


# Peer Presentations Round 1

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

## Room 1 - Processing educator-centered grief work, leadership & wellbeing

- LGBTQ Providers of School-Based Crisis & Mental Health Services: Balancing Vulnerability, Presence & Courageous Leadership – **Camden Webb**
- Strategic Partnerships for Staff Wellbeing: Reflections from Toltecalli High School and SCRR – **Mariela Diocares**
- Wholeness where there is a hole: How do we make space for grieving and healing in the classroom and in ourselves? A workshop for educators – **Roberta Marguerite Chávez**

A close-up photograph of two hands clasped together in a supportive grip. The hand on the left is wearing a rainbow-colored wristband. The background is dark, making the hands and the text stand out.

**LGBTQ+ Providers of  
School-Based Crisis &  
Mental Health:  
Balancing  
Vulnerability,  
Presence &  
Courageous  
Leadership**


A Capstone Project by:  
Camden Webb, LMFT

## ESSENTIAL QUESTION:

**How can queer identified school crisis leaders show up for the pivotal and urgent work that is needed to support LGBTQ youth, while also safeguarding one's own spirit and wellness?**

Who Participated	40 Queer-identified school-based providers (Teachers, administrators, mental health providers)
The Context	Listening Circle & Interactive Conference Workshop
Sample Questions	<ol style="list-style-type: none"><li>1. In what ways have the institutional systems (Education, Government, etc) in which you work impacted you as an LGBTQ individual? How have you witnessed students be impacted?</li><li>2. What supports and sustains you in providing services to LGBTQ youth?</li></ol>

# Key Learnings



Allyship

The Power of Story

Radical Self-Care

Systemic Support

Affinity



**Strategic Partnerships  
for Staff Wellbeing:  
Reflections from  
Toltecall High School  
and SCRR**

**Presented by Mariela Diocares, Ed.D.**

# The What

Toltecalli High School is an alternative high school located in Tucson, AZ. Regularly impacted by student crisis and staff turnover, school leadership established a partnership with SCRR for the 2023-2024 academic year.

Each PD covered trauma-informed practices, holding grief, safety, recovery, and renewal. Sessions were designed by SCRR staff, and led both by SCRR faculty and THS staff.

**The Aim:** Support staff wellbeing through specialized professional development on trauma and crisis, as well as recovery and renewal.

Toltecalli High School Professional Learning Plan  
Prepared by Dr Young with the School Crisis Recovery and Renewal Project  
Revised: Jun 6, 2023

**Facilitation Notes:**

- Around 20 staff members total
- Range of experience with TI practices
- Veteran teachers and brand new teachers - not much in between
- Recurring PD time Wednesdays from 1:00p-3:00pm

**Session Sequence:**

- Will start and end the year with in-person sessions to connect and reflect
- Monthly TA will occur under 2 buckets - "zoom" days that are facilitated by an SCRR staff member, and "inhouse" days where school site leaders/champions of the vision will lead exercises with staff as supported by SCRR materials/staff

**Goal:** To provide trauma-informed practices training and coaching for the staff as it relates to recovery and renewal to support staff as they navigate a complex learning environment and daily crises in their workplace.

Session Theme	Location	Date	Description
Kickoff	Inperson	July 31	Full day workshop exploring: <ul style="list-style-type: none"><li>• Shared language around stress and trauma</li><li>• Deepening and defining crisis (macro and micro level)</li><li>• Edg of crisis healing - where are we now and where do we go from here as we start a new school year</li></ul>
Self-Articulating	Zoom	Aug	What is surfacing in the first month of school? Self-articulating to our needs as we attend to the needs of our students. <ul style="list-style-type: none"><li>• Workshop on self-articulating and collaboration with colleagues</li><li>• Collaborative reflection and discussion in breakout</li></ul>
Self-Articulating	InHouse	Sept	Test study an continued self-articulating practice
Perceptions of Safety	Zoom	Oct	Diving into the nuance of safety and consider differences in roles across the system
Perceptions of Safety	InHouse	Nov	Staff connection and community - building intentional time to connect with each other and linger on our own "What's"



# So What



## *Takeaways and learnings from staff on wellness, recovery, and renewal concepts.*

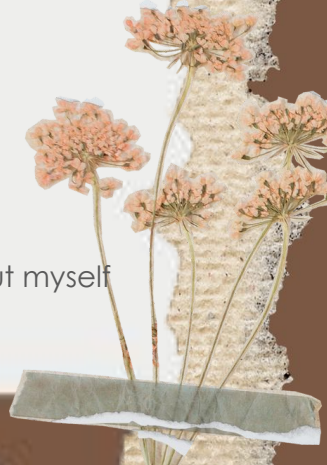
### **Staff statements for their commitment to trauma-informed crisis recovery & renewal:**

- Because of our awareness of students' lived experiences, we are choosing to be educated and proactive.
- After experiencing adverse situations, we are committing to restoration and healing-based strategies.
- By learning who we are and how we respond in times of stress/crisis, we will now overcome.

### **Themes that emerged:**

- Staff "ah-ha's" around safety, understanding trauma, grief, and recovery.
- PD felt personalized, supportive, organized, and informative
- Staff want additional support managing triggers and ongoing wellbeing support

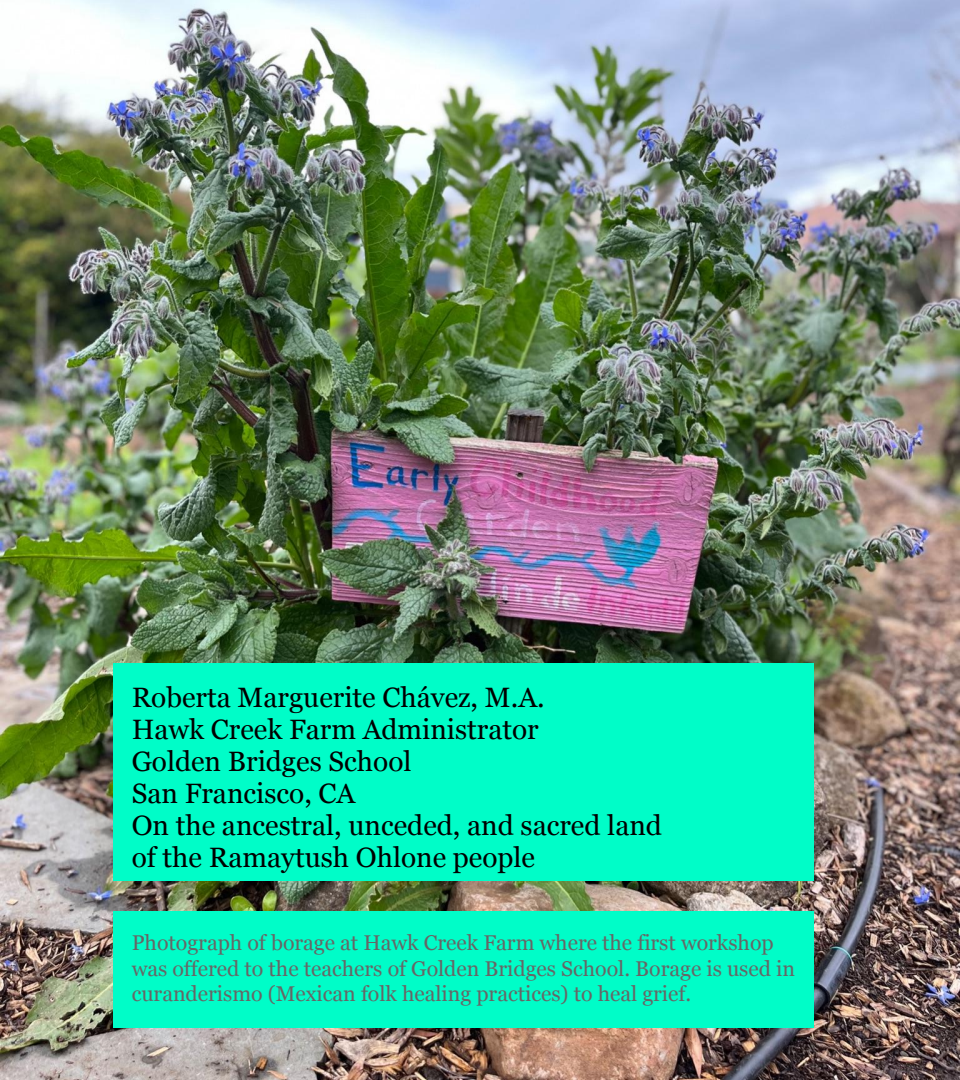
### **Staff reflected that:**

- I now understand how [stress and trauma] affects everything in a person
  - I used to think I had the answer for everything but now I know that there is a lot to learn about myself and a lot to learn about the students
  - I am more open-minded and more confident to deal with students in crisis now
- 



# The Now What

- As educators and specifically in leadership roles, it is vital that we not only address academics within the school environment but also emotional wellness needs both with our students and staff.
- The staff is our most valuable asset and they need to be taken care of regularly.
- We as school leaders need to provide continuous emotional wellness professional development for staff (all staff, not just teachers)



Roberta Marguerite Chávez, M.A.  
Hawk Creek Farm Administrator  
Golden Bridges School  
San Francisco, CA  
On the ancestral, unceded, and sacred land  
of the Ramaytush Ohlone people

Photograph of borage at Hawk Creek Farm where the first workshop was offered to the teachers of Golden Bridges School. Borage is used in curanderismo (Mexican folk healing practices) to heal grief.

## Wholeness Where There is a Hole

*How do we make space for grieving and healing in the classroom and in ourselves?*

### A workshop for educators

*Workshop questions:*

*How do we make space for grief when it shows up in the classroom (for our students, for their families, for our colleagues, for ourselves)?*

*What practices, rituals, tools, resources and wisdom of experience can we share with each other to allow for grief—and the process of healing from grief—to be part of our work as educators?*



Daisies drawn by teacher grieving the genocide of children in Gaza

### ***Workshop flow:***

- What is grief? Forms of grief (anticipatory, disenfranchised, etc.) Why have this conversation?
- Art activity - bridge between personal and professional experiences with grief
- Pair share about ways grief has shown up for both students and teachers
- Group conversation about questions living with us and sharing resources with each other

### ***Workshop reflections:***

- Learning from fellowship: Even when students were provided trained professionals to support their healing, they still wanted to process with their teachers, with someone they trusted and who knew them
- Incorporating an art activity about flowers allowed an entry into the conversation, especially for teachers actively grieving on the day of the workshop
- The workshop surfaced questions such as: “How do we teach about the history of the Middle East and hold the grief of our students at the same time? How do we do both?”

# Grief, Healing and Transformation



## ***Rose***

My grief lead me to the School Crisis Recovery and Renewal Project. SCRR guided me in a process of discovering how to center my own healing in the midst of multiple school crises.

## ***Thorn***

I created the workshop I needed for myself *then* and offered it in support of my colleagues *now*.

## ***Bud***

I am the seed of my own transformation.

**“We can collectively allow the wisdom of experience and what is showing up for each of us *in the moment* to guide us in our conversation; this moment being all of it.” –Oriana Ides**

Drawing that my son’s teacher supported him in creating to express his inner world after his aunt/godmother died of covid in September 2021

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## Room 2 - Co-constructing safety, grief, and wellness with youth and educators/clinicians

- Reflections on My School Community – Feeling Safe at School – **Klark Swan**
- Pass the Mic: A Youth-Led Approach to School-based Grief Support Programming – **Samira Moosavi**
- Grounded Growth: Nurturing Connections for Resilience, Recovery, and Renewal – **Shietel Chhana**



