

Trauma Informed School Systems for Crisis Recovery and Renewal

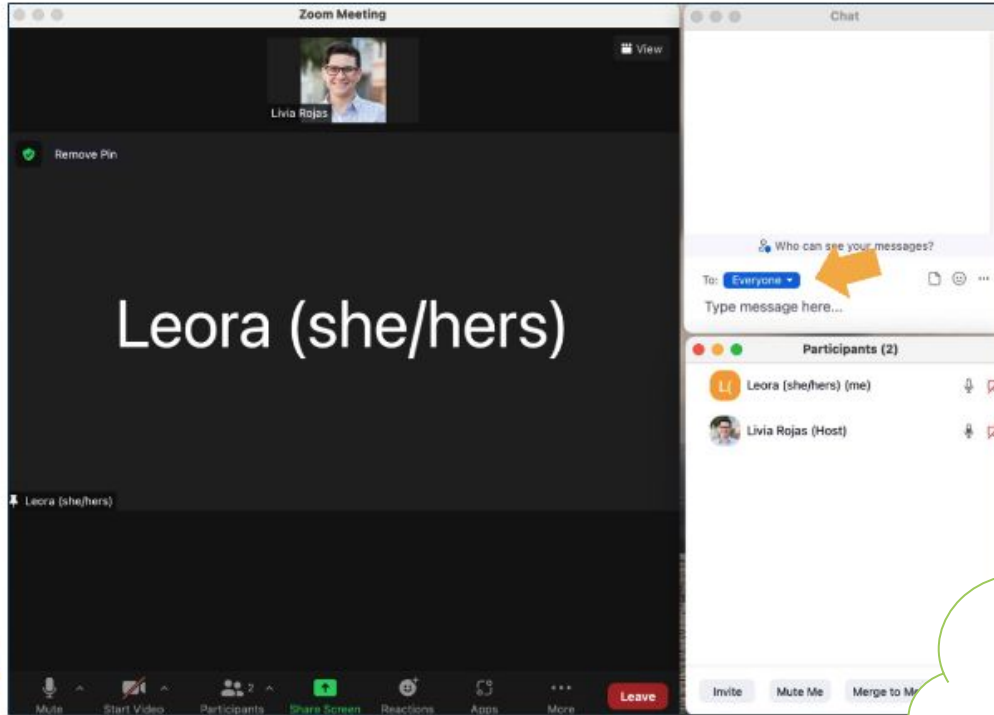
Grab some water, take a stretch send that email! We will start at 3 after the hour to allow people time to sign in.

2024-2025



**SCHOOL CRISIS
RECOVERY**
and
RENEWAL

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.

Cameras on encouraged, but not required!



SCHOOL CRISIS
RECOVERY
and
RENEWAL

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.

OUR SCRR Project TEAM



The SCRR Project is a collaborative effort between **The Center for Applied Research Solutions (CARS)** and **Trauma Transformed (T2)** and strongly informed by partnership with the **National Center for School Crisis Bereavement** and our team of school crisis recovery and renewal experts from across the country.

Funded by SAMHSA, we are part of the National Child Traumatic Stress Network.



Continuing Education



Continuing Education IS available for *LCSW, MFT, LPCC, LEP, BRN & CCAPP* for 2 Contact Hours. To be eligible to receive this credit you need to:

- Be present and attentive for the ENTIRE session today (participation via Zoom will be monitored)
- Participate actively in all group discussions
- Complete the survey that will be linked at the end of today's session

TODAY'S TEAM



Bri Young | she, hers
Project Specialist & Field Coach
Trauma Transformed/SCRR



@BriannaTeaches



/in/brianna-young-educator

Check-Ins:

- Time Zone Shout Out!
- How familiar are you with trauma-informed practices?
 - 1 - New to the conversation.
 - 3 - I know a fair amount and looking to implement.
 - 5 - Move over, Bri! I'm teaching!
- Collective breath

OUR OBJECTIVES



SCHOOL CRISIS
RECOVERY
and
RENEWAL



Be able to distinguish between stress, trauma and grief, and connect those concepts to their personal and professional experiences in school communities navigating the pandemic and other crisis events.



Identify ways socio-cultural trauma can impact other types of stress, trauma, and grief, as well as ways that sociocultural relationships like community and culture can support healing- within and in the ecosystems of schools.



Apply the principles of school crisis recovery and renewal to educator pedagogical practice, classroom environment, school site and system leadership, and larger school culture.

