Spring 2023 SCRR Network of Practice

Seeds of Change: Growing what we need to know, do, and who we need to be as crisis renewal leaders

April 27, 2023
**11:00 am – 1:30 pm PT / 1:00 - 3:30 pm CT/ 2:00 – 4:30 pm ET**

SCHOOL CRISIS
RECOVERY
and
RENEWAL

Opening and Welcome

We're so excited to be together.

Seeds of Change Essential Questions

What needs healing and transformation inside me in order to sustain transformation and healing in my classrooms, schools, organizations?

What needs healing and transformation inside us to stabilize and reimagine our school's way of being?
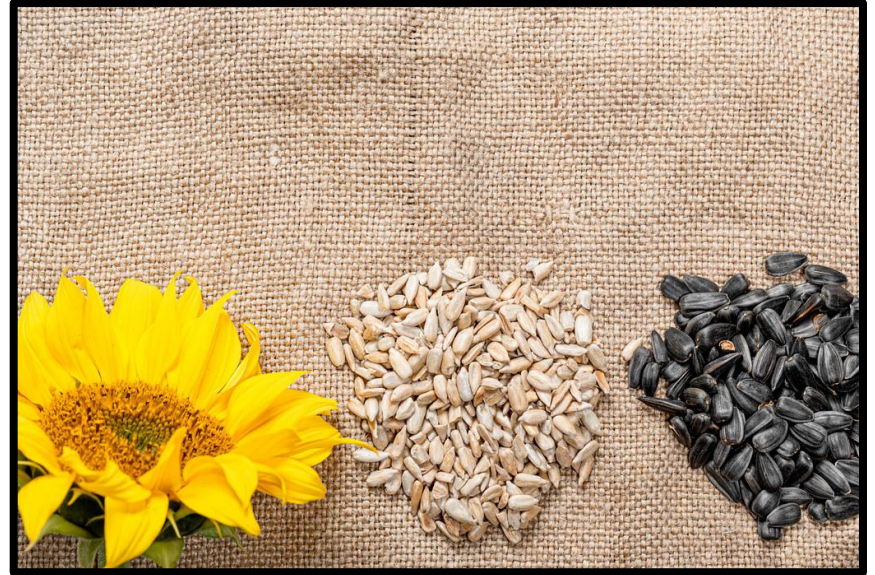
What is SCRR?

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.

Today's Tech Logistics

To ensure the best audio quality for the duration of our session, **please mute mics when not speaking and go off video if you are moving.**

You can click on "CC" on the Zoom bar to enable a **live transcript / auto captioning**.

If you have a link to resources you'd like to share or questions for the group…chat! Chat is the best option.

We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information email.

We are not recording today's sessions so that we center our peers' teaching and our learning

If you have audio or technical issues during the session, the chat box is open for you to communicate with our team so they may assist you. **Please private chat "Tech Support."**

# Our Time Together (we welcome you to take breaks throughout!)

Time	Purpose
11:00 am - 11:30 am PT 1:00 pm - 1:30 pm CT 2:00 pm - 2:30 pm ET	**Welcome** ● Grounding & Agenda Review ● Introduction to SCRR **Intro of Salon 1 Options**
11:30 am - 12:10 pm PT 1:30 pm - 2:10 pm CT 2:30 pm - 3:10 pm ET	**Salon 1 - Strategies & Tools of School Crisis Leadership: KNOW AND DO**
12:10 pm - 12:20 pm PT 2:10 pm - 2:20 pm CT 3:10 pm – 3:20 pm ET	*Transition back to main room & break*
12:20 pm - 12:30 pm PT 2:20 pm - 2:30 pm CT 3:20 pm - 3:30 pm ET	**Intro to Salon 2 Options**
12:30 pm - 1:10 pm PT 2:30 pm - 3:10 pm CT 3:30 pm - 4:10 pm ET	**Salon 2 - Meaning Making & Support for School Crisis Leaders: BE**
1:15 pm - 1:30 pm PT 3:15pm - 3:30 pm CT 4:15 pm - 4:30 pm ET	**Integration & Closing**