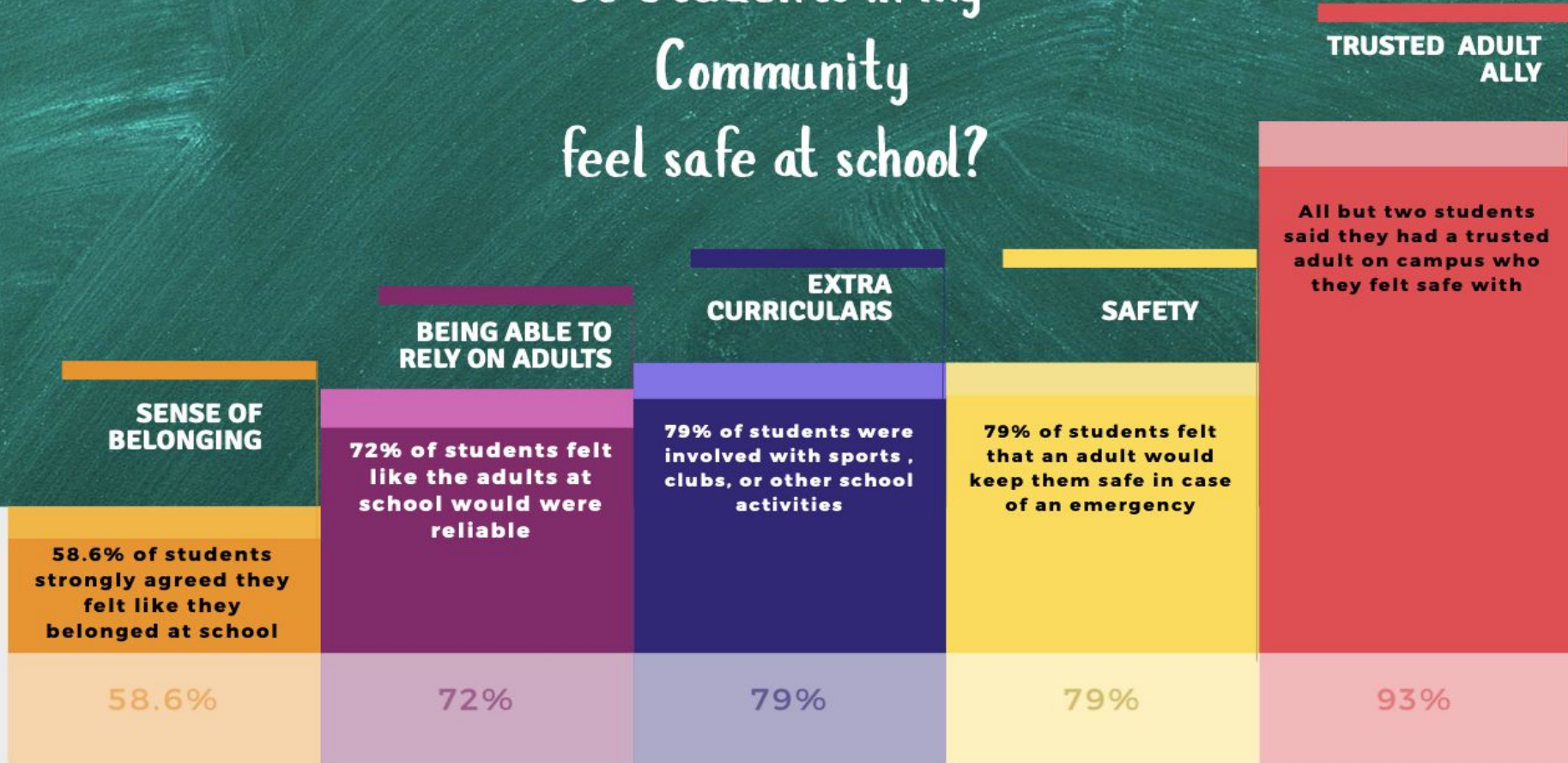
Klark Swan is a School Safety Director for the Humboldt County Office of Education. Humboldt County is not only unique in its beautiful landscape tucked behind the redwood curtain, but also in its extremely high needs. Humboldt has some of the highest A.C.E (adverse childhood experiences) scores in the state, the homeless and foster youth population is more than double the state average, and has one of the highest opioid addiction in the nation.

## Do Students Feel Safe at School?

I surveyed 30 local youth who attended High Schools in Humboldt County to find out if they felt safe in the place they spent most of their waking hours. Are we even scratching the surface with so much stacked against us? Do we understand what students need to feel safety? What does 'School Safety Director' really mean?



# Do Students in my Community feel safe at school?





## What

Humboldt Students Feel Safe and Like They Belong

- Data shows positive results around students feeling safe at school



## So What

This Data Did NOT Match My Expectations

- Acknowledging and finding purpose in the facts
- Continuing onward progression around safety

## Now What

Realigning What "Safety Director" Means for My Community

- Celebrating successes and finding areas for growth
- Strategizing around community partnerships



**PASS THE MIC:  
A YOUTH-LED APPROACH TO SCHOOL-BASED GRIEF  
SUPPORT PROGRAMMING**

**SAMIRA MOOSAVI  
REGIONAL CLINICAL MANAGER  
EXPERIENCE CAMPS**

Ranging from intervention utilizing a service-oriented approach to the systematic change from youth organizing (YEC)

Youth as partners in research design, data collection, analysis and dissemination (Morrell)

Ladder of Student Involvement inviting students to be decision-makers, planners, organizers and more (Fletcher)



# QUESTIONS FOR SELF DISCOVERY

What questions can school professionals sit with to do this work?



## BELIEFS

Do I truly believe youth need to have a platform in school to share their voice?



## HISTORICAL CONTEXT

-In what ways, historically, have I silenced youth voice?

-In what ways have I amplified or uplifted youth voice?

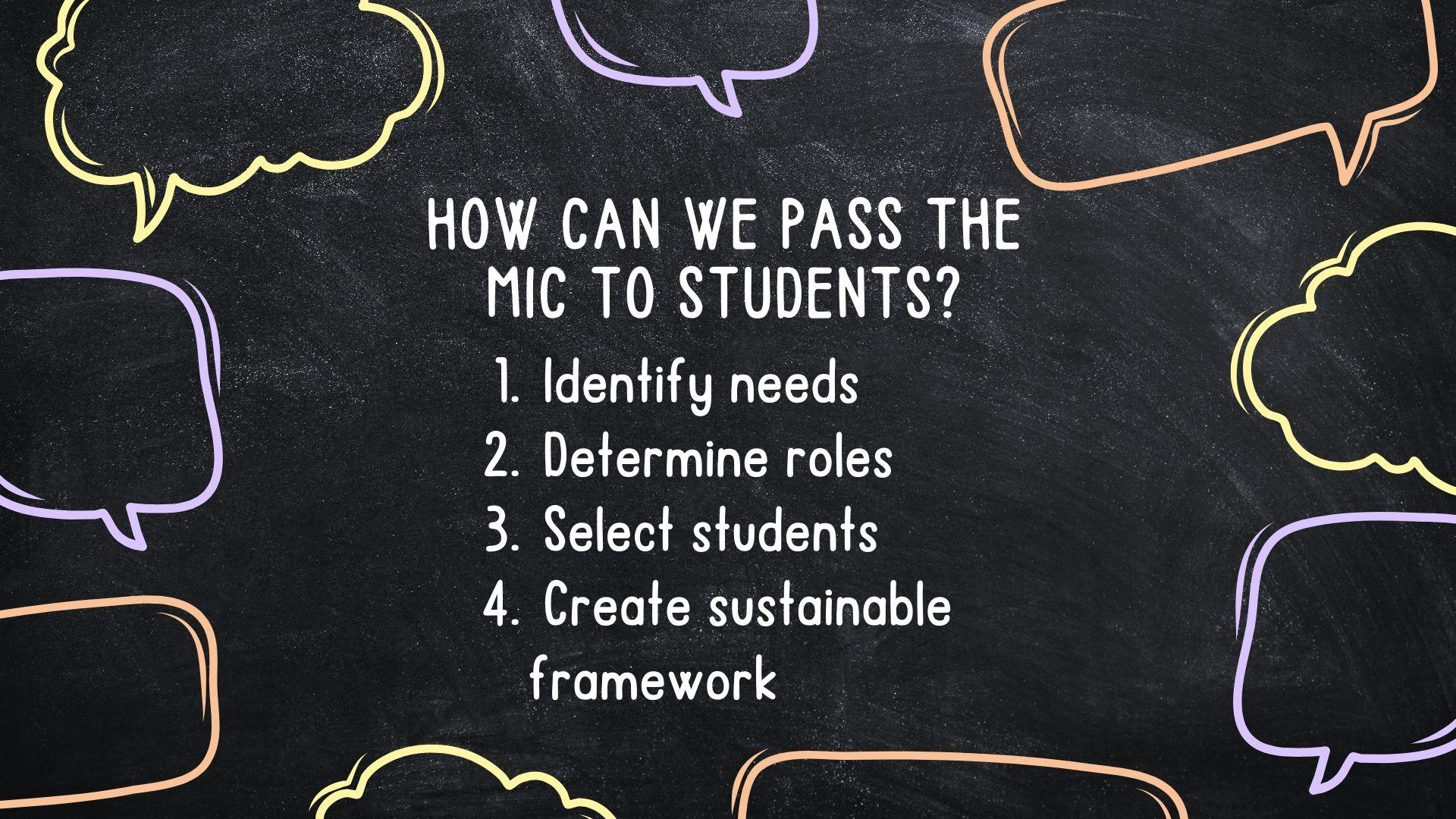


## OPPORTUNITIES TO SHIFT

-How can I shift?

-What needs to be done and/or undone?

-What support is needed?



## HOW CAN WE PASS THE MIC TO STUDENTS?

1. Identify needs
2. Determine roles
3. Select students
4. Create sustainable  
framework

# Resources

1. Fletcher, A. (n.d.). Ladder of student involvement in schools | Adam Fletcher.  
<https://adamfcfletcher.files.wordpress.com/2020/04/d443d-2011-school-ladder.pdf>
2. Mirra, N., Garcia, A., & Morrell, E. (2016). Doing youth participatory action research: Transforming inquiry with researchers, educators, and students. Routledge.
3. Wu, H-C, Weiss, J., Kornbluh, M., & Roddy, L. (2014). Youth-Adult Partnership Rubric: A tool for professional development and program evaluation in youth settings. East Lansing, MI: Michigan State University.
4. Youth engagement continuum. Organizing Engagement. (2019, December 2).  
<https://organizingengagement.org/models/youth-engagement-continuum/>

Acknowledgement: Thank you to Dr Leora Wolf-Prusan, Niki Magtoto, Dr Roberto Rivera and Dr Sharim Hannegan-Martinez for their support in the creation of this capstone



# Grounded Growth

Nurturing Connections for  
Resilience, Recovery, and  
Renewal

Shietel Chhana, Psy.D., NCSP  
School Psychologist  
Licensed Educational Psychologist

# School Professional Development Proposal



- What is trauma? What is grief? Where can trauma stem from?
- How does it show up in the classroom?
- What is vicarious trauma? Grief? How do these experiences show up in our work?
- How can we work on healing for ourselves while creating a classroom environment that minimizes trauma?





# The plan:

- ❖ District Wide Training Fall 2024
- ❖ Piloting a monthly educator groups at a specific site
  - Wellness Wednesdays, Mindful Connections
- ❖ Monthly Psychoeducation
  - Lunch Bunch - each month focusing on a topic
- ❖ Handouts for quick references
  - Partnering for Success (School Psych/educator connections)
  - Cloaked in Wellness (incorporating wellness techniques naturally)
- ❖ Pre and Post Survey and Questionnaire



# Now What?



## My hopes

- My hope is that this work I do will be considered a valuable source in supporting educators as they find their own recovery and renewal without feeling alone.

## My journey

- This was a hard journey for me as a school psychologist. We are always jumping in with interventions in the moment and sometimes forget about after...the now what?

## What have I learned? How have I changed?

- These two questions are connected for me. I am still learning and I am still seeing what change that will be. I initially had a hard time wrapping my mind around the concept of recovery and renewal and was trying to fit it into concepts that I already know....basically looking for a guide to follow. This is still a process for me and I am now much more aware of connectedness and recovery, which is where I found myself gravitating during this program and in my capstone.





# Thank you!

A special thank you to Leora Wolf-Prusan, Niki Magtoto and Alex Shevrin Venet for helping me through this journey!



# References:

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Venet, A. S. (2024). *Becoming an Everyday Changemaker: Healing and Justice At School*. Taylor & Francis.

Venet, A. S. (2023). *Equity-Centered Trauma Informed Education (Equity and Social Justice in Education Series)*. Routledge.

Venet, A. (2023, December 21). *Hypervigilance (and a free self-regulation resource)*. Unconditional Learning. <https://www.unconditionalllearning.org/blog/hypervigilance-and-a-free-self-regulation-resource?rq=regulation>

Venet, Alex Shevrin (2019) "Role-Clarity and Boundaries for Trauma-Informed Teachers," *Educational Considerations*: Vol. 44: No. 2. <https://doi.org/10.4148/0146-9282.2175>

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## Room 3 - Creating the Container After Student Death- Life After Loss

- Through the Gateway of Healing & Repair – **Angelica Posadas**
- What Helped and What Harmed? Life After Loss: Reflections from WAVE Students– **Lauren Keough**
- Explore, Integrate, Evolve: A facilitated reflection session for school staff supporting crisis response – **Lucina Armstrong Michaud**

# Through the *Gateway* of Healing & Repair: Humanizing the Grieving Process

A capstone guided by and through School Crisis Recovery & Renewal as a culminating project to share the learnings of the network.



Context of My Capstone: In February of 2024 the Gateway High School community lost a student to a tragic accident. This incident ignited my capstone to find more humanizing ways to respond to death and grief from the student support facing team.

**Angelica Posadas, Director of Counseling Gateway HS,  
San Francisco**

# The What!?



Student death is an inevitable experience for educators. How do we prepare ourselves and others for the aftermath of dealing with such a traumatic event? It is in these moments where school leaders grapple with the reality of supporting surviving students while containing the staff and their emotions. Coming to this has meant that we're moving through crisis response in such a transactional way.

In reflecting as a school community—leaders, staff, teachers, students—in moments of heaviness, what has helped in the process of individual and collective healing?

