

SCHOOL CRISIS
RECOVERY
and
RENEWAL



An Introduction to School Crisis Renewal: Theory & Frameworks to Guide Us

Foundational Module 3:
What is School Crisis Renewal? And What Could It Be?

December 10th, 2020
12 pm PT- 1:30 pm PT

SAMHSA

DISCLAIMER

This training is offered through the National Child Traumatic Stress Network (NCTSN) and The School Crisis Recovery and Renewal (SCRR) and is funded by the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services and jointly coordinated by the University of California, Los Angeles, and Duke University, and is administered by the Center for Applied Research Solutions (CARS). The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of SAMHSA.

Today's Team

Oriana Ides, MA, LPCCI, PPS

- She/hers
- Field Coach, SCRR



AGENDA

-  01 **Welcome, introduction** to us, to our project, and to today
-  02 Rewind & review: A **quick recap** on school crisis renewal basics
-  03 **School crisis renewal leadership**-practices to make our work grow with
 - Coriander Melious, SPED Teacher, Oakland Tech
 - Dr. Savannah Shange, Assistant Professor of Anthropology & Core Faculty in Critical Race & Ethnic Studies, UCSC
 - Erin Hughes, Wellness Center Coordinator at June Jordan School for Equity (SFUSD)
-  04 Thank you, closing, **upcoming opportunities + How we can support you**



GROUNDING & SETTLING IN



INTRODUCTION TO THE SCHOOL CRISIS RECOVERY & RENEWAL PROJECT



SCHOOL CRISIS RECOVERY and RENEWAL

WHAT IS SCRR?

Promoting effective and sustainable change in the ways school communities and school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

www.schoolcrisishealing.org

School crisis readiness is essential. Response is critical.

And: what happens after matters, too.





OUR GOAL

To promote evidence-based, culturally responsive crisis continuum wrap around services to promote effective and sustainable change in ways school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

OUR ROLE

We offer a collaborative SCRR model in order to provide training, technical assistance (TTA), and resource dissemination to school leadership, mental health providers, educators, and staff that promotes long-term recovery and renewal after school crisis.

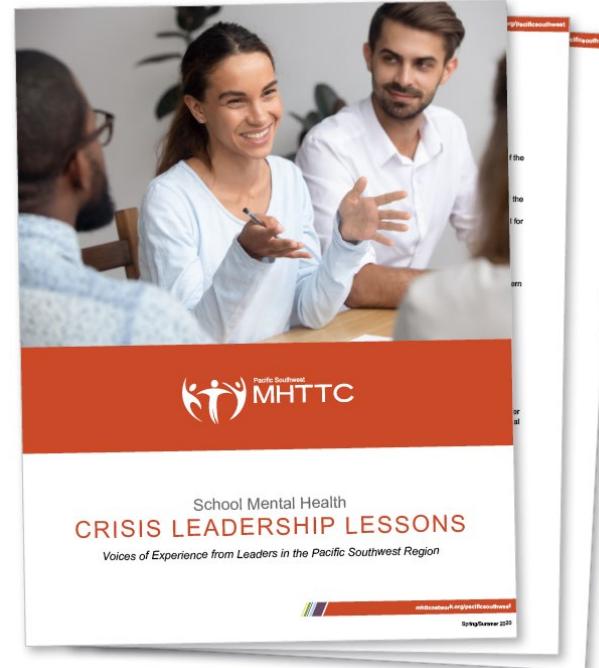
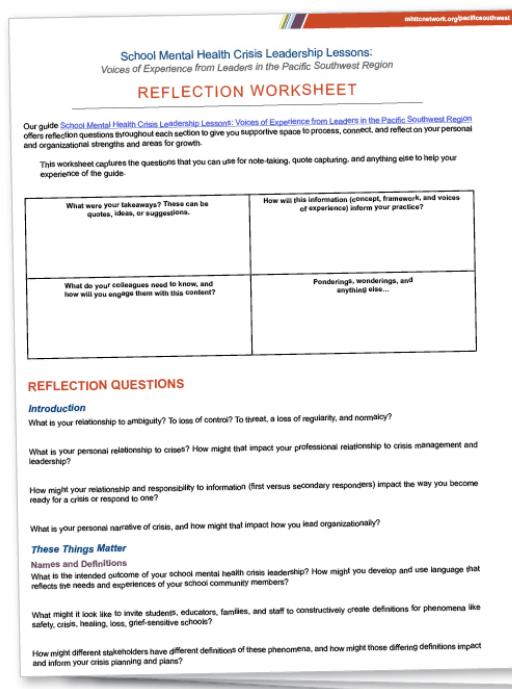
Guidepost document

