

The Zoom Interface

The screenshot shows the Zoom Webinar interface with the following elements and annotations:

- Header:** "Zoom Webinar", "You are viewing David Terry's screen", "View Options", "Click here to maximize your session view", and "Enter Full Screen".
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing "All questions (1)" and "My questions (1)" tabs. A message from "You" at "07:35 AM" says "This is a test question!". Below the message is a text input field "Type your question here...". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with other people and that the "To" field indicates who will receive the message.
- Bottom Bar:** Includes "Audio Settings" (with a "Click Here to adjust your audio settings" annotation), "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a "Leave" button.

All attendees are muted. Today's session will be recorded.

School Mental Health Summit

*Emerging Stronger and More Resilient: Learning from the
COVID-19 Crisis*



2-Day Virtual Conference
August 31 – September 1, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Day 2: Session 4

1:45 pm-3:00 pm EST

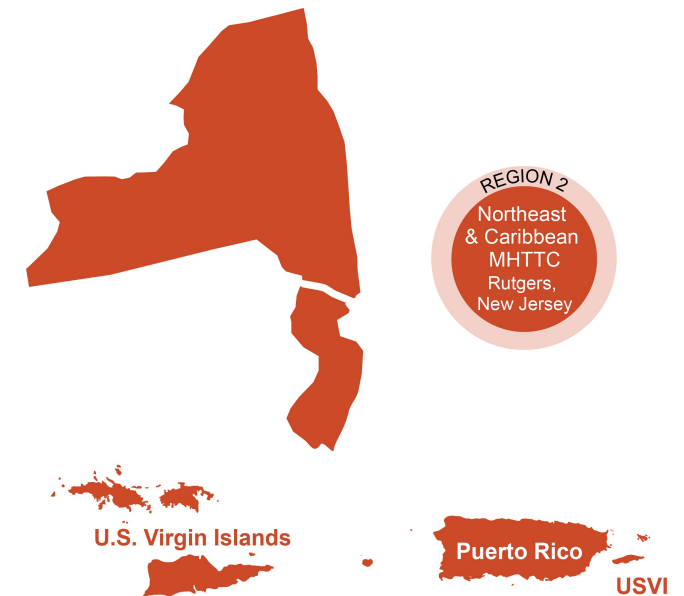
Helping My Grieving Student: When COVID Loss Comes Into the School

About Us

Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC):

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, etc.) to provide effective services to people with mental illnesses.

Special focus on enhancing student mental health in schools.