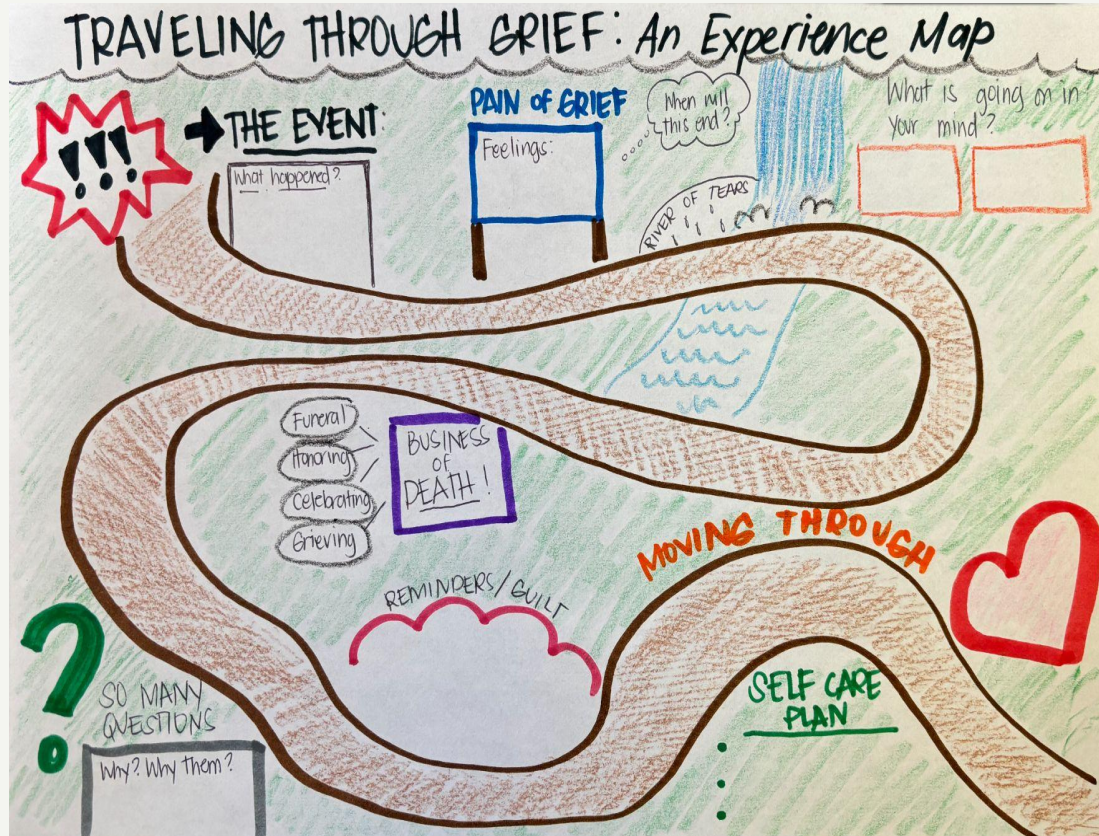
# The Why & So What?

Crisis Response should be rooted in the human experience.

<b>Transactional</b>	<b>Transformative</b>	<b>Transmuted</b>
<p>Responding to crisis and death in such a way that feels methodical, step-by-step, and checking off the box.</p>	<p>Responding to crisis and death in a way that honors those who are containing the container, the school community, and the students. Placing our feelings and emotions before checking off the boxes.</p>	<p>Responding to crisis and death is part of, engrained, and aligned as a daily practice woven in the school's tapestry. Crisis response is not a one off experience—we embody it in ways that honors, ritualizes, and acknowledges student death in a positive way.</p>

MARTIN HOWARD  
ALEX

# Now What? The Outcome



A roadmap & agenda to ritualize a space and process grief as it relates to student support staff.

[Agenda Template]

*The Gateway of Healing and Repair: Humanizing the Grieving Process  
School Leaders and their Role in Containing the Container*

Topic/Point	Process	Notes
Welcome & Grounding	Acknowledging the <u>pain</u> , the <u>purpose</u> , and the <u>priorities</u> of our gathering	
Part 1: Pain	Grief Context & Offering: <i>My Grief Map</i>	
Part 2: Purpose	Why are we here and what do we know? Stating just the facts, not offering a speculation or an explanation.  A moment to pause: What feelings are you moving through? What do you want more/less of?	
Part 3: Priorities	<b>Each of the support facing teams will need their own agendas/processes/protocol</b> <input type="checkbox"/> Student Facing Support <input type="checkbox"/> School Community Facing Support <input type="checkbox"/> Parent/Guardian Facing Support  <b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What helps you individually/collectively heal?</li> <li>• Who is on each of the teams?</li> </ul>	
	<ul style="list-style-type: none"> <li>• What resources or support do you need?</li> <li>• Who will you lean on for support?</li> <li>• What do you need to do after your tasks?</li> </ul> A moment to pause: What feelings are you moving through? What do you want more/less of?	
Closing	Somatic Exercise:  Take a deep breath. Identify the parts of your body that feels discomfort and comfort.	



# School Context

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- Washtenaw Alliance for Virtual Education (WAVE) is a public, alternative school in Washtenaw County, Michigan serving students in grades 8-12.
  - WAVE serves students from across the county, which encompasses 722 square miles, 27 cities, townships, and villages, and rural, urban, and suburban communities.
  - While each student has a unique story and experience, all students have arrived at WAVE because something didn't go well for them in a traditional school space.
  - WAVE offers flexible, self-paced, personalized learning environment that prioritizes relationships and connections.
  - WAVE has also lost multiple students to community violence over the past several years.
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# What has helped for students?

**“The thing that made me happy was music and movies because it took my mind off a lot of things.”**

**“Having a memorial and a space where you could put up pictures was helpful.”**

**“Taking a week off of school and watching my favorite YouTubers was helpful.”**

**“Sugar, caffeine, and being by myself!”**

**“Therapy, open place to talk to, people to help ground and remind me it wasn't my fault.”**

**“A memorial/seminar that was optional for people to go and talk about the person they lost was helpful.”**

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# What hasn't helped for students?

“[when people say] ‘Just get over it. It was forever ago.’”

“I want to know that people care, but I want to be able to tell people in my own time.”

“Hiding, withdrawing, not talking about it...”


“[when people say] they know what I’m going through because something happened to them.”

“...having to keep repeating myself that I'm in a bad place.”

“When you do a school-wide talk, it's not the best, because you don't know who wants to hear about that and who doesn't.”

“A big email to everyone seems like not a great approach. It could come across as impersonal. We wouldn't want an email to go out about us if we died.”

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# Lessons from our student conversations...



## **Lesson 1:**

Don't do a mass email. It feels impersonal and minimizing, and most people don't read it. It feels weird to share intimate news with everyone.



## **Lesson 2:**

Response to grief and loss is individual and personal. What helped for one student can be described as harmful by another.



## **Lesson 3:**

Generally speaking, young people want to feel seen and have the loss acknowledged, but do not want to repeatedly retell their story.



## **Lesson 4:**

Invitations to an optional space to grieve and process are helpful, but mandating any one response is not.

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# What has helped for staff?

**“Administration being supportive of staff who need time to process.”**

**“Talk to mental health staff before planning a response.”**

**“Really structured procedures on what to do. Having clarity on concrete next steps.”**

**“Offering time for staff to share feelings and grief.”**

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# What hasn't helped for staff?

**“Don't act like it's business as usual.”**

**“A lack of guidance and clarity on what to say to students.”**

**“Dismissal, outside perspectives. Not interested in hearing 'objective' perspectives.”**

**“Being told not to talk about it.”**

**“Immediately going directly into planned professional development.”**

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# STAFF

**Lesson 1:**

Please provide more guidance on what to say and how to say it.

**Lesson 3:**

Provide ample, optional collective time to share.

**Lesson 2:**

**Don't rush the return to "business as usual."**

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# RECOMMENDATIONS



Do not send a whole school communication regarding the death of a student, although resource sharing is okay.



Provide a clearly marked, dedicated space for students to receive optional support and engage in collective or individual processing and commemorating.



Address the loss directly and offer support, but do not ask for details or explanations of how a student is feeling or processing.

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“Acknowledging pain is more comforting  
that trying to reduce it.”



-“Creating and Holding Space for Ourselves and Each Other After Student Death”  
School Crisis Recovery and Renewal Project

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# CREDITS

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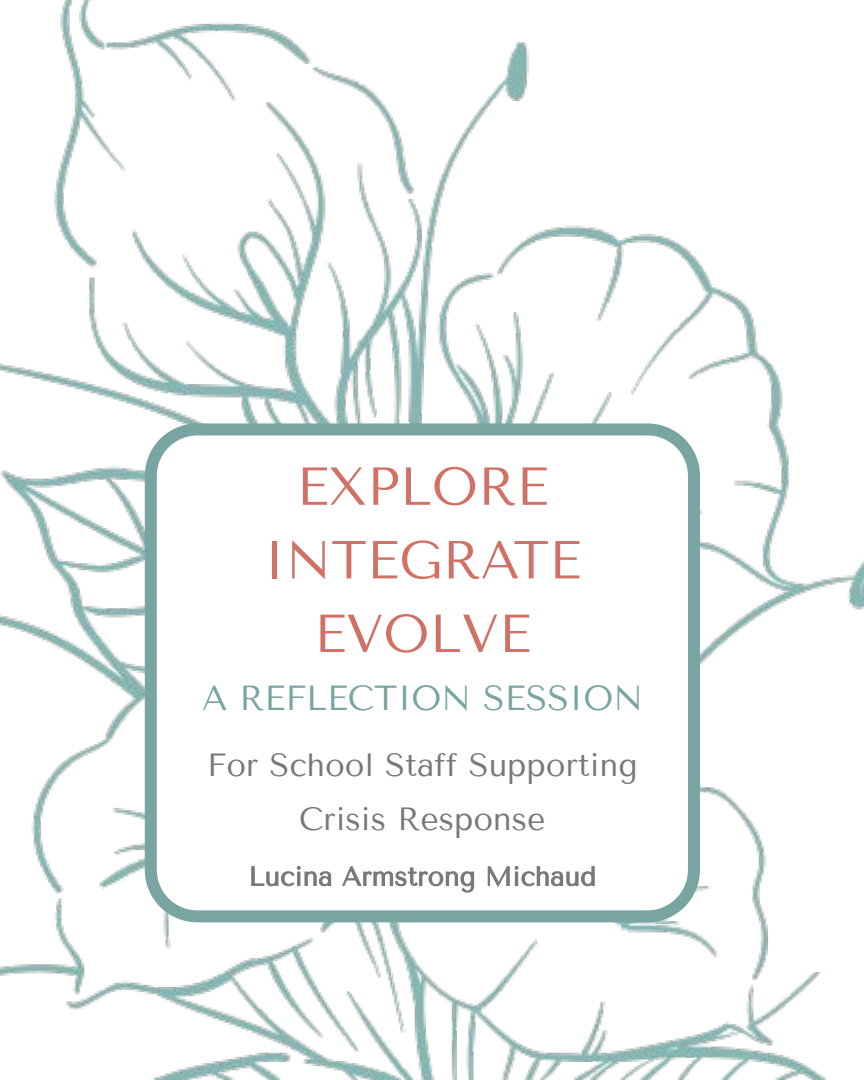
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for the photos

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EXPLORE  
INTEGRATE  
EVOLVE

A REFLECTION SESSION

For School Staff Supporting  
Crisis Response

Lucina Armstrong Michaud

# Personal

## MY RELATIONSHIP TO CRISIS

- How does our own nervous system respond to trauma?
- What is our personal relationship to crisis?

# Communal

## OUR RELATIONSHIP TO CRISIS

- How do we define safety, crisis, loss, grief, healing, renewal?
- What might it look like to invite our community to constructively create shared definitions?

# Who's Hurt Matters?

## EQUITY, EQUALITY, & INTERSECTIONALITY

- How do our crisis plans and responses reflect which students and families matter, and who might be further disenfranchised?
- What does intersectionality in crisis response look like?

# IN WHAT WAYS MIGHT YOU EVOLVE OR ADAPT YOUR PRACTICES BASED ON WHAT YOU LEARNED IN THE SESSION?

“Getting to know what safety means to the team and knowing how to show up for different people.”

**“Understanding of how my nervous system plays a role in how I respond.”**

“Reflect on whose hurt matters. I want everyone to feel like their hurt and loss matters and may need to do a better job ensuring that happens.”

