

## 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**

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**April 27, 2023**

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

# Opening and Welcome

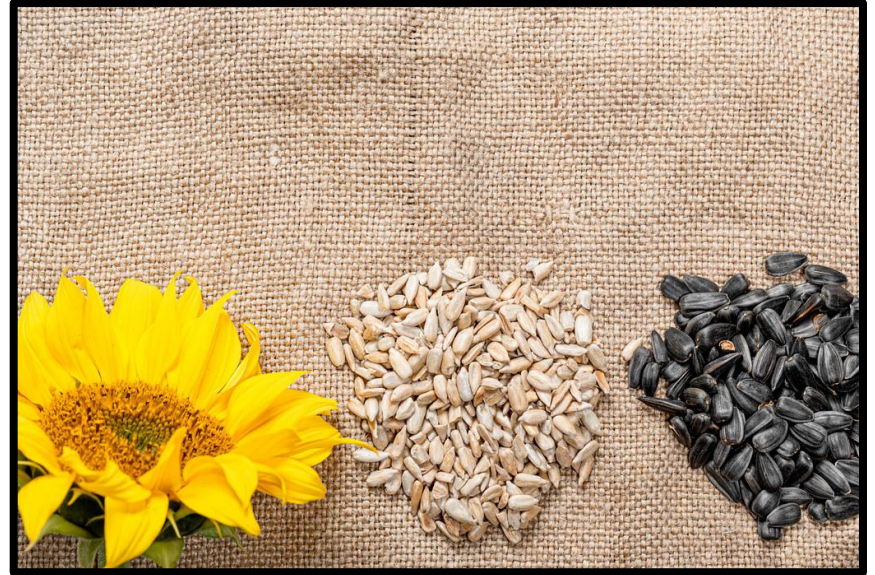
A dandelion seed head is positioned in the lower-left quadrant of the image. Numerous white, feathery seeds are captured in mid-air, scattered across the entire frame, creating a sense of movement and dispersal. The background is a soft, out-of-focus green, suggesting a grassy field.

**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](http://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!)

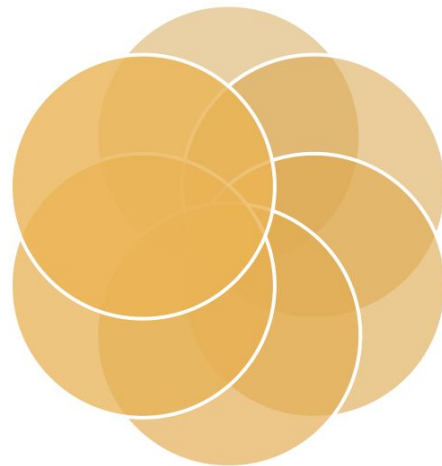
Time	Purpose
11:00 am - 11:30 am PT 1:00 pm - 1:30 pm CT 2:00 pm - 2:30 pm ET	<b>Welcome</b> <ul style="list-style-type: none"><li>• Grounding &amp; Agenda Review</li><li>• Introduction to SCRR</li></ul> <b>Intro of Salon 1 Options</b>
11:30 am - 12:10 pm PT 1:30 pm - 2:10 pm CT 2:30 pm - 3:10 pm ET	<b>Salon 1 - Strategies &amp; Tools of School Crisis Leadership: KNOW AND DO</b>
12:10 pm - 12:20 pm PT 2:10 pm - 2:20 pm CT 3:10 pm - 3:20 pm ET	<i>Transition back to main room &amp; break</i>
12:20 pm - 12:30 pm PT 2:20 pm - 2:30 pm CT 3:20 pm - 3:30 pm ET	<b>Intro to Salon 2 Options</b>
12:30 pm - 1:10 pm PT 2:30 pm - 3:10 pm CT 3:30 pm - 4:10 pm ET	<b>Salon 2 - Meaning Making &amp; Support for School Crisis Leaders: BE</b>
1:15 pm - 1:30 pm PT 3:15 pm - 3:30 pm CT 4:15 pm - 4:30 pm ET	<b>Integration &amp; Closing</b>



