



SCHOOL CRISIS
RECOVERY
and
RENEWAL



Fall 2023
SCRR Network of Practice

**Voices from the Field: School Crisis
Recovery & Renewal with Youth, for Youth,
by Youth**

November 16, 2023
12:00 pm – 1:30 pm PT / 2:00 - 3:30 pm CT/ 3:00 – 4:30 pm ET

The background of the slide is a close-up photograph of autumn leaves. The leaves are in various shades of yellow, orange, and light brown, with some showing signs of aging and slight damage. They are set against a soft, out-of-focus blue sky. The overall lighting is bright and natural, suggesting a sunny day.

Opening and Welcome

**We're so excited to be
together.**

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

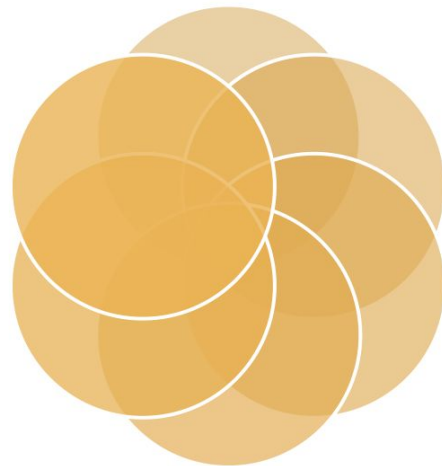
Time	Purpose
12:00pm-12:20 pm PT 3:00 pm – 3:20 pm ET	Welcome <ul style="list-style-type: none">● Grounding & Agenda Review● Introduction to SCRR● Orientation to our Network of Practice theme Intro of Practice Session Options
12:20 pm – 1:05 pm PT 3:20 pm – 4:05 pm ET	Practice Sessions: Your Move, Your Choice! <ul style="list-style-type: none">● Room 1: Three Texts to Help You Reflect on Your Grief-Responsive, Trauma-Informed Practice (with a focus on The Vulnerable Heart of Literacy)● Room 2: A Conversation About Everyday Bullying and the Schools that Fail Us: How Parents and Caregivers Can Support Their Children To Navigate Crisis Repair● Room 3: Naming A Thing: A Case For Feeling● Room 4: Partnering with Students To Take Action: School Shooting Recovery after Buffalo and Uvalde
1:05 pm -1:30 pm PT 4:05 pm – 4:30 pm ET	Integration & Closing <ul style="list-style-type: none">● Small group share outs● Identifying the small elegant steps we can take to partner more with youth



**Humility &
Responsiveness**

Empowerment

Safety



**Trustworthiness &
transparency**

Peer support

Collaboration

OUR WORKING AGREEMENTS FOR TODAY ARE TRAUMA INFORMED PRINCIPLES

What is SCRR?