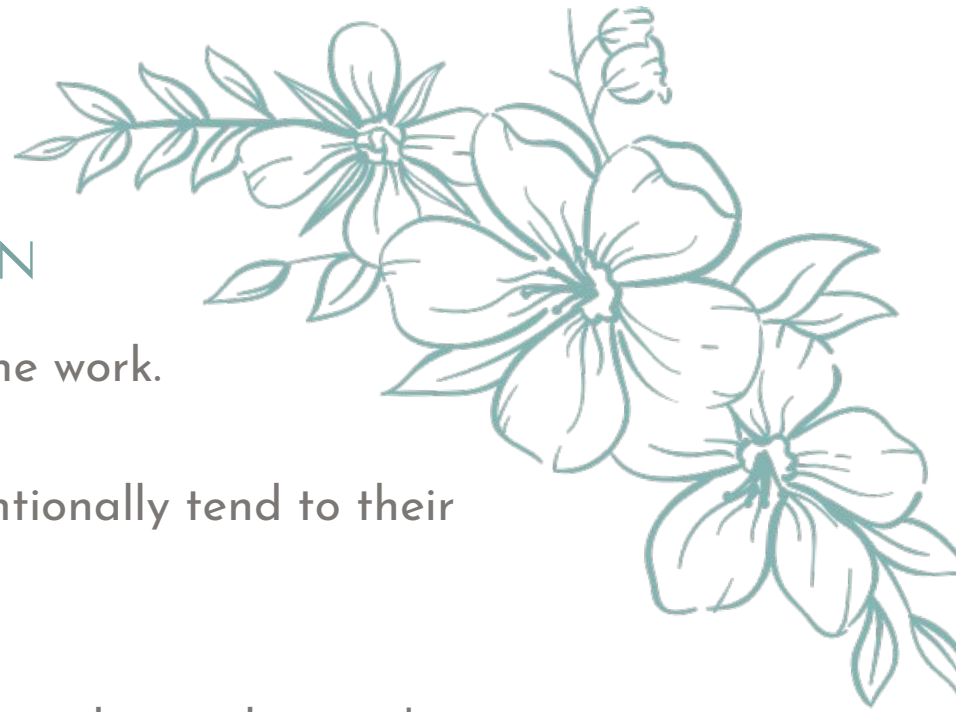
**“I am part of a team that created our updated crisis response manual. I believe incorporating materials around reflection is really valuable. I feel like we have left a lot of things incomplete by not coming back around after a crisis and giving space for people to reflect. We respond, we debrief, but we don't follow up with people in a meaningful way.”**



# Reflections

## THE GIFT OF TRANSFORMATION

- Make time for reflection a part of the work.
- Invite individuals and teams to intentionally tend to their nervous systems.
- Build from a foundation of intersectionality and equity!
- Center the practice of meaning making.



IN DEEP GRATITUDE TO SCRR, THE AMAZING LEADERSHIP FELLOWS &  
THE WONDERFUL SCHOOL STAFF WHO MADE MY JOURNEY POSSIBLE!

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## Room 4 - School Crisis Leadership Renewal

- When the Professional is Personal: Navigating Dual Crises – **Amy Castellanos, Cynthia Vega and Matthew Reddam**
- He Emerged from Deep Within the Rabbit Hole – **Robert Franklin**

# WHEN THE PERSONAL MEETS THE PROFESSIONAL: NAVIGATING DUAL CRISIS

*Cynthia Vega, Matthew Reddam, & Amy Castellanos\**

*\*Three fellows who don't know each other, found each other, and then structurally witnessed each other!*

Our capstone aims to uncover strengths, identify unmet needs, and recognize potential harms experienced by school crisis professionals in dual crises, providing a comprehensive support framework that can enhance well-being and decrease turnover rates (burnout).

# Guiding Questions:

How do we navigate crisis in our professional world when it is impacting our personal world?

How do we keep going when hard things keep happening?

# Who did we talk to?

10 interviews (~1 hr each) with school professionals and crisis support professionals that have experienced various forms of crisis that they were leading professionally and that impacting them personally (from Arizona, Southern California & Northern California).

	Identity	Role	Experience navigating / their story: what did they share?
1.	White female	Former Dept. of Ed. Employee (SCRR Fellow)	Implementation of suicide response & postvention programs while addressing familial loss to suicide
2.	Chicana female	Principal & Social Emotional Learning Lead, (SCRR Fellow)	School response to racial uprising, while experiencing impact of system racism personally
3.	White male	School Wellness Advisor for a County Dept of Ed. (SCRR Fellow)	Community response and personal impact of the Camp Fire wildfires that destroyed the Paradise community
4.	Chicana female	Director of School Based Services for a mental health company	Providing crisis intervention services to school districts while navigating her son's mental health and suicide attempt
5.	White female	Lead Mental Health Counselor	Leading mental health crisis response while navigating the grief of her son's death by suicide
6.	White lesbian female	Project Manager & Lead Social Worker	Community response and personal impact of six students and two staff members dying suddenly in one school year
7.	White female	25 year teacher - Supporting entire staff & student body at a high school	Surviving the Camp Fire in Paradise and losing her home, school and community
8.	White male	HR Director with 20 years in a community based organization	Surviving the Camp Fire in Paradise and what it has been like leading community recovery & renewal
9.	Chicana female	Student Support Lead in large urban district, former HS principal and school founder	Stories of student death related to community gang and gun violence
10.	Chicana female	10 year teacher, former DACA student	Navigating her own status while advocating for immigration rights of her students & community

# INTERVIEW QUESTIONS

## Dual Impact of Personal and Professional Experiences:

- Share with us an event or experience you were leading professionally that you also were experiencing personally. How did it impact you? What unique challenges came up, or still linger?
- What did you learn, or are you learning about the way that experience lives inside of you and informs the way you lead personally and professionally?

## Identity, Intersectionality, and Professional Crisis Experience:

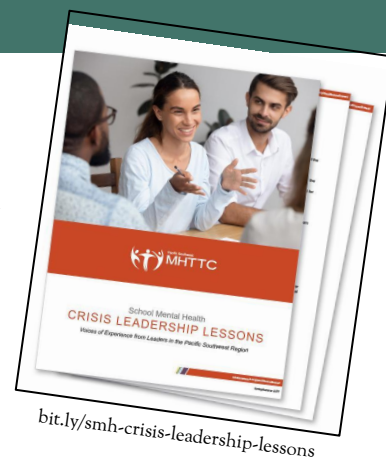
- How does your identity, intersectionality and sense of self inform the way you experienced/experience the personal-professional crisis, and how does/did the crisis inform your identity, intersectionality and sense of self?

## Grief and Trauma in Crisis Leadership:

- What role did grief and loss play in your navigating this crisis?
- How did you balance your own healing with helping others heal? Or did you not?
- When you think of ways your grief and trauma were held during this time, what comes to mind? Who held space for you during this time?
- What does grief sensitivity and trauma attuned collegiality, supervision & leadership need to be in the context of this work?

## Miscellaneous:

- Anything that you would like to share, or that we should have asked you ?



**“It was like, I’m living with it and then I’m also trying to help others mitigate it...I have to dig even deeper to find resources that I wasn’t sure at the moment that I even had. But I had to trust that I did have them because it was my son, right?”**

... and that really carried through all the way through into leadership, and how I would advocate for parents and community and having that lived experience at the table.”

-Interviewee (Director of School Based Services & son attempted suicide). She shared personal anecdotes about advocating for her child’s well-being, highlighting challenges she faced in navigating systems, such as healthcare and education, as a Chicana woman.

**“We did a lot of anti-bias work (trainings) throughout the pandemic. The people at the forefront are already experiencing the trauma, the racism and the hate. You are trying to teach the people who are responsible [for your experience] to treat you with dignity, to treat you like a human while you are enduring the difficulty of navigating the world as yourself, a brown woman who is undocumented.**

And then still trying to convince you I am a human and you are mad at me because I am addressing it. I am trying to convince you of my humanity and a lot of my colleagues were hostile and yes, racism is traumatic.”

-Interviewee (Chicana female, 10 years as a classroom educator, former DACA student, who shared her stories navigating her own status while advocating for immigration rights of her students and community)

## [Sample] Central Themes

Interviewees conveyed the **complex interplay between personal struggles, professional responsibilities**, and leadership dynamics, emphasizing empathy, self-awareness, and resilience in navigating these challenges.

Interviewees underscored the **importance of compassionate, trauma-informed leadership** that prioritizes support, collaboration, and innovation to address challenges effectively.

Some shared that the biggest challenge was **navigating personal experiences and work-related stress while maintaining a sense of balance and resilience** and emphasized the importance of supportive leadership and a compassionate team environment in helping overcome this challenge.



## Unexpected gifts leaders found by navigating dual crises:

Power of the pause

Navigating self expression and shifting of identity

Relational systems of support

The importance of colleagues

Titrating connection

Honoring the humanity

Activation and repair

Reflective moments

NOW WHAT  
LEADERSHIP  
REFLECTIONS:

A conversation with  
Cynthia, Matt &  
Amy

How has sharing our personal and professional story of the past influenced our approach to leadership or our healing work?

How has hearing stories of others navigating the duality of crisis impacted our understanding of the recovery and renewal?

How did hearing the diversity of dual crises shape how we made meaning of our own?

A photograph of a dark rabbit hole in a grassy field. The hole is a deep, dark opening in the ground, surrounded by green grass and various plants, including some with large, broad leaves. The ground around the hole is reddish-brown soil.

**He Emerged from  
Deep Within the  
Rabbit Hole:**

**How I Became More  
Than My Most Wildest  
Dreams**

***Using the Art of Storytelling  
to Create Healing and  
Transformation***

**Robert B. Franklin, MA, LPCC-S**

# What I thought I wanted to do and then...

- **Original Idea** - Creating a workshop for educators about foster youth: a training for others about how students who have experienced trauma have reactions that are not intentional or to create problems
- **Reflection** – I am an advocate for those students because their feelings and experiences become silenced because they are children/minors; my experience as a child has helped me to be who I am today.
- **Pivot** – I put myself in my students' shoes- real sense of empathy.



# Using Personal Storytelling for Self Transformation (My own recovery & renewal)

## Going back to the kid inside to help my adult self feel seen and understood

**Process** - The current me returned to the younger me creating a dialogue between my Now Self and Kid Self that identified feelings and behaviors I haven't expressed or externalized

**Reflection** – I came to an awareness how a few major incidents may have triggered a series of behaviors that had created consequences for me. At first I was hesitant to do this inner work: I discovered that I didn't want to return to my past was because of shame and pain. I felt that I overcame my past and it was just an experience that doesn't have much to do with me today.

**The Ah ha! Pivot** – My own story can help with creating a resource or tool to support teachers and students to engage in their personal stories for transformation – to return to places that they don't want to revisit because of shame and reclaim the Why that drives our work.



# How I Transformed Through The Process of Storytelling

## So What?

It wasn't until I took the creative process of storytelling having the Robert of today going back and having a dialogue with the younger Robert ***not as a means to change the outcome but to reflect and process what was going on with him at the time.***

*Through revising and refining the product, my own writing allowed me to discover a dimension of me that I was afraid or ashamed to take a real look at.*

## Now What?

There have been two things that I received from this work: 1) The product (my story) and 2) the process (of getting to this concept and being open to writing).

***Storytelling helped understand my students' trauma and behaviors.***

By telling my own story - a conversation between myself now and my twelve year old self- I was able to process all the incidents, and return to what (feelings & thoughts) I was experiencing and how I responded (behaviorally).

**I feel more free and light because I released a past me for a future us.**

# Peer Presentations Round 2

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

## Room 1 - Teacher self and collective care

- Heal the Healers – **Cathann Dragone-Gutierrez**
- Teachers Have More Power Than They Realize – **Cherry Melissa Price**
- Filling your Cup- Comprehensive Self-Care Strategies – **Wendy Wolff**

# Heal the Healers

*"The expectation that we can be immersed in suffering and loss daily and not be touched by it, is as unrealistic as expecting to be able to walk through water without getting wet."*

- Rachel Naomi Remen

**Cathann Dragone-Gutierrez LPCC IMH-III**  
**Chair, Counseling and Human Development**  
**Albuquerque Academy**

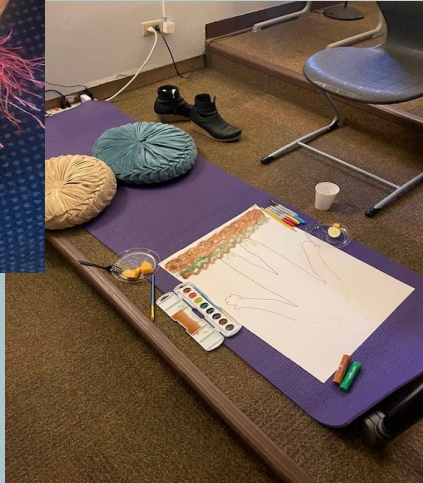


# Guiding Questions

- What needs healing and transformation inside of me in order to sustain transformation and healing with the students and families I work with?
- What needs healing and transformation in the school for it to reimagine its way of being to sustain healing for the students, classrooms and the community?

## Capstone Phases

1. March 4th: Retreat
2. April 9th: Reflective Consultation
3. April 30: Reflective Consultation



# What's Next?

- April 30th: Reflective Consultation session
- Create a "North Star" statement
- Budget for six RC session next school year

*Uncertain winds blow,  
Yet we hold with loving care,  
Healing in release*





# Teachers Have More Power Than They Realize!

Cherry Melissa Price

Thursday, April 25<sup>th</sup>, 2024

# My “What” Slide

Teachers can be leaders in supporting students coping with trauma when the need arises

How? As a Crisis Intervention Resource Teacher (CIRT), how can I motivate school staff to use available school and school system resources to assist and support students when they observe academic, social, emotional, and/or mental deficits?