School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region

- Guide
- Complementary Reflection Worksheet

LEARN MORE AT:

[Bit.ly/smh-crisis-leadership-lessons](https://bit.ly/smh-crisis-leadership-lessons)



Readiness (Before a big thing)

- Past, present & future
- Competencies, Collaboration & Communication

Response (During a big thing)

- Present
- Protection & reduction of harm; mitigation of panic, identifying harm tipping points, responding to death and grief

School Crisis Readiness, Response, Recovery & Renewal

Recovery (the week, month, year after a big thing)

- Past & the present
- Connectedness & Commonality
- Safety & Stabilization, Remembrance & Mourning, Reconnection & Integration
(adapted from Herman,, 1992)

Renewal (A year + after a big thing)

- Present & the future
- Constructing a coherent narrative: what happened to us? With us? By us?
- Name, navigate, normalize
- Healing & meaning Making
- Creating & reimagining

These things matter

Names &
definitions

Equity, equality
and
intersectionality

Roles &
positions

Supporting the
supporters

Partners &
partnerships

So... wait...renewal?



WAIT. WHAT WAS THAT?

a seedling starting to sprout

stronger and better

beginning again

restoring

deepening

WHEN YOU HEAR THE WORD “RENEWAL,” WHAT WORD OR IMAGE COMES UP FOR YOU?

Trauma Organized

Organizations impacted by stress, operating in silos, avoidant of issues and isolated in their practices or service delivery. These organizations can be trauma inducing.

- Reactive
- Reliving/retelling
- Avoiding/numbing
- Fragmented
- Authoritarian leadership

Trauma Informed

These are organizations that develop a shared language to define, normalize and address the impact of trauma on clients and workforce. They operate from a foundational understanding of the nature and impact of trauma.

- Shared language
- Foundational understanding of trauma and healing
- Understanding of the nature and impact of trauma

Healing Organization

Organizations where staff policies, procedures, services and treatment models apply an understanding of trauma embedded within them. Their approaches to providing services are trauma-shielding or trauma-reducing.

- Reflective
- Collaborative
- Culture of learning
- Making meaning out of the past
- Growth- and prevention-oriented
- Relational leadership

School Crisis Renewal

What is School Crisis Renewal?

And What Could It Be?

in our own ways
we all break.
it is okay
to hold your heart outside of your body
for
days.
months.
years.
at a time.