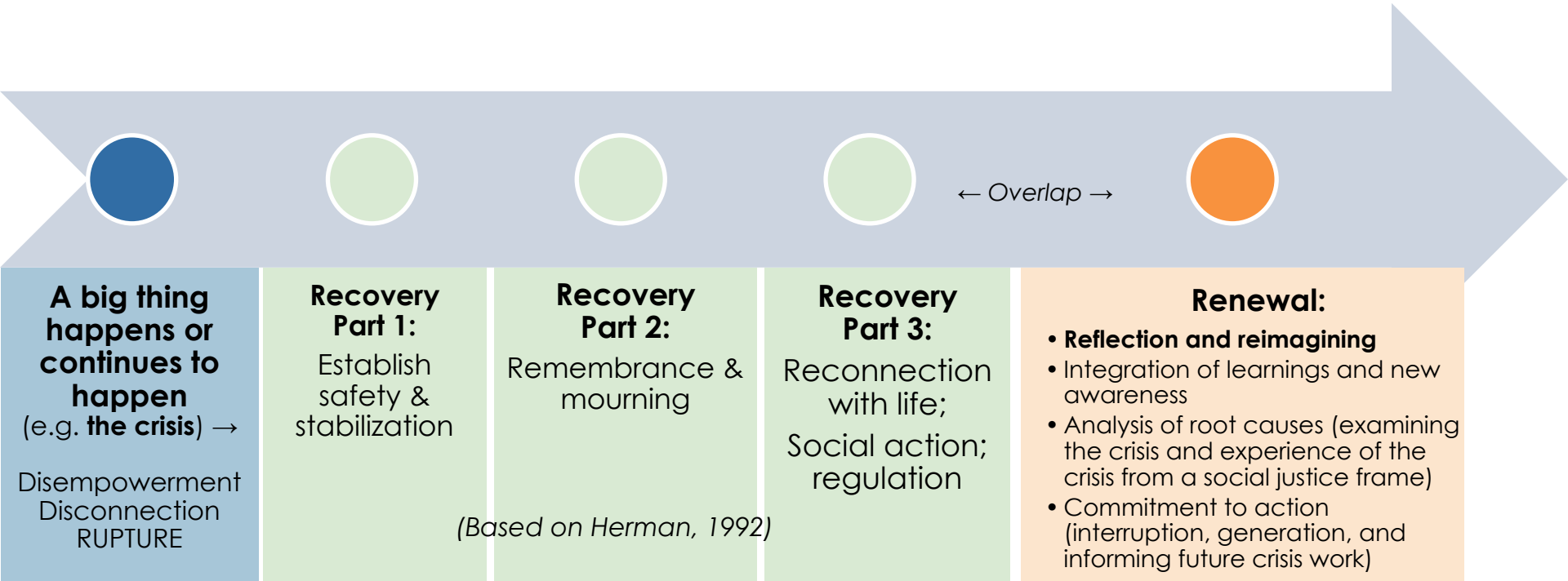
Promoting effective and sustainable change in the ways school communities and school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

www.schoolcrisishealing.org

School crisis readiness is essential. Response is critical.

And: what happens after matters, too.

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





Who's in the room?

Creating Community

And why the focus on partnering with youth?

Ladder of Youth Voice




8. Youth/Adult Equity
7. Completely Youth-Driven
6. Youth/Adult Equality
5. Youth Consulted
4. Youth Informed
3. Tokenism
2. Decoration
1. Manipulation

What could it look like to center the experiences and wisdom of those impacted by crisis in recovery and renewal to guide our reimagination?

Quality of Participation	Rungs of Youth Voice
Young people and adults share decision-making	Young people have the ideas, set up the project and invite adults to join them in making decisions throughout the project. They are equitable partners.
Young people lead and initiate action	Young people have the initial idea and decide on how the project is to be carried out. Adults are available and trust in the leadership of young people.
Adult-initiated, shared decisions with young people	Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.
Young people are consulted and informed	Adults design and facilitate the project and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.
Young people assigned but informed	Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.
Tokenism	Young people are given a limited voice and little choice about what they say and how they can communicate.
Decoration	Young people can take part in an event in a very limited capacity and have no role in decision-making
Manipulation	Adults have complete and unchallenged authority to abuse their power. They use young people's ideas and voices for their own gain.

