Southeast (HHS Region 4)

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Promoting School Preparedness, Community Resilience, and Recovery in the Face of Adversity
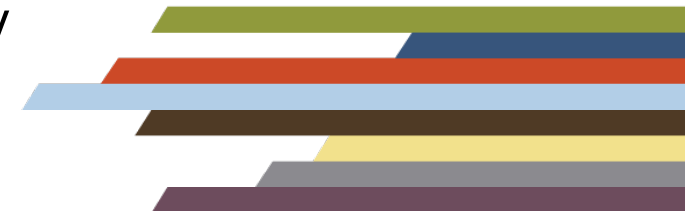
Part 1: Essentials

Presenter: Berre Burch, PhD
Moderator: Terah Kalk, MPH
School Mental Health Initiative
Southeast Mental Health Technology Transfer Center (MHTTC)
Rollins School of Public Health, Emory University
June 22, 2022

SAMHSA
Substance Abuse and Mental Health
Services Administration

Disclosure/Disclaimer

The Southeast Mental Health Technology Transfer Center (MHTTC) Administrative Supplement is funded by Substance Abuse and Mental Health Services Administration (SAMHSA)

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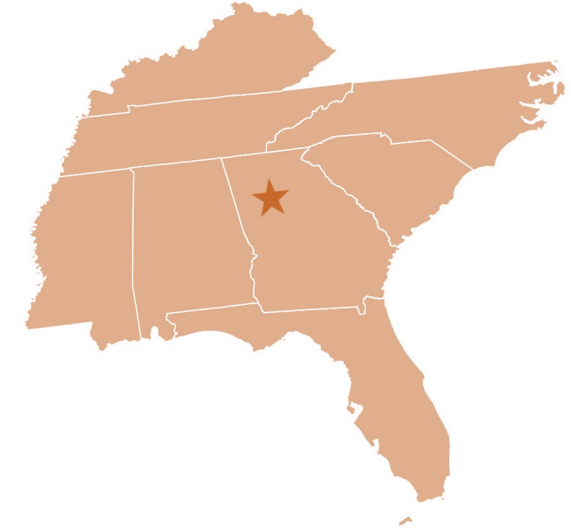**Southeast Mental Health Technology Transfer Center**
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee
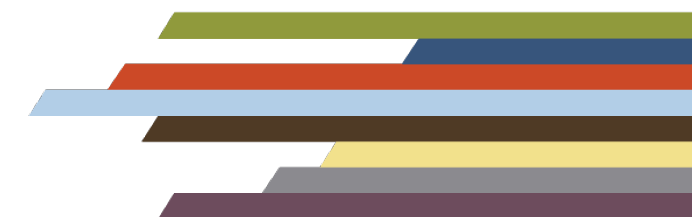
About the Southeast Mental Health Technology Transfer Center (MHTTC)

The Southeast MHTTC is located at the Rollins School of Public Health, Emory University.

Serve states in HHS Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.

Southeast Mental Health Technology Transfer Center
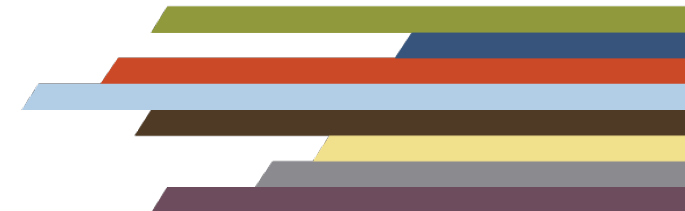Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee

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NEWS

Southeast (HHS Region 4)

MHTTC Mental Health Technology Transfer Center Network
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At the conclusion of this webinar, a link to an **evaluation** form will appear on your screen.

Please take a few minutes to provide us with your thoughts as this is a very important part of our funding.

