

Liberated School Suicide Postvention CoP

WELCOME - Session 4



Our CoP Facilitators & Staff



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



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



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



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

Your CoP Co- Facilitators

Your CoP Support Staff

Speed Connecting!



HELLO

My name is

In the chat, please share your:

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

Agenda



Agenda/Flow

10:00: Welcome and Set Up (15 minutes)

10:15: Introduce Socratic Seminar (5 minutes)

10:20: Share-Think-Discuss (40 minutes)

11:00: Debrief (10 minutes)

11: 20: Closing (10 minutes)

Liberatory Approach to Postvention



We see this as a ***distinction***, not a definition. Why?

- Adaptable, contextual
- Honor agency and needs of individual communities
- Provides framing and boundaries that guide, not restrict

Some of our distinguishing language (*from the 2022 CoP*):

- Unapologetic existence and experience of feeling
- Agency for leaders and young people
- Giving permission for unique grieving processes
- Allowing for a range of emotions, even anger, to be heard and held
- Intentional emphasis on cultural strengths and assets
- Care for intersectional identities in our approach
- Representative and relevant supports and resources

Video
Explanation

Our Framework: School Crisis Healing

Recovery

- Safety + Stabilization
- Remember, Mourn, and Reconstruct the Story
- Reconnection + Social Action

How does a liberated lens empower the concept of renewal in our systems?

How might we rethink our approaches to postvention integrating recovery and liberation?

Renewal

- Coping
- Resilience
- Post Traumatic Growth
- Healing
- Meaning-Making

How does a liberated lens enhance renewal in our systems?

How might we elevate our approaches to postvention integrating recovery and liberation?

Engagement **NORMS**



Be mindful of the **space you take up** in the conversation.

*Are you over-engaging? Under engaging?
How can your engagement impact others
and center diversity of perspective?*

Prioritize **reflection and curiosity** over venting.

*How might you center curiosity and
opportunity? What emotions might you
need to metabolize elsewhere first?*

Center **liberation, recovery, and renewal** in our conversations.

*How can we expand out lenses through this
dialogue to add new thinking and ideas to
common problems of practice?*

Make connections to your context and the resources shared.

*How do you see the text and your peers
perspectives surfacing in your work? What
insights might you glean?*

The Consultancy Protocol

Adapted from Appendix E: Activities for Meetings © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016. *The Consultancy Protocol*

Time	What	How
1 min	Opening	Facilitator reviews protocol and adjusts time as desired by the presenter or as fits the group.
5 min	Presenter shares	<ul style="list-style-type: none"> • Presenter [spotlight] shares the dilemma verbally (a situation of conflict, a plan for a conversation, an idea, etc.). • Presenter can ask for feedback or input in one area or for one key question (this can support a discussion staying focused).
3 min	Clarifying questions from listeners for presenter of dilemma	<ul style="list-style-type: none"> • Group fields quick questions out loud or in chat that are yes/no answers or require quick answers (e.g., "Have all your staff been trained in trauma informed principles?") • The facilitator may interrupt to make sure this section stays on clarifying questions
5 min	Group reflection and preparation	<ul style="list-style-type: none"> • Facilitator can remind the group of the presenter's key question or focus. • Listeners, including the presenter, have quiet time to note ideas, questions or comments.
10 min	Group fishbowl discussion	<ul style="list-style-type: none"> • Presenter is no longer spotlight (can go off camera) to move into listener mode • Facilitator invites listeners to share their notes / thoughts on the dilemma they heard • Participants can raise probing questions ("It made me wonder how they can collaborate with XYZ to make a shift happen" or "it made me curious about their own leadership fears")- comments, connections, reflections • Presenter is taking notes while listening to peers discuss their dilemma
1 min	Silence + transition	Group moves into a silent minute, welcomes back presenter [spotlight]
3 min	Coherence & closing	<ul style="list-style-type: none"> • Presenter shares reactions, insights, feelings about what they heard, how this process held "I heard X ask about my fear of leadership, and I agree I need to spend more time on that." • The presenter does not need to respond to specific questions.
3 min	Extended coherence and closing	If time, the group can share whole reflections on the process.



WELCOME LESLEY

A member of this year's SCRR Fellows, Lesley is currently the Trauma Informed Care Coordinator for Multnomah County's Department of County Human Services (DCHS). Lesley's focus is on crafting culturally appropriate resources, tools, and trainings that staff utilize and disseminate to community members they serve.

