

School Crisis Recovery & Renewal Leadership: Coaching Clinic

Foundational Module 4

January 28, 2021
12 pm PT- 1:30 pm PT



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.

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



Antoine Moore
(He/him/his)
SCRR Field Coach (T2)



Francesca Osuna
(She/her/hers)
SCRR Field Coach (T2)



Livia Rojas
(she/they), MSW
*SCRR Project
Manager (CARS)*

AGENDA

- 01 **Welcome, introduction** to us, to our project, and to today
- 02 Rewind & review: A **quick recap** on understanding stress and trauma
- 03 **Self-reflection / Self-assessment**
- 04 **Practice #1: 5C's**
- 05 **Practice #2: Apology, Accountability and Repair**
- 06 Thank you, closing, **upcoming opportunities + How we can support you**

OUR OBJECTIVES



SCHOOL CRISIS
RECOVERY
and
RENEWAL



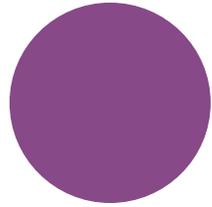
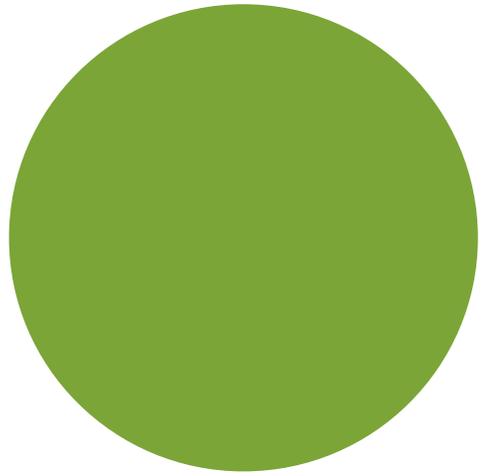
To understand the phases of pandemic and crisis response (4 R's) and the psychosocial supports in each phase



To understand the 5 C's of trauma-informed supports for students



Practice applying theory



GROUNDING & SETTLING IN

INTRODUCTIONS-CHAT WATERFALL



Who Are We?

Who Are You?

What Brings Us Together?



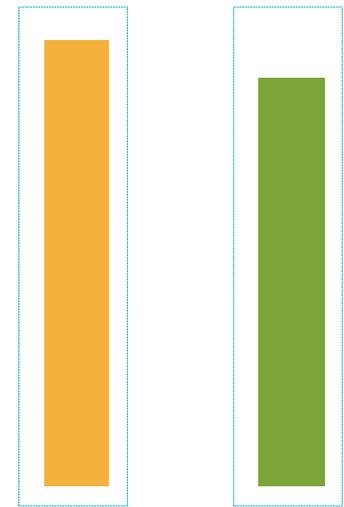
UNDERSTANDING STRESS AND TRAUMA

An aerial photograph of a stormy sea with dark, churning waves. Several sailboats are scattered across the water. A central black banner with white text is overlaid on the image.

SAME STORM DIFFERENT BOATS

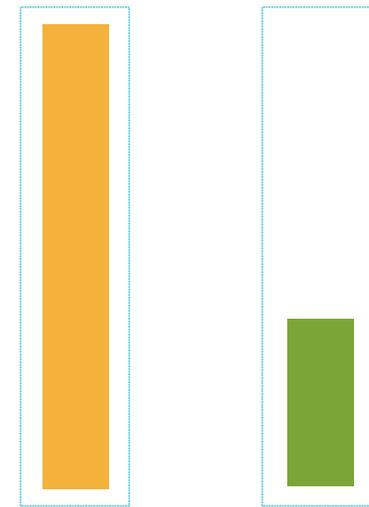
We Can Handle Some Stress with Enough Resources

MANAGEABLE CHALLENGE



Perceived stressor Perceived resources

OVERWHELMING THREAT



Perceived stressor Perceived resources

...and you can have a positive impact

The 5 C's: Psycho-social supports for students

••

Clinical Guidelines for COVID-19 Response

The 5 C's of COVID-19 are trauma-informed guidelines for supporting first responders.