We appreciate your feedback!
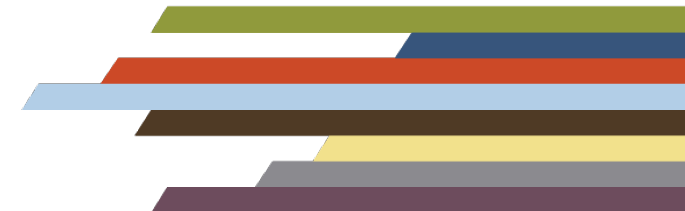
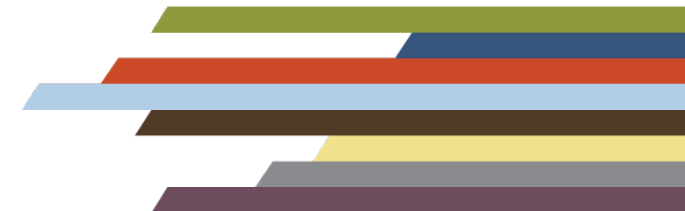# Presenter

Berre Burch, Ph.D.
Clinical Director
Children's Bureau of New Orleans
Member of the Coalition for Compassionate Schools

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bburch@childrensbureaunola.org
@berreburch

Learning Objectives

1   Understand the increasing risk & impact of collective trauma on students, staff, & teachers in schools

2   Identify the role of schools & school mental health providers in crisis planning & response

3   Identify trauma-informed best practices for comprehensive & long-term preparedness & response to accumulating collective trauma

4   Promote cross-state networking & shared learning about navigating toward recovery during traumatic events

Content Warning & Self Care Tips

- Talking about collective trauma can trigger reminders of traumatic, stressful, or adverse events that you have faced or managed in your personal or professional life and elicit strong reactions. Additionally, it may bring up strong feelings about recent and highly publicized school crises. Please acknowledge and honor your reactions. Take a moment to check in with yourself to assess your own needs and take the steps necessary to stay regulated and engaged.

- Tips:
  - Pay attention to your reactions
  - Take the actions you need to stay regulated
    (e.g., turn off your camera, hydrate, step away for a moment, move)
  - Share only necessary details when
   opportunities for cross-learning arise

Roadmap for Crisis Planning

- Part 1: Essentials
- Part 2: Readiness
  - Needs assessment
  - Resilience promotion
  - Crisis plans and resourcing
  - Partnering
- Part 3: Response
  - Immediate response
  - Enacting plan
  - Activating resources