Safety

Humility & Responsiveness
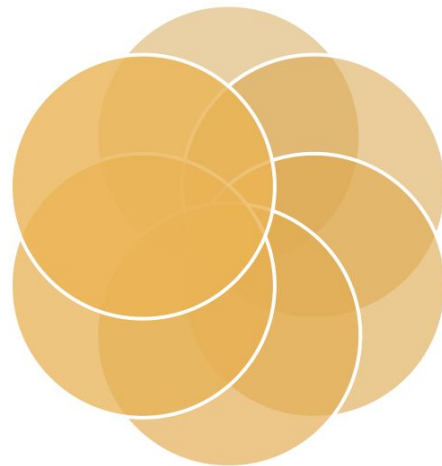
Trustworthiness & transparency

Empowerment

Peer support

Collaboration

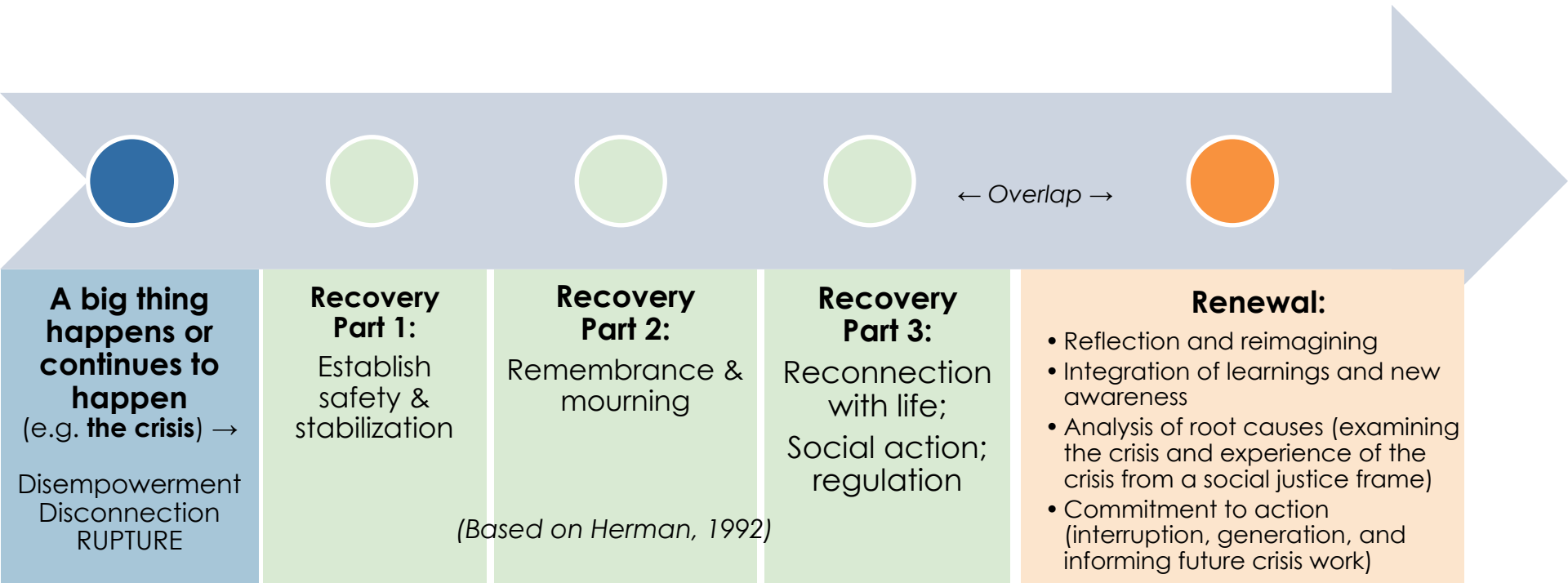*OUR WORKING AGREEMENTS FOR TODAY ARE TRAUMA INFORMED PRINCIPLES*

Who's in the room?
Creating Community

And why the focus on "Crisis Leadership"?

STEPS TO **RECOVERY & RENEWAL:** *From crisis to connection*
From chaos to cohesion

A big thing happens or continues to happen (e.g. **the crisis**) →	Recovery Part 1:	Recovery Part 2:	Recovery Part 3:	Renewal:
	Establish safety & stabilization	Remembrance & mourning	Reconnection with life; Social action; regulation	

A big thing happens or continues to happen (e.g. **the crisis**) →

Disempowerment
Disconnection
RUPTURE

Recovery Part 1:

Establish safety & stabilization

Recovery Part 2:

Remembrance & mourning

(Based on Herman, 1992)

Recovery Part 3:

Reconnection with life;

Social action; regulation

← *Overlap* →

Renewal:

• Reflection and reimagining
• Integration of learnings and new awareness
• Analysis of root causes (examining the crisis and experience of the crisis from a social justice frame)
• Commitment to action (interruption, generation, and informing future crisis work)

Theoretical Concepts

- **Coping:** how do I believe I have the resources to lead?

