School Crisis Recovery & Renewal Leadership:
4Rs and 5Cs: Psycho-social Supports for Students During Pandemic Response

Foundational Module 4

January 21, 2021
12 pm PT - 1:30 pm PT
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.
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

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

Rewind & review: A quick recap on school crisis recovery & renewal leadership

Understanding Stress and Trauma Introduction

The 4 R’s applied to COVID-19 pandemic

The 5C’s: Trauma-informed psycho-social supports for young and older students

Thank you, closing, upcoming opportunities + How we can support you
OUR OBJECTIVES

To understand the phases of pandemic and crisis response (4 R's) and the psychosocial supports in each phase

To understand neurobiology of stress and co-regulation

To understand the 5 C's of trauma-informed supports for students
GROUNDING & SETTLING IN
The 5 Step Self-Holding Exercise for Self-Regulation of PTSD Symptoms

1. 
2. 
3. 
4. 
5. 

Self-Holding Micro-practice
INTRODUCTIONS-CHAT WATERFALL

Who Are We?
Who Are You?
What Brings Us Together?
• We acknowledge that we are facing multitude of stressors including COVID-19, racial uprisings, loss of school communities and connections, grief and loss.

• We acknowledge that we are each holding a multitude of feelings, responsibilities, fear, and joys- at the same time.

• We acknowledge that are many responses to stress and uncertainty- each of them valid.

• We acknowledge the critical need for reflection, inquiry and prioritization of the most critical needs.

• We acknowledge that there is no better opportunity to practice compassion and collective care than right now. This is the work.
UNDERSTANDING STRESS AND TRAUMA
SAME STORM  DIFFERENT BOATS
Stress and Trauma as School and Public Health Concerns

- Stress linked to 6 leading causes of death
  - Heart disease, cancer, lung ailments, accidents, cirrhosis of the liver, and suicide
- Trauma impacts more than just the individual
  - Ripple effect to others
- Some communities disproportionately affected
  - Oppression + Poverty + Trauma = Toxic
- Intergenerational transmission of trauma
- Systemic, preventative approach needed
- COVID-19: Mass stress, trauma and healing
HOW STRESS AFFECTS OUR PERFORMANCE

THE YERKES-DODSON LAW FOR GROWN UPS AND STUDENTS

- Sleep
- Alertness
- Anxiety
- Disorganization
- Optimal Performance
CHALLENGE

Perceived resources
Perceived stressor

THREAT

Perceived resources
Perceived stressor
The Body’s Reaction to Stress

**Stress**: Sympathetic
- Pupils expand
- Fast & shallow breaths
- Heart pumps faster
- Gut inactive

**Calm**: Parasympathetic
- Pupils shrink
- Slow, deep breaths
- Heart slows
- Gut active

The **Accelerator** “fight or flight”

The **Brakes** “rest and digest”

Credit: Stop, Breathe & Think  [www.stopbreathethink.com](http://www.stopbreathethink.com)
Collective trauma & recovery

Collective trauma is a cataclysmic event that shatters the fabric of society

Experiencing & Survival

Memory-making

Collective Meaning-making & Renewal
THE 4 R’S

Readiness, Response, Recovery, and Renewal

We may be in many phases at once and may circle through phases. What is predictable, is preventable and in this spirit, the 4 R’s give us a general roadmap to what we may experience in a pandemic or school crisis, but also these are not linear and our experiences are unique.
PANDEMIC PHASE: READINESS

- **Focus:** Prepare + develop public education tool and materials for dissemination in all languages and platforms
  - **Identify** educational tools regarding signs of distress, traumatic grief, coping strategies, and sustaining community care networks and resilience

Predictable stressors and strengthening agency
Pandemic Onset and Surge

Tipping Points

- Anxiety + Adrenaline
  + Adrenal Fatigue

- **Tipping Points:** Events that can either increase or decrease fear and helpful or riskier behaviors
Pandemic Surge
Focus: Systems/School-wide responses

- **Communication Structure**: Right-sizing information; Maintain formal and informal mutual aid and community support networks (virtual);

- **Stigma & Discrimination**: Pandemic reveal and exacerbate inequities and stigma that may further marginalize and isolate groups and impeded recovery, Counteract racism and stigma though training, information and activism.

- **Grief and Loss**: Anticipate and plan for response to death and loss, Develop modified cultural, religious/spiritual and faith-based supports for grieving and collective grief circles.
Focus: System response

Communication Structure: Maintain formal and informal mutual aid and community support networks (virtual);

Tipping Points: Stigma & Discrimination: Pandemic reveal and exacerbate inequities and stigma that may further marginalize and isolate groups and impeded recovery, Counteract racism and stigma though training, information and activism.

Grief and Loss: Anticipate and plan for response to death and loss, Develop modified cultural, religious/spiritual and faith-based supports for grieving and collective grief circles
Coming together again **safely**; Bringing school communities together again; memorializing and mourning the loss (change)

Early and ongoing recovery supports focus on grief and bereavement, resilience and recovery, meaning-making and social cohesion

Use partnerships to support community through memorials, rituals, and ceremonies to mourn and re-build collective care and community healing and resilience
PANDEMIC: GRIEF, LOSS, & RAGE

- Specific supports for responding to patient grief, community loss absent connection, access to spiritual and cultural grieving norms, rituals, and practices for burial

- Addressing survivor guilt and blame, moral injury; loss of peer healthcare providers; understand grief presents as rage (mistaken for defiance)

- Have tiered levels of supports: Check-ins, debriefing, short-and long-term traumatic grief counseling

- Develop modified cultural, religious/spiritual and faith-based supports for grieving and collective grief circles; supporting hospital chaplain staff and services

GRIEF
n. [greef]
The natural reaction to the death of someone with whom you feel attached.
The collective experiences evolve in some ways to surpass or grow beyond what came before the mass trauma or pandemic.

