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

REFLECTION WORKSHEET

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

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

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

REFLECTION QUESTIONS

Introduction

What is your relationship to ambiguity? To loss of control? To threat, a loss of regularity, and normalcy?

What is your personal relationship to crises? How might that impact your professional relationship to crisis management and leadership?

How might your relationship and responsibility to information (first versus secondary responders) impact the way you become ready for a crisis or respond to one?

What is your personal narrative of crisis, and how might that impact how you lead organizationally?

These Things Matter

Names and Definitions

What is the intended outcome of your school mental health crisis leadership? How might you develop and use language that reflects the needs and experiences of your school community members?

What might it look like to invite students, educators, families, and staff to constructively create definitions for phenomena like safety, crisis, healing, loss, grief-sensitive schools?

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

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Equity, Equality, and Intersectionality

How do your crisis plans reflect which students, families, and districts matter, and who might be further disenfranchised?

How might your crisis leadership focus on who will be harmed the most, and plan from there?

How might crisis, safety, and equity leadership collaborate to ensure full inclusion? To ensure an intersectional analysis?

Roles and Positions Matter

How might your crisis readiness, response, recovery, and renewal work engage all stakeholders to leverage everyone's unique contributions?

What might need to be differentiated across the crisis leadership continuum to respect the different needs and capabilities of each role?

Supporting the Supporters Matters

How might your crisis readiness, response, recovery, and renewal efforts focus not only on student needs, but also on the needs of those who support students (school counselors, psychologists, educators, maintenance staff, cafeteria employees, office receptionists, administration, community-based organizations, etc.)?

What specific partnerships, policies, and practices need to be put in place as structural supports for educators so that they can access mental health services?

How might state, district, and other organizational systems interrupt or intervene in current response procedures that might exacerbate or limit educators' ability to cope, build resilience, and heal?

Partners and Partnerships Matter

Which partnerships exist that specifically support trauma, grief, bereavement, loss, and crisis?

What agreements need to be fostered to ensure shared consensus about how partnerships will actuate in the event of a crisis?

What relationships, learning, and communications need to be fostered at all levels of school systems to best support the efficacy of school mental health crisis leadership?

School Mental Health Crisis *Readiness* Leadership

How might the professional development that staff, teams, and all school community members (including students) have received be assessed for: the gaps that surfaced in past crises, the needs that are currently present, and the skills that might address future harm?

How might the training provided reflect a trauma-informed and grief-sensitive approach, ensuring the content and skill development is interdisciplinary and comprehensive?

How might you, as a school mental health crisis readiness leader, collaborate with leaders in other tiers of the school system to ensure alignment and distribution of power and responsibility?

School Mental Health Crisis *Response* Leadership

Which elements of the voices of experience resonated for you?

What questions are you left with?

How might you leverage culturally competent resources to ensure your community will be inclusive during a response?

During the readiness phase, how might you ensure that the roles and responsibilities are clearly defined for all stakeholders?

School Mental Health Crisis *Recovery* Leadership

As a school mental health crisis leader, what skills, tools, and trainings...

- Do you possess to help create safety?

- Do possess to help create spaces of remembrance and mourning?

- Do you possess to help create reconnection?

As a whole organization (or school, agency, district)...

- What has supported all stakeholders to recover their safety?

- How does your community experience remembrance and mourning?

- How might different members experience reconnection? How might you create policies, practices, and programs that support all reconnection needs?

School Mental Health Crisis *Renewal* Leadership

What does it look like to hold and create culture and climate after an event (or ongoing experiences)?

How might school and mental health leadership engage in renewal (vs. rebuild)?

How might bridging your personal and professional stories support your leadership? What might you need to protect? What supports may you need in navigating where the lines blur, and where the lines bold?

What does healing mean to you?

NOTES

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