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
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
Welcome, introduction to us, to our project, and to today

Rewind & review: A quick recap on school crisis renewal basics

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)

Thank you, closing, upcoming opportunities + How we can support you
GROUNDING & SETTLING IN
INTRODUCTION TO THE SCHOOL CRISIS RECOVERY & RENEWAL PROJECT
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.
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
School Crisis Readiness, Response, Recovery & Renewal

**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

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

- a seedling starting to sprout
- beginning again
- stronger and better
- restoring
- deepening
<table>
<thead>
<tr>
<th>Trauma Organized</th>
<th>Trauma Informed</th>
<th>Healing Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations impacted by stress, operating in silos, avoidant of issues and isolated in their practices or service delivery. These organizations can be trauma inducing.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

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

Trauma Transformed (T2): www.traumatransformed.org
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

Create Structural Witnessing

Engage in Collective Reflection to Fuel and Inform Crisis Readiness

Center Significant Relationships

Renewal Itself can Foster a Renewed Commitment to the Work

Foster Healing-Centered Cultures

Be Prepared to Sit in the Sticky Stuff Where there are More Questions than Answers

Encourage Individual and Collective Storytelling about the Crisis
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.
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.
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
Element 6

Renewal itself can foster a renewed commitment to the work

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.
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.
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 |
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

1: Ah ha, appreciation for yourself, connection to what you are feeling and doing

2: Wonderings, questions, curiosities

3: Takeaways, ideas, quotes, pieces that you want everyone to know
CLOSING & LOOKING AHEAD
WAYS TO FURTHER LEARNING WITH US
HOW TO GET INVOLVED
HOW TO ACCESS TA
New event! Strategies for Mending Our Wounds: Recovering from School Crisis through Art and Ritual

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.

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
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<thead>
<tr>
<th>NAME OF SESSION</th>
<th>DATE</th>
<th>LINK</th>
</tr>
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<tbody>
<tr>
<td>Introduction to this moment, definitions, and the word “crisis”</td>
<td>October 15, 2020</td>
<td>Register here</td>
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<tr>
<td>4R’s and 5C’s: Leading School Communities During Pandemic Response</td>
<td>October 22, 2020</td>
<td>Register here</td>
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<tr>
<td>Module 1 Coaching Clinic</td>
<td>October 29, 2020</td>
<td>Register here</td>
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<tr>
<td>An Introduction to School Crisis Recovery: Theory &amp; Frameworks to Guide Us</td>
<td>November 5, 2020</td>
<td>Register here</td>
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<tr>
<td>Eco-Systems of School Recovery</td>
<td>November 12, 2020</td>
<td>Register here</td>
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<tr>
<td>Module 2 Coaching Clinic</td>
<td>November 19, 2020</td>
<td>Register here</td>
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<tr>
<td>An Introduction to School Crisis Renewal: Theory &amp; Frameworks to Guide Us</td>
<td>December 3, 2020</td>
<td>Register here</td>
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<tr>
<td>The Seven School Crisis Renewal Elements</td>
<td>December 10, 2020</td>
<td>Register here</td>
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<tr>
<td>Module 3 Coaching Clinic</td>
<td>December 17, 2020</td>
<td>Register here</td>
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<td>Crisis Recovery &amp; Renewal Leadership: Theory &amp; Frameworks to Guide Us</td>
<td>January 14, 2020</td>
<td>Register here</td>
</tr>
<tr>
<td>4 R’s and 5C’s: Psycho-social Supports for Parents During Pandemic Response</td>
<td>January 21, 2020</td>
<td>Register here</td>
</tr>
<tr>
<td>Module 4 Coaching Clinic</td>
<td>January 28, 2020</td>
<td>Register here</td>
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### Upcoming Programming for our Launch Year

|---|---|---|---|
| What is renewal and recovery in the context of school crisis? | 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. | 6 months of online, virtual practice  
- Seminars + Leadership Labs | 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. |

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

https://schoolcrisishealing.org/get-involved/
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


- “Healing Justice Is How We Can Sustain Black Lives” (Hemphill, 2017) https://www.huffpost.com/entry/healing-justice_b_5899e8ade4b0c1284f282ffe
Resources


- After Parkland, How Grief Can Become Posttraumatic Growth for Student Activists

- You’ve Heard of Post-Traumatic Stress, but What About Post-Traumatic Growth?

- Post-Traumatic Growth After a School Shooting (2020)

- https://healgrief.org/lets-talk-death/robert-neimeyer/?gclid=CjwKCAiA3abw8RBqEiwAKwICA4qaW4sorGoAXrhvJxQegMvQT8gucClKherwu0n9PkFXaNn7oNxoCXj0QAvD_BwE; www.robertneimeyerphd.com

- http://www.drpaulwong.com/transformation-grief-meaning/


- https://flourishagenda.com/healing-centered-engagement/
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.
Thank you.

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)
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.

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

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.
**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.