- **Resilience**: what strengths of me and my community arose during the crisis that should remain?

- **Post Traumatic Growth Theory:** How do I know when I am not just performing, but transforming?

- **Healing:** if healing was central to my everything, what would change?

- **Meaning Making:** What matters now, and why?

Leadership Skills

- **Create structural witnessing:** hearing without fixing

- **Center significant relationships:** relationships are the process and the outcome

- **Foster healing-centered cultures:** growth and prevention

- **Encourage storytelling:** create a coherent narrative

- **Sit in the sticky stuff (more questions than answers):** be comfortable with discomfort

- **Recommit to the work:** use the crisis to remember your original WHY

- **Engage in collective reflection:** renewal informs readiness

Equity-Centered Inquiry Questions

- **Root cause analysis:** what are underlying issues of the crisis?

- **Meaning making:** who is defining the story, and why?

- **Restoration & identity shifts:** who are we becoming, and why?

- **Repair:** what harm needs addressing?

School crisis renewal: concepts, skills, and inquiry questions

School Mental Health Crisis Leadership

The individual, collective, organizational, and systemic skills, knowledge, and competencies to create school conditions, climates, and cultures that empower others to navigate uncertainty and harm.

This leadership is based on awareness and acceptance of the responsibility and accountability to help all students, staff, and partners repair, reconnect, regulate, and restore.

School mental health crisis recovery & renewal leadership:

- 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

Crisis response has a way of feeling reactionary, even when there is adequate planning on the front end. Traditionally, crisis planning is a process by which the likelihood of an event is assessed, considering location, circumstance, and context. From that point, a set of protocols based on best practice may be developed. **The role of leadership within this process is to prioritize, communicate, and provide direction**.

What is often not considered in the process is **how we are to be as leaders** (e.g., relational leadership); who we involve in our thinking (e.g., inclusive leadership); and in **what ways our plans will mitigate/ increase risk, increase/decrease safety, and also potentially traumatize/heal those we serve** (e.g., complexity thinking).

The inevitability of crisis is a given. However, **how we intentionally hold our own humanity in what can be a protocol-driven process is what separates trauma-informed, healing-centered leadership from business as usual.** The distinction must be made in an organization hoping to transcend the bonds of business to move towards humanity and healing.

Matt Reddam and Sandra Azevedo, two members of the Butte County Coordinated District Support (CDS) Team

GROUNDING

Ok, let's do this!
SCRR's Network of Practice
YEAR 3 LEARNINGS

What have we been learning together throughout our SCRR work?

What we need to know, do, and who we need to be as crisis renewal leaders?

Salon 1 - What we need to KNOW and DO

11:30 am - 12:10 pm PT // 1:30 pm - 2:10 pm CT // 2:30 pm - 3:10 pm ET

Room 1

Navigating the Specifics of Life After Loss

SCRR Project Director Leora Wolf-Prusan, facilitates a text study on *"Creating and Holding Space for Ourselves and Each Other After Student Death"* a guide developed in partnership with The Dinner Party for processing, meaning-making, and integration after a student death.

Room 2

"You Gotta Feel It, to Heal It"

Slow down with SCRR Field Coach Oriana Ides for a guided practice that supports us in noticing the quality of our thoughts as a way to manage stress, overwhelm and deficit thinking. This strategy, first introduced in our Self-Attuning to Emotional Activation Community of Practice, cultivates awareness and attuning as well as compassion for our conditioned responses, triggers, strong emotions and compulsions as a path towards healing.

Room 3

OMG! Are we in post-Covid-traumatic growth yet!!? How would we know?