STRESS, TRAUMA, GRIEF & CRISIS **IMPACT PEOPLE AND SYSTEMS**

Classroom
and
School
Systems



Teacher

Students

Principles of A Trauma-Informed School



Social Justice



Collaboration, Peer
Support & Mutuality



Safety & Stability



Trustworthiness &
Transparency



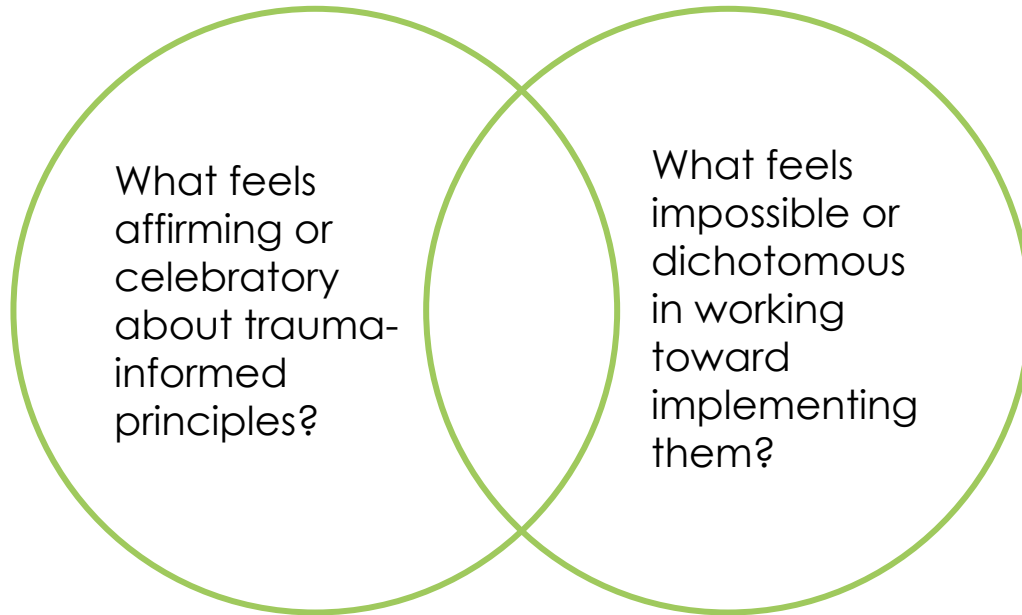
Empowerment,
Voice & Choice

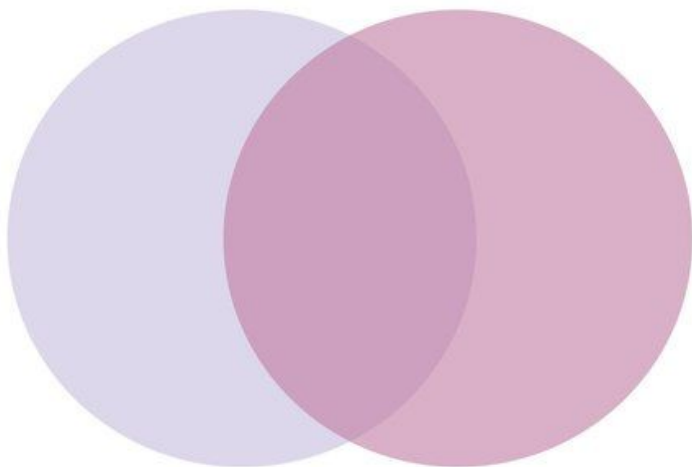


Resilience, Growth, &
Change

Chat & Consider...

Vent diagram exercise: recognize and reckon with contradictions and keep imagining and acting from the intersections and overlaps.

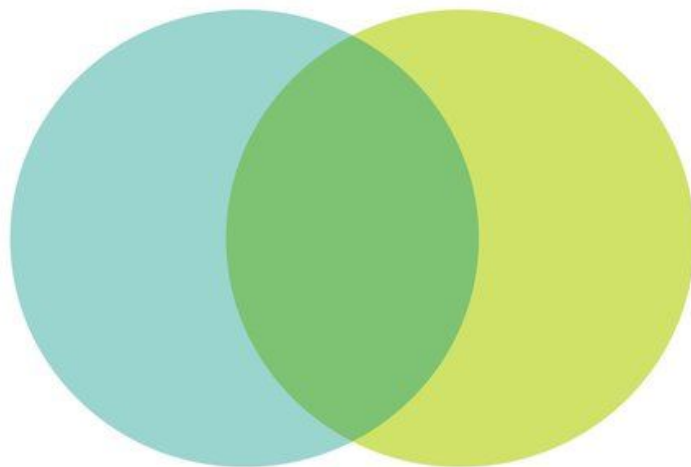




Individual teacher effort alone cannot remedy racial inequality

Without individual teacher effort we can't remedy racial inequality

WHAT CAN I DO?



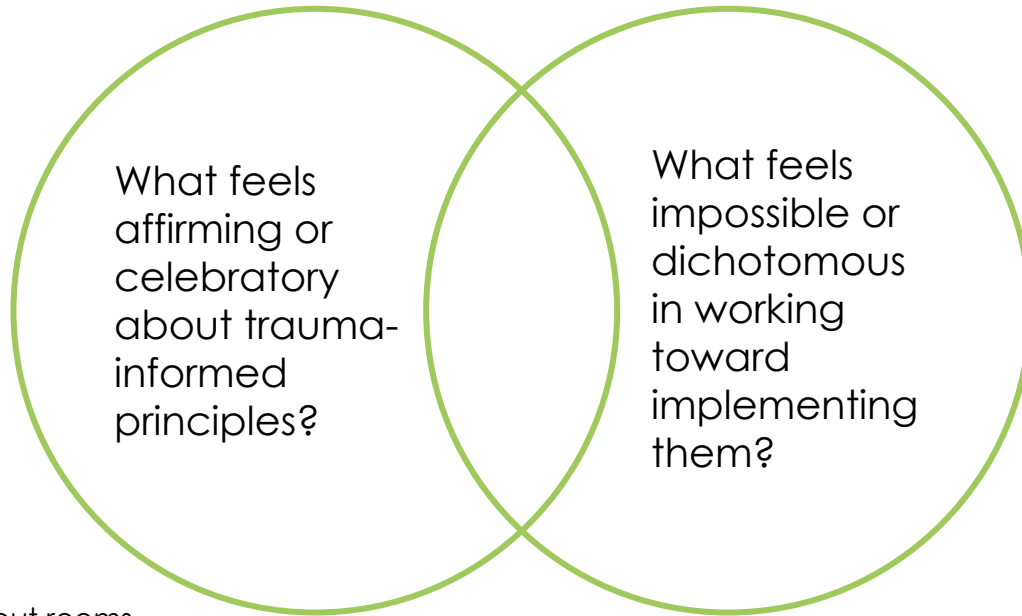
Teachers need theories, abstract concepts, big ways of thinking about race & racism

Teachers need specific practices, concrete ideas & actions about race & racism

WHAT CAN I DO?

