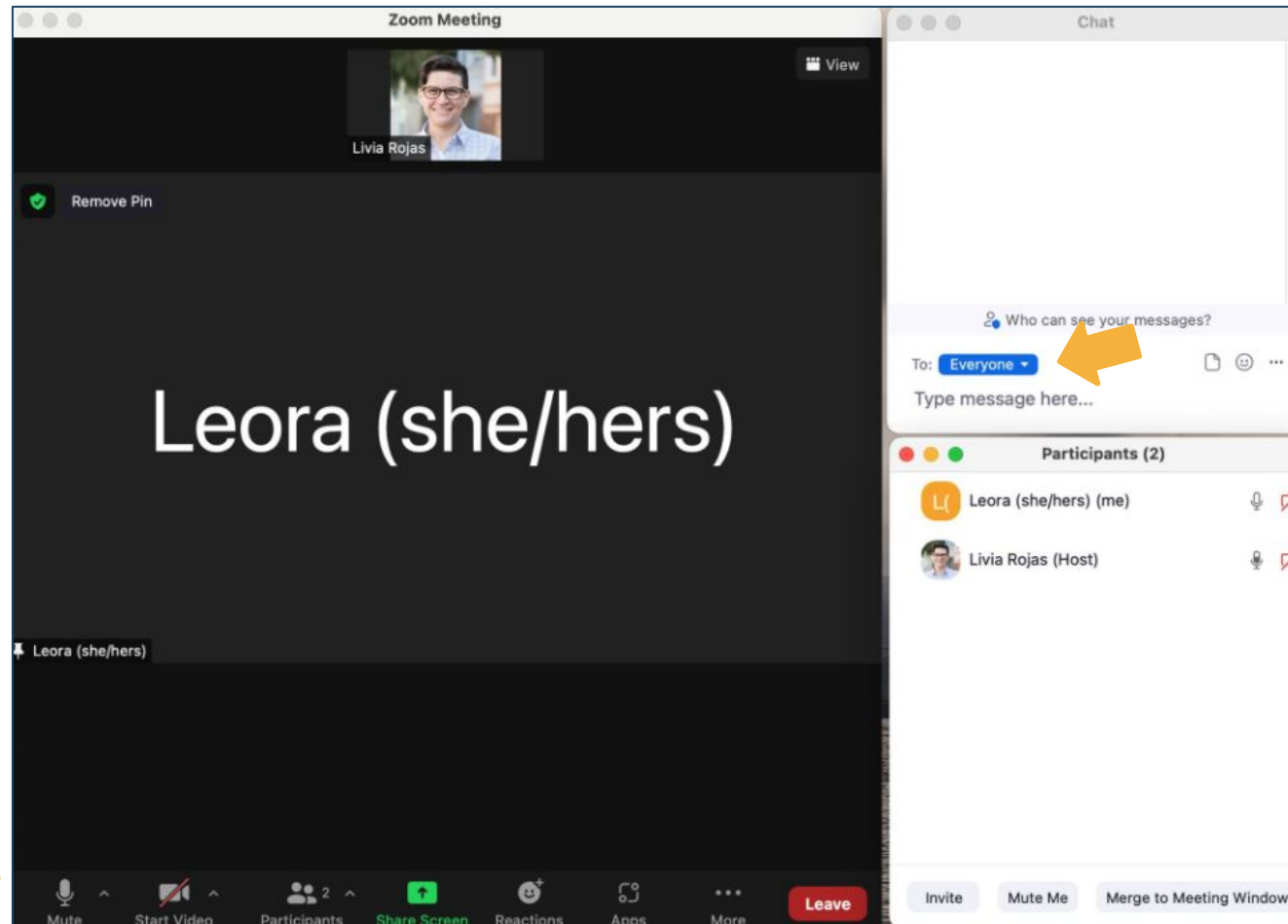


An open white door is shown on the left side of the image, set against a light blue wall. The door is slightly ajar, revealing a bright, glowing light source behind it. The floor is a reflective light blue surface. The overall scene conveys a sense of invitation and new beginnings.

# Welcome.

We're so grateful thrilled anxious all the big feelings happy to be with you in this new community.