Join us as we take a tour of post-traumatic growth theory and praxis and apply to our COVID experiences. Where are we on this continuum? Or is it a spiral? A labyrinth? In this workshop, we will review elements of post-traumatic growth theory and apply to our individual and school-based or organizational experiences with SCRR Field Director Jen Leland and Matthew Reddam from the Butte County Office of Education

How to join a breakout room
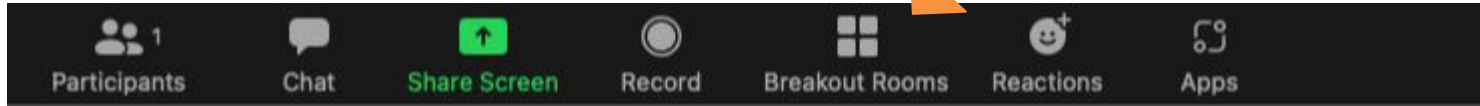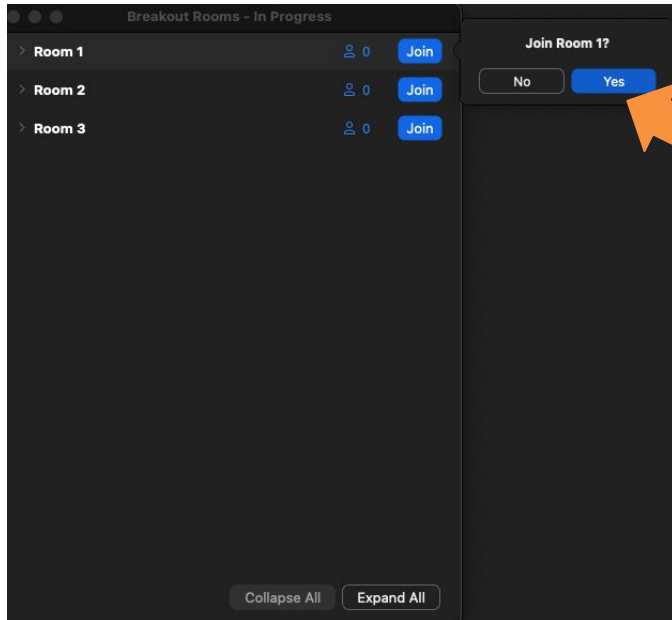
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Need support joining a room?

In the chat box, indicate the Room number you would like to join so the tech team can get you where you would like to be!

Pause. Breathe. Move. Hydrate.
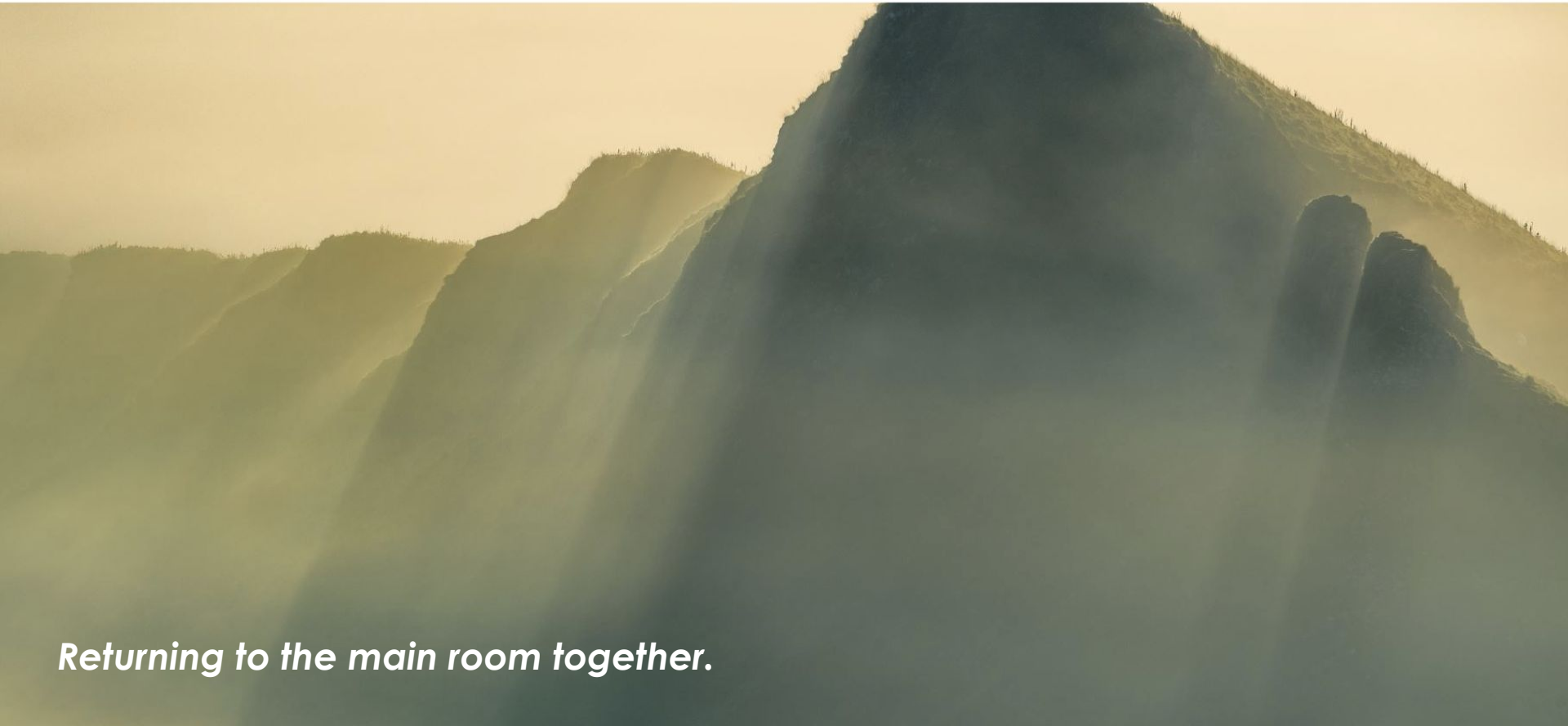
Returning to the main room together.