**Humility &  
Responsiveness**

**Empowerment**

**Safety**



**Trustworthiness &  
transparency**

**Peer support**

**Collaboration**

***OUR WORKING AGREEMENTS FOR TODAY ARE TRAUMA INFORMED PRINCIPLES***



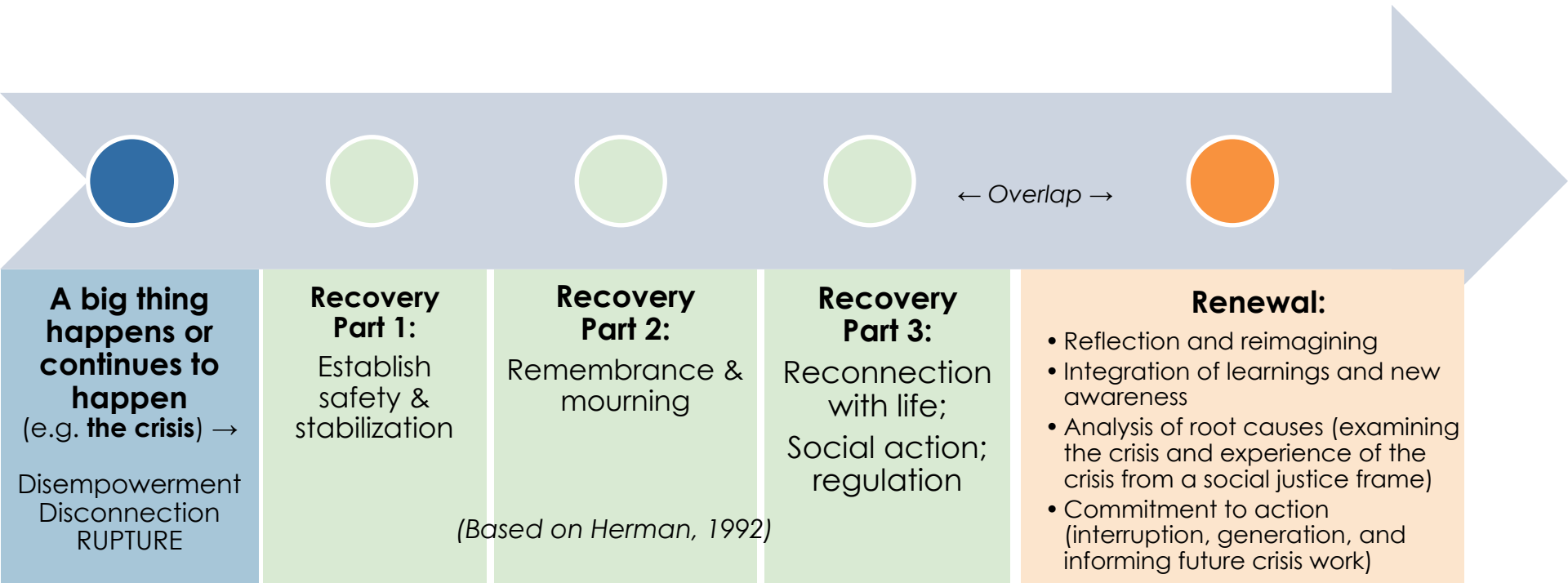
# **Who's in the room?**

## ***Creating Community***

**And why the focus on “Crisis Leadership”?**



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



## 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

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**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:**

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- 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.



**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

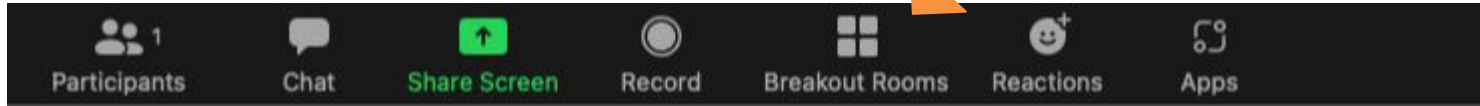
### ***OMG! Are we in post-Covid-traumatic growth yet!!!? How would we know?***