— heal

5 concepts: School Crisis RENEWAL

Coping
Resilience

Post traumatic Growth Theory

Healing
Meaning Making

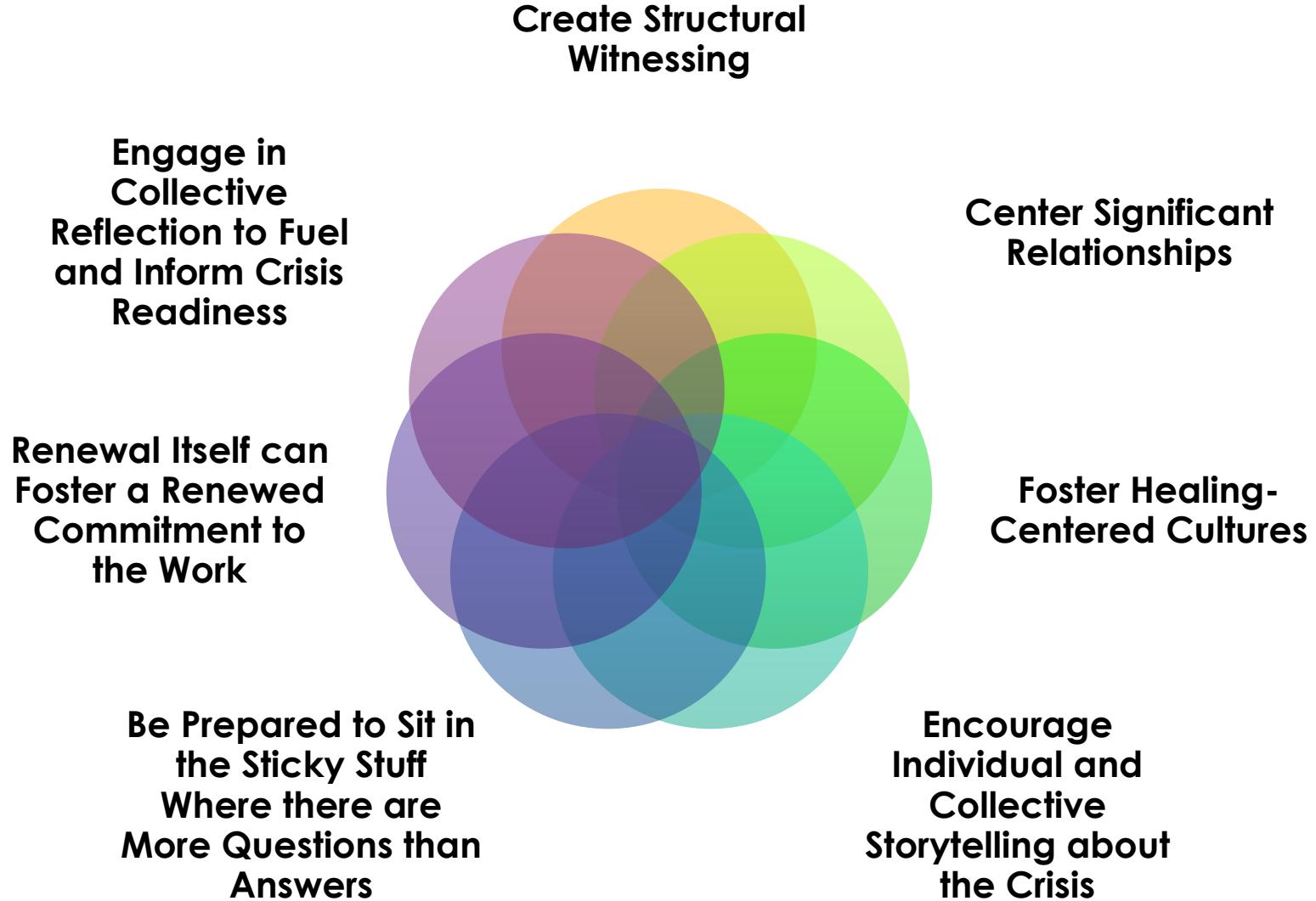


LEADING IN THE AFTERMATH: SCHOOL CRISIS RENEWAL LEADERSHIP

**CRISIS IS ESSENTIALLY ABOUT
VULNERABILITY, WHICH IS AN EXPERIENCE
IN WHICH WE ARE OPENED TO THE WORLD
IN A DIFFERENT WAY, WHETHER WE WANT
TO BE OR NOT.**

-DAVID WHYTE

The Seven Elements





When we talk about “holding space,” we mean the practice of offering the experience of being heard without fixing, solving, or treating.

This practice is essential to our healing and renewal.

ELEMENT 1

CREATE STRUCTURAL WITNESSING

School mental health renewal leaders recognize that both healing and harm happen in relationships; the former emerges most when community members feel unified with one another and as contributors to each other's repair.



ELEMENT 2

CENTER SIGNIFICANT RELATIONSHIPS

Renewal leadership is fostering cultures that are healing centered.

This can be done formally through ritual or ceremony, or informally through continuous collective inquiry and ongoing peer-to-peer opportunities.

This can also include utilizing real-world-driven pedagogy such as project-based learning or other strategies to scaffold students' investigation of the root causes of the harm.