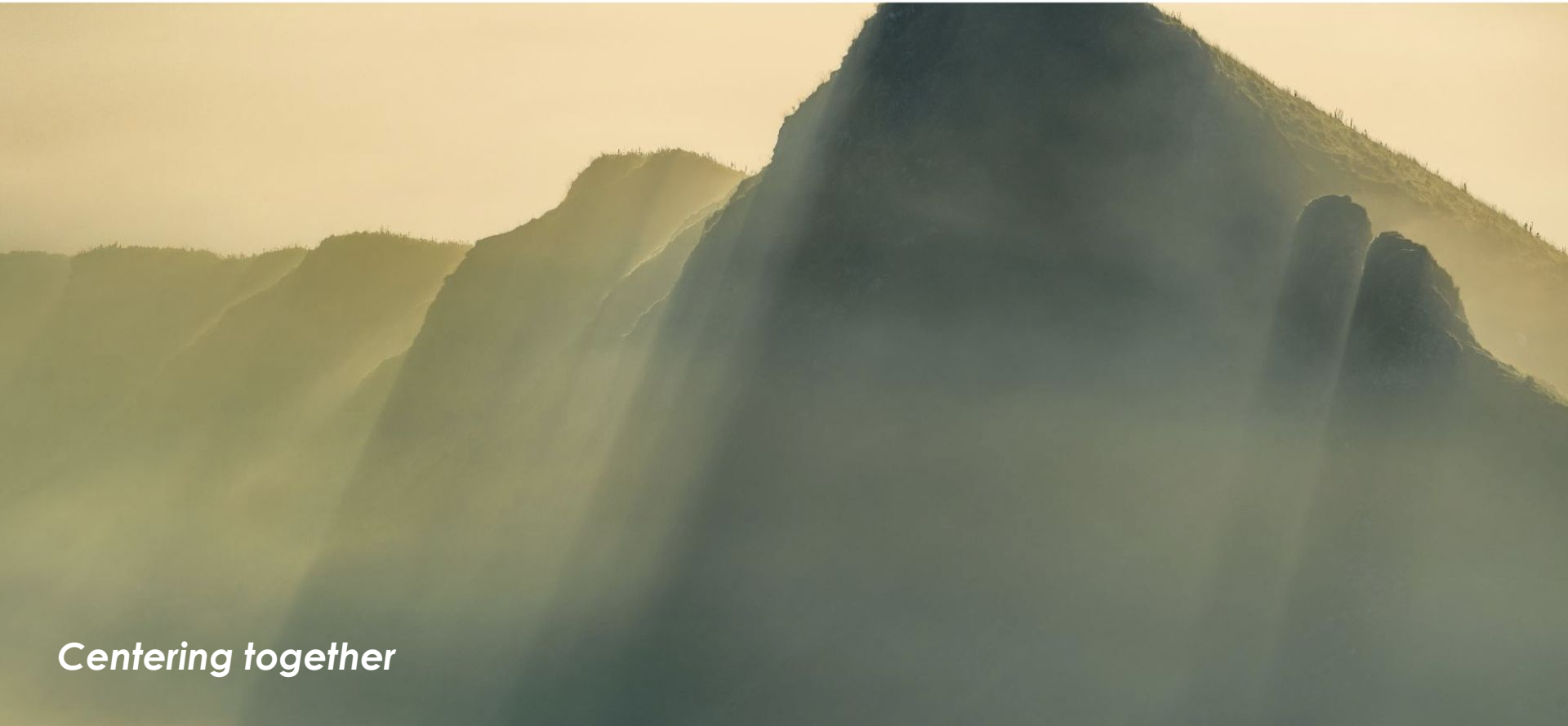
Reimagining the roles for young people in crisis recovery & renewal

- **Youth as Facilitators** (e.g., postvention restorative circles; youth crisis responders; meaning making holders)
- **Youth as Researchers.** Identifying issues, surveying interests, analyzing findings, and developing projects that can identify root causes of harm and opportunities for healing (e.g., YPAR)
- **Youth as Planners** – (e.g., memorial or commemoration program design, event planning; peer curriculum development, and hiring staff)
- **Youth as Organizers** – (e.g., fostering social change; youth community organizers focus on issues that affect themselves and their communities; they rally their peers, families, and community members for action.)
- **Youth as Decision-Makers** (e.g., reconciliation committees, Making rules in classrooms is not the only way to engage young people in decision-making... Committees, board membership, and other forms of representation and leadership)
- **Youth as Advocates** (e.g., Queer healing advocacy; gun violence lobbying)
- **Youth as Specialists / Mentors** (e.g., young people as the grief and trauma peer teachers)



Deborah Edwards-Rapp
Member, Institute for the
National Education Association
National Education Association
Atlanta, Georgia
July 6, 2011

Pause. Breathe. Move. Hydrate.