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

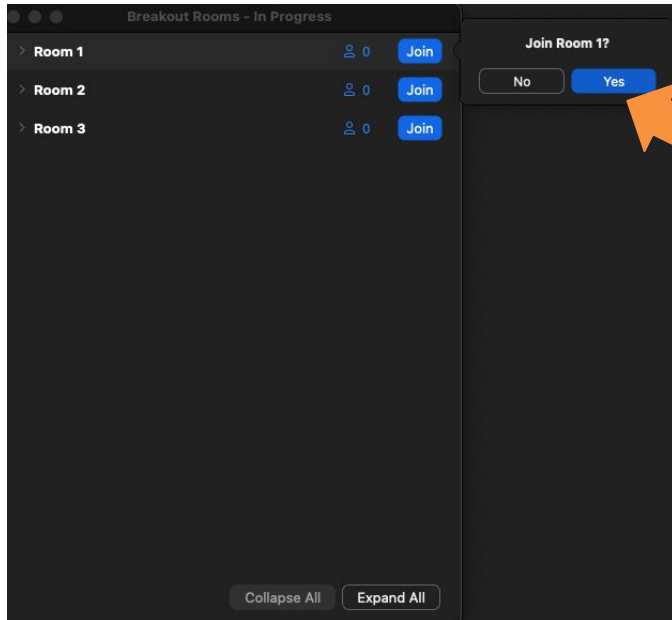


# How to join a breakout room

1.



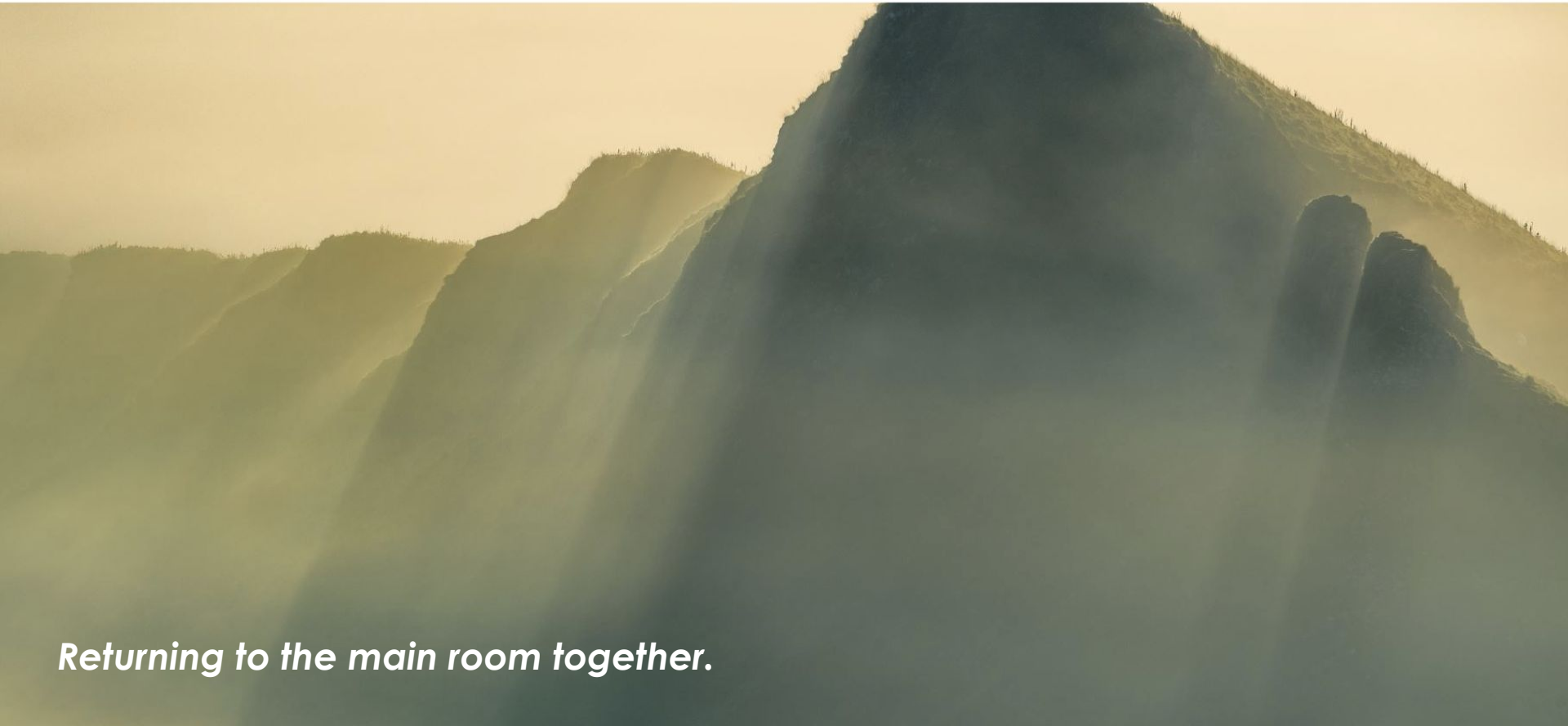
2.