Chat & Consider...

Vent diagram exercise: recognize and reckon with contradictions and keep imagining and acting from the intersections and overlaps.



8 minutes in breakout rooms

What happens to us in a crisis?

STRESS

Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure.

TRAUMA

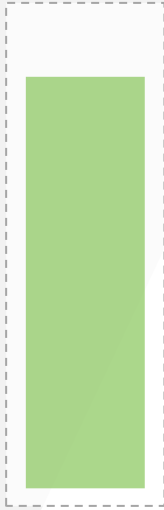
Overwhelming demands placed upon the physiological/psychological system that lead to a profound sense of loss of control and helplessness

GRIEF

Grief is a strong, sometimes overwhelming emotion for people, stemming from a sense of loss

STRESS: Manageable Challenge or Overwhelming Threat?

CHALLENGE

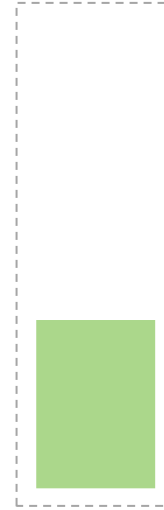


Perceived
resources



Perceived
stressor

THREAT



Perceived
resources



Perceived
stressor

TRAUMA is an Event, Experience, & Effect

Event

Actual danger or extreme **threat** of **harm**

Experience

“Fight, flight or freeze”

+

Helpless to escape

Overwhelms brain and body

Effect

Dis-integration



Dysregulation

Lasting **adverse** effects

GRIEF: Experiencing a Sense of Loss

Loss is relative, loss is complex.

- Death of a meaningful person
- Ritual/routine/habit
- Life transitions
- Perception/feelings

Not all grief involves trauma, but all trauma involves grief.

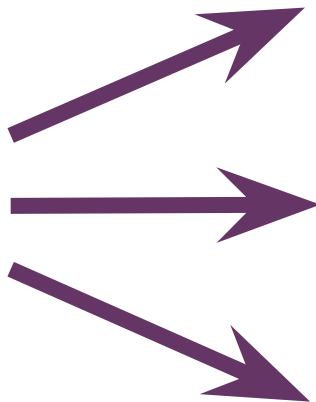
Grief really is that feeling that you have, the sort of intensity that just overwhelms you, and that sort of momentary experience. Grieving, on the other hand, is the way that grief changes over time without ever actually going away.

-Mary Frances O'Connor, PhD

SHIFT YOUR PERSPECTIVE



What's **wrong** with you?



What is **happening** here?

What is this behavior
communicating?

What **need** is yet unmet?

FIGHT

Labels: "The Bully" or "Noncompliant"

It might show up like:

- Verbal confrontation
- Throwing objects
- Physical aggression
- Feel unpredictable or reactive
- Active refusal
- Asks "why" questions

FLIGHT

Labels: "Overachiever" or "Hyperactive"

It might show up like:

- Elopement
- Always moving/busy
- Avoids down time
- Perfectionism
- Obsessive over topic/performance
- Escape into thought/daydream
- Asks "how" questions

FREEZE

Labels: "Disengaged" or "The Dropout"

It might show up like:

- Passive refusal
- Numbness
- Head down
- Avoid conversation
- Binging TV/media
- Often confused/unaware
- Avoids asking questions