# Get to Know Zoom Meeting



Enable audio for speaker and mic. If calling in, dial the number provided in registration confirmation

Set chat dropdown to "Everyone"

Start video if you have a web cam. This is helpful for us to get to know each other but not required

Reactions signal to facilitators to slow down, pause, etc.

# School-Based Suicide Postvention from a Liberated Lens: A Community of Practice

## Postvention Recovery & Renewal

March 9, 2023

10:00 am – 12:00 pm PT / 1:00 – 3:00 pm ET



# Our SCRR Project Vision



*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.**



A PARTNER IN  
NCTSN

The National Child  
Traumatic Stress Network



# Community of Practice Goal



Approach school suicide postvention through liberated, culturally humble, grief sensitive, trauma-informed, healing centered, and youth-focused work

Collaboratively create content that could be used to inform and engage others that expands postvention beyond the first weeks after a death by suicide and for longer, more holistic impact

Expand personal and professional networks for collaboration, collective care and critical analysis with a focus on school suicide postvention

# Land and Labor Acknowledgement

We acknowledge that we are each residing on tribal lands of those who have lived on this land time immemorial.

**We pay respects** to their elders past and present.

**We recognize the resilience of those past and present**, who work to build a strong and sovereign nation where Tribal citizens live their values and culture

**We must acknowledge** that much of what we know of this country today, including its culture, economic growth, and development throughout history and across time, has been made possible by the labor of enslaved Africans and their ascendants who suffered the horror of the transatlantic trafficking of their people, chattel slavery, and Jim Crow.

We are indebted to their labor and their sacrifice, and we must acknowledge the tremors of that violence throughout the generations and the resulting impact that can still be felt and witnessed today.

**LEARN MORE:** Text zipcode code to 1 (855) 917-5263 to learn more about the tribal lands in your area and Act:

<https://sogoreate-landtrust.org/shuumi-land-tax/> (LAND TRUST)

<https://blacksolidarity.org/donate> (BLACK SOLIDARITY FUND)

<https://landback.org/> (LANDBACK CAMPAIGN)

# Our CoP Facilitators & Staff



**Zeruah Buchanan,  
MPH  
Consultant  
(She/Her)**



**Brianna Young,  
M.Ed  
Field Coach  
(she/hers)**



**Niki Magtoto  
SCRR Senior Project  
Manager  
(She/Her)**

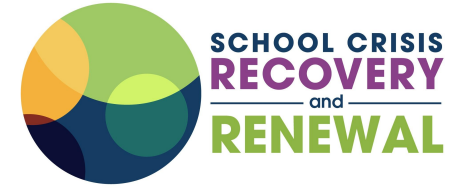


**Leora  
Wolf-Prusan, Ed.D  
Project Director  
(She/Her)**

**Your CoP Co- Facilitators**

**Your CoP Support Staff**

# Speed **Connecting!**



## **In the chat, please share your:**

- Name
- Pronouns (if you are comfortable)
- Location
- Current Work You Do/Role
- Emoji that represents your energy today

# Today's Flow - Session 4 of 4



Welcome &  
Grounding

Exploring  
Recovery

Exploring  
Renewal

What has  
happened  
for us since  
we last met?

Building a  
Tool: How  
might we...

Closing

# Our Shared Agreements



## Brave Space

- Actively Listening to Understand
- Attempt bravery in discomfort
- Embrace curiosity over analysis
- Actively Participating - use chat, speak up, share resources
- Intentions do not always translate to impact
- Explore with a beginner's mind; no one is born with critical consciousness
- Self-Care When You're Activated
- Practice contextual confidentiality
- Move in, move out
- And remember... **There is a conversation that only the people in this room right now can have. Find It.**