## 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 *Meaning Making* and its central role in our crisis leadership

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- 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.

***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*

**-David Kessler (2020)**

# 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

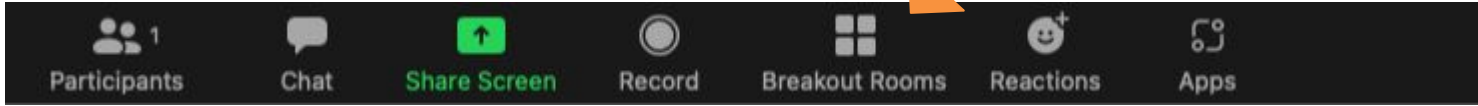
## Room 3

### ***Case Consult Lab***

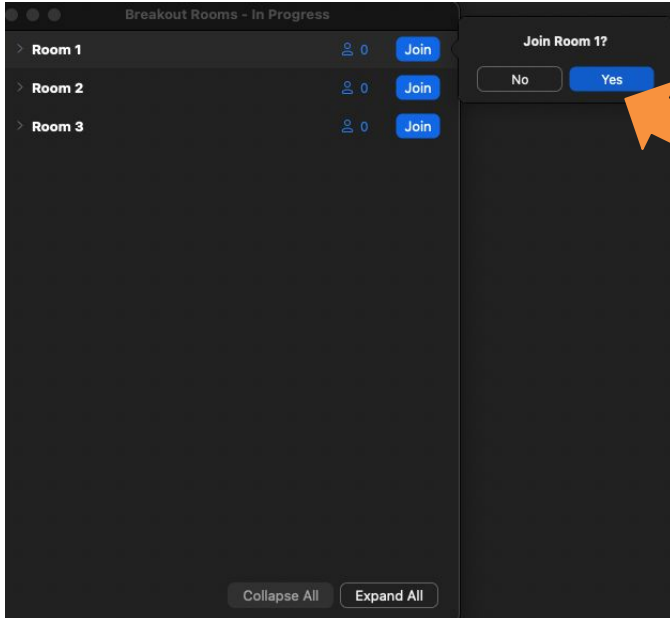
In this session, SCRR Field Director Jen Leland will hold space for participants to bring their crisis recovery tensions and she alongside our community can provide peer consultation, critical friendship and support.

# How to join a breakout room

1.



2.



## 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!

# 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?

The image shows two distinct piles of mustard seeds on a plain white surface. The pile on the left is composed of bright yellow seeds, while the pile on the right is composed of dark brown seeds. Both piles are somewhat irregular and scattered, with some seeds spilling out from the edges. The lighting is soft and even, highlighting the texture of the seeds.

**Closing**

# Please share your feedback with us

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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](https://bit.ly/SCRR_Spring23NoP_Eval)





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

**Visit the SCRR website:**

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

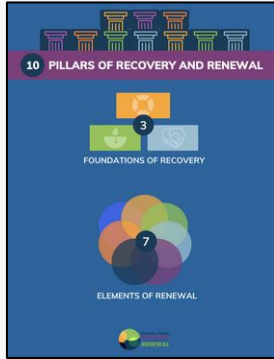


A PARTNER IN  
**NCTSN**

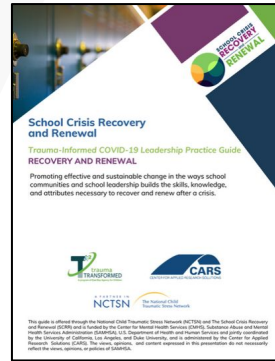


The National Child  
Traumatic Stress Network

# SCRR Resources



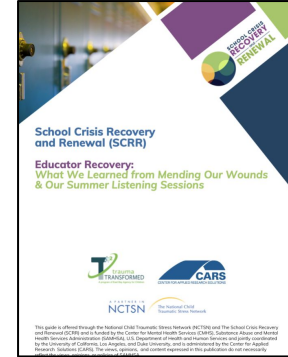
10 Pillars of School Crisis Recovery and Renewal