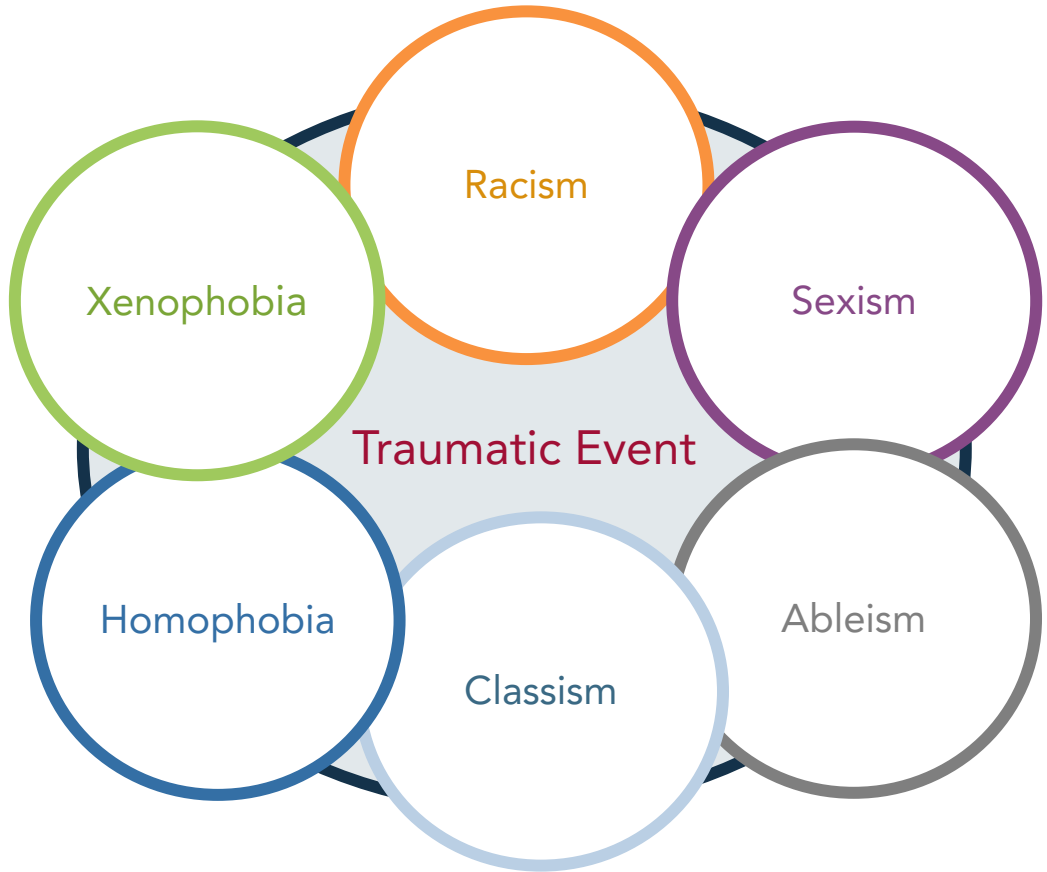
FAWN

Labels: "Teacher's Pet" or "People Pleaser"

It might show up like:

- Caves into peer pressure
- Rule follower to please teacher
- Fears saying "no"
- Hyper aware of the moods of others
- Asks lots of "what" questions

Traumatic events often occur in the context of other oppressions:



BIAS AFFECTS US ALL



Chat + Consider...

Reflecting on **what is happening** and the behaviors that communicate the feelings of our students, we have seen that some traumas and responses are socially validated, while others are not.

- In the face of a crisis, **what do you see/hear/feel in students, colleagues and yourself** that aligns with these trauma responses?
- What experiences draw up greater empathy, and which experiences are more challenging for you to understand?
- How does this learning compel us differently?

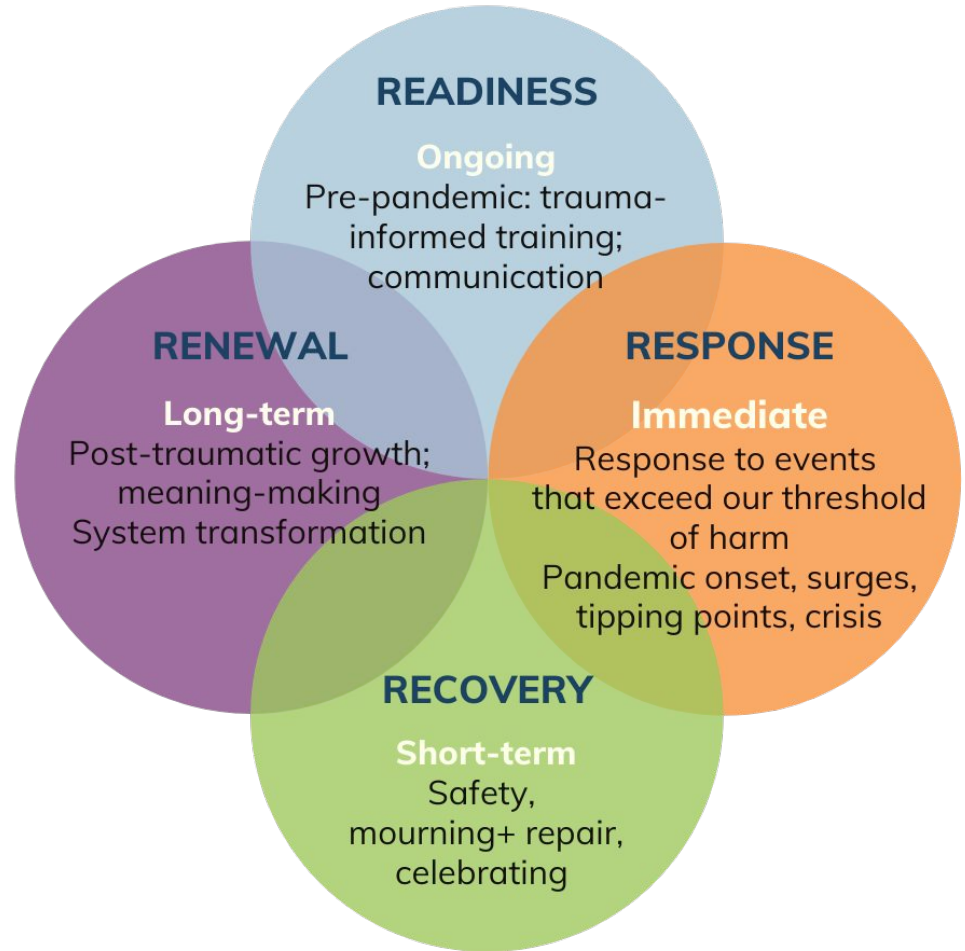


8 minutes in breakout rooms

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.