- Part 4: Recovery & Maintenance
  - Long-term planning & capacity building
  - Assessing need
  - Ongoing resourcing
  - Continuous evaluation
  - Service provision
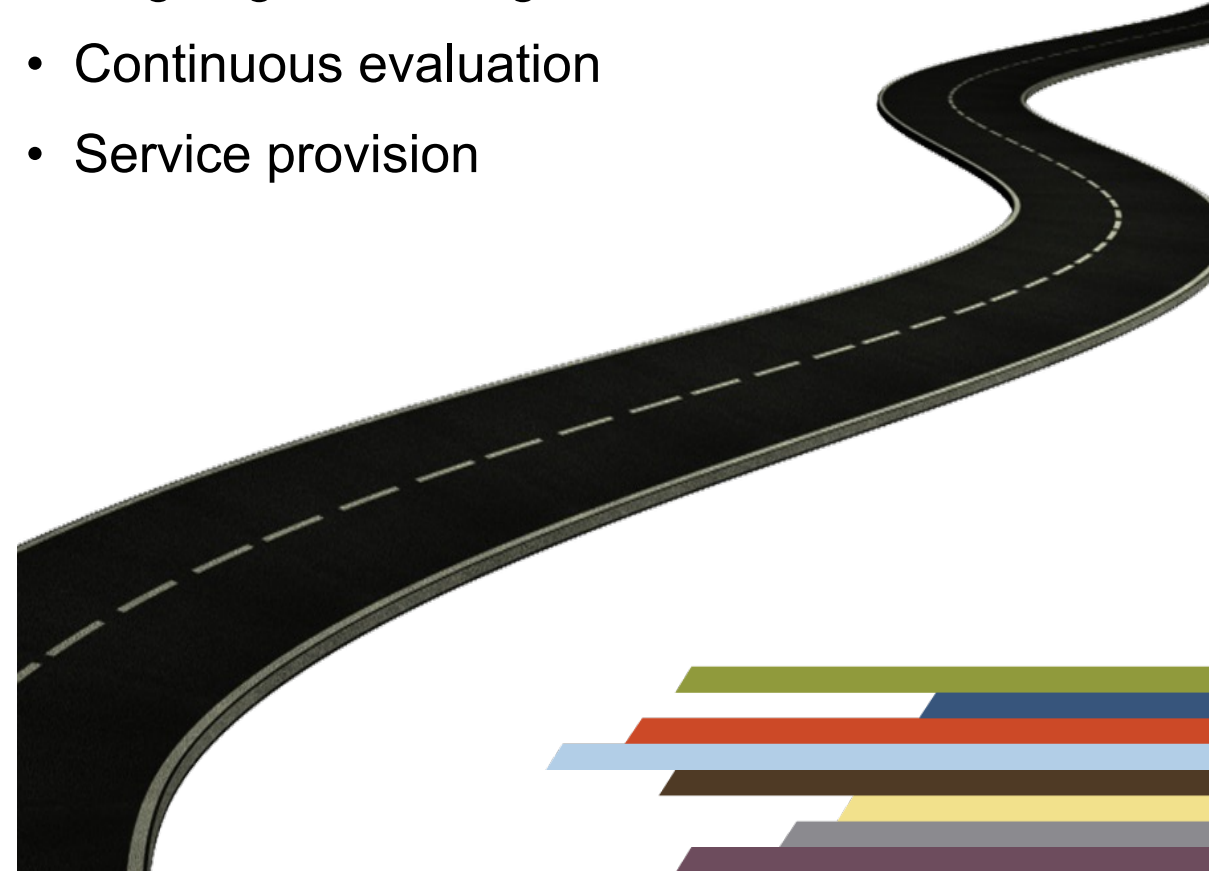
What Are the Essentials?

- Laying the groundwork for the 4-part series
  - Shared terminology
  - Theories and guiding principles
  - Shared understanding about context and roles of SMH providers
  - Best practices
- Identifying important themes and through lines in the work
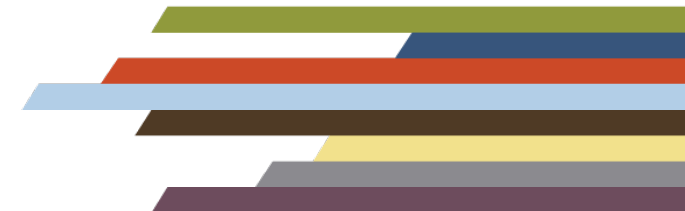- Focusing on implementation
- Resourcing
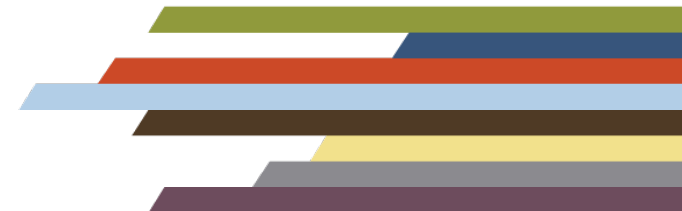
Key Terms

- **Collective Trauma**—impact of widespread crisis on a community or society.
  - Trauma—refers to the psychological impact of a traumatic event
  - Individual and societal impact
  - Saul (2014)—highlights the broader social, cultural, physical, and relational changes that occur following shared trauma that affects an entire community
- **Collective adversity**—broader systemic factors that negatively impact wellness and challenges resilience and recovery

Key Terms

- **Community Resilience**
  - Community resilience is a measure of the sustained ability of a community to utilize available resources to respond to, withstand, and recover from adverse situations. (Rand, n.d.)