Trauma-Informed COVID-19 Leadership Practice Guide for Recovery and Renewal



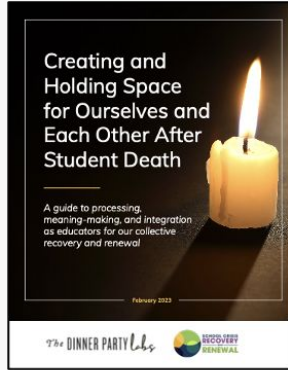
What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions



School Crisis Recovery & Renewal (SCRR) Educator Recovery: What We Learned from Mending Our Wounds & Our Summer Listening Sessions

<https://schoolcrisishealing.org/scrr-our-resources/>

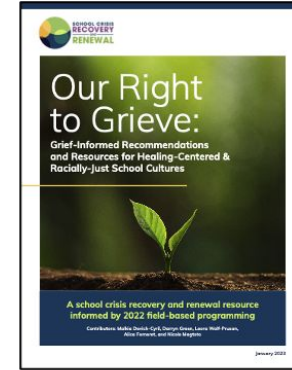
# SCRR Resources



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

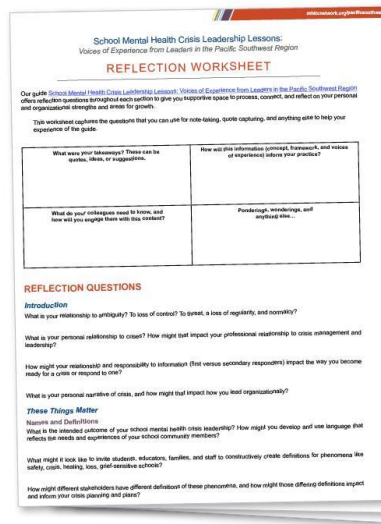
# Guide Post Document

## 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)



The image shows a 'REFLECTION WORKSHEET' document. At the top, it reads 'School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region'. Below this is the title 'REFLECTION WORKSHEET'. The document contains several sections: 'Our guide School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region offers reflective questions for school leaders to give you supportive space to process, connect, and reflect on their personal and organizational strengths and areas for growth.' and 'This worksheet captures the questions that you can use for note-taking, quote capturing, and anything else to help your engagement of the guide.' There is a table with four empty boxes for reflection. Below the table are sections for 'REFLECTION QUESTIONS' and 'These Things Matter'.

What was your takeaway? These can be quotes, ideas, or reflections.	How will this information (personal, teamwork, and release of experience) inform your practices?
What do your colleagues need to know, and how will you engage them with this content?	Pennington, Henderson, and anything else...

**REFLECTION QUESTIONS**

**Introduction**

What is your relationship to urgency? To what is owed? To speak, a loss of regularity, and normalcy?

What is your personal relationship to crisis? How might that impact your professional relationship to crisis management and leadership?

How might your relationship and responsibility to information (first versus secondary responders) impact the way you become ready for a crisis or respond to one?

What is your personal narrative of crisis, and how might that impact how you lead organizationally?

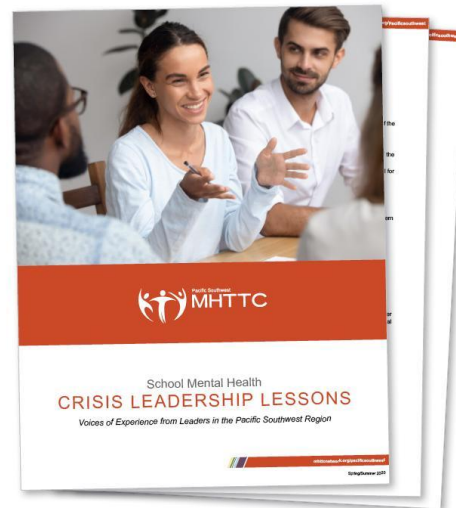
**These Things Matter**

**Norms and Definitions**

What is the intended outcome of your school mental health crisis leadership? How might you develop and use language that reflects the needs and experiences of your school community members?

What might it look like to invite students, educators, families, and staff to constructively create definitions for phenomena like safety, crisis, health, and self-sensitive school?

How might different stakeholders have different definitions of these phenomena, and how might those differing definitions impact and inform your crisis planning and action?



