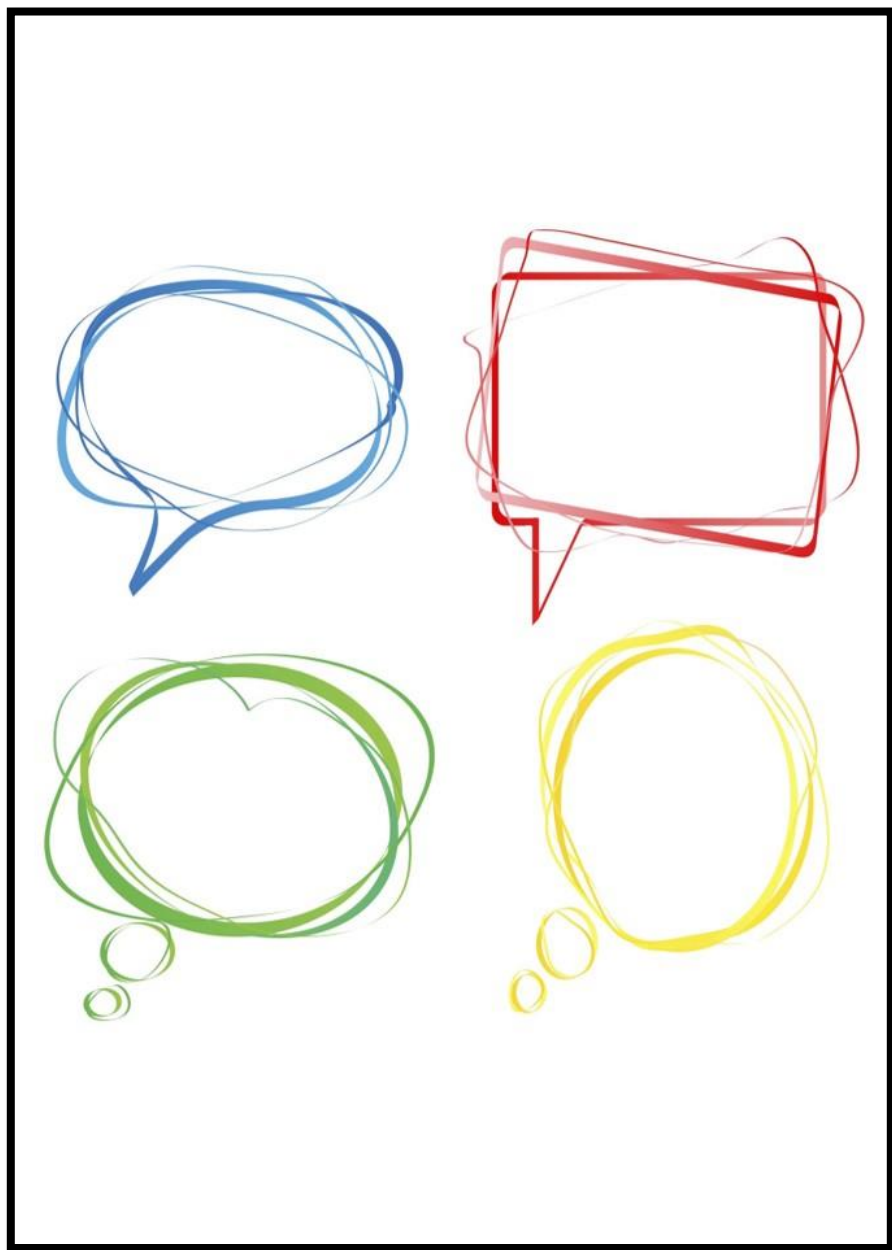
*67% of parents: schools should stay closed until they are **COMPLETELY SAFE!***

- **Now - invite parents to help** with planning for re-entry
- **A week before school at least one parent bi-directional communication:**
 - Discuss what has been done to ensure it will be safe for children to return
 - Answer parents' questions
 - Identify a person that parents can talk with about their concerns for their children or their own struggles
- **After the initial return to school regular bi-directional communication with parents**

What are some of the actions you are considering in your state?

- What can we be doing now?
- What can you be doing a week before school?
- What can you be doing after the initial return to school?





Add your response in the chat.

What is **one action** you are considering as planning now, one week before school, or after the initial return to school?

Closing Activity

Please go to
www.menti.com
and enter the code
52 14 82



Please enter the code

Submit

The code is found on the screen in front of you



For more information contact:

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www.ilmtss.net

Thank You



Illinois MTSS Network
Multi-Tiered System of Supports

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