Centering together

Practice Sessions: Your Choice, Your Move

Room 1

[Three Texts to Help You Reflect on Your Grief-Responsive, Trauma-Informed Practice](#) (with a focus on [The Vulnerable Heart of Literacy](#) by Elizabeth Dutro, 2019) with Brittany R. Collins

Room 2

[A Conversation About Everyday Bullying and the Schools that Fail Us: How Parents and Caregivers Can Support Their Children To Navigate Crisis Repair](#) with Dr. Jeff Sapp

Room 3

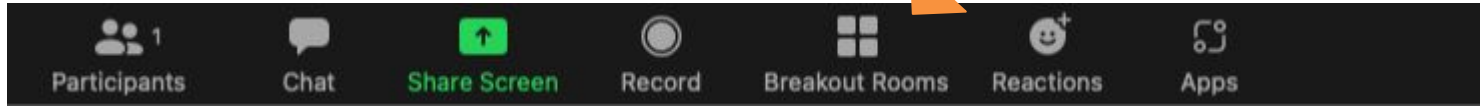
[Naming A Thing: A Case For Feeling](#) with Dr. Noor Jones-Bey

Room 4

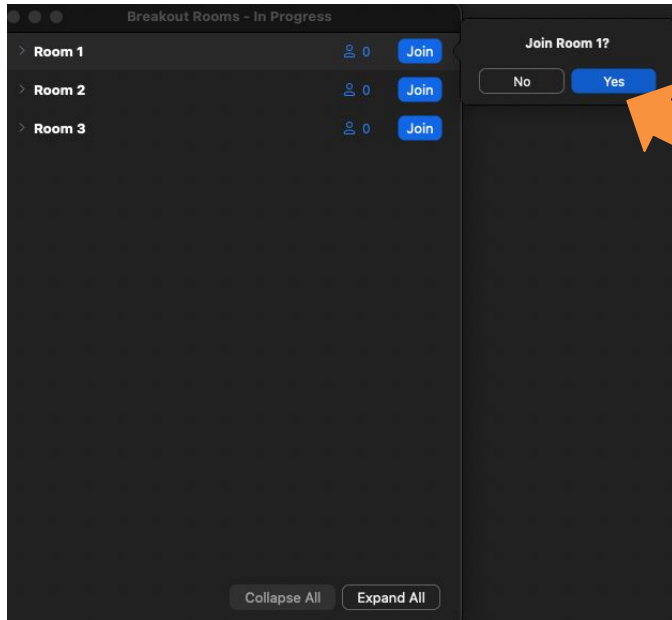
[Partnering with Students To Take Action: School Shooting Recovery after Buffalo and Uvalde](#) with Oriana Ides, SCRR staff

How to join a breakout room

1.