  - The capacity to anticipate risk, limit effects, and recover rapidly through survival, adaptability, evolution, and growth in the face of turbulent change and stress. Although adversity cannot be avoided, communities can reinforce social supports for vulnerable children and families so they may thrive. (Ellis & Dietz, 2017)

Key Terms

- **Healing Centered**
  - Promote healthy development and building skills to face adversity
  - Examine issues of equity
  - Recognize the role of historical traumas like racism and discrimination
  - Elevate voice and choice
  - Require transparency
 - Honor cultural practices for healing

- **Trauma Informed**
  - Safety
  - Trustworthiness and transparency
  - Peer support
  - Collaboration and mutuality
  - Empowerment, voice, and choice
 - Cultural humility

Community or Collective Trauma

- Natural disasters
- Pandemic
- Acts of violence
- Death or loss within the school community
- Suicide
- Accident
- Abuse
- Incarceration
- Threats to physical and emotional safety
- Others?
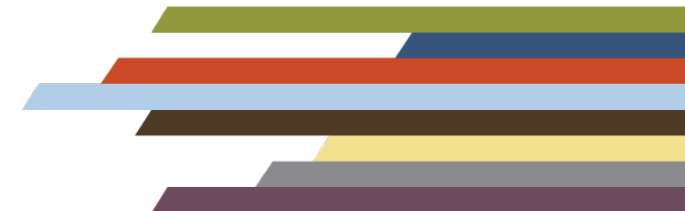
Collective Trauma: Increasing & Compounding Risk

- Number of disasters has increased 5-fold over past 50 years (World Meteorological Organization, 2021)

- In 2020, 45,222 people died from gun-related injuries, more than any other year on record (Gramlich, 2022)

- Pandemic, economic recession, and race-related social unrest through both direct and social media exposure related to increased mental health concerns for youth including elevated levels of anxiety, depression, and suicidality (Silver, Holman, & Garfin, 2021).
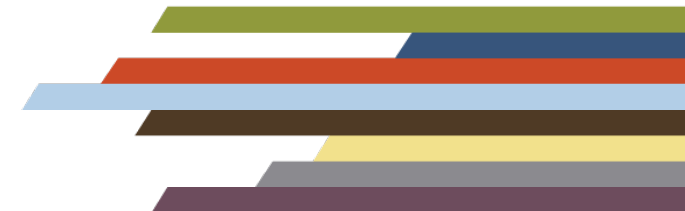
Impact of Collective Trauma
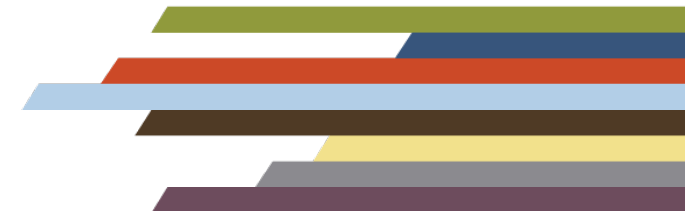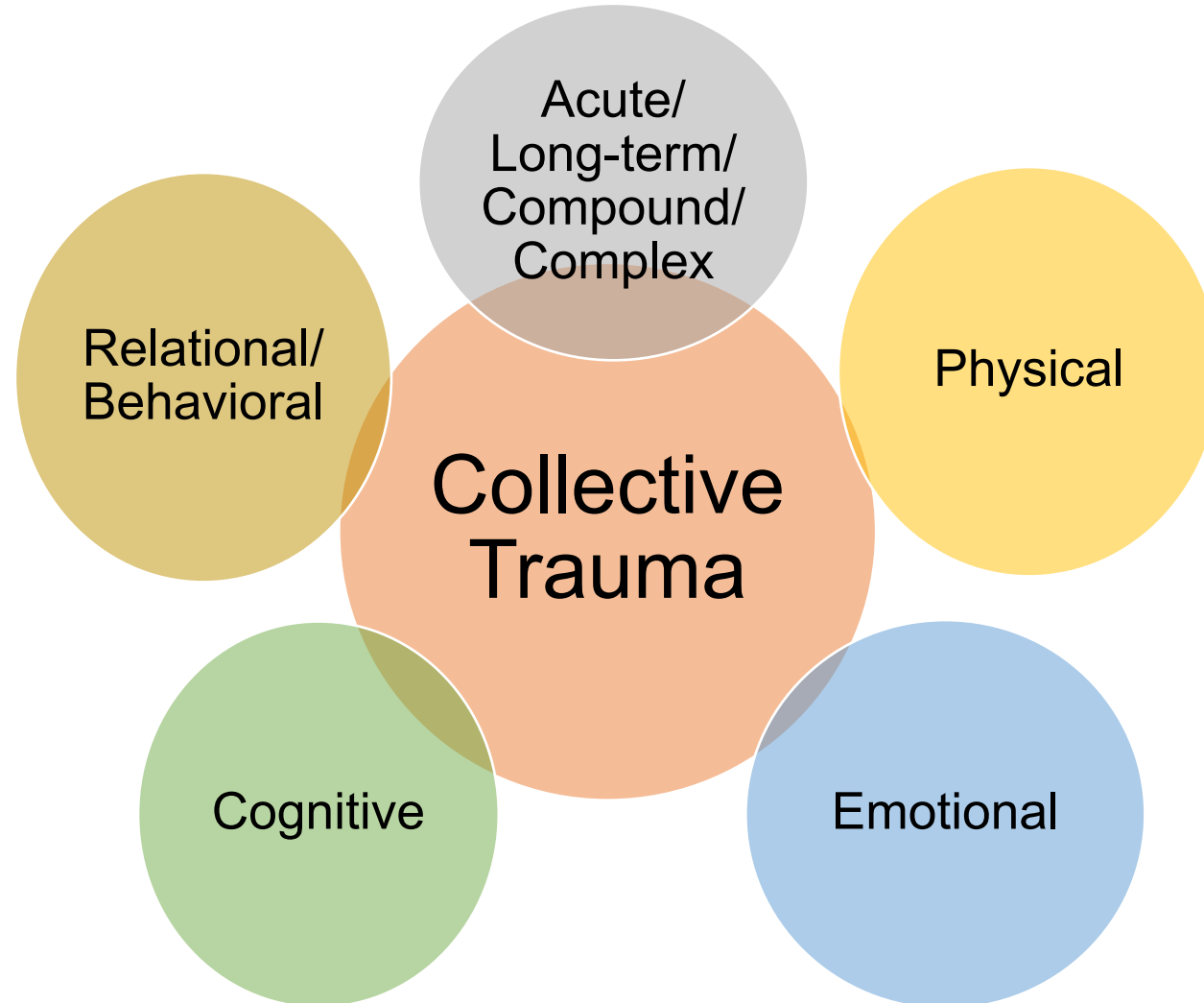
Impact of Collective Trauma