ELEMENT 3

FOSTER HEALING-CENTERED CULTURES



Meaning-making is impossible without storytelling;
renewal is impossible without meaning-making.

Storytelling helps school communities create a
coherent narrative, a complete story of self, that can
help foster healing.

ELEMENT 4

ENCOURAGE INDIVIDUAL AND COLLECTIVE STORYTELLING ABOUT THE CRISIS

Crises are often transformative for both impacted individuals and communities.

Once they understand the transformation the crisis has affected in themselves, educators are positioned to lead students and peers through a cycle of radical inquiry.

Through this process, school communities can begin to understand what the crisis revealed about the strengths and weaknesses of the collective response.

This inquiry will cause discomfort. It is uncomfortable to sit with hard questions about which people were well-served by the response and which were not.

These reflections require courage, but they are also an opportunity to transform systems towards greater equity.

ELEMENT 5

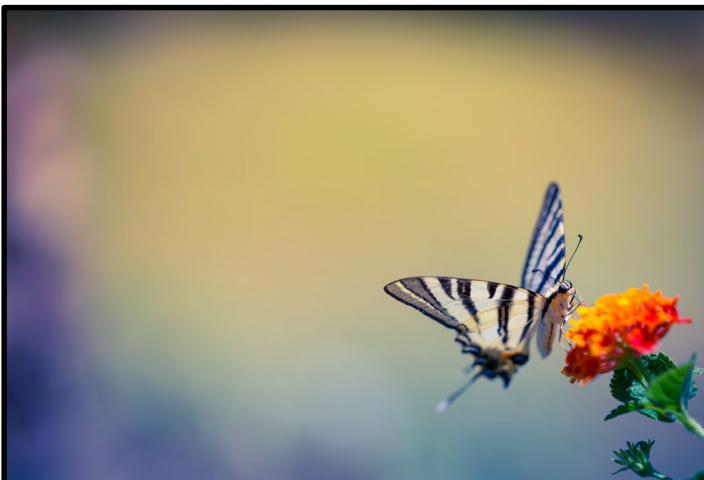
**BE PREPARED TO SIT IN THE STICKY STUFF
WHERE THERE ARE MORE QUESTIONS
THAN ANSWERS**



The hard questions we ask can themselves inspire us to do more and do better.

The inventory of the challenges we face in the years after a crisis can help us focus our efforts to transform our school communities into safer, more equitable, and more supportive environments.

The renewal period can be a time of collective recommitment to the ideals we hold for our schools and our students.



ELEMENT 6

RENEWAL ITSELF CAN FOSTER A RENEWED COMMITMENT TO THE WORK

The phases of crisis readiness, response, recovery, and renewal are not linear, but cyclical.

As we interrogate our plans, policies, and practices at each phase of a crisis, we build collective knowledge of how to reform and revise our leadership strategies.



ELEMENT 7

ENGAGE IN COLLECTIVE REFLECTION TO FUEL AND INFORM CRISIS READINESS

**DISCUSSION &
PROCESSING**

WHAT'S SITTING WITH US?



School crisis *renewal leadership*: General Skills

Leads for learning, reflection, and storytelling: Who are we because of this event? Who have we become through this experience? How have we emerged?

Connects the **personal to the professional and the professional to the personal**

Creates space for the survivors to make meaning of their experiences: How do we grow through a big thing to lessen the traumatic impact on ourselves, school stakeholders, and communities?

Revisits the protocols, policies, and practices related to readiness, response, and recovery **based on the learnings from the aftermath**

Is attuned to the needs of members who were involved in the event or experience, whether still a part of the community or not (e.g., alumna)

Focuses on **transformation, opportunity, and discussion** (Ulmer et al., 2007)

Foundationally comprised of **meaning-making and reflection**, both at the personal (self) and collective levels

School Crisis *Renewal Leadership* Reflection Questions:

What does it look like to hold and create culture and climate after an event (or ongoing experiences)?