Possible Guiding Questions

Discuss and consider opportunities and solutions to the problem of practice. If you need additional launch points, try these questions:

- *Where might culturally responsive, trauma-informed communication improve the approach to liberatory postvention that attends to community and honor proximity to loss?*
- *How might we equitably promote memorization? What might that look like?*
- *How might we design policies that hold space for complexity, especially considering delicate situations or minors?*

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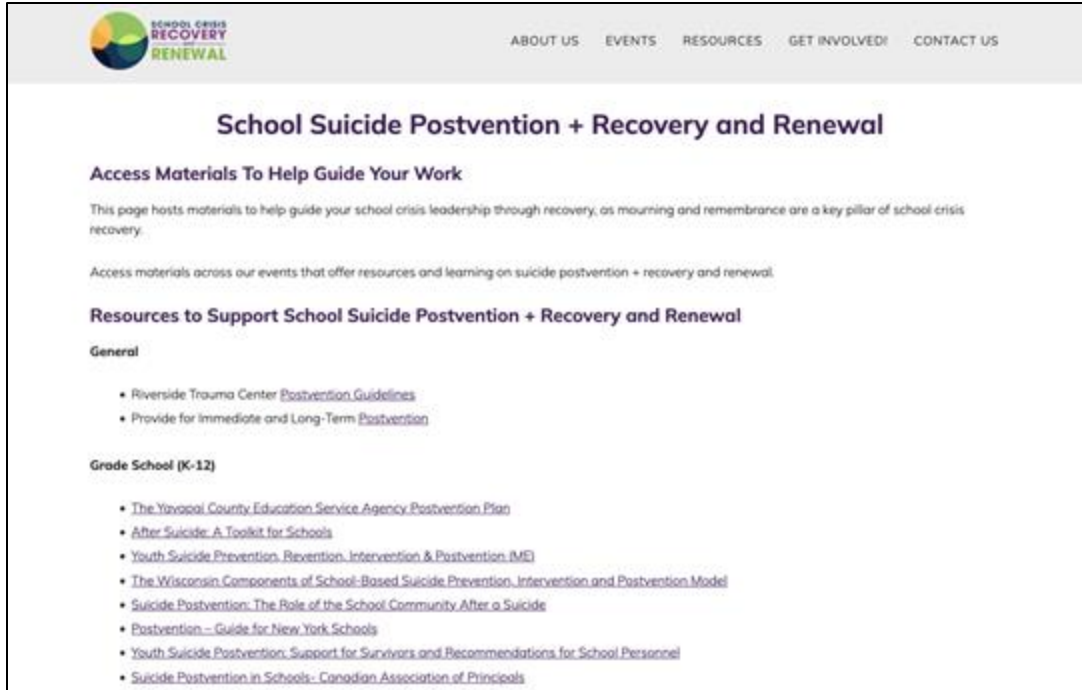
Debrief

What did you get?

What did you bring?

What's unfinished?

School Suicide Postvention Resource Page



The screenshot shows the website's header with the logo and navigation menu. The main heading is "School Suicide Postvention + Recovery and Renewal". Below it, there is a section for "Access Materials To Help Guide Your Work" with two paragraphs of text. This is followed by a section titled "Resources to Support School Suicide Postvention + Recovery and Renewal", which is divided into "General" and "Grade School (K-12)" categories, each containing a list of resource links.

SCHOOL CRISIS RECOVERY RENEWAL

ABOUT US | EVENTS | RESOURCES | GET INVOLVED! | CONTACT US

School Suicide Postvention + Recovery and Renewal

Access Materials To Help Guide Your Work

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

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

Resources to Support School Suicide Postvention + Recovery and Renewal

General

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

Grade School (K-12)

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

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

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



THANK YOU.

For joining. For trusting us. For building with us.



A Spring Festival of Learning The 2024-2025 SCRR Leadership Fellows' Capstone Project Symposium

April 24, 2025

11:00 a.m. – 1:30 p.m. PT / 1:00 p.m. – 3:30 p.m. CT /
2:00 p.m. – 4:30 p.m. ET

https://bit.ly/SCRR_Capstones25





THANK YOU

Evaluation Link - Postvention

[https://bit.ly/SCRR Postvention4225](https://bit.ly/SCRR_Postvention4225)