READINESS

Ongoing

Trauma informed training, systems of communication; family engagement

RESPONSE

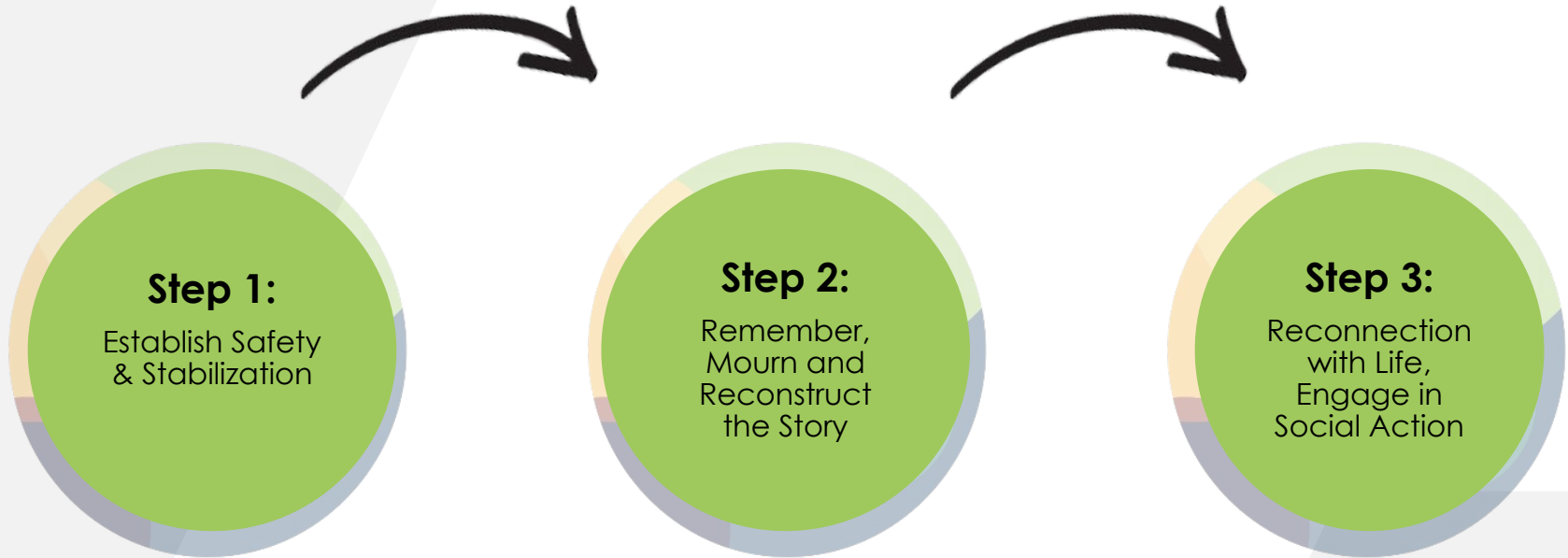
Immediate

Responses to events that exceed our threshold of harm; initial stabilization and attention to safety

How do we know when we are individually and collectively moving toward recovery and renewal?

1. How activated are our nervous systems?
2. Are we still attending to immediate safety needs?
3. What is our capacity for reflection?
4. How safe do we feel - physically, emotionally, etc.?
5. How connected do we feel to those around us? How easy or challenging is it for us to trust others?
6. What kind of story are we telling ourselves and others about what has happened?

RECOVERY: Three Observable Phases



STEP 1: SAFETY & STABILIZATION



PHYSICAL SAFETY

- Protection from harm for students and staff
- Clear safety procedures
- Reduction of unnecessary triggers