As we move into Salon 2- "BEING" - we refresh ourselves on on *Meaning Making* and its central role in our crisis leadership

- Meaning is relative and personal.

- Meaning takes time; you may not find it until months or years after loss.

- Meaning doesn't require understanding; it's not necessary to understand why someone died in order to find meaning.

- Even when you do find meaning, you won't feel it was worth the cost of what you lost.

- Your loss is not a test, a lesson, something to handle, a gift, or a blessing; loss is simply what happened to you in life and meaning is what you make happen.

- Only you can find your own meaning.

- Meaningful connections heal painful memories.

-David Kessler (2020)

Cataclysmic events often reliably produce a crisis of identity, personal agency, and meaning for those impacted and subsequently, a search to reconstruct, make meaning, or make new narratives to make sense of the event.

-Jen Leland, SCRR Field Coach

Salon 2 - Who we need to BE

12:30 pm - 1:10 pm PT // 2:30 pm - 3:10 pm CT // 3:30 pm - 4:10 pm ET

Room 1

Together in Grief: Supporting Youth & Adults in Schools

Elevating the conversations that arose in our Honoring Grief in Our Classrooms Community of Practice this discussion space will take up the question of "How might we, as school-based staff, attend to both the grief of young people and adults in our school communities?" With SCRR Field Coach Brianna Young

Room 2

Making Love Visible

This space will be held for Black, Indigenous People of Color to uplift and discuss the importance of having safe spaces to explore our experiences as BIPOC Folks in our work as educators and mental health practitioners. Together, we will highlight ways in which we have or might forage spaces of infinity in our work worlds with SCRR Field Coach Oriana Ides and Alica Forneret

Room 3

Case Consult Lab

In this session, SCRR Field Director Jen Leland will hold space for participants to bring their crisis recovery tensions and she alongside our community can provide peer consultation, critical friendship and support.