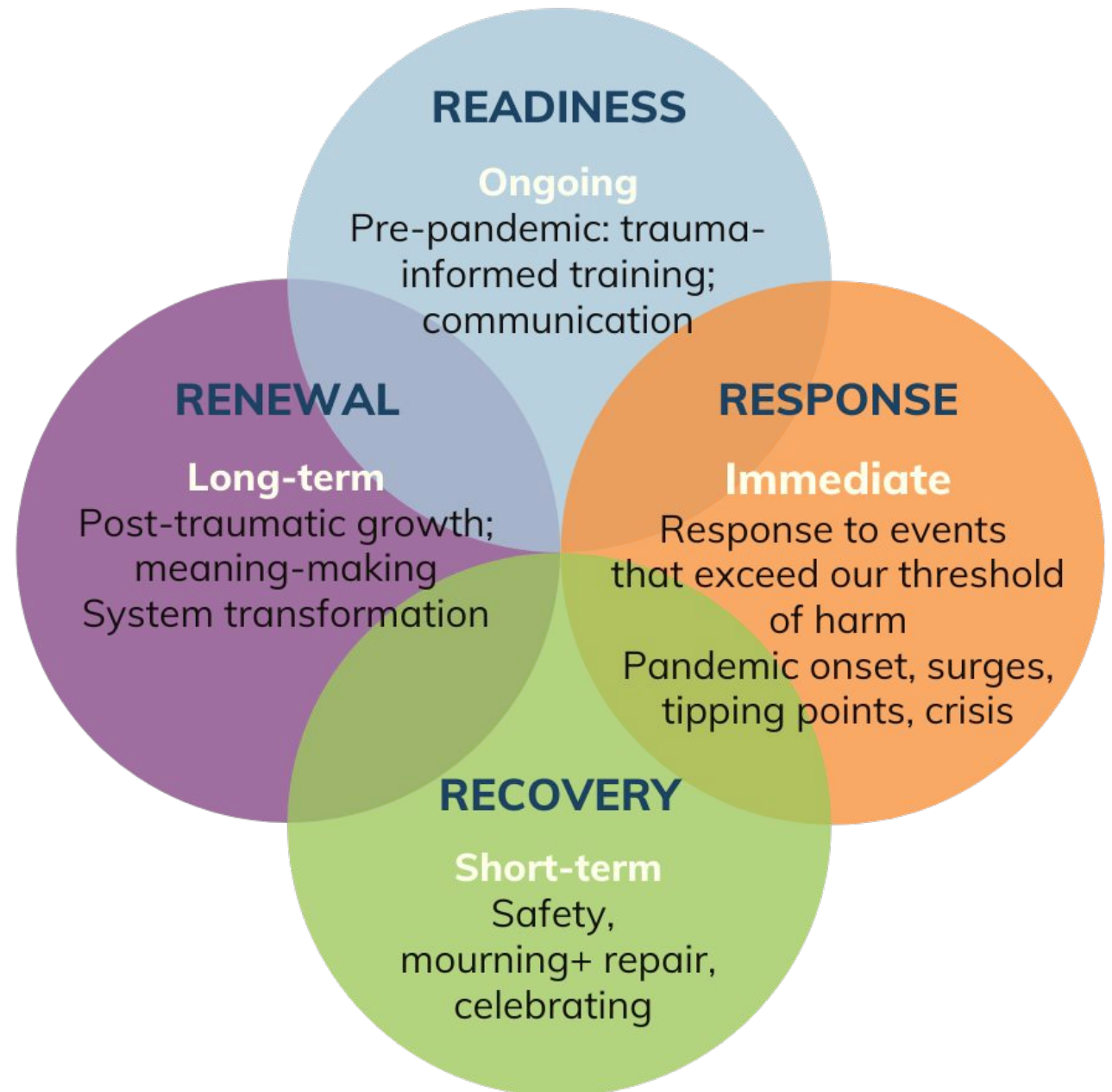


**Grounding.**

# 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 school crisis, but also these are not linear, and our experiences are unique.



# RECOVERY: Three Observable Phases



# Step 1: Safety & Stabilization (People & Environment)

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Developing coping mechanisms

- Providing psychoeducation about coping strategies
- Providing flexibility for use of coping strategies at school
- Being mindful of the ways coping will look different on different people



Regaining a sense of power, control, connection

- Providing students, staff and community with choices when possible
- Making time to connect with each other



Identifying ways to metabolize emotions

- Offer activities such as art, writing, storytelling and movement to support processing emotions

# Step 1: Safety & Stabilization (People & Environment)

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Developing self-awareness  
& attunement

- Build in time for grounding in class or meetings
- Provide time for reflection
- Check in about how relationships are going