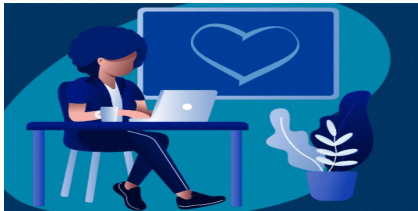
# My “So What?” Slide

- What I have Learned

- There are a variety of school and school system resources in several offices to refer ***students and families*** to
- I need to ***show*** my colleagues tools and resources available to them rather than **tell** them about them
- I need to work with and collaborate with colleagues in school system offices and departments in order to share their roles with my colleagues and how to access their services

- What I did

- Offer an in-service to my staff and reshare presentation materials used there
- It will be offered again in August when we return; and to other schools in our school cluster



Webinar Series

Teaching & Leading with  
Trauma-Informed Care

# My “Now What?” Slide

## I Invite Listeners To:

- **Recognize** when colleagues may feel powerless
- **Research** what tools/resources are available in your communities that others may not know about
- **Share** these tools/contacts with them, Make it accessible!
  - If possible, consider ways to collaborate and share with other departments, new hires, offer as refresher info, etc.
- **You can empower your colleagues** to feel their own power because they have information they need

## My Own “Now What?”:

- I’ve always wanted to inspire colleagues to also believe they can be trauma-informed educational leaders
- *I have to give them the tools they need to be trauma-informed leaders*

***“The best ‘teacher leaders’ foster leadership among their colleagues...”***

***- Aubrie Rojee in Education Teacher Week***



# *Finding our Collective Well-Being....*

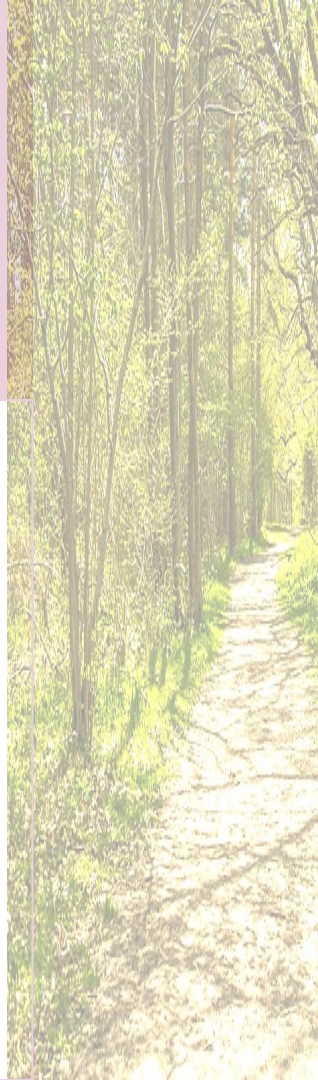


## *A Professional Development Training for School Based Staff*

*Wendy Wolff*

- School Counselor for 20+ years
- Didn't recognize my own stress cycles.
- Exited left 7 years ago & reentered 3 years with that awareness
- Now at a nature based school in the middle of the woods near Lake Superior
- Redefining what is "ENOUGH"

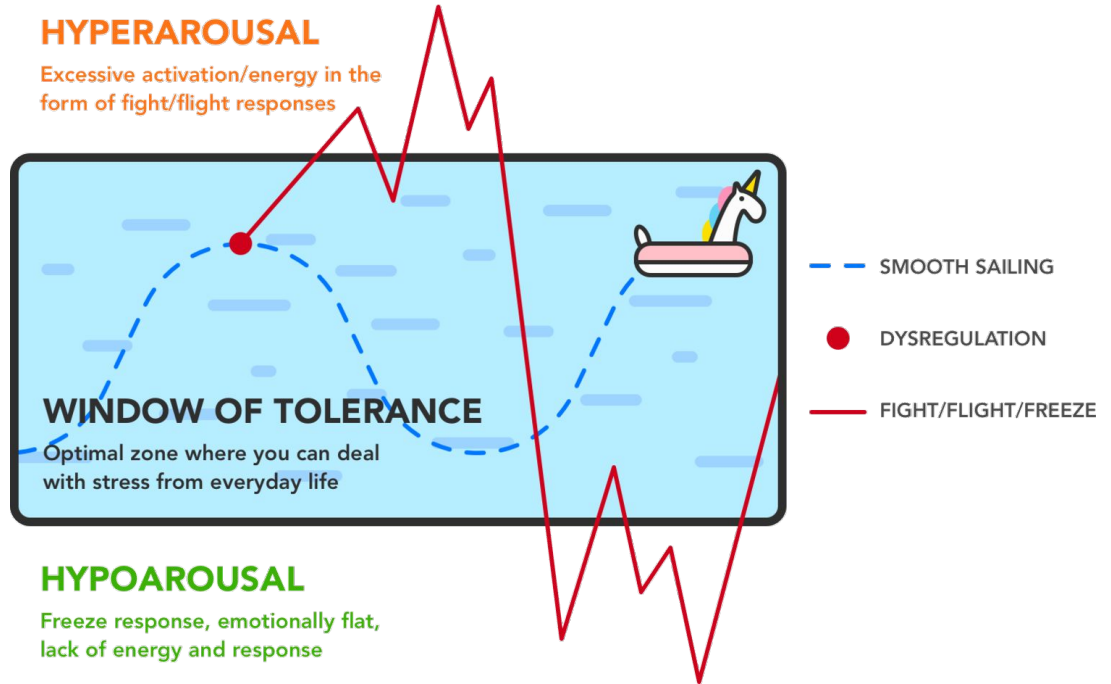
***Essential Question: How do we provide professional learning spaces so we can serve from a sustainable/centered place?***



**Question: “What does burnout feel like to you?”**

*Exhausted.  
Overwhelmed. Stressed.  
Anxious. Overworked.  
Unappreciated.  
Lacking. Less Than.  
Pressure. Heavy.  
Failure. Defeated.  
Hopeless. Drained.  
Impossible.  
Misunderstood.  
Never Enough*

# Importance of Self Attunement



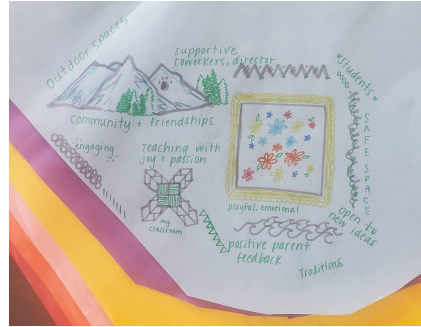
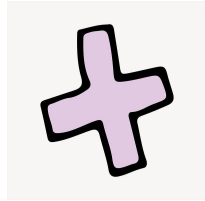
<https://www.mindmypeelings.com/blog/window-of-tolerance>

# Where do we go from here?

*“We want MORE of this”...*

## CONNECTION

*“I learned I am not alone in feeling so depleted and desiring more balance...”*



## APPRECIATIONS

*“It was so good to take time to collectively acknowledge all the goodness that lives among us...”*

# Peer Presentations Round 2

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

## Room 2 - Student/youth voice & healing

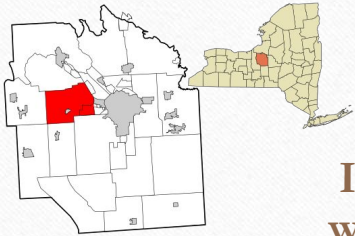
- Honoring life through story telling with youth voices – **Krysta Broeker and William DeSantis**
- What is Your Superpower? – **Jose Rodriguez**
- Voices of Experience: What Was Helpful, What Was Harmful, and What Was Missing during and after the Crisis? – **Launa-Rae Linaker**



William DeSantis and Krysta Broeker are Mental Health Educators in Onondaga County that provide suicide prevention, intervention and postvention programming and evidence-based practices, as well as specialize in crisis response and management.



## Honoring Life through Storytelling and Uplifting Youth Voices



In the evolution of our growth and development, we were left with a lingering question, “what component is missing in our postvention response work?” How can we better support the grieving process in our youth?

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

**CONTACT**  
Community Services  
Advocate. Counsel. Teach.

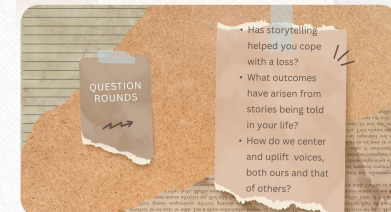
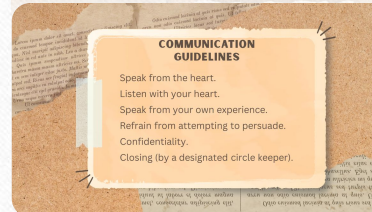
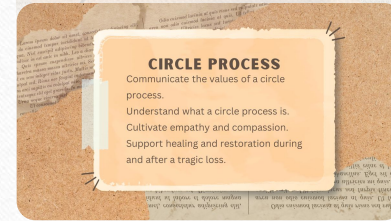
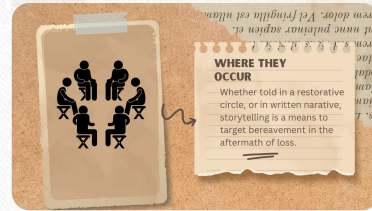
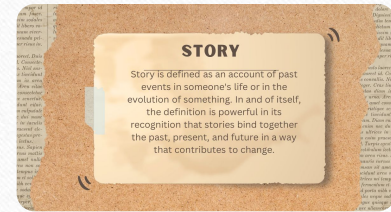
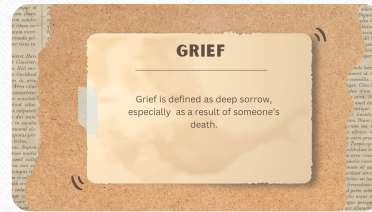
Our presentation guides the participant through the **art of storytelling in a safe environment.**

It is for school staff to:

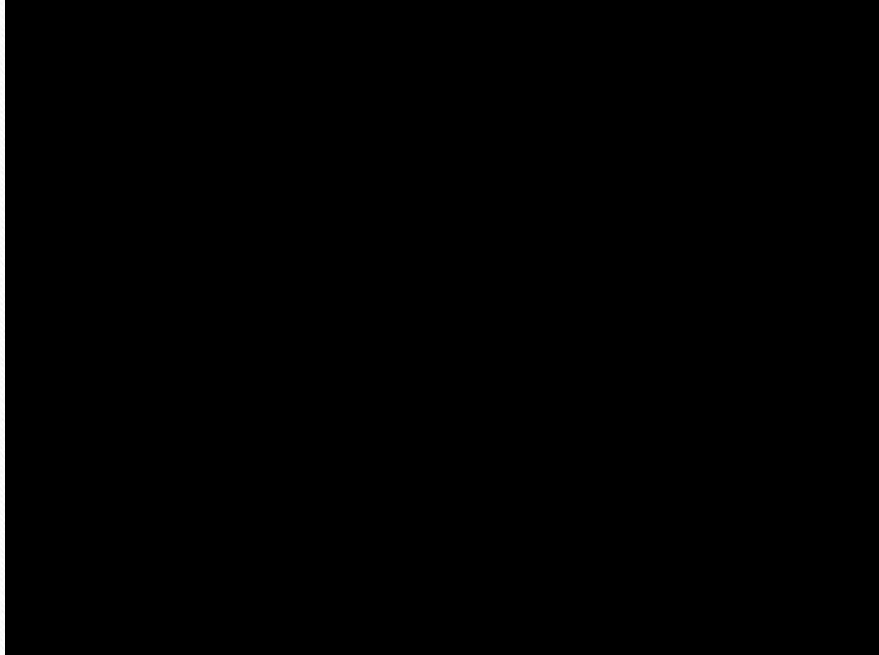
- learn about restorative circles
- get the opportunity for support in dealing with the aftermath of tragedy and loss

**Goal:** offer hope and healing for all affected by loss so that deep connections can be made and meaning making can occur.

*Restorative circles equalize voices and storytelling changes systems.*



*Visual demonstration of "Honoring Life Through Storytelling and Uplifting Youth Voices"*



*"We don't want to  
pathologize what is a human  
reaction to tragedy"  
- Dr. Erika Felix*

- Grieving doesn't end after the 72 hours a crisis response team typically responds to a school.
- We need to focus on not just the readiness and response aspects of school crisis; however, implement programming and practices that address recovery and renewal after a loss.