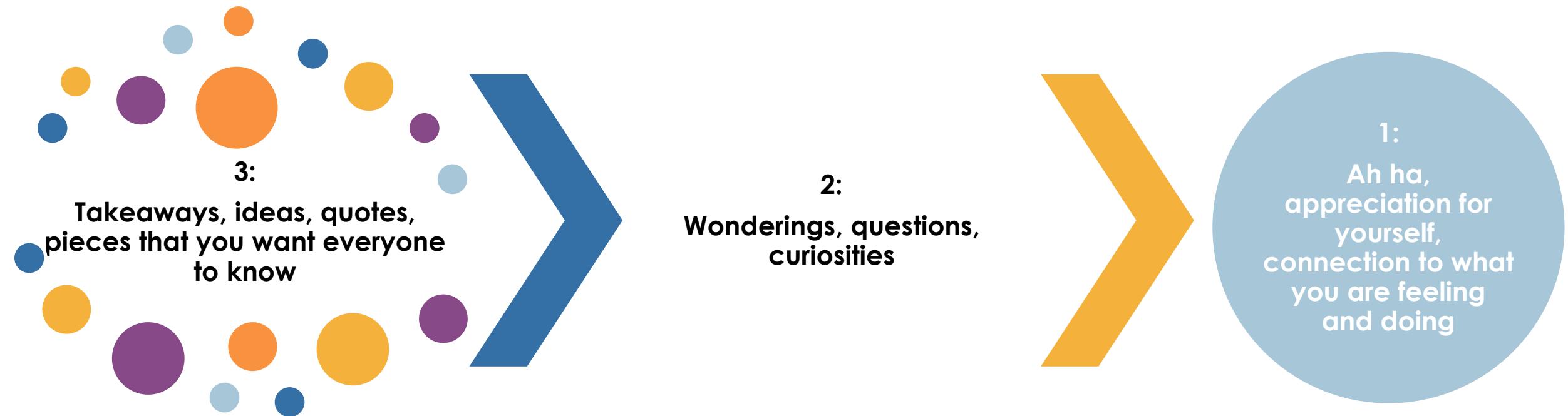
- How might school and mental health leadership engage in renewal (vs. rebuild)?

How might bridging your personal and professional stories support your leadership?

- What might you need to protect?
- What supports may you need in navigating where the lines blur, and where the lines bold?

What does “healing” mean to you?

Taking Time to Reflect





CLOSING & LOOKING AHEAD

*WAYS TO FURTHER LEARNING WITH US
HOW TO GET INVOLVED
HOW TO ACCESS TA*

UPCOMING LEARNING OPPORTUNITIES



New event! Strategies for Mending Our Wounds: Recovering from School Crisis through Art and Ritual

REGISTER HERE!

January 7, 2020

**9:30 a.m. - 12:30 p.m. PT /
12:30 p.m. ET - 3:30 p.m. ET**

**3.0 Continuing Education Hours will be available to participants
[Bit.ly/scrr-winterinstitute](https://bit.ly/scrr-winterinstitute)**

The School Crisis Recovery and Renewal (SCRR) project is pleased to offer a **half day virtual institute for educators centered on sharing and learning best practices for art and rituals focused on recovery and renewal after a crisis event.**

Each workshop will feature community-led, evidence-based strategies that promote individual and community healing in the classroom and beyond.

OVERVIEW

For full descriptions, click on corresponding registration links below
All sessions are held at 12 - 1:30 p.m. PT / 2 - 3:30 p.m. CT / 3 - 4:30 p.m. ET



NAME OF SESSION	DATE	LINK
Introduction to this moment, definitions, and the word "crisis"	October 15, 2020	Register here
4R's and 5C's: Leading School Communities During Pandemic Response	October 22, 2020	Register here
Module 1 Coaching Clinic	October 29, 2020	Register here
An Introduction to School Crisis Recovery: Theory & Frameworks to Guide Us	November 5, 2020	Register here
Eco-Systems of School Recovery	November 12, 2020	Register here
Module 2 Coaching Clinic	November 19, 2020	Register here
An Introduction to School Crisis Renewal: Theory & Frameworks to Guide Us	December 3, 2020	Register here
The Seven School Crisis Renewal Elements	December 10, 2020	Register here
Module 3 Coaching Clinic	December 17, 2020	Register here
Crisis Recovery & Renewal Leadership: Theory & Frameworks to Guide Us	January 14, 2020	Register here
4 R's and 5C's: Psycho-social Supports for Parents During Pandemic Response	January 21, 2020	Register here
Module 4 Coaching Clinic	January 28, 2020	Register here