Knowing and being known;  
loving and being loved

- Community circles
- Personalized appreciation activities

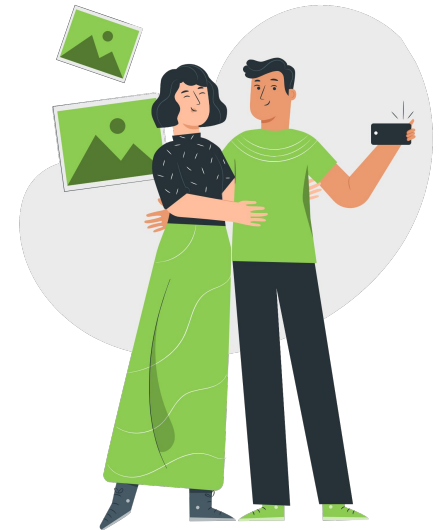


Evidence based programs &  
practices

- Motivational Interviewing
- Mindfulness Based Stress Reduction (MBSR)
- Culturally Modified, Trauma-Focused CBT (CM-TF-CBT)

## STEP 2: REMEMBRANCE & MOURNING

- Holding Space: “offering the experience of being heard without fixing, solving, or treating”
- Tell stories and sharing memories
- Legitimizing emotions
- Self-attunement
- Co-regulation
- Honor proximity to loss



Recovery leaders plan for what spaces need to be held together as a whole, and which members need differentiated recovery spaces/supports.

# Step 2: Remembrance & Mourning

---

Exploring and mourning any losses associated with the death

- Checking in with people about how impacted they are continuing to feel - even months out from the loss, and especially around significant events
- Making space in intentionally sized settings for people to share how they are doing

Mourning loss (identity, loved ones, a known reality)

- Normalizing that grief is layered and any change can bring loss with it.
- Validating all forms of grief.

# Step 3: Reconnection & Integration

*(there is overlap with Renewal)*

## Reinvention of the self, renewed hope and possibility

You are more than the thing(s) that have happened to you

What parts of yourself do you want to let go of? What skills or strengths have you gained from surviving this loss that you want to hang onto?

Establishing goals and vision for how you want your life (or school or community) to be

## Social action, community justice

Participating in organizing efforts

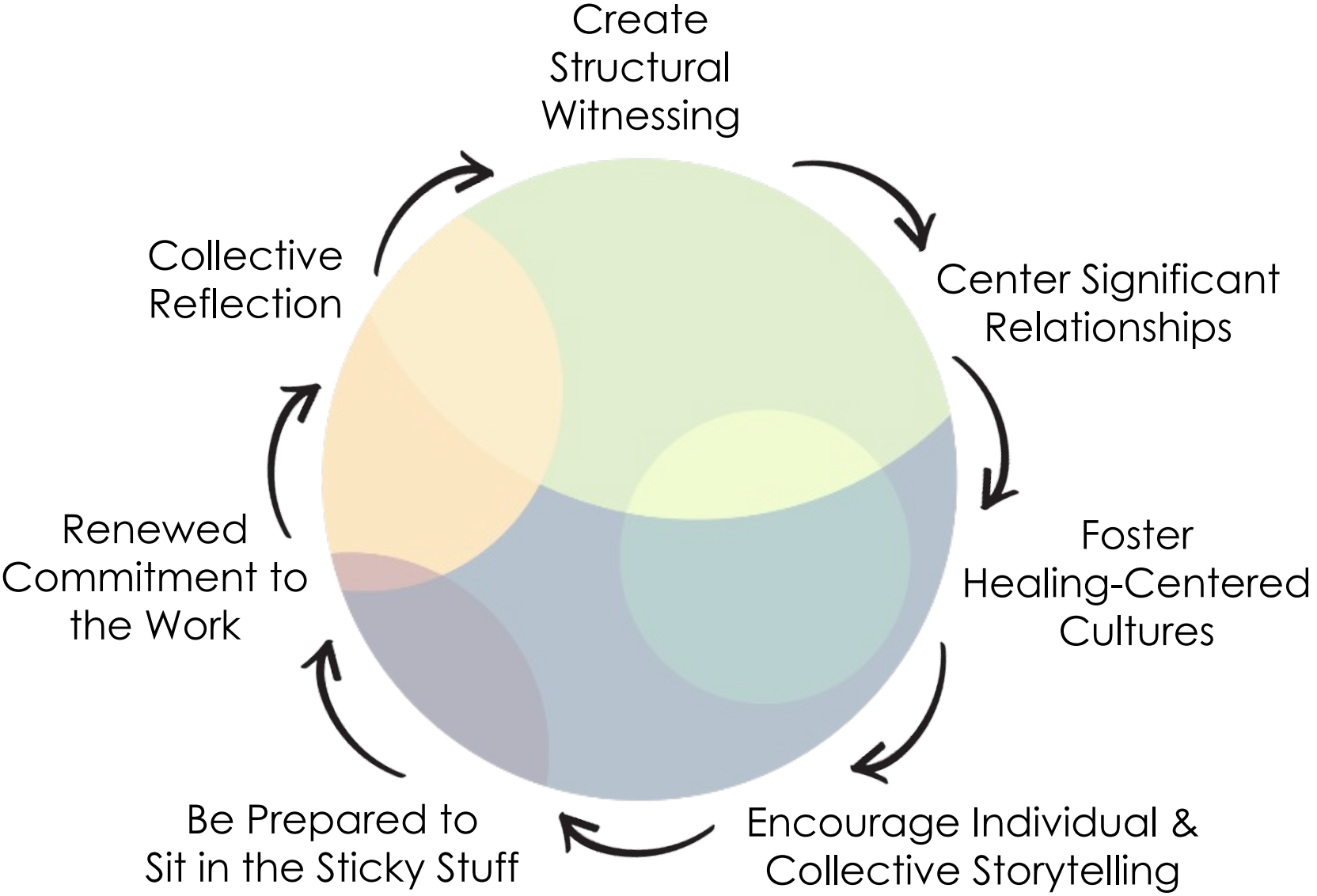
Considering whether you have a purpose connected to what you have survived