How to join a breakout room
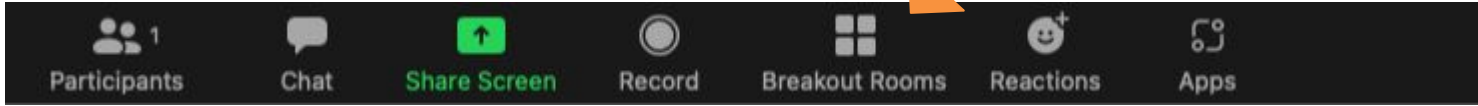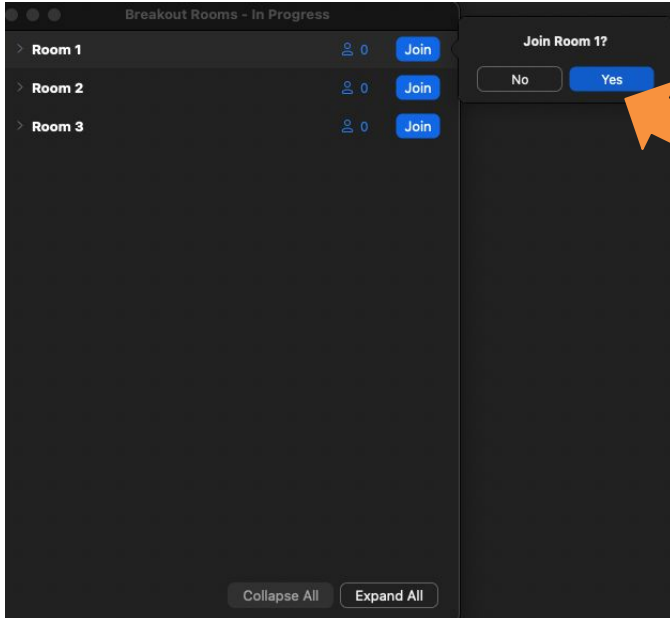
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Collective Meaning Making and Closing

Collective Sharing: Takeaways

What are you sitting with?

What animated you, inspired you, provoked you?

Collective Commitment: Walkaways

What might be one small, elegant next step in your school crisis leadership after today?

Appreciations:

Who's work and wisdom would you like to acknowledge, and why?

Closing

Please share your feedback with us

Help us continue to offer recovery and renewal programming at no-cost by sharing your feedback with us (truly- every evaluation = support for SCRR to continue).

We invite you to share your experience from today's Network of Practice by filling out this survey:

https://bit.ly/SCRR_Spring23NoP_Eval

SCHOOL CRISIS
RECOVERY
and
RENEWAL

Request technical assistance!
Share resources!
Suggest a topic for future trainings!

Visit the SCRR website:
https://schoolcrisishealing.org/get-involved/

SCHOOL CRISIS
RECOVERY
and
RENEWAL

A PARTNER IN
NCTSN

The National Child
Traumatic Stress Network

SCRR Resources
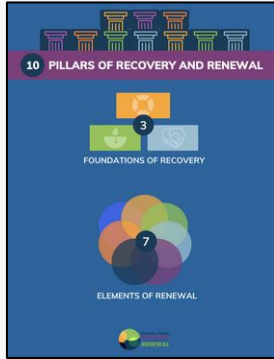
10 Pillars of School Crisis Recovery and Renewal
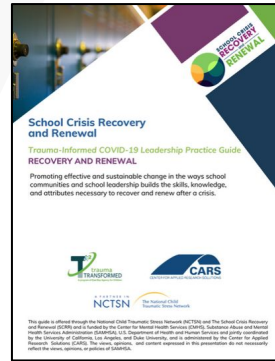
Trauma-Informed COVID-19 Leadership Practice Guide for Recovery and Renewal

What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions
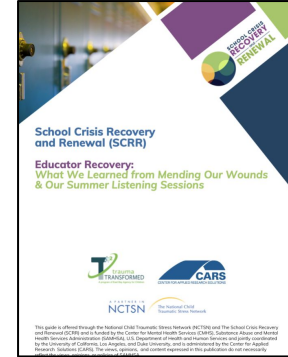
School Crisis Recovery & Renewal (SCRR) Educator Recovery: What We Learned from Mending Our Wounds & Our Summer Listening Sessions

https://schoolcrisishealing.org/scrr-our-resources/
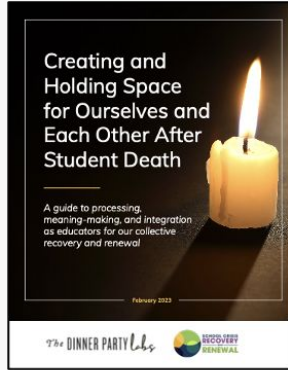
SCRR Resources