SCRR Level Setting – Foundational Modules

(October 2020 – January 2021)

<https://schoolcrisishealing.org/wp-content/uploads/2020/10/SCRR-Y1-Brochure.pdf>

Upcoming Programming for our Launch Year

1. SCRR Level Setting- Foundational Modules (October- January 2021) What is renewal and recovery in the context of school crisis?

- Modules: Webinars + Coaching Clinics
- 1.What is a school crisis? And are we all in it?
- 2.What is recovery?
- 3.What is renewal?
- 4.Grief, trauma, & school recovery & renewal crisis leadership

2. SCRR Webinar Series (October- May 2021)

- Expanding School Emergency Operations series
- In depth seminars, webinars on crisis response & long-term recovery, best practices for evidence - based grief, trauma and crisis postvention.

3. School Crisis Readiness, Response, Recovery & Renewal Leadership Series (Feb-May 2021)

- 6 months of online, virtual practice
- Seminars + Leadership Labs

4. COVID Crisis Recovery & Renewal Coaching & Consulting Communities (Feb- May 2021)

- Open to school teams interested in intensive, focused coaching on effective strategies to respond to emergent stressors or needs for school communities who are entering or in the recovery phase for COVID.

Throughout, we are here to provide acute technical assistance (resources, ideas, or linkages); ongoing intensive coaching; product and tool creation; and more





How? **Ways to Get Involved**

- SCRR Learner
- SCRR Network Member
- SCRR Peer Leader (on hold until Year 2)
- SCRR Coaches Network
- SCRR Partner

Request TA! Sign up! Suggest a topic for future trainings!





SCHOOL CRISIS
RECOVERY
and
RENEWAL



Contact Info

Email: SCRR@cars-rp.org

Phone: (888) 597.0995

Website: www.schoolcrisishealing.org

Get social with us!

 **Facebook:** @scrr.project

 **Instagram:** @scrr_project

 **Twitter:** @scrr_project

References

- Bottomley, J. S., Burke, L. A. & Neimeyer, R. A. (2015). Domains of social support that predict bereavement distress following homicide loss: Assessing need and satisfaction. *Omega*, DOI: 10.1177/0030222815612282.
- Calhoun, L. G., & Tedeschi, R. G. (1998). [Beyond recovery from trauma: Implications for clinical practice and research](#). *Journal of Social Issues*, 54, 357-371.
- Calhoun, L. G., & Tedeschi, R. G. (2004). [The foundations of posttraumatic growth: New considerations](#). *Psychological Inquiry*, 15(1), 93-102.
- Calhoun, L. G. , & Tedeschi, R. G. (Eds.) (2006). *The handbook of posttraumatic growth: Research and practice*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers. <https://ptgi.uncc.edu/publications/>
- <https://elemental.medium.com/post-traumatic-growth-might-be-the-silver-lining-of-trauma-heres-how-to-harness-it-2b097a5d2ba7>
- Kilmer, R. P., & Gil-Rivas, V. (2010). Exploring posttraumatic growth in children impacted by Hurricane Katrina: correlates of the phenomenon and developmental considerations. *Child development*, 81(4), 1211–1227. <https://doi.org/10.1111/j.1467-8624.2010.01463.x>
- Neimeyer, R. A., Burke, L. A. & Lawson, K. (2013). Community-based participatory research in bereavement: Bridging research and practice in the wake of traumatic loss. *Grief Matters: The Australian Journal of Grief and Bereavement*, Autumn, 8-14.
- Osofsky J, Osofsky HJ, Kronenberg M, Cross T. The aftermath of Hurricane Katrina: Mental health considerations and lessons learned. In: Kilmer RP, Gil-Rivas V, Tedeschi RG, Calhoun LG, editors. *Helping families and communities recover from disaster: Lessons learned from Hurricane Katrina and its aftermath*. Washington, D.C.: American Psychological Association; (in press).
- Pinderhughes H, Davis R, Williams M. (2015). Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community-Level Trauma. Prevention Institute, Oakland CA.
- Rozalski, V., Holland, J. M. & Neimeyer, R. A. (2016). Circumstances of death and complicated grief: Indirect associations through meaning made of loss. *Journal of Loss and Trauma*, DOI: 10.1080/15325024.2016.1161426.
- St. Andrews, Alicia (2013). *Trauma & Resilience: An Adolescent Provider Toolkit*. San Francisco, CA: Adolescent Health Working Group, San Francisco
- Ungar, M. (2011). Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity. *Children and Youth Services Review*, 33(9), 1742–1748.
- Wozniak, J. D., Caudle, H. E., Harding, K., Vieselmeyer, J., & Mezulis, A. H. (2020). The effect of trauma proximity and ruminative response styles on posttraumatic stress and posttraumatic growth following a university shooting. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(3), 227-234. <https://doi.org/10.1037/tra0000505>
- "Healing Justice Is How We Can Sustain Black Lives" (Hemphill, 2017) https://www.huffpost.com/entry/healing-justice_b_5899e8ade4b0c1284f282ffe