# Subscribe to NCTSN eCommunications for Resources



On the NCTSN Website

## Supporting Trauma-Informed Schools to Keep Students in the Classroom:

### A Focus on Trauma-Informed Practices



**Supporting Trauma-Informed Schools to Keep Students in the Classroom: A Focus on Trauma-Informed Practices** describes a number of promising trauma-informed practices that were tested and implemented in five school- and district-based sites during the National Child Traumatic Stress Network's Breakthrough Series Collaborative: Supporting Trauma-Informed Schools to Keep Students in the Classroom. This brief includes a look at the six essential domains developed and addressed as part of the Collaborative Change Framework, practices to test within each domain, and the demonstration of promise for those practices.

DOWNLOAD

#### New translations are now available!

- Talking to Children about War available in [Hungarian](#)
- PFA: For Displaced Children and Families available in [Norwegian](#), [Italian](#), and [Polish](#)
- Understanding Refugee Trauma: For Primary Care Providers available in [Ukrainian](#)
- Understanding Refugee Trauma: For Mental Health Professionals available in [Ukrainian](#)
- Understanding Refugee Trauma: For School Personnel available in [Russian](#) and [Italian](#)
- Working Effectively with Military Sources: 10 Concepts All Providers Should Know available in [Russian](#)
- Childhood Traumatic Grief: Youth Information Sheet available in [Ukrainian](#) and [German](#)
- Childhood Traumatic Grief: Information for School Personnel available in [Ukrainian](#)

On the NCTSN Learning Center

Want reminders for upcoming webinars? Sign up [here!](#)


Subscribe to the monthly eBulletin & Spotlight by emailing [help@nctsn.org](mailto:help@nctsn.org).

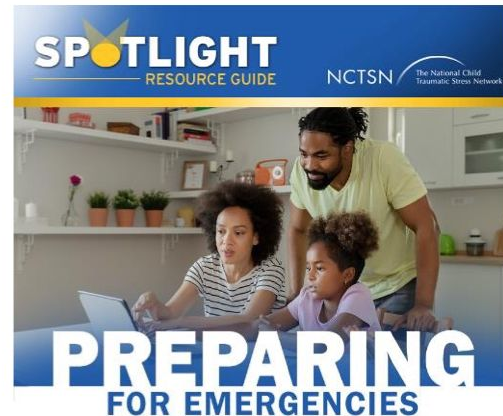
Follow NCTSN on social media

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 LinkedIn - @National Child Traumatic Stress Network



The recent wildfires, hurricanes, earthquakes, and the ongoing COVID-19 pandemic have all created a number of sudden and unprecedented challenges for communities across the US. These events are important reminders for how crucial preparedness is. Disasters and acts of violence can have devastating physical and psychological effects. Preparing for these events can help to reduce feelings of anxiety, and promote confidence and resilience in families, businesses, schools, and communities. As parents and caregivers, children and teens, mental health providers, educators, and first responders continue to learn how to adapt during this difficult time, the NCTSN has compiled a list of resources to help prepare for emergencies and promote recovery following an event.

#### Help Kids Cope

Talk to children of all ages about natural disasters using the Help Kids Cope app. From preparing for a hurricane to seeking help following an earthquake, the app offers parents, caregivers, and child-serving professionals resources for explaining, learning about, preparing for, responding to, and healing from natural disasters. Select from ten different natural disaster types, including earthquakes, floods, hurricanes, tornadoes, tsunamis, and wildfires. Available for iPhone and Android.

DOWNLOAD

#### Family Preparedness Wallet Cards and Fact Sheet

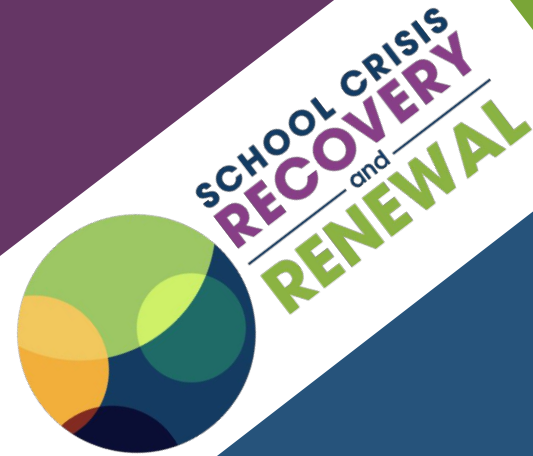
In the event of an emergency, get in touch with separated family members using NCTSN's Family Preparedness Wallet Cards. Prepare your family for natural disasters by adding important telephone numbers and contact details to the wallet cards. You can make a card for each member of your family to carry in case an event occurs when family members are not together.