Creating & Holding
Space for Ourselves
and Each Other
After Student Death

Cultivating Conflict
Culture After A Crisis
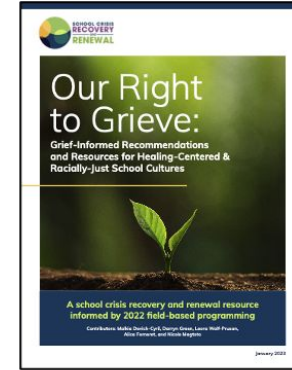
Our Right to Grieve:
Grief-Informed
Recommendations
and Resources for
Healing-Centered &
Racially-Just School
Cultures

https://schoolcrisishealing.org/scrr-our-resources/
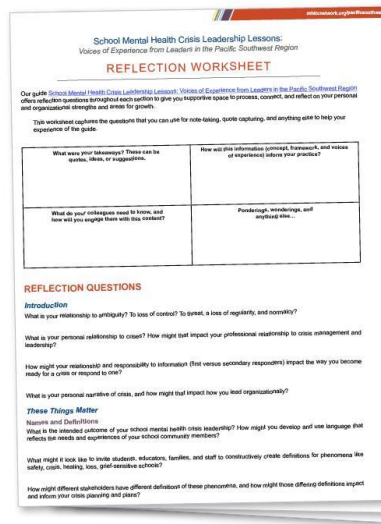
Guide Post Document

School Mental Health Crisis Leadership Lessons:

Voices of Experience from Leaders in the

Pacific Southwest Region

– Guide

– Complementary Reflection Worksheet

Subscribe to NCTSN eCommunications for Resources

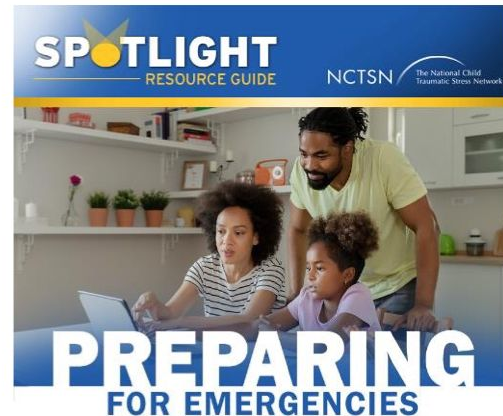Subscribe to the monthly eBulletin & Spotlight by emailing help@nctsn.org.

Follow NCTSN on social media

Facebook – @NCTSN or
@National Child Traumatic Stress Network

Twitter – @nctsn

Instagram – @nctsn

LinkedIn - @National Child Traumatic Stress Network

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

SCHOOL CRISIS
RECOVERY
and
RENEWAL

ABOUT THE
SCHOOL CRISIS RECOVERY & RENEWAL PROJECT

What is this RR business?

The 4 Rs: 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.

READINESS
Ongoing
Pre-pandemic: trauma-informed training; communication

RENEWAL
Long-term
Post-traumatic growth; meaning-making
System transformation

RESPONSE
Immediate
Response to events that exceed our threshold of harm
Pandemic onset, surges, tipping points, crisis

RECOVERY
Short-term
Safety, mourning+ repair, celebrating

Check out our guide "10 Pillars of Recovery and Renewal" that introduces the three core practices of recovery + the seven elements of renewal.

Our National SERVICES

✔Provides training and technical assistance (TTA) services and resources to state and local education agencies (SEAs/LEAs); district teams; school leaders; school mental health providers, support staff, and educators; community partners; and other school mental health stakeholders

✔Creates curricula, training opportunities, and best-practice resources to promote long-term recovery and renewal after school crisis

✔Offers intensive consultations to a small number of districts and schools who have experienced crisis readiness and response support, and are ready for and interested in making meaning of their experience(s)

✔Cultivates effective and sustainable school leadership so that school communities build the skills, knowledge, and attributes necessary to recover and renew after a crisis