# What is My Superpower?

**“How can I turn the flame of my pain into a fire that heals instead of hurts others?”**  
- Roberto Rivera



Jose S. Rodriguez

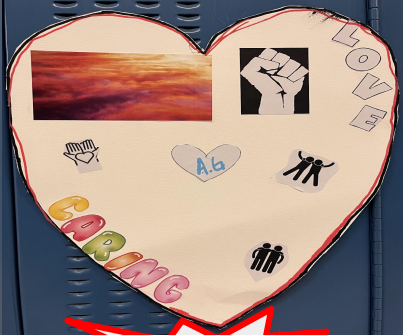




Luis



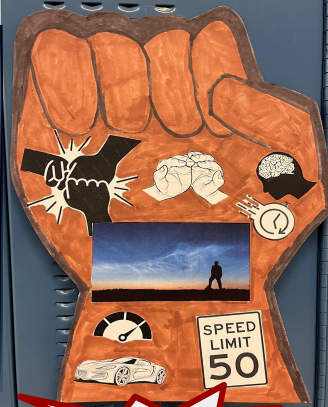
Emanuel



Abria



Eliza



Chris

"How can I turn the flame of my pain into a fire that heals instead of hurting others?" R.Rivera

Lynna



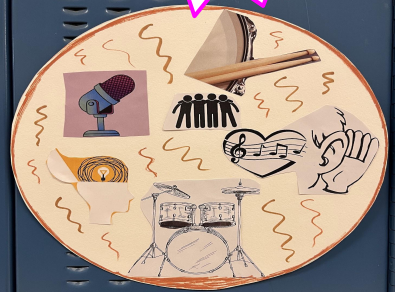
Mateo



Andres



Stephen



# The Prism

## EFFECT



Launa Linaker, MBA, CEC  
SCRR Leadership Fellow,  
2024 Spring Network of Practice

What helped & what harmed?  
Returning to each other eight  
years after the Nice,  
France, Terrorist Attack

*"Four of the students ... and faculty member  
Launa Linaker, were confirmed to be safe after  
the attack, but [X] did not survive."*

**-Global News, July 20, 2016**

**Three Deep Listening Sessions:  
8 questions,  
3 students,  
1 administrator, &  
1 faculty**

## What is a crisis?

- An unexpected exceptional event with potential negative consequences can have a profound impact on life; big event, traumatic event, resources needed
- Emergent extraordinary event that has negative possible consequences, life, financial, reputation

## What helped?

- Having a quiet place (Launa's flat) to go to outside of the dorm
- Staying together
- Not leaving Nice so we got closure at the memorials
- The day we spent together, talking, eating, playing games, adventuring
- The calls/communication from the university during the days we were there
- Mama bear - Launa - took us all under her wing
- Launa's calm and capable demeanor
- Cooperative students ie. no talking to media, take down any posts
- Direction from one administrator - daily communication as required
- Trust



## What harmed?

- No follow-up in during fall term from university
- No acknowledgment that we too went through something awful while abroad
- University memorial - the memorial was weird
- No check-ins through year, anniversary, during bomb threat
- Media
- Assuming everyone was fine; jurisdictional boundaries; privacy laws; liability
- No system/resources/policies other than student services. Limitations on follow-up
- No set boundary when crisis happens abroad
- Media
- Colleagues not knowing how to talk to me

## What We Needed - Reflections Years Later

A medium and long term schedule of interventions. For example during other school crisis, and on the anniversary, a call or email to check in.

A communication info sheet for family, friends, students, professors, so they know what to say.

Professors being notified so they know what to say and what to watch for.

Concern and recognition that it was a shared experience by us too.

Notify those concerned before media releases. We felt subjectified.

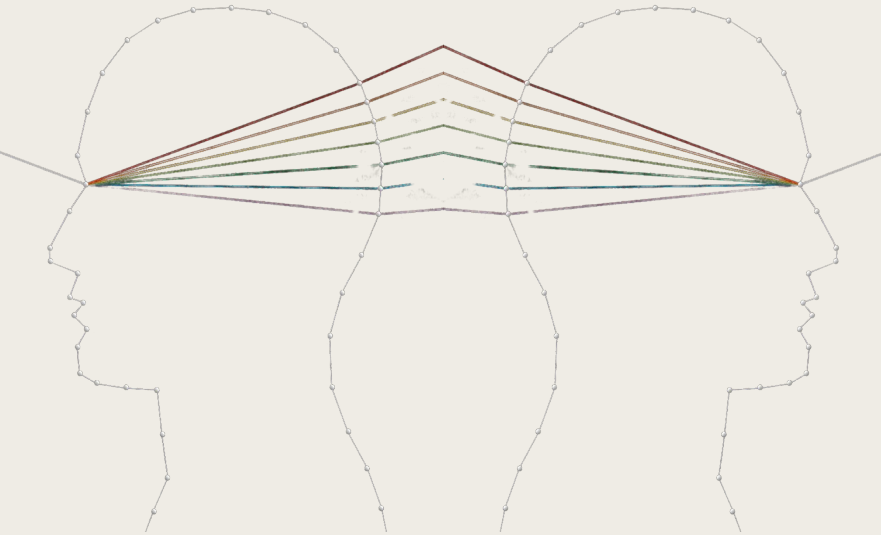
Follow up from International travel - they explain risk, make you sign a risk waiver, then something happens and you don't hear from them about, now what.

Landing spot to process grief collectively - although Launa has been doing that getting us together on the anniversary or other times.

\*\*\* We are healing in layers. Only now are we talking about it in this way..

# Now what?

reimagining



## COMMUNITY

How are inclusive spaces for grief, recovery and renewal created and sustained?

## LIABILITY

How might liability be reframed and understood in times of crisis?

## GRIEF LEADERSHIP

How is the capacity to care and act with compassion developed?

Can grief leadership be learned?

## Peer Presentations Round 2

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

### Room 3 - Strategies to engage us in recovery

- My Soul Looks Back and Wonders – **Beverly Canady**
- Using Social Media as a Tool for School Crisis Recovery – **Michelle Fortunado-Kewin**
- HealthPartners Off the Charts: Examining the Health Equity Emergency Podcast: Growing Through Grief – **Nicole Barnes**

# My Soul Looks Back and Remembers

Beverly Canady, LPC



A photo of my mother

*“How can I support my young people, in remembering the gifts and lessons they learned due to loss?”*

**Who are my young people?**

- Foster Children and Youth
- Young Men 10/15 y/o experiencing loss & needing to protect themselves
- Head Start Children

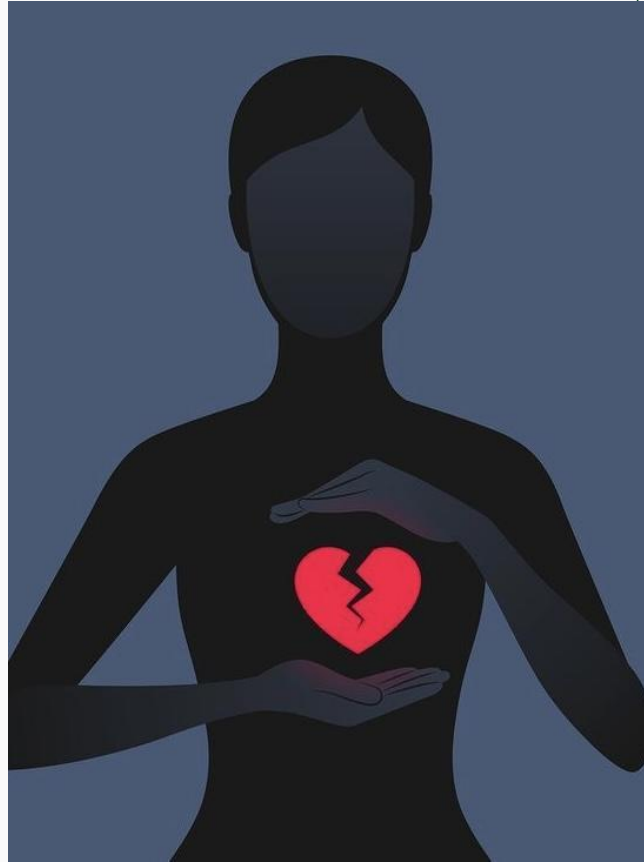


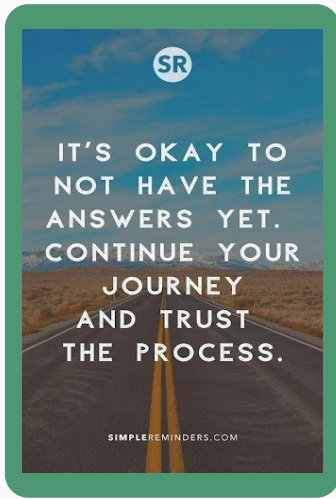
# From Loss to Dehumanization

Stories my mother told me about myself - highlighted not just loss - but the dehumanization that has occurred historically - for me, for my young people and many others

## Related Stories

- Emmett Till to Trayvon Martin
- My own children
- NCAA Women's Basketball Players
- So many others...





# Pause

How can we look at our stories earlier, so that their impact won't manifest in harm? Harm to others? Harm to self?

## Reflect – Release – Move on

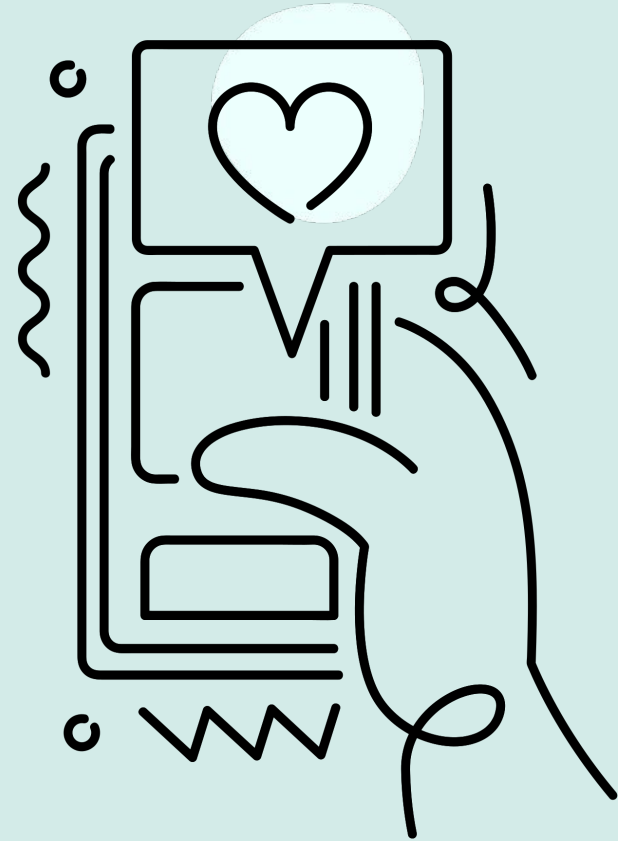
- Through storytelling, journaling, writing, scrapbooking, art
- Modeling it in our own healing journeys for young people
- Helping young connect to mentors and elders
- *Give them permission to and teach them how to remember*



# Using Social Media as a Tool for School Crisis Recovery

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Michelle Fortunado-Kewin, DSW, LCSW, PPSC  
SCRR Leadership Fellow  
April 25, 2024



“

What is so powerful about social media is the *social* piece - connecting people through a shared experience

*-Stephen Anthony Guerriero*

”

# Creating A Guide for Using Social Media as a Communication Tool After Crisis

- Overview & Key Terms
- Benefits of Using Social Media as a Communication Tool
- Way to Use Social Media in School Crisis Recovery
- Considerations for Creating Social Media Content
- Sample Posts
- Resources



# Now What?

---

## Reflection Questions for School Crisis Leaders

- How do we use use social media & technology in a creative manner?
- How do we connect & collaborate with our students, families & communities through social media & technology?

Community leadership is the courage, creativity and capacity to inspire participation, development and sustainability for strong communities.

Gustav Nossal

---

PICTUREQUOTES.COM

# THANK YOU

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@drmichellefk22



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mkewin@jeffersonunion.net

**LinkedIn**

[https://www.linkedin.com  
/in/doctormichellefk/](https://www.linkedin.com/in/doctormichellefk/)

# CARES Grief Groups - Nicole Barnes



Is the work sustainable?

Emotional Crisis	Needs
Anger – elevated murders and crime	Trust
Disengaged	Space
Scared	Time
Apathy	Safety
Lacking future oriented vision	Story telling - Witnessed
Complicated	Possibilities



# Shifting Thoughts



# Moving Forward



7/11/2024 Podcast - *Off the Charts*:  
<https://off-the-charts-examining-the-health-equity-emergency.simplecast.com>

Calm, Focused, Flexible

Bad, Baffled, Beautiful

## Peer Presentations Round 2

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

### Room 4 - Models for grief processing (e.g., crisis response & postvention)

- Collective Grief, Collective Transformation – **Canada Taylor Parker**
- Courage and Renewal, Debriefing and Healing: Holding Space for Yourself through Boundaries, Sharing and Integration – **Christine Ewing and Kirsta Colley**

# COLLECTIVE GRIEF, COLLECTIVE

## TRANSFORMATION

Imagine our approach to collective experiences of grief and traumatic incidents using a multidimensional, equity based approach, grounded in liberatory practices.



Suicide Prevention Coordinator & Postvention Response  
Lead, funeral celebrant, death doula, urban farmer, mother,  
widow, creative human bringing lived experience to  
suicide prevention and behavioral health wellness.

**CANADA TAYLOR PARKER**

After sharing the adapted social ecological model, two questions were posed for educators to inform their ongoing discernment:

**What happened to us? Naming shared experiences**

**What's healing us? Naming shared transformation**

Each layer of the model was presented using examples connected to the real life story of Adi Straub who died by suicide in 2017.