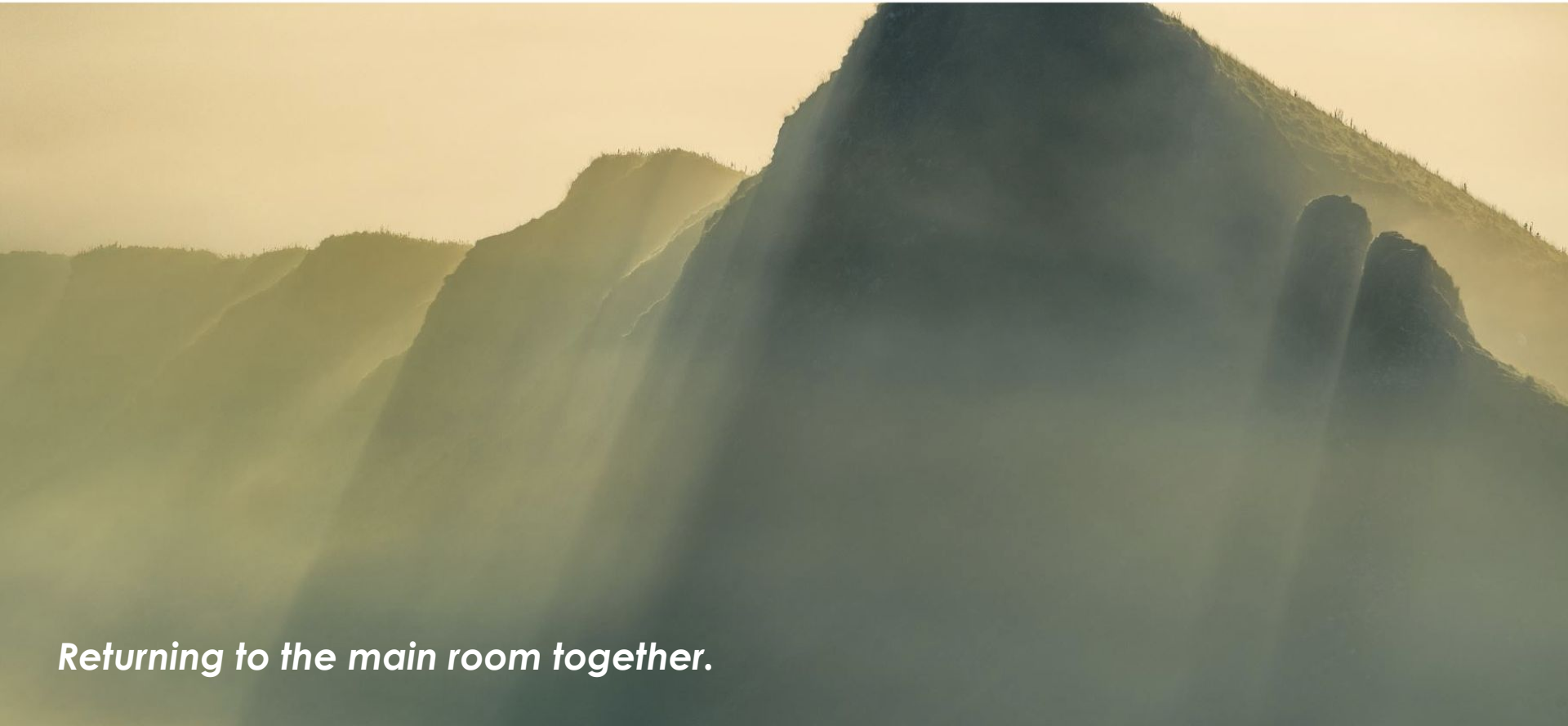
2.



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.

Collective Meaning Making and Closing

1st: Collective Sharing: Takeaways

What are you sitting with?

What animated you, inspired you, provoked you?

2nd: Collective Commitment: Walkaways

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

3rd: Affirmations & Appreciations:

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

A photograph showing a large pile of fallen autumn leaves on a light-colored concrete or asphalt surface. The leaves are mostly brown and tan, with some yellow and green leaves still visible. The pile is roughly circular and occupies the lower two-thirds of the frame. The background is a plain, textured concrete surface.

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_Fall23NOP



Self & Collective Attuning: Tending to Emotional Activation in these Acute Times

*Processing pain while witnessing violence &
mourning loss while providing care for young
people we serve*

**12/12/23 from 11am-1pm PT /
2pm-4pm ET**

Heart in Hand: Holding Generative Space for our Collective Healing.

*The SCRR 2024 Winter Institute for
Educator Healing*

**1/11/24 from 9am-1pm PT /
12pm-4pm ET**

SAVE THESE DATES AND TIMES



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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.

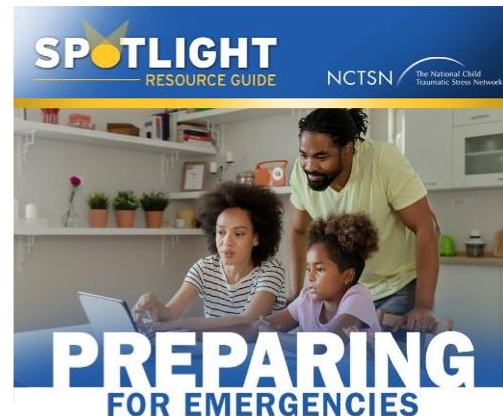
Follow NCTSN on social media

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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