✔Is educator and student centered and directed

Discussion Hours
Tools
Individual Coaching
Regional Trainings
Individual Consultation
Annual Conference
Newsletters
Webinars
Research Publications
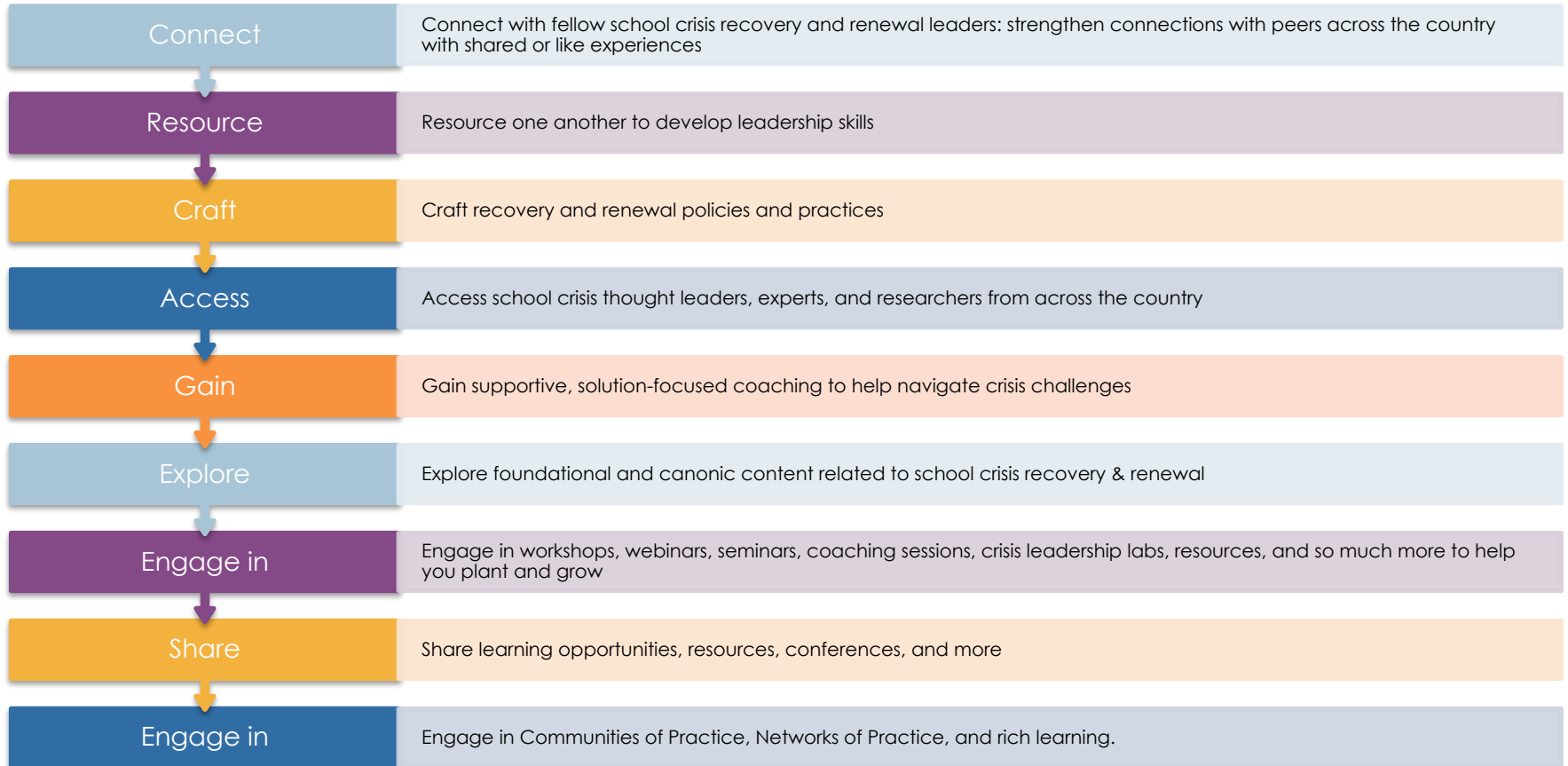
SCRR Goal and Role

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.

What can you get from collaborating with us?

Connect	Connect with fellow school crisis recovery and renewal leaders: strengthen connections with peers across the country with shared or like experiences
Resource	Resource one another to develop leadership skills
Craft	Craft recovery and renewal policies and practices
Access	Access school crisis thought leaders, experts, and researchers from across the country
Gain	Gain supportive, solution-focused coaching to help navigate crisis challenges
Explore	Explore foundational and canonic content related to school crisis recovery & renewal
Engage in	Engage in workshops, webinars, seminars, coaching sessions, crisis leadership labs, resources, and so much more to help you plant and grow
Share	Share learning opportunities, resources, conferences, and more
Engage in	Engage in Communities of Practice, Networks of Practice, and rich learning.

SAMHSA Disclaimer

SAMHSA's Mission

SAMHSA
Substance Abuse and Mental Health
Services Administration

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)