Emotional:

shock, anger, denial, sadness, numbness, terror, fear, guilt, phobias, grief, helplessness and hopelessness, loss of pleasure from activities, dissociation, despair, depression, anxiety, PTSD

Cognitive:

impaired concentration, decision making ability and memory, disbelief, confusion, distortion, preoccupation, decreased self-esteem and self-efficacy, assigning blame, intrusive thoughts and memories, worry

Physical:

fatigue, insomnia, hyperarousal, developmental regression, difficulty separating from trusted adults, challenging behavior during transitions, somatic complaints, impaired immune response, headaches, gastrointestinal problems, decreased appetite, decreased libido, startle response

Relational/Behavioral:

alienation, social withdrawal, increased relationship conflicts, vocational/school impairment, avoidance of reminders, crying easily, change in appetite or sleep patterns

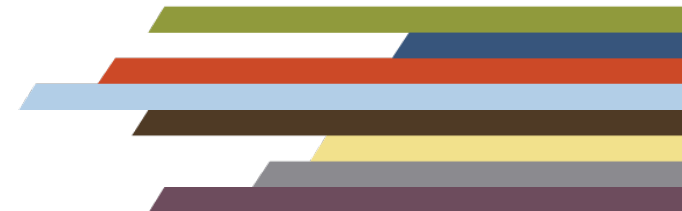NCTSN, 2010

What is a crisis?