EMOTIONAL SAFETY

- Build emotion management skills

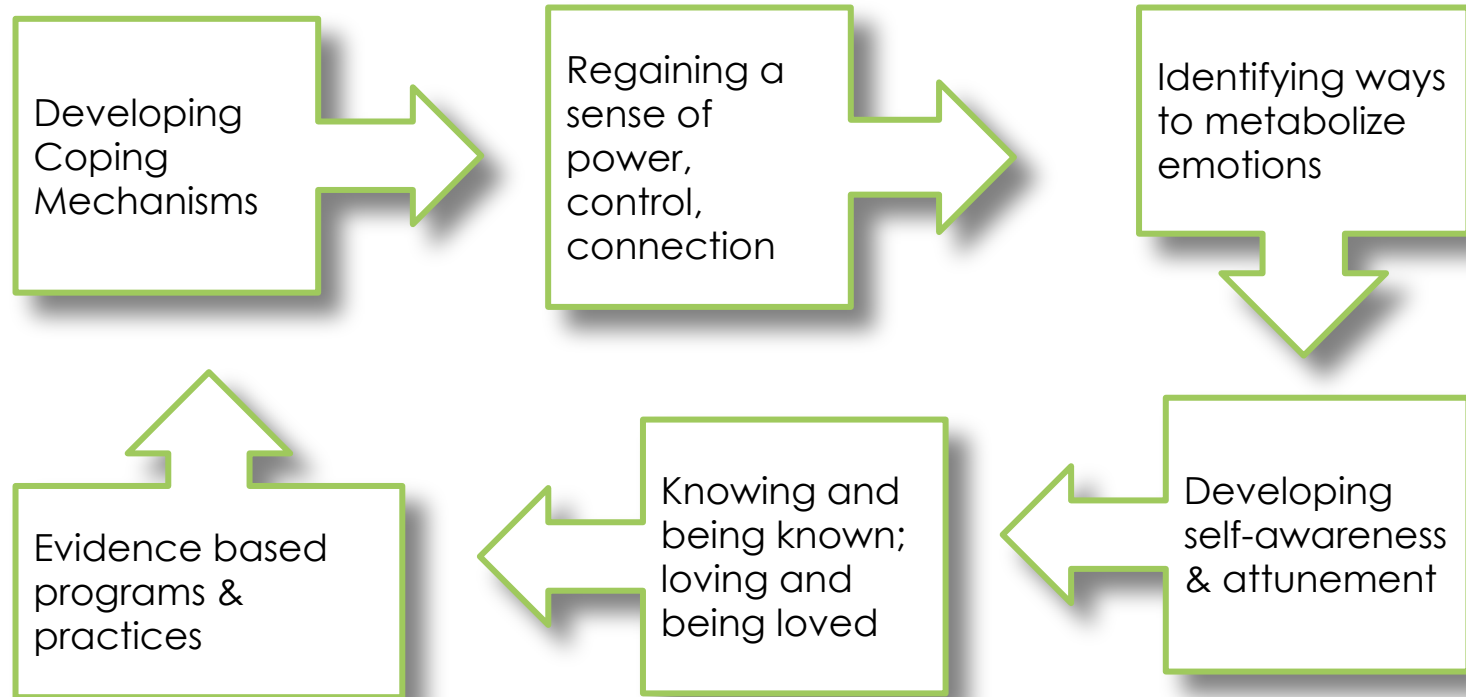
SOCIAL SAFETY

- Build relationships with dependable, supportive others that can help when stressed
- Prevent victimization and abuses of power

PREDICTABILITY

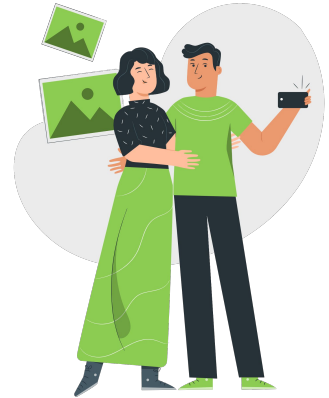
- Routines and consistency
- Predictable environment (posted procedures, classroom routines, etc.)
- Explicit preparation for changes and transitions

STEP 1: SAFETY & STABILIZATION



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 3: RECONNECTION

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

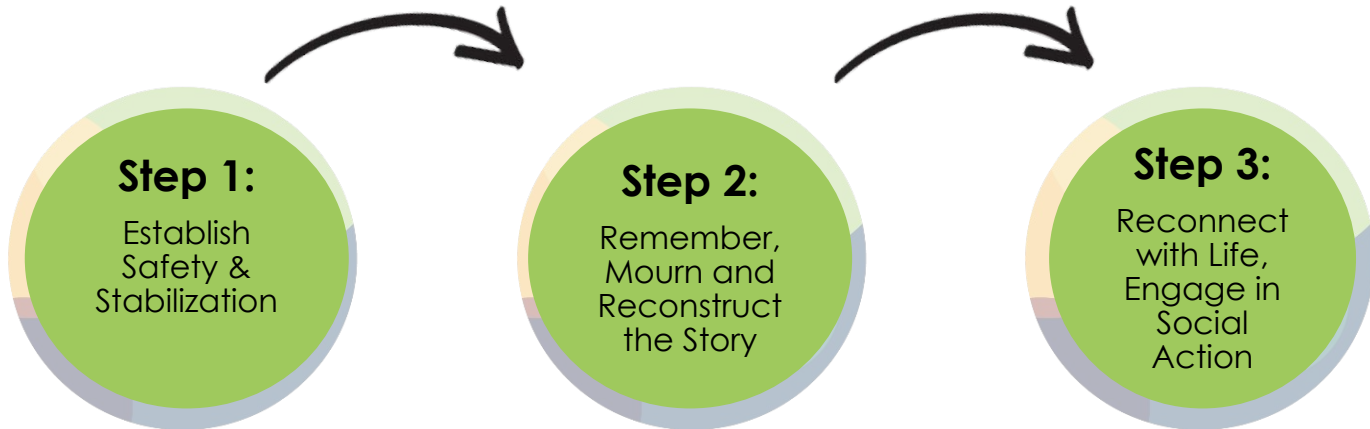
Social action, community justice

- Participating in organizing efforts
- Considering whether you have a purpose connected to what you have survived

Chat + Consider...