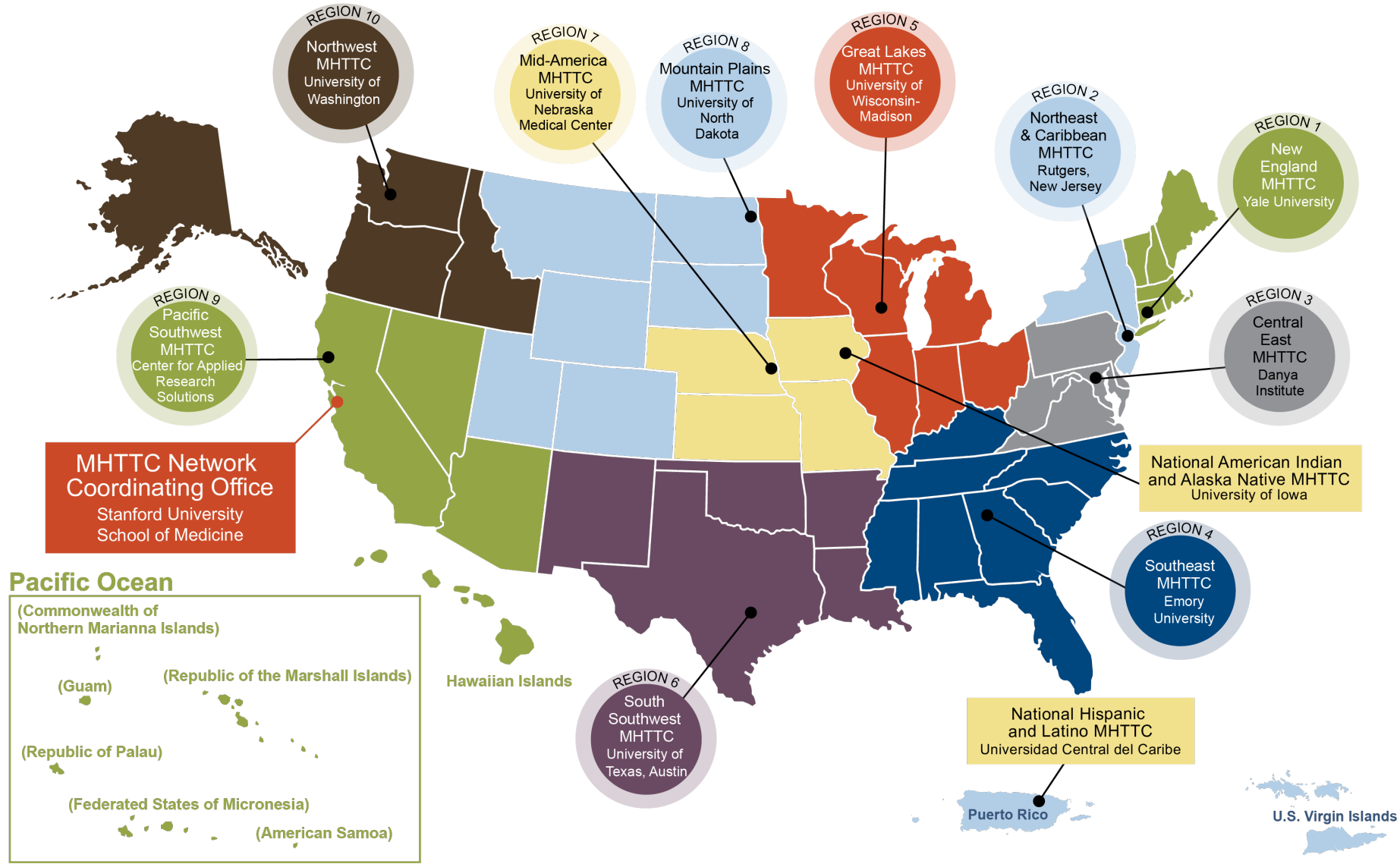


MHTTC

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MHTTC Network



School Mental Health Supplement

Supplemental funding was awarded to provide training and TA to teachers and school staff regarding student mental health (2018-2021)

Focus on:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services



Trainings

- Youth Mental Health First Aid
- Trauma Informed Schools
- Cultivating Resiliency
- Suicide Prevention
- Social Emotional Learning
- Crisis Interventions
- School Refusal and Anxiety
- Self-Care

Technical Assistance

- Individualized plans with schools
- Implementation of SMH
- Resource Mapping
- Needs Assessment
- Teaming
- Assessment
- Tiered Supports
- Funding



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Subscribe to receive our mailings.
All activities are free!

<https://bit.ly/2mpmpMb>

We Want Your Feedback!

- Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

Video Recording Information

- *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

- Question and Answers
 - Q & A will occur at the end of the presentation.
 - Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
 - Note: your question is visible to all participants.
- Chat and Polls
 - Throughout the webinar, we will be asking for your input.
 - Use the Chat or Poll features in Zoom located on the task bar.
 - You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Our Presenter



David Schonfeld, MD, FAAP

Helping my grieving student: when COVID loss comes into the school



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NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT

In partnership with



NEW YORK LIFE
FOUNDATION

Loss is common in the lives of children

- 5% of children experience the death of a parent
- 90% the death of close family member or friend
- Bereavement has a significant and often long-term impact on learning, social and emotional development, behavior and adjustment

Children may not appear to be grieving

- Adults may communicate death is not discussed
- Children may
 - not yet understand what has happened or its implications
 - be overwhelmed by feelings
 - express grief indirectly through behavior or play

Being with someone in distress

- Do not try to “cheer up” grieving children
- Do not encourage to be strong or cover emotions
- Express feelings and demonstrate empathy
- Avoid statements such as: “I know exactly what you are going through” (you can’t), “You must be angry” (don’t tell person how to feel)
- Limit sharing of personal loss experiences; keep the focus on the child’s experience
- Allow child to be upset while suspending judgment – intervene only when safety/health is concern

Addressing cultural diversity

- Some people are worried they will say or do the wrong thing because they feel ill informed about another culture
- Although there are differences in cultural practices, the fundamental experience of grief is universal
- When we recognize that there is a range of ways to experience and express grief, we can explore ways to bridge cultural differences in order to help grieving children and families

Supporting children of a different culture

- Ask questions when you are unsure what would be most helpful for a family or individual
- Assumptions may result in stereotypes that cloud our perceptions and make us miss opportunities to be helpful
- Approach the family with an open mind and heart
- Help families identify and communicate what is important to them about cultural practices; work with them to find solutions and compromises when realities require modifications in cultural practices

Initiating the conversation

- Express concern
- Be genuine
- Invite conversation
- Listen and observe
- Limit personal sharing
- Offer practical advice
- Offer reassurance without minimizing concerns
- Maintain contact

Peer support

- Most children want to help friends, yet often have limited experience
- May make insensitive comments, ask repetitive or detailed questions, or tease grieving peer
- Study of children ages 6-15 who experienced death of parent: 20% “experienced direct, raw taunting about their loss”
- Educators can help students develop skills to support a peer who is grieving

Initiating the conversation

- *Express concern*
- *Be genuine*
- *Invite conversation*
- *Listen and observe*
- *Limit personal sharing*
- *Offer practical advice*
- Offer reassurance without minimizing concerns
- Maintain contact