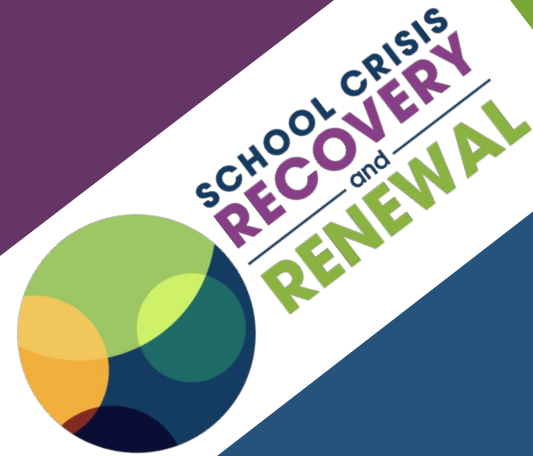
In the event of an emergency, get in touch with separated family members using NCTSN's Family Preparedness Wallet Cards. Prepare your family for natural disasters by adding important telephone numbers and contact details to the wallet cards. You can make a card for each member of your family to carry 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

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Phone: (888) 597.0995

Website: www.schoolcrisishealing.org

Get social with us!

 Facebook: @scrr.project

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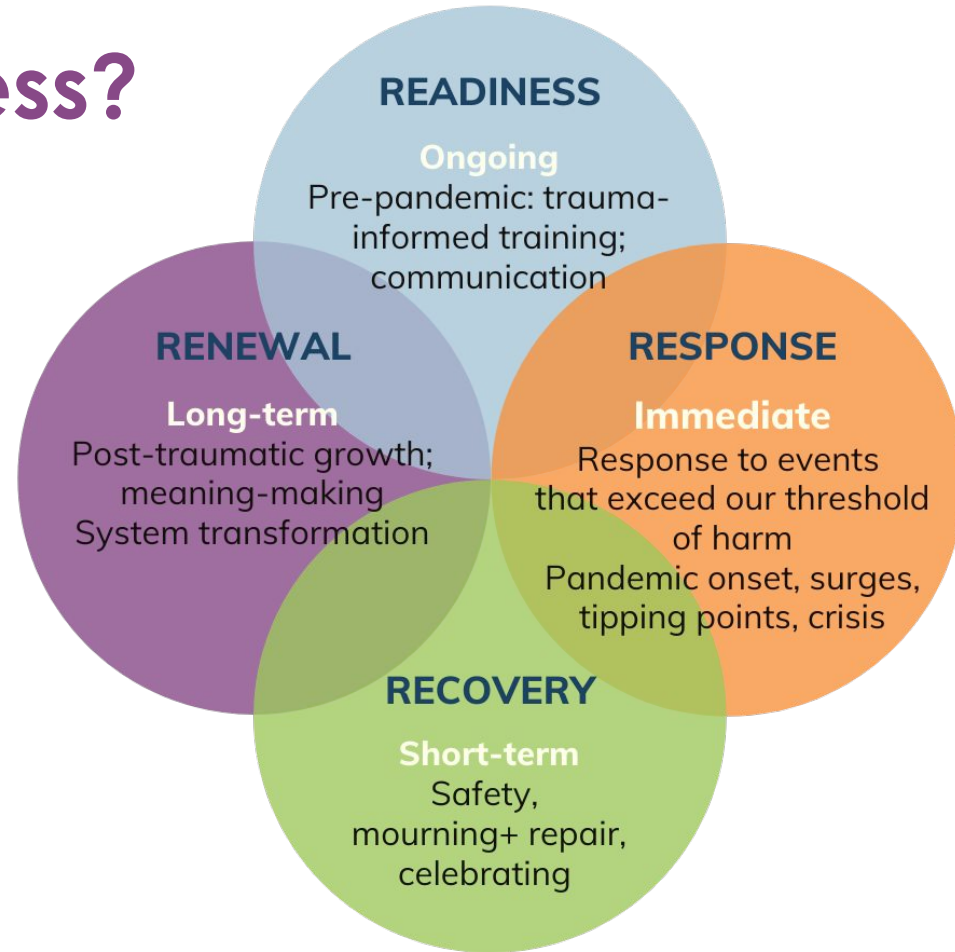
**ABOUT THE
SCHOOL CRISIS RECOVERY
& RENEWAL PROJECT**