## Evidence-based practices

Psychological First Aid for Schools (PFA-S)

Coherent Narrative

# RENEWAL: Toward Meaning-Making, Healing & Change



# Healing



## Root Cause Focus

- What underlying issues impacted the crisis? What ways would wholistic supports address that root cause?
- Where is there need for deeper reflection?



## Meaning Making

- Who is defining the storytelling?
- What outcomes do we see from the stories being told?
- Whose stories are being centered and uplifted? Why?



## Restoration and Identity Shifts

- What does it look like to move forward without moving on?
- How are we redefining ourselves and our organizations?



## Repairing

- Where might harm have been caused during response and recovery? How do we make it right?
- How do people define healing as individuals? How do we create a collective acknowledgement or affirmation of that healing?

# Strategic Inquiry: Recovery



What questions might be strategic to ask ourselves and our organizations when supporting individuals from cultural backgrounds different than our own, specifically during recovery?

# Strategic Inquiry: Recovery



What questions might be strategic to ask ourselves and our organizations when supporting individuals from cultural backgrounds different than our own, specifically during recovery and renewal?

## Example(s):

- *What are current best practices? Do they have limitations surrounding cultural humility?*
- *Where might our definition of safety be limited? How might we expand it?*

# Triad Exercise



## Step One: Independent Reflection

Using the journal page, reflect on a recent experience since we last met.

- What is a problem of practice that has surfaced for you since we last met?
- Where did you see a liberated lens surface?
- Where did you want to see a liberated lens surface in that situation?

## Step Two: Triad Discussion

In breakout groups, take turns sharing what feels safe to you about your reflections.

Listen to the person share, then discuss strategies, ideas, or resources that surface in that collective reflection.



Individual Journal: 10 minutes



Triad Discussion: 30 minutes (10 min/person)

10:00



# Triad Exercise



## Triad Discussion Protocol:

1. The first person shares their experience with the group.
2. The other two people respond to what they heard, offering insights, wonderings, or strategies.
  - a. What you shared had me wondering...
  - b. This reminded me of a strategy we tried...
  - c. I've found this strategy helpful...
  - d. I noticed a liberated focus when you shared...
  - e. A liberation lens could have been applied when...
3. Each person will take a turn, about 8-10 minutes per person to share and discuss.