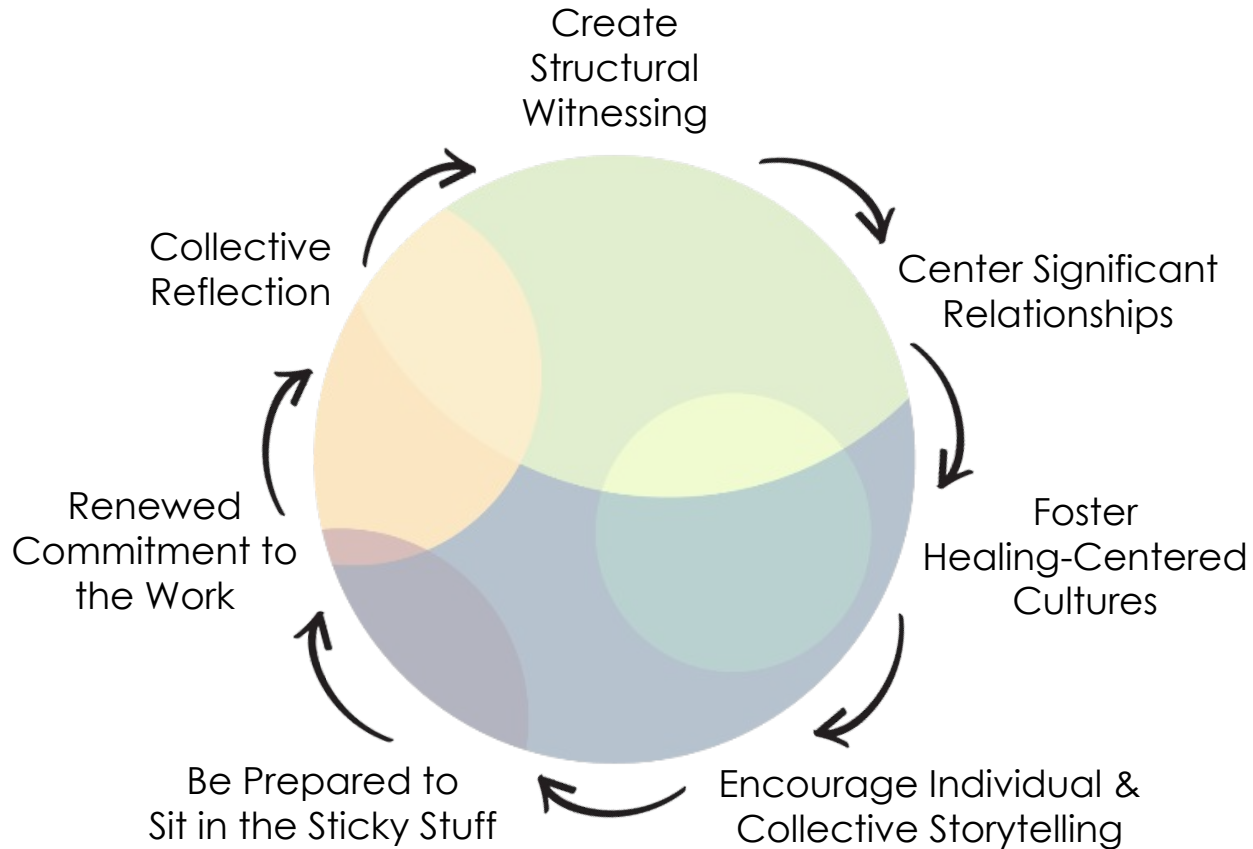
As you reflect on creating safety and stability, what might that look like in your context or role or setting?

How might you address the relativity of safety, while still attending to procedures and policies that are coherent and predictable?



8 minutes in breakout rooms

RENEWAL: Toward Meaning-Making, Healing & Change



Resilience by Definition

The APA defines resilience as, “the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress” (2014).



In the context of exposure to significant adversity, resilience is **both the capacity of individuals** to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and **their capacity individually and collectively** to negotiation for these resources to be provided in culturally meaningful ways,” (Ungar, 2015)



Community resilience: the ability of a community to adapt to and even thrive in the face of adversity and traumatic events, thus reinforcing ommunity healing and reducing trauma-inducing conditions. (Pinderhughes, 2016)

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?

Chat + Consider...



Root Cause Focus



Meaning Making



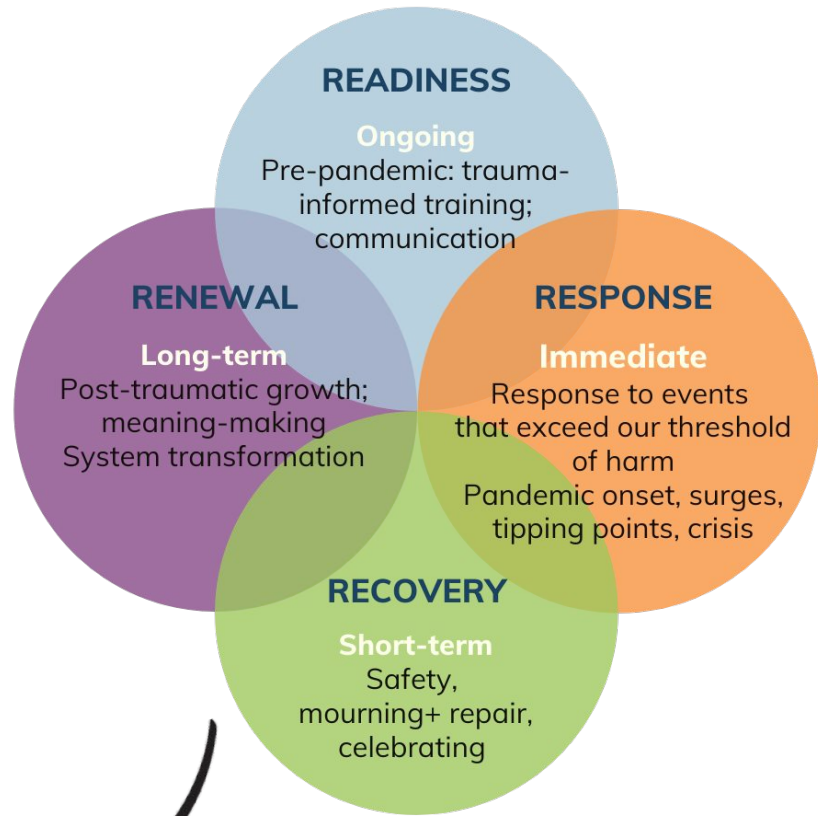
Identity Shifts



Repair


Of these elements of healing, which feels most resonant for you right now? Why?