<p>Connection</p>  <p>Goal: Increase safety and stability.</p>	<p>Do (Be your authentic self -- see script)</p> <ul style="list-style-type: none"> • Tell them about yourself. Set the structure. • Be patient. Mirror their pace and adjust your pace to meet theirs. • Let them know that this is their time. <p>Don't (Provide therapy as usual)</p> <ul style="list-style-type: none"> • Avoid being a blank slate and interpreting. • Avoid rushing through or talking too slowly. • Avoid focusing the time on your experiences or qualifications.
<p>Context</p>  <p>Goal: Reduce stress.</p>	<p>Do (Name, affirm, and normalize)</p> <ul style="list-style-type: none"> • Acknowledge the tension between their work and their family/safety. • Affirm all feelings are valid and protective. • Confirm we are fighting this disease that leaves us all anxious. <p>Don't (Pathologize or diagnose)</p> <ul style="list-style-type: none"> • Avoid promising solutions. • Avoid lecturing or giving too much information.
<p>Coherence</p>  <p>Goal: Promote connectedness.</p>	<p>Do (Help them move from chaos to central story)</p> <ul style="list-style-type: none"> • Be humble and deeply listen. • Help them move from chaos toward a coherent story. • Validate the challenge we are all facing, the unique ones they face. <p>Don't (Change or correct their story)</p> <ul style="list-style-type: none"> • Avoid interpreting or defining their experience.
<p>Collaboration</p>  <p>Goal: Co-create inclusive resources.</p>	<p>Do (Create alliance and action)</p> <ul style="list-style-type: none"> • Ask permission to partner in figuring what to do next. • Ask what has helped them through in the past. • Ask about humorous or touching stories of survival they admire. • Reinforce existing coping resources and offer ones that meet needs. <p>Don't (Instruct or force solutions)</p> <ul style="list-style-type: none"> • Avoid forcing coping skills and self-care strategies.
<p>Consolidation</p>  <p>Goal: Instill authentic hope.</p>	<p>Do (Formally close the session - see script)</p> <ul style="list-style-type: none"> • Cue when end is near and briefly review what was covered. • Close with appreciation, gratitude, and grounding exercise. <p>Don't (Leave someone in chaos or without a safety plan for risks)</p> <ul style="list-style-type: none"> • Avoid ending abruptly, exceeding stated ending time, not addressing risks. • Avoid ending session without asking if they would like follow-up.

SELF-REFLECTION



What might trauma informed & healing centered school crisis **leadership** sound like? Look like? Feel like?

Safety

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

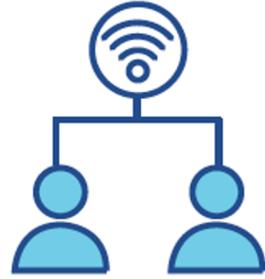
Trustworthiness

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.



PRACTICE #1: 5C'S

Connection



Goal:

Increase safety
and stability.

- Connection is central to healing
- Predictability and structure
- Presence
- Avoid “school as usual”

5 C's: Connection

Context



Goal:
Reduce stress.

- Acknowledge uncertainty / tenderness, clarify tensions
- Affirm, name, normalize
- Avoid promising solutions or “educating before regulating”

5 C's: Context

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

Consolidation



Goal:
Instill authentic
hope.

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



**PRACTICE #2:
APOLOGY,
ACCOUNTABILITY &
REPAIR**

Mia Mingus: The Art of Apology & Accountability

We are aiming for practice, not perfection.

We will hurt, misunderstand, and harm each other.

We are human and we live in an incredibly violent and harmful world.

The point is to learn how to be accountable *when we inevitably mess up*, so that we know what to do.

-Mia Mingus

Self-reflection: Understand your actions and the impact they had, so that you can get to a place where you are willing to make things right (or vice versa).

Apologizing: acknowledge and take responsibility for the hurt or harm you caused or were complicit in.

Repair: “uniquely challenging part of accountability because it must be done in relationship and cannot be done alone, unlike changing one’s behavior.”

Behavior Change: Support, Self-Care, Do not wait until harm-have accountability partners

School Responsibility & Accountability

Clarify where you are responsible and for what you should be held accountable.

An apology can be very useful when responsibilities have been neglected and the oversight of students and adults have fallen short. Be considerate of liability issues as well.

An acknowledgement of pain and the need for safety is often needed whether or not an apology is appropriate.

Part of such an acknowledgement is the development, presentation, and implementation of strategies to increase trust and safety on campus.

DEBRIEF



UPCOMING LEARNING OPPORTUNITIES



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

To learn more and fill out an interest form, visit: bit.ly/scrr-leadership

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.

Request technical assistance!
Share resources!
Suggest topics for future trainings!

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



A PARTNER IN
NCTSN



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.

Let us know you want to
get involved!

<http://bit.ly/scrr20>



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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