## Step Two: Triad Discussion

In your triad group, give voice to what you wrote. As your group responds back, **record their feedback and insights next to your original text in a different color text.**



Individual Journal: 10 minutes



Triad Discussion: 30 minutes (10 min/person)

# DEBRIEF: Triad Exercise



**What was helpful about this process?**

**What was challenging?**

**What insights surfaced that could benefit the whole group?**

# Grounding & Gratitude



# Future Invitation: Resourcing Each Other



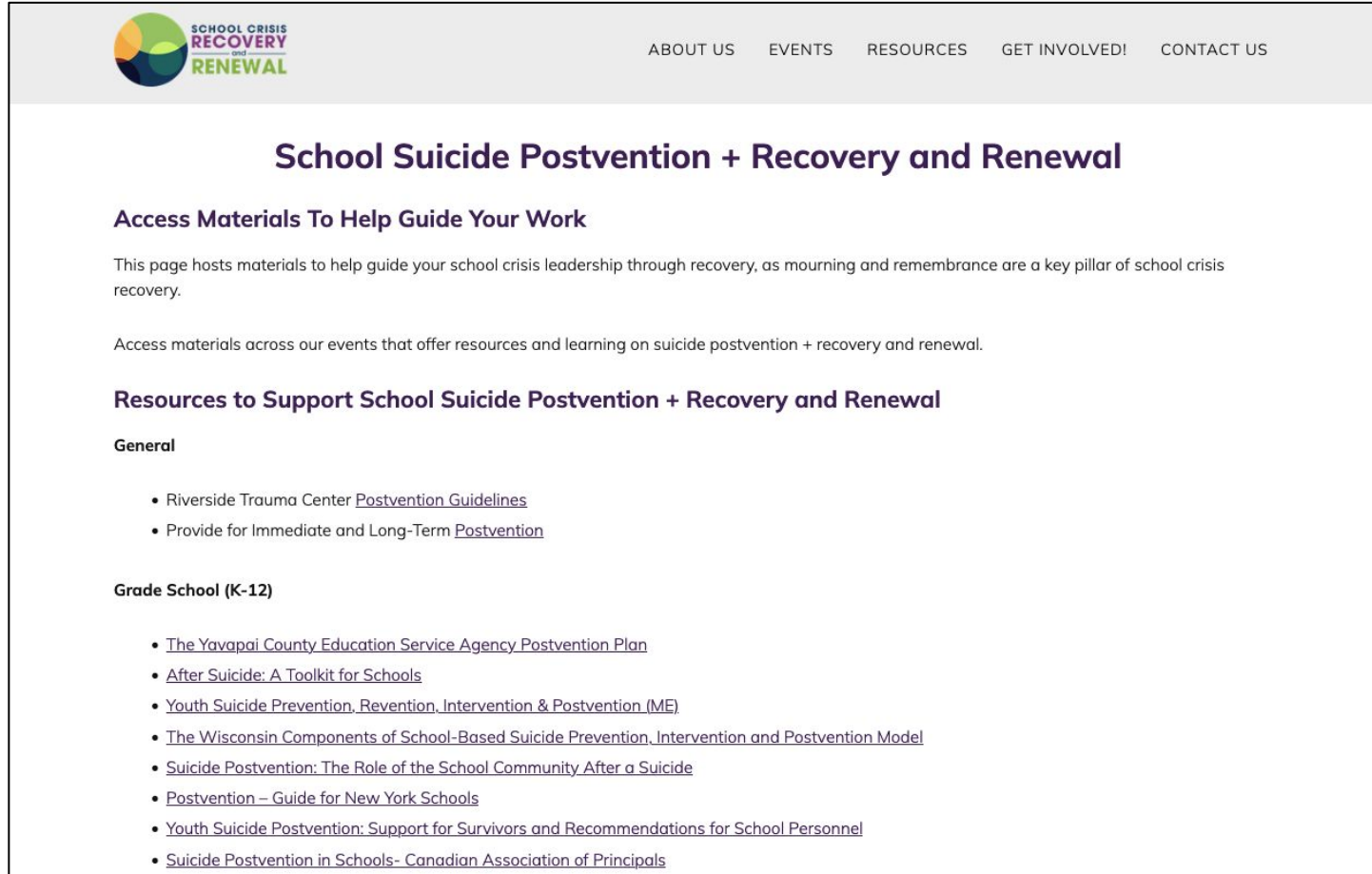
This space is designed to **build larger field capacity**, while also **holding us through reflection** and vulnerability. This tool does just that - it seeks to build communication and partnership between sessions so that we can support each other and remain connected.