DOWNLOAD

#### Family Preparedness: Thinking Ahead

This fact sheet highlights what steps your family can take before an emergency. Learning about the disasters and hazards in your area, making a family emergency plan, identifying the best ways to communicate, collecting supplies for an emergency kit, having a place to get official updates during and after an event and practicing your plan are a few of the emergency preparedness tips found in this fact sheet. Both resources are available in multiple languages: English, Spanish, Vietnamese, Korean, Armenian, and Russian.

DOWNLOAD



## Contact Info

Email: [SCRR@cars-rp.org](mailto:SCRR@cars-rp.org)


Phone: (888) 597.0995

Website: [www.schoolcrisishealing.org](http://www.schoolcrisishealing.org)

## Get social with us!

 Facebook: @scrr.project

 Instagram: @scrr\_project

 Twitter: @scrr\_project



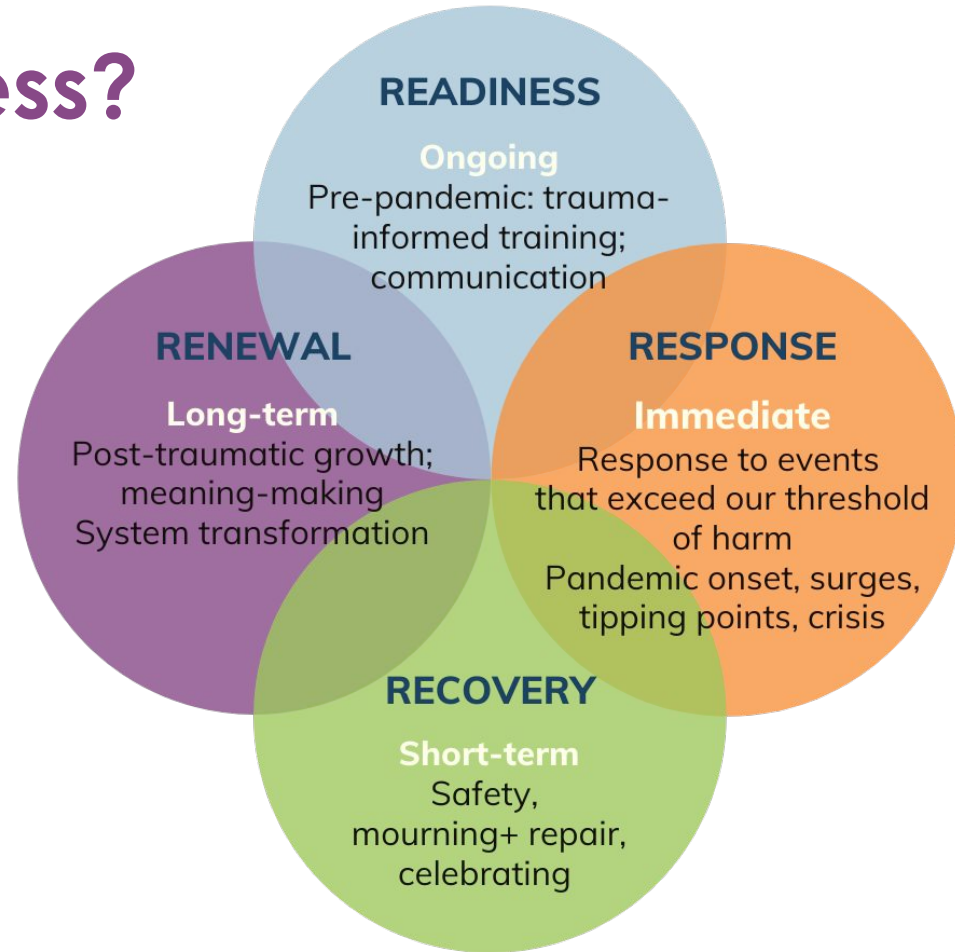
**ABOUT THE  
SCHOOL CRISIS RECOVERY  
& RENEWAL PROJECT**