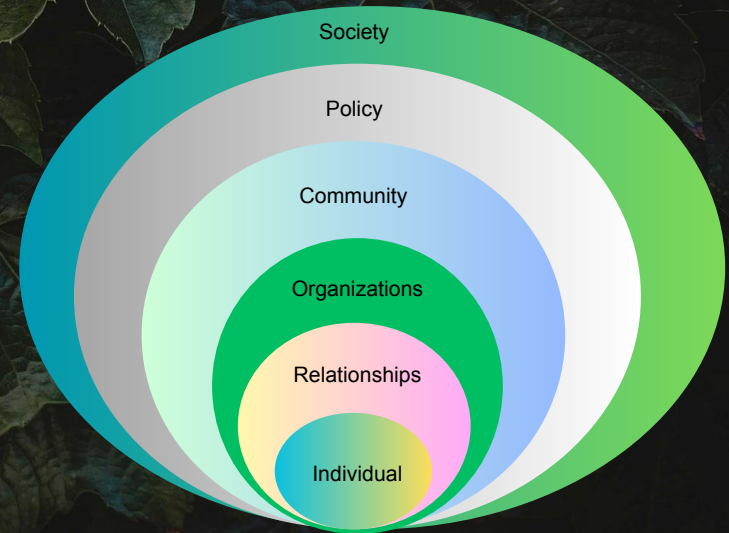
Reflections on the subsequent policy change championed by her parents and the larger community helped participants consider

longterm collective action. Adi's story highlights the connected energy

between individual and collective experiences of grief, trauma, and transformation. Educators were invited to consider how this model

could be used as an underpinning for current practices and inform

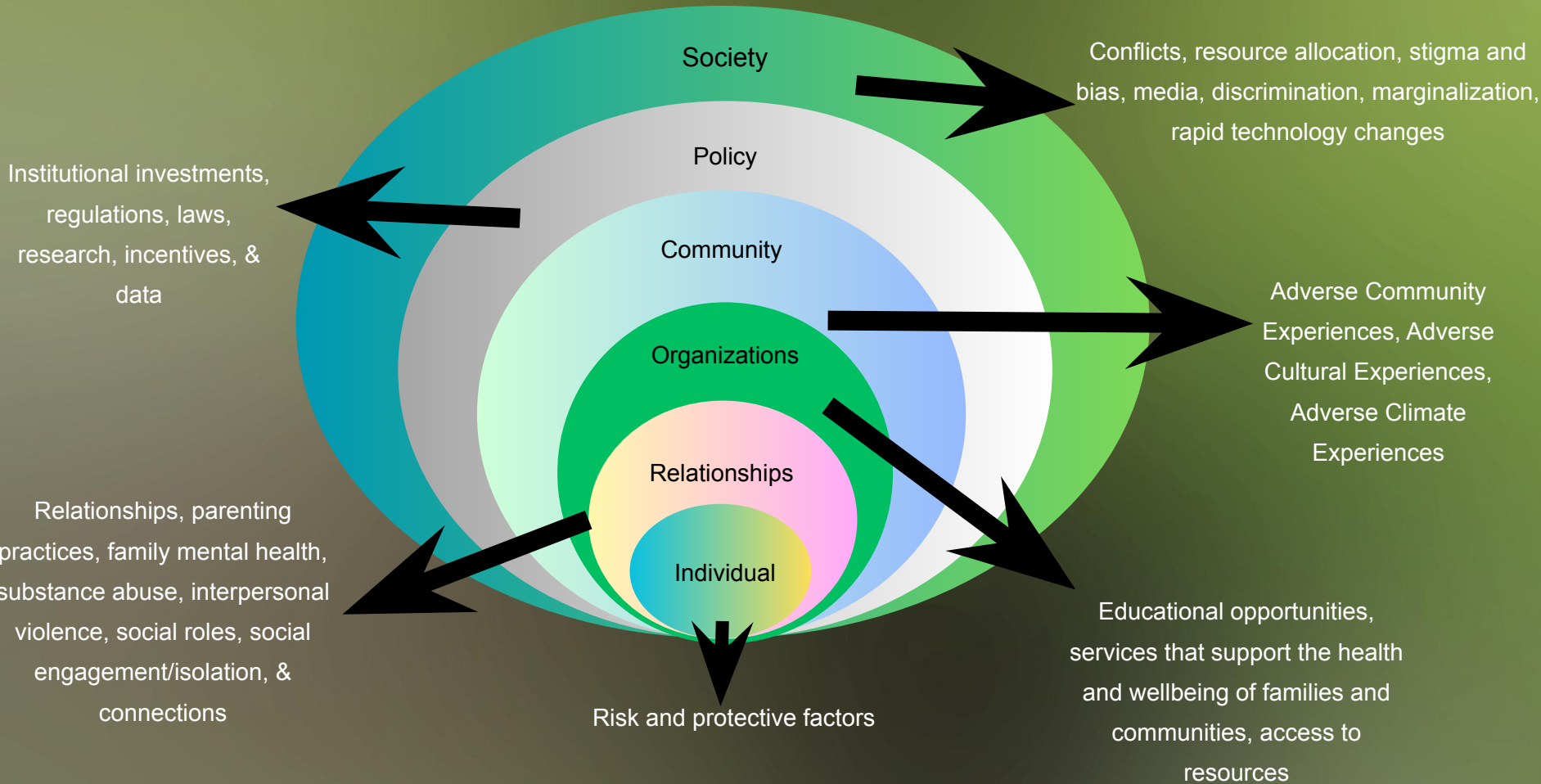
updates policy and practice based on a this model.



Based on the Ecology of Human  
Development originally  
created by Dr. Urie Bronfenbrenner

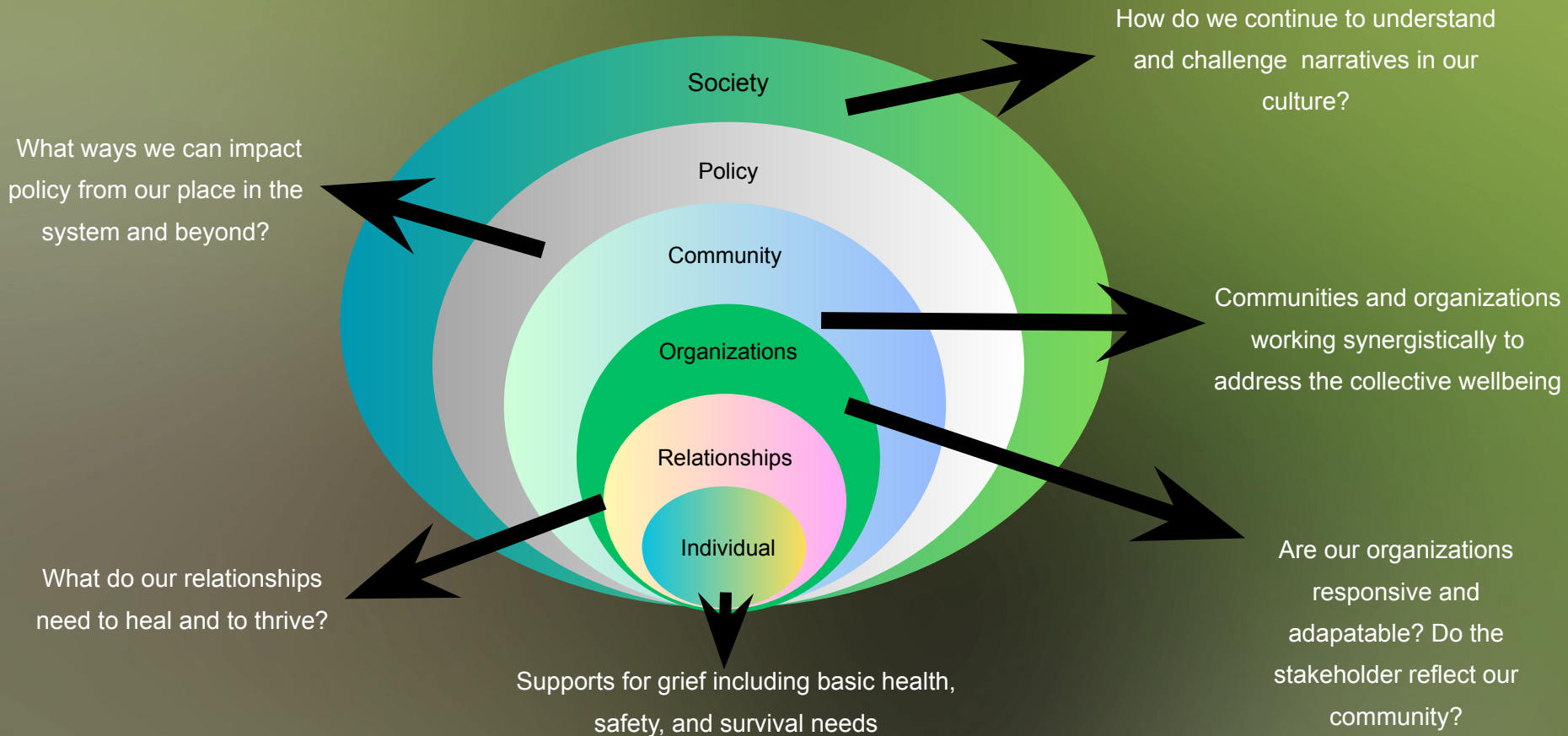
Adapted From University Of  
Minnesota School Of Public Health

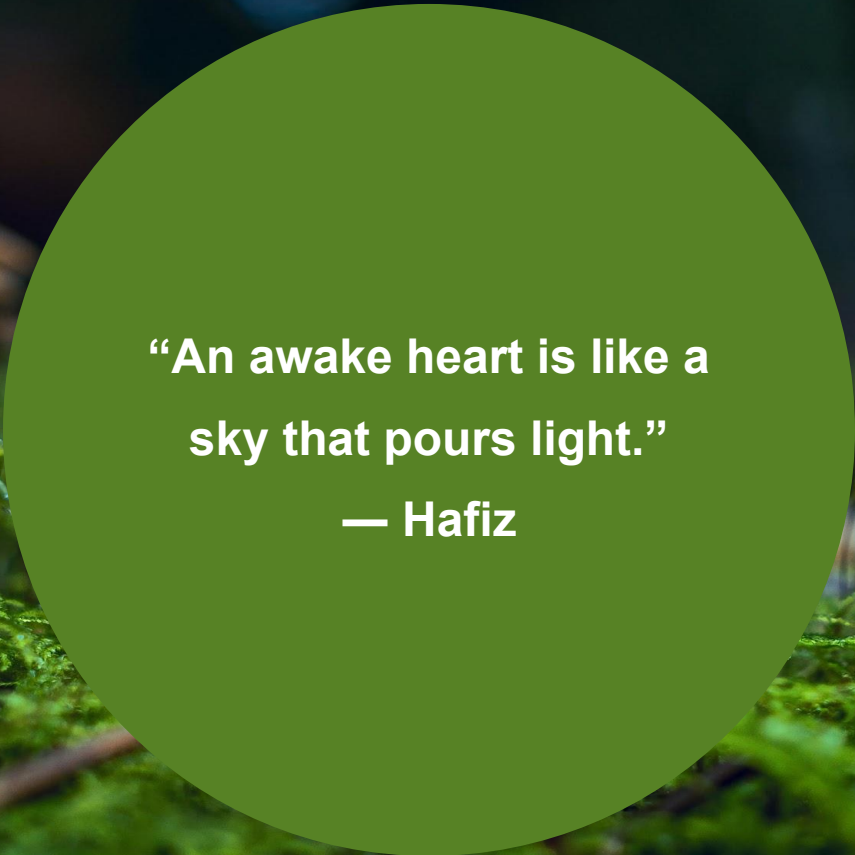




# What's healing us?

## Naming our transformation with a socio-ecological lens





**“An awake heart is like a  
sky that pours light.”**

**— Hafiz**

What are the impacts of this fellowship on my work,  
community, and self?

- Tools for facilitating healing centered practices
- Intentional equity and liberation integration into postvention
- Continued work refining with community

What is the evolution of my leadership journey?