- Reimagining systems and services
- Shared fates, collectivism, equity
- Greater appreciation; school community /educators
- New possibilities
The 5 C’s: Psycho-social supports for students

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<thead>
<tr>
<th>Table Cell 1</th>
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<tbody>
<tr>
<td><strong>Connection</strong></td>
<td><strong>Do (Be your authentic self -- see script)</strong></td>
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<tr>
<td></td>
<td>- Tell them about yourself. Set the structure.</td>
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<td>- Be patient. Mirror their pace and adjust your pace to meet theirs.</td>
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<td>- Let them know that this is their time.</td>
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<td><strong>Don't (Provide therapy as usual)</strong></td>
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<td>- Avoid being a blank slate and interpreting.</td>
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<td>- Avoid rushing through or talking too slowly.</td>
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<td>- Avoid focusing the time on your experiences or qualifications.</td>
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<td><strong>Context</strong></td>
<td><strong>Do (Name, affirm, and normalize)</strong></td>
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<td>- Acknowledge the tension between their work and their family/safety.</td>
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<td>- Affirm all feelings are valid and protective.</td>
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<td>- Confirm we are fighting this disease that leaves us all anxious.</td>
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<td><strong>Don't (Pathologize or diagnose)</strong></td>
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<td>- Avoid promising solutions.</td>
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<td>- Avoid lecturing or giving too much information.</td>
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<td><strong>Coherence</strong></td>
<td><strong>Do (Help them move from chaos to central story)</strong></td>
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<td>- Be humble and deeply listen.</td>
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<td>- Help them move from chaos toward a coherent story.</td>
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<td>- Validate the challenge we are all facing, the unique ones they face.</td>
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<td><strong>Don't (Change or correct their story)</strong></td>
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<td>- Avoid interpreting or defining their experience.</td>
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<td><strong>Collaboration</strong></td>
<td><strong>Do (Create alliance and action)</strong></td>
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<td>- Ask permission to partner in figuring what to do next.</td>
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<td>- Ask what has helped them through in the past.</td>
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<td>- Ask about humorous or touching stories of survival they admire.</td>
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<td>- Reinforce existing coping resources and offer ones that meet needs.</td>
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<td><strong>Don't (Instruct or force solutions)</strong></td>
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<td>- Avoid forcing coping skills and self-care strategies.</td>
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<td><strong>Consolidation</strong></td>
<td><strong>Do (Formally close the session - see script)</strong></td>
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<td>- Cue when end is near and briefly review what was covered.</td>
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<td>- Close with appreciation, gratitude, and grounding exercise.</td>
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<td><strong>Don't (Leave someone in chaos or without a safety plan for risks)</strong></td>
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<td>- Avoid ending abruptly, exceeding stated ending time, not addressing risks.</td>
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<td>- Avoid ending session without asking if they would like follow-up.</td>
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5 C’s: Connection

- Connection is central to healing
- Predictability and structure
- Presence
- Avoid “school as usual”
BEGINNINGS
Co-Regulation
5 C’s: Context

- Connection is central to healing
- Predictability and structure
- Shared fates
- Avoid “therapy as usual”
- Acknowledge uncertainty / tenderness, clarify tensions
- Affirm, name, normalize
- Avoid promising solutions or “educating before regulating”

Goal: Reduce stress.
Sources of Stress

- School-related stress
- Conflict between parents and children
- Conflict between adults
- Having to attend to family and work at the same time
- Not being able to do activities you usually do
Sources Of Stress

- Needing Food
- Work-related risk for COVID
- Illness or worries about becoming ill
  - Self or family members
  - Physical health or emotional health
- Missing people, feeling alone
- Worries about money

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Coherence

**Goal:** Promote connectedness.

- Co-regulation; Resilience is Relational
- “What is sharable is bearable”
- Witness bearing
- Avoid: Defining or Making meaning for someone else
Collaboration

Goal:
Co-create inclusive resources.

- Co-create alliance and action
- Doing with, not for
- Avoid forcing coping skills and self-care
Things That Help

- Playing together
- Doing new things and feeling capable
- Helping others
- Having positive interactions
- Coming together as a community (Singing & clapping together)
- Staying connected

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Consolidation

Goal:
Instill authentic hope.

• Connect to stories of gratitude, authentic hope
• Humorous or moving stories of survival
• Avoid leaving someone in chaos
RESOURCES

- School Crisis Recovery and Renewal: www.schoolcrisishealing.org

- Trauma Transformed: https://traumatransformed.org/healing-mass-trauma/

- The National Child Traumatic Stress Network: https://www.nctsn.org/

- Child Trauma Research Institute
  Free coloring book for COVID Stress
  https://childtrauma.ucsf.edu/our-team
New program! COVID Crisis Recovery & Renewal Coaching & Consulting Communities (March 2021)

Scheduled Dates in 2021:
(times TBD with submission of interest form)

- Thursday, March 4th
- Thursday, March 11th
- Thursday, March 18th
- Thursday, March 25th

A four-part series on learning and application centered in trauma-informed leadership strategies during COVID-19 and to bridge leadership strategies between crisis response, recovery, and renewal.

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.

To learn more and fill out an interest form, visit: bit.ly/scrr-leadership
SCRR Level Setting – Foundational Modules

Two more left!

Thursday, January 28
Module 4 Coaching Clinic

Needing to connect and talk out a dilemma you are facing? Want to connect with educators and providers across the country to unpack recovery? Join us for our Coaching Clinics.
Request technical assistance!
Share resources!
Suggest topics for future trainings!

https://schoolcrisishealing.org/get-involved/
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.
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Twitter: @scrr_project

Let us know you want to get involved!