So, we've examined all this:
What do we do with it in our classrooms?



APPLICATION GRID

Post session offering: Identify actionable steps you might take to apply this content

 **SCHOOL CRISIS RECOVERY and RENEWAL**

Recovery and Renewal Application Grid

Take time to reflect on your application strategy for the themes discussed. Consider the domains of your personal experiences, classroom environment and wider school culture that you have agency and influence over. Identify strategies you want to start implementing, practices you currently use that are worth sustaining, and elements that need to stop.

	Personal	Role	School System
START			
SUSTAIN			
STOP			
SCALE			

APPLICATION GRID

	Individual Role	Immediate Team	School System/Org
Stop	Viewing student behavior as a character flaw.		
Sustain	Self-care by not responding to emails after 5pm	Circle discussions to check-in.	
Start		Implementing quick brain science lessons/videos as bellringer	Trauma-informed committee with staff, parents and students



Sign up to our newsletter for event announcements, resource offerings, and more!

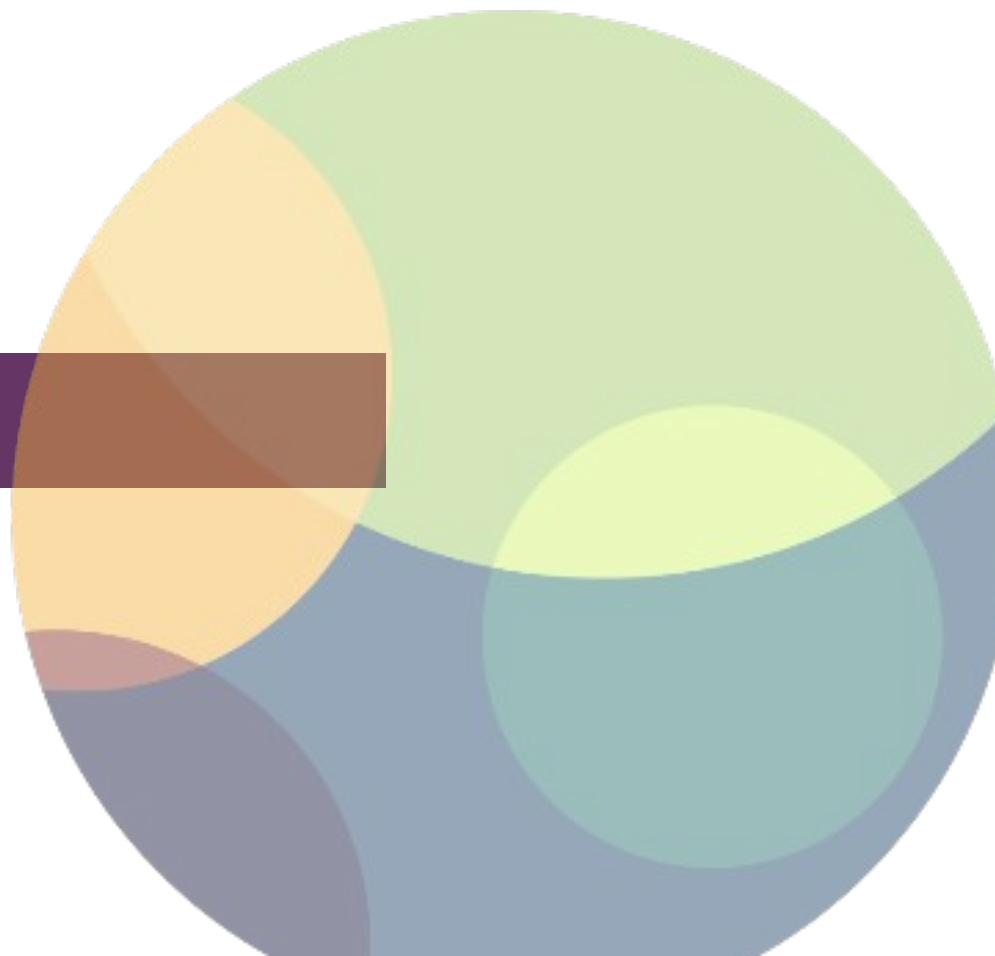
<https://bit.ly/SCRRNewsletter>

What can you get from us for you?

- No cost resources, coaching, consulting, and learning (e.g., webinars, trainings, workshops, and communities of practice)
- Archived content for you to bring to your own site
- The nation's only resource hub for school suicide postvention for liberation + a library of videos and resources for YOUR OWN educator healing ([SCRR \(Our\) Resources](#))
- Language, resources, and framing to expand the school crisis continuum of care (from readiness and response to recovery & renewal) - [What is School Crisis Recovery & Renewal?](#) + [School Crisis Recovery & Renewal Resources](#)

**And most importantly, community and connection.
We're in this healing stuff together.**

THANK YOU!





SCHOOL CRISIS
RECOVERY
and
RENEWAL



Contact Info

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Get social with us!

 **Facebook:** @scrr.project

 **Instagram:** @scrr_project

 **Twitter:** @scrr_project

SAMHSA **DISCLAIMER**

This training is offered through the National Child Traumatic Stress Network (NCTSN) and The School Crisis Recovery and Renewal (SCRR) and is funded by the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services and jointly coordinated by the University of California, Los Angeles, and Duke University, and is administered by the Center for Applied Research Solutions (CARS). The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of SAMHSA.