**As needed, revisit this document (will be emailed) to support each other and ask for support!**

It asks:

- *What are you navigating? What are you reflecting around?*
- *Where are you at in the traditional sense of postvention? (Crisis, Immediate Aftermath, Short Term; or moving to Recovery and Renewal)*
- *How have you been able to apply learning from this CoP to this situation?*
- *What support are you needing? What questions are you processing?*
- *If you want the CoP to reach out, leave your name and contact information below.*

# School Suicide Postvention Resource Page



The screenshot shows the website header with the logo for 'SCHOOL CRISIS RECOVERY and RENEWAL' on the left and navigation links for 'ABOUT US', 'EVENTS', 'RESOURCES', 'GET INVOLVED!', and 'CONTACT US' on the right. The main heading is 'School Suicide Postvention + Recovery and Renewal'. Below this is a section titled 'Access Materials To Help Guide Your Work' with a paragraph explaining the page's purpose. Another paragraph mentions access to materials from events. A section titled 'Resources to Support School Suicide Postvention + Recovery and Renewal' follows, with sub-sections for 'General' and 'Grade School (K-12)'. Each sub-section contains a list of resource links.

**SCHOOL CRISIS RECOVERY and RENEWAL**

ABOUT US   EVENTS   RESOURCES   GET INVOLVED!   CONTACT US

## School Suicide Postvention + Recovery and Renewal

### Access Materials To Help Guide Your Work

This page hosts materials to help guide your school crisis leadership through recovery, as mourning and remembrance are a key pillar of school crisis recovery.

Access materials across our events that offer resources and learning on suicide postvention + recovery and renewal.

### Resources to Support School Suicide Postvention + Recovery and Renewal

#### General

- Riverside Trauma Center [Postvention Guidelines](#)
- Provide for Immediate and Long-Term [Postvention](#)

#### Grade School (K-12)

- [The Yavapai County Education Service Agency Postvention Plan](#)
- [After Suicide: A Toolkit for Schools](#)
- [Youth Suicide Prevention, Revention, Intervention & Postvention \(ME\)](#)
- [The Wisconsin Components of School-Based Suicide Prevention, Intervention and Postvention Model](#)
- [Suicide Postvention: The Role of the School Community After a Suicide](#)
- [Postvention – Guide for New York Schools](#)
- [Youth Suicide Postvention: Support for Survivors and Recommendations for School Personnel](#)
- [Suicide Postvention in Schools- Canadian Association of Principals](#)

**Resource Page Link:**  
<https://bit.ly/scrr-sp2122>

**If you have resources to share, please send them our way!**  
**\*\*Recordings are confidential**

# Evaluation



We want your feedback so we can make  
your experience better!

*A link to the evaluation will pop up when you close  
the meeting window. Please take time to complete  
it and let us know what you thought!*



# Upcoming Opportunities

# Upcoming SCRR Opportunities



**Life After Loss Table: A space for to process, make meaning, and integrate experiences of student death and loss as educators** (September – December 2022)

[Learn more and register](#)

**School-Based Suicide Postvention from a Liberated Lens: A Community of Practice**  
(October 2022 – May 2023)

[Learn more & register](#)

**Honoring Grief in our Classrooms** (October 2022 – March 2023)

[Learn more and register](#)

**Trauma Informed School Systems for Crisis Recovery and Renewal** (December 1, 2022)

[Learn more and register](#)

**SCRR's Winter 2022 Network of Practice** (December 8, 2022)

[Learn more and register](#)