Resources

- Adolescent Health Working Group Provider Toolkit-Trauma & Resilience (St. Andrews, 2013): <https://ahwg.org/download/trauma-and-resilience-2013/>
- After Parkland, How Grief Can Become Posttraumatic Growth for Student Activists
<https://abcnews.go.com/Health/parkland-grief-posttraumatic-growth-student-activists/story?id=53329388>
- You've Heard of Post-Traumatic Stress, but What About Post-Traumatic Growth? <https://blogs.scientificamerican.com/observations/youve-heard-of-post-traumatic-stress-but-what-about-post-traumatic-growth>
- Post-Traumatic Growth After a School Shooting (2020) <https://www.psychologytoday.com/us/blog/hope-resilience/202006/post-traumatic-growth-after-school-shooting>
- https://healgrief.org/lets-talk-death/robert-neimeyer/?gclid=CjwKCAiA3abwBRBqEiwAKwICA4qaW4sorGoAX-rlhrvJxQegMvQT8gucCIKherwu0n9PkFXaNn7oNxoCXj0QAvD_BwE; www.robertneimeyerphd.com
- <http://www.drpaulwong.com/transformation-grief-meaning/>
- <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
- <https://flourishagenda.com/healing-centered-engagement/>



THANK YOU FOR ATTENDING!

We need to hear from you to keep bringing you these no cost resources!

Please take a few minutes to give us your feedback! We use it to plan our future events—and we are required to include it in our reports for our funder.

The feedback form will appear on your screen when the webinar ends and is also included in the follow-up email sent immediately following the webinar.

SAMHSA's mission is to reduce
the impact of substance abuse and
mental illness on America's communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)



APPENDIX

What might trauma informed school crisis sound like? Look like? Feel like?

Safety

Ensure physical and emotional safety, recognizing and responding to how racial, ethnic, religious or sexual identity may impact safety.



Trustworthiness

Foster genuine relationships and practices that build trust, making tasks clear, maintaining appropriate boundaries and creating norms for interaction that promote reconciliation and healing. Understand and respond to ways in which explicit and implicit power can affect the development of trusting relationships.

Choice

Maximize choice, addressing how privilege, power, and historic relationships impact both perceptions about and ability to act upon choice.



What might trauma informed school crisis sound like? Look like? Feel like?

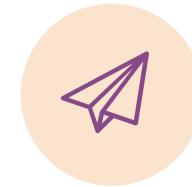
Collaboration

Honor transparency and self determination and seek to minimize the impact of the inherent power differential while maximizing collaboration and sharing responsibility for making meaningful decisions.



Equity

A state of being in which an individual's outcomes are no longer predictable by race or other demographic factor. The process of giving individuals what they need, not just what's "equal".



Empowerment

Encouraging self-efficacy, identifying strengths, and building skills which lead to individual pathways for healing while recognizing and responding to the impact of historical trauma and oppression.