- To slow down and create instead of rush to solve-challenging dominant cultural norms
- Create space for intentional thought partners to co-lead and re-invent the work



SCRR Fellows: Kirsta  
Colley & Christine  
Ewing

Courage &  
Renewal  
**Staff Resilience**  
& Debrief

Holding Space for Yourself through  
Boundaries, Sharing, & Integration

# Who We Are...

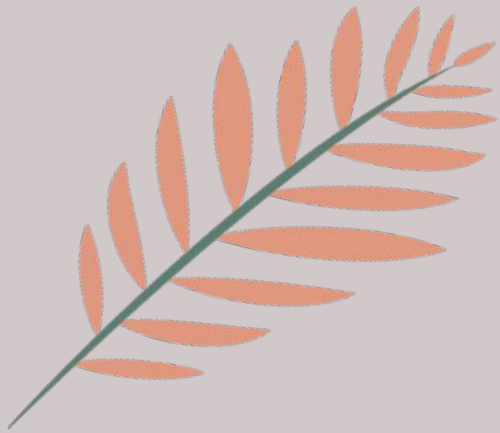


**Kirsta Colley,  
Director of Behavioral  
Health Services, Douglas  
Education Service District**

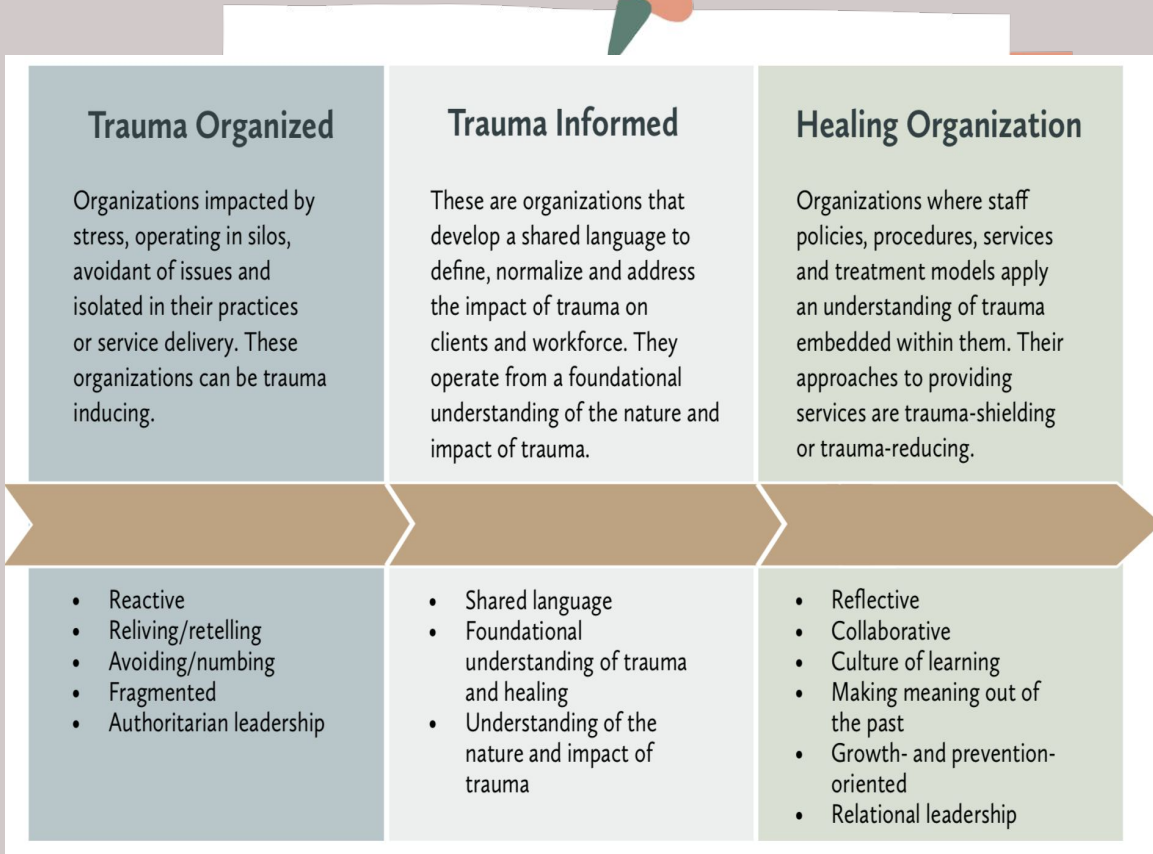


**Christine Ewing  
LMFT, School Counselor,  
Trainer/Consultant for Suicide  
Prevention, Intervention, Postvention,  
& Crisis Response  
Bend Senior High School, East Cascade  
Counseling Services, With Hope  
Consulting**

**SCRR Fellows for the First Inaugural  
SCRR Fellowship Program '23-'24**

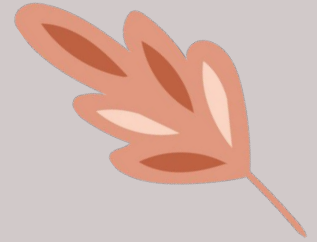


# Where We Started... Where We Are & Where We HOPE to Move



(Trauma Transformed, 2018)

# Creating a Container: Understanding the Paradox of Crisis & Grief in Schools



## Traditional Policies

- Regional/District Protocols for Policies & Procedures
- Identifying the 'what'
- Understanding the "why" and how that unfolds in the daily routine of grief and work

## Human Experience in Tradition Policies

- Identifying the traditional projections of ways to grieve and move past the crisis
- Yet...the human experience does not become smaller but greater when not given space to process

## Holding Space for Both

- Recognizing that the human profession can exist
- AND DIALECTICALLY
- SO can being human... both can co-exist and feel uncomfortable



# The Realities & Potential Alternatives

Think back to graduate school or your time as a K-12 student & what the expectation was surrounding crisis.

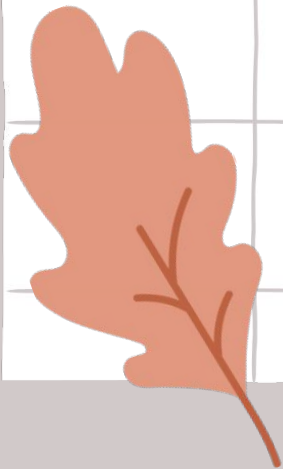
What were some spoken and unspoken norms?

What would it be like if you gave yourself permission to let go of what you were trained/taught?

What if we learned ways to allow grief to make itself present so that trauma does not have to become inevitable

How would the current YOU redefine responding to crisis?

We can't heal what we DON'T feel. The way through grief is grieving



# Courage & Renewal:

We NEED Space to be  
**HUMAN**

We NEED one another  
to HEAL

- 
- Creating Space for human experiences
  - Support in telling & hearing our story & one another's stories
  - Psycho-Education of Grief & Growth
  - Strengths & Resilience
  - Recovery & Renewal

## ELEMENTS TO CONSIDER WHEN CREATING THE CONTAINER

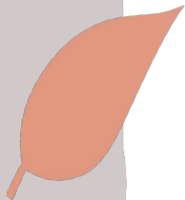


### S

#### STRENGTHS

Where and how do you find meaning as an educator and as a school community?

What do you have in place already that happens with intention, attention and consistency?



### W

#### WHY

Who and what will you honor?

What feelings do you wish to hold space for?

What feelings do you want those who participate to experience as they leave the space?



### C

#### CONNECTIONS

Who will you connect with?

What needs will they bring?

What barriers exist to their participation?




### P

#### PLANNING

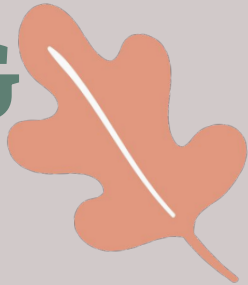
When and how often? Where?

What form will your practice take, how will you incorporate the spirit of the person being honored, and how might it anchor in existing traditions?





# Creating a Container Space of Hope, Courage, & Renewal



## Setting the Purpose

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Welcome  
Acknowledge  
Agree on Purpose of Space  
Genuine & Boundaried Invitations

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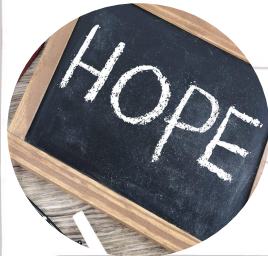


## Grounding

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When our minds can't make sense of  
grief OUR bodies can  
Breathing & Body Scan

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## Storytelling Rounds

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Prompts, Wonderings, Cravings, Support  
for Healing

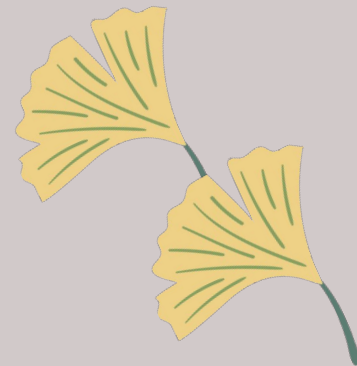
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## Closure: Towards Hope

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Intention  
Radical Acceptance  
Grief & Healing

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1.

How are YOU  
really doing?

2.

What was the  
hardest part for  
you?

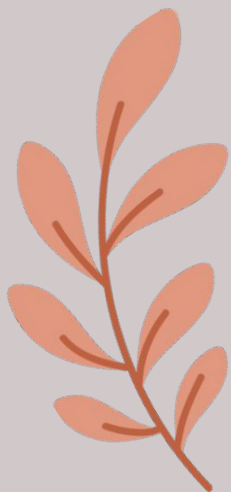
**Courage &  
Renewal**

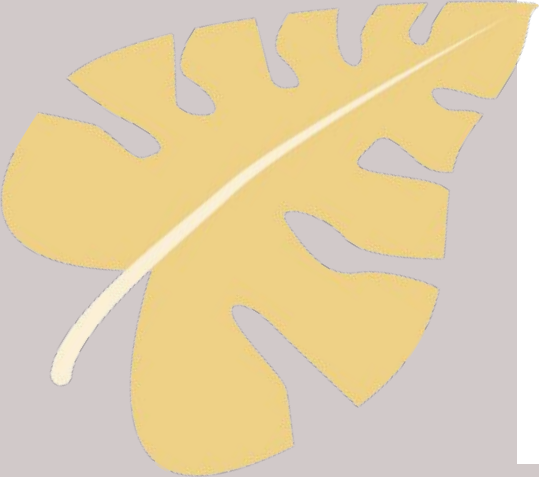
4.

How will you care  
for yourself?

3.

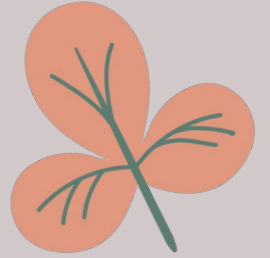
What might  
have helped?





**Healing may not be so  
much about getting  
better, as about letting  
go of everything that  
isn't you - all of the  
expectations, all of the  
beliefs - and becoming  
who you are.**

— Rachel Naomi Remen





Information contained  
within this presentation  
was adapted from  
**The School Crisis and  
Recovery Project (SCRR).**

Contact Info

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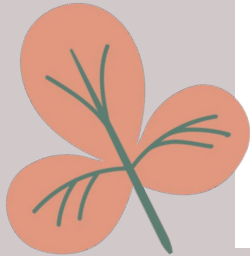
Website: [www.schoolcrisishealing.org](http://www.schoolcrisishealing.org)

Get social with us!

 Facebook: @scrr.project

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# Resources & Acknowledgement

NO. \_\_\_\_\_

## School Crisis Recovery & Renewal

Creating the Container: Designing Collective Rituals to Metabolize Grief Together as a School Team, Community, & Culture (SCRR, 2022)

Pacific Southwest MHTTC

The Dinner Party Labs

The Grief Practice

Hala Khouri

Dr. Oscar Navarro

Dr. Betina Hsieh

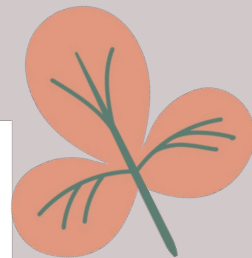
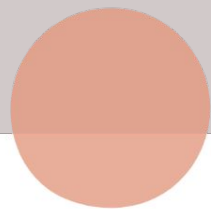
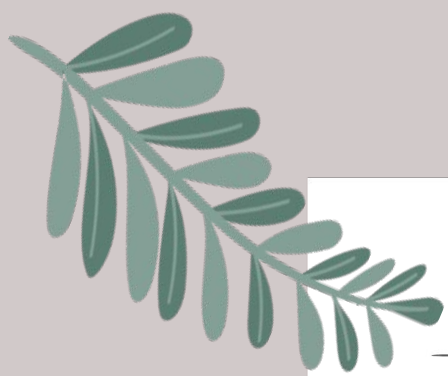
Alex Shevrin Venet

Project Fleur-de-lis

Crisis Prevention Intervention

David Kessler: Finding Meaning

SCRR Fellows Courage & Renewal



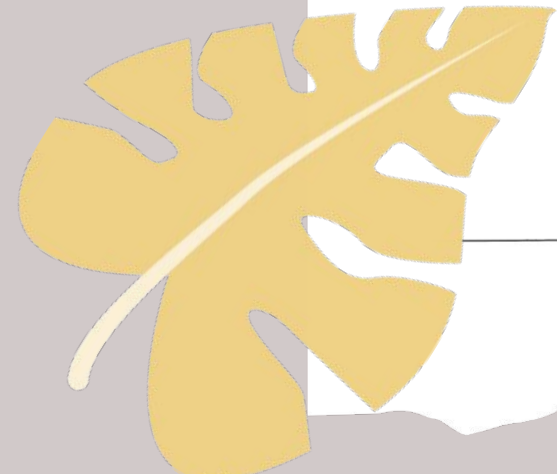
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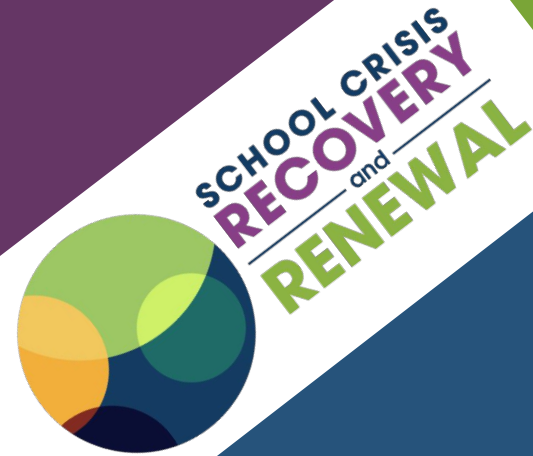
**Thank YOU**

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**You are doing the Hard AND  
Heart Work**

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