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



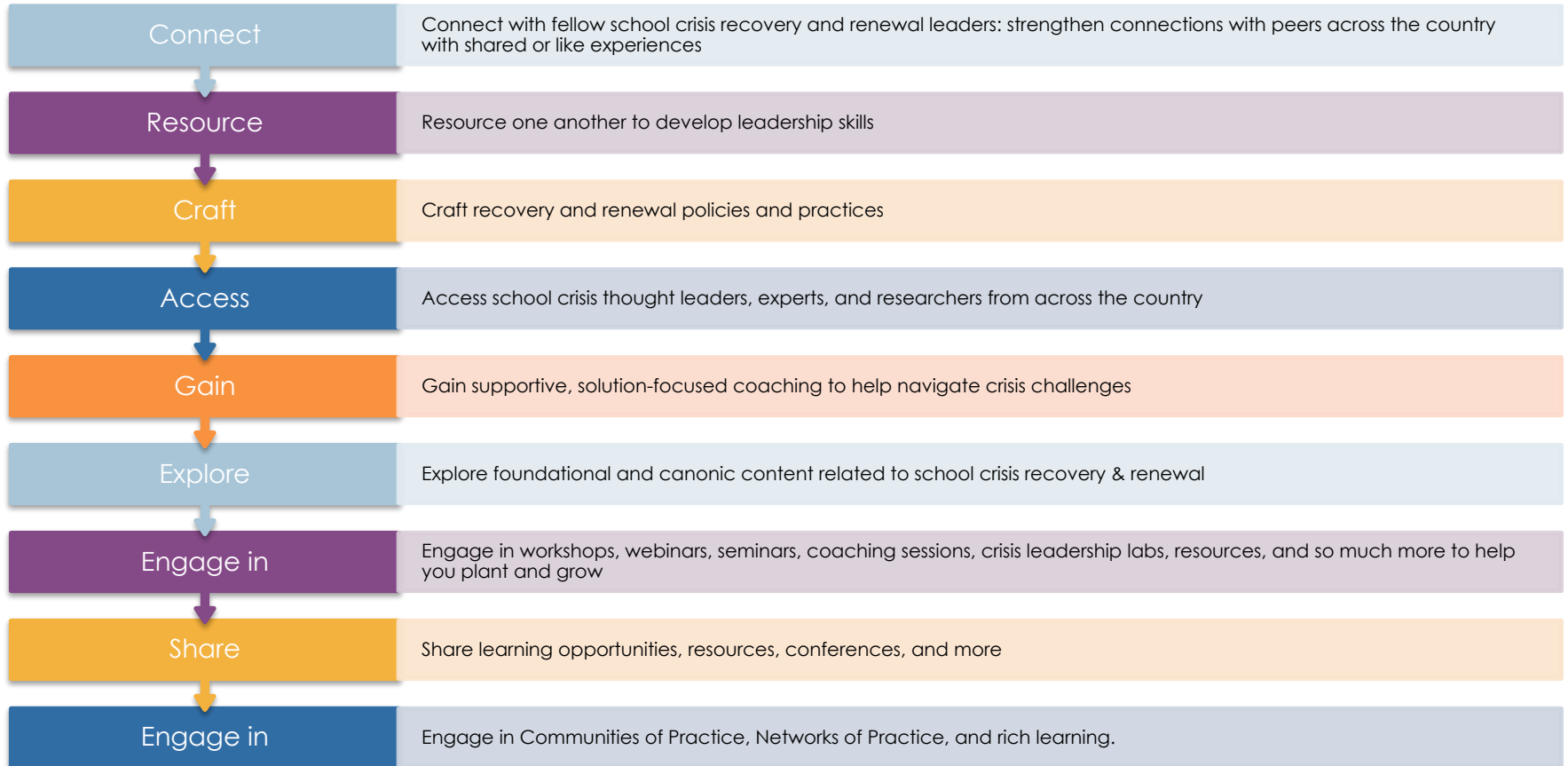
OUR GOAL

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

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.

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