- Overwhelms usual coping capacity
- Challenges sense of safety
- Role of perception plays a vital role
- Normal reaction to "abnormal" stressor
- Affective, cognitive, behavioral, physiological reactions

Criss?
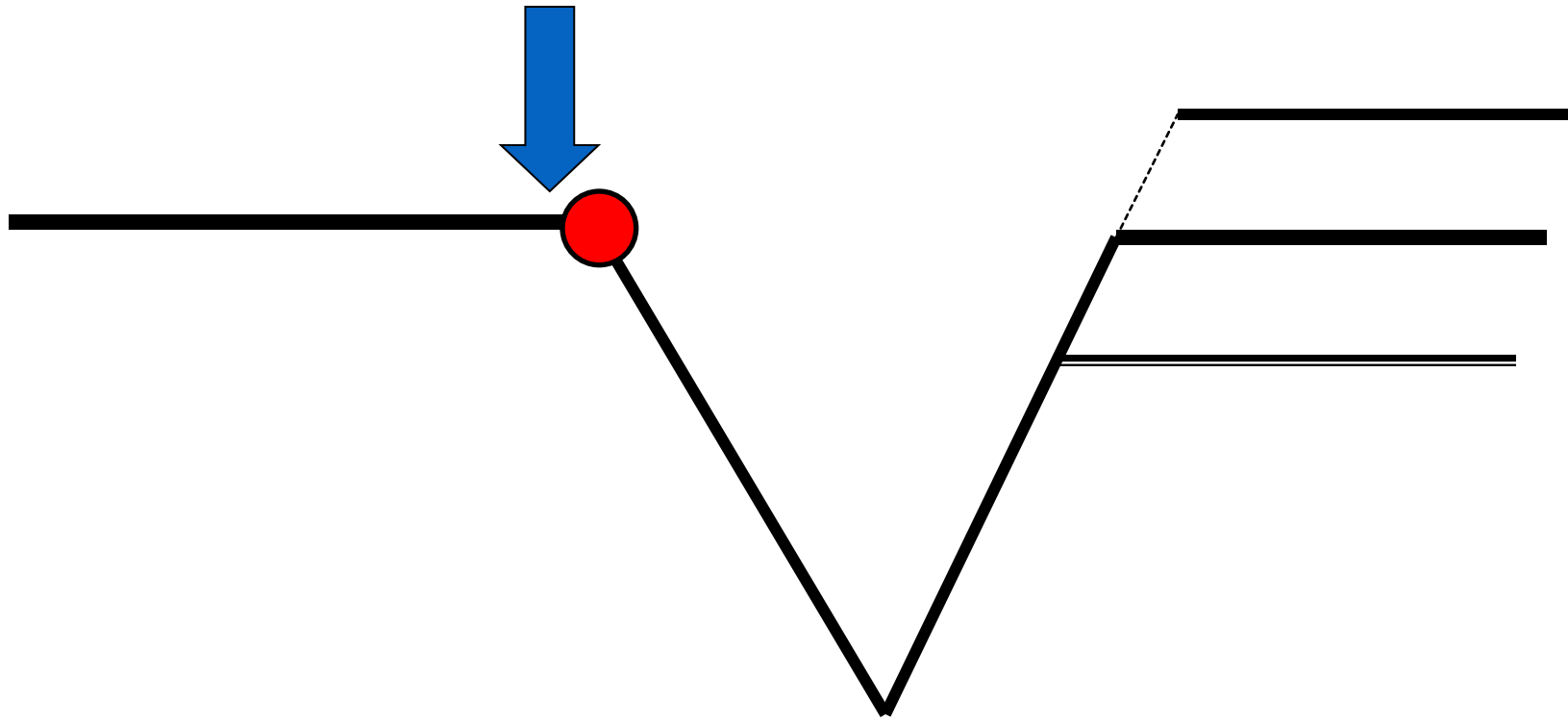
Do Traditional Models of Crisis Response Apply?

- The model of crisis as a single disruptive event is limited because schools and communities are dynamic.

- Students and staff experience individual crises and adverse events throughout the school year that intersect with collective trauma exposure.

- Additionally, there are collective adversities that impact communities and youth-serving systems
  - Poverty
  - Violence
  - Discrimination