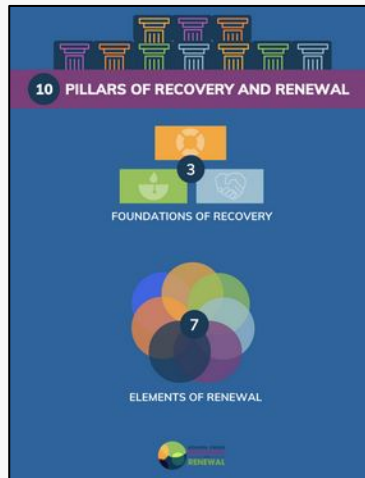
**THANK YOU.**

**For joining. For trusting us. For building with us.  
For creating this community.**

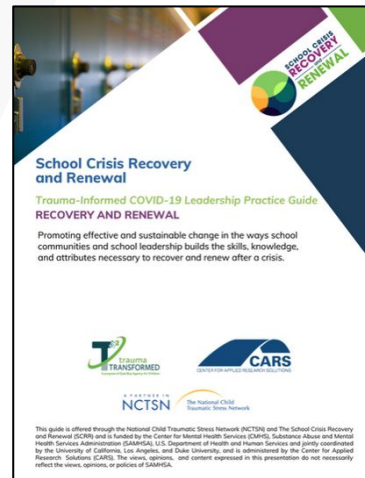


# SCRR Resources

# SCRR Resources



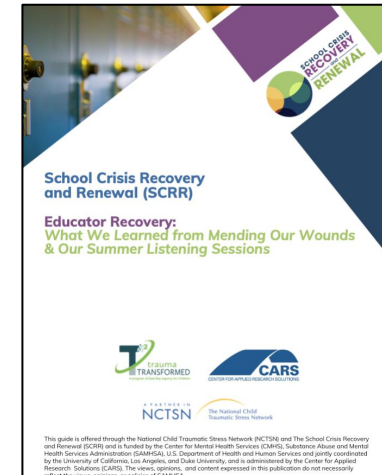
10 Pillars of School Crisis Recovery and Renewal



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/>

# Guidepost 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)

School Mental Health Crisis Leadership Lessons:  
Voices of Experience from Leaders in the Pacific Southwest Region

### REFLECTION WORKSHEET

Our guide *School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region* offers reflection questions throughout each section to give you supportive space to process, connect, and reflect on your personal and organizational strengths and areas for growth.

This worksheet captures the questions that you can use for note-taking, quote capturing, and anything else to help your experience of the guide.

What were your takeaways? These can be quotes, ideas, or suggestions.	How will this information (concept, framework, and voices of experience) inform your practice?
What do your colleagues need to know, and how will you engage them with this content?	Ponderings, wonderings, and anything else...

#### REFLECTION QUESTIONS

**Introduction**

What is your relationship to ambiguity? To loss of control? To grief, 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?

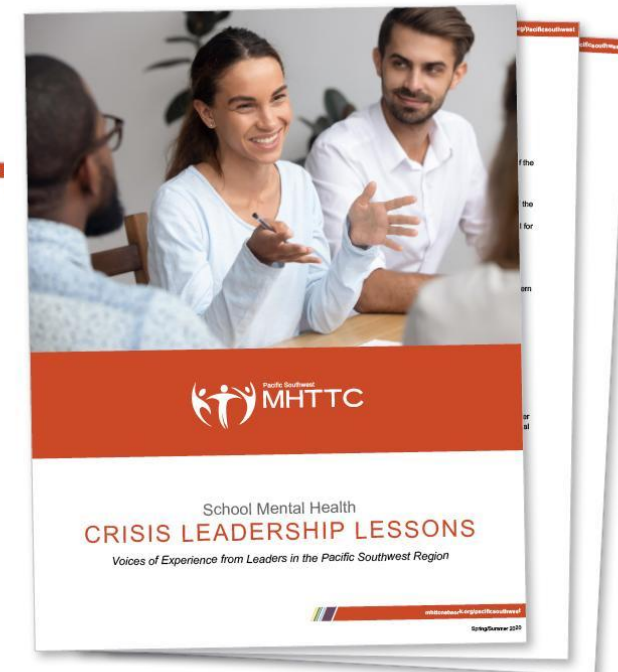
**These Things Matter**

**Names 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, healing, loss, grief-sensitive schools?

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





SCHOOL CRISIS  
**RECOVERY**  
and  
**RENEWAL**

## 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