Children's guilt

- Young children tend to be:
 - Egocentric
 - Have limited understanding of cause of death
 - Magical thinking
- Results in guilt
 - Reassure children of lack of responsibility

Academic accommodations

- It is common for students to experience temporary academic challenges after a death; pre-existing learning challenges often become worse
- Offer academic support proactively – don't wait for academic challenges to become academic failure
- Change an assignment, e.g.,
 - Allow student to work with a partner
 - Adapt formal research paper into more engaging assignment
- Change focus or timing of lesson
- Reschedule or adapt tests

Helpful responses to a grief trigger

- Provide a safe space or an adult the student can talk to
- Set procedures for the student to obtain support discreetly
- Staff can work with children and families to anticipate and minimize likely triggers

Grief during a pandemic

- After a death, children often concerned about the health of themselves or others close to them
 - Important to help children deal with fears/concerns about the pandemic
- Physical distancing/school closure increase social isolation; makes it difficult to provide support
- Secondary losses become even more of an issue
- Family members may be overwhelmed by the pandemic in addition to their own grief
- Some grief may not be related to death
- Supporting grieving students can be difficult in the best of times; this is not the best of times



COALITION *to* SUPPORT
GRIEVING STUDENTS

Lead Founding Members



NEW YORK LIFE
FOUNDATION



NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT

Founding Members



National
Association of
School Nurses



School Social Work
Association of America



NATIONAL ASSOCIATION OF
School Psychologists



Supporting Organizational Members



DOES YOUR SCHOOL NEED ADVICE NOW?

Contact us at [877-53-NCSCB \(877-536-2722\)](tel:877-53-NCSCB) or info@grievingstudents.org



Search

Special Resource: COVID-19 Pandemic Response - [Click here.](#)



COALITION *to* SUPPORT
GRIEVING STUDENTS

Video and Downloadable Grief Support
Modules for School Personnel

Conversation & Support

[Talking With Children >](#)

[What Not to Say >](#)

[Providing Support Over Time >](#)

[Peer Support >](#)

[VIEW MODULES](#)



Modules Placed into Six Sections

- Each section contains 2-4 video modules; each video is accompanied by handout that summarizes major points
- Conversation and Support
- Developmental and Cultural Considerations
- Practical Considerations
- Reactions and Triggers
- Professional Preparation and Self-Care
- Crisis and Other Special Circumstances

Additional Resources

- Additional Modules (e.g., police or military deaths)
- Guidance Documents
 - Practical guidelines developed by the NCSCB on how to respond to the death of a student or staff, from all causes or from suicide
- Training module
- Family and school staff booklets
- Articles
- Online Resources

www.grievingstudents.org

Order Free Materials (download)



After a loved one dies—

How children grieve and how parents
and other adults can support them.

Grief-Sensitive School Initiative

A Grief-Sensitive School is an accredited K-12 public or private institution that commits to help provide a supportive environment for students who have experienced the death of a loved one.

Grief-Sensitive School pledge

- Provide specific professional learning opportunities
- Share information with school community about www.grievingstudents.org
- Increase awareness of issue of grief at school
- Review relevant school policies and procedures

Examples of grief-sensitive school policies

- Attendance policies that don't penalize students/staff for absences related to funerals
- Communications with families of deceased students
- Commemoration and memorialization, including considerations related to death by suicide
- Virtual memorials
- Graduation (e.g., granting posthumous degrees)
- Yearbook and other end of the year activities
- On-site funerals, wakes, and related services

For further information about NCSCB
visit us, call us, like us, share us



NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT



1-888-53-NCSCB (1-888-536-2722)



www.SchoolCrisisCenter.org | info@schoolcrisiscenter.org



[@schoolcrisisorg](https://twitter.com/schoolcrisisorg)



National Center for School Crisis and Bereavement

Question and Answer



Please enter any questions for presenters using the Q&A feature in the toolbar.

Evaluation Information

- The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.
- At the end of today's training please take a moment to complete a brief survey about today's training.



We Want to Hear From You!

- Guide our educational, training, and technical assistance efforts
- Tell us your training needs
- Responses are anonymous
- Use the QR code or link in follow-up email



**TRAINING NEEDS
ASSESSMENT**

Resources

- Helplines and Support
- National Suicide Hotline - 1-800-273-8255
- NAMI - 1-800-950-NAMI (6264) or info@nami.org
- Mental Health America- 1-800-273-TALK (8255), text MHA to 741741
- SAMHSA's National Helpline - referral and information - 1-800-662-HELP (4357)
- SAMHSA's Disaster Distress Helpline 1-800-985-5990 or text TalkWithUs to 66746

Connect With Us

- Phone: (908) 889-2552
- Email: northeastcaribbean@mhttcnetwork.org
- Website:
<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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SAMHSA
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