# 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.





# 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



# SCRR Goal and Role



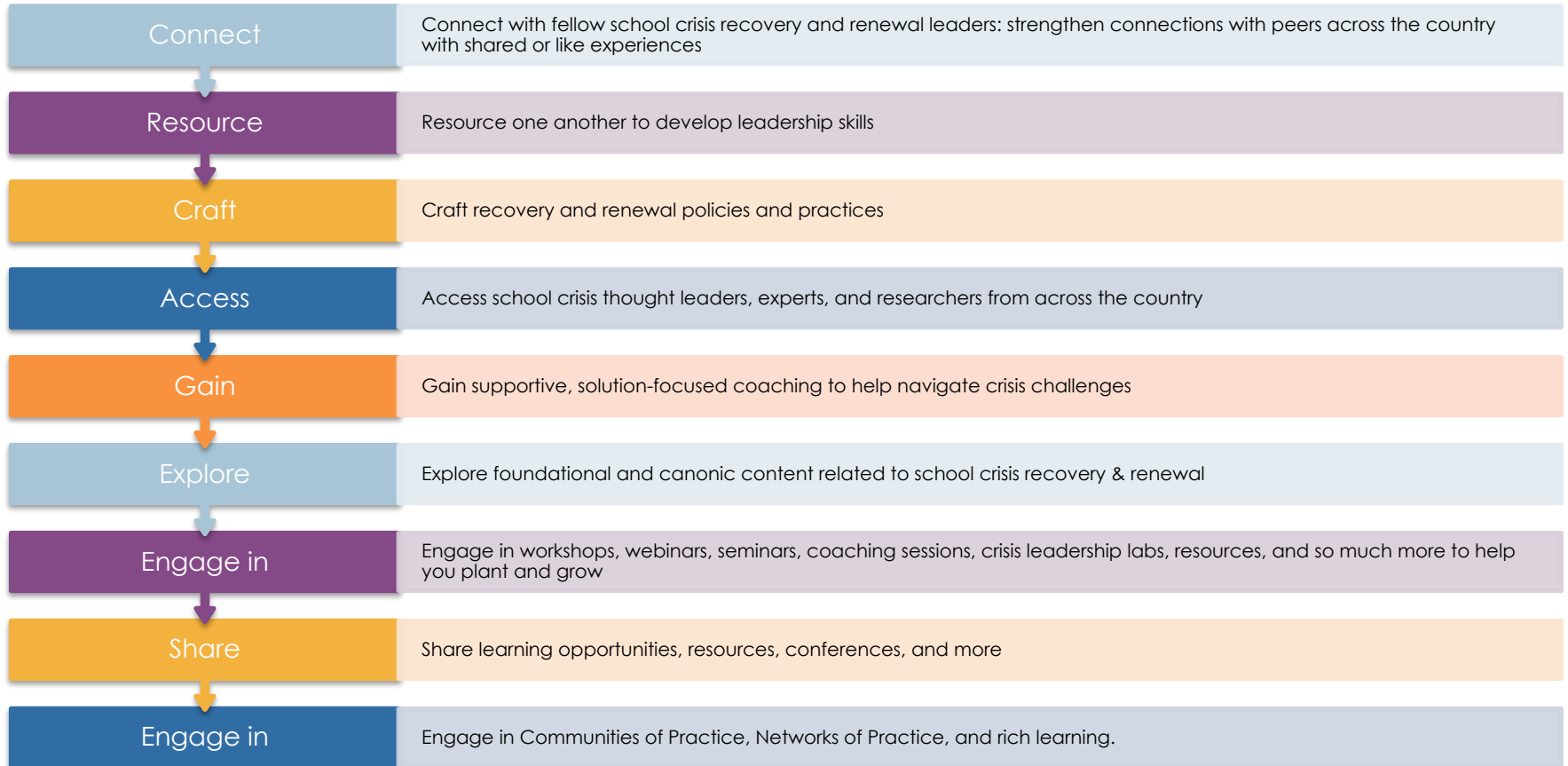
## OUR GOAL

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?



# SAMHSA Disclaimer

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This program was prepared for the [School Crisis Recovery & Renewal Project](#) (Grant Number: H79SM082722) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).

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This project has a timeline running from 2020-2025 and is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS). At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use and Administrator of SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

# SAMHSA's Mission



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

[www.samhsa.gov](http://www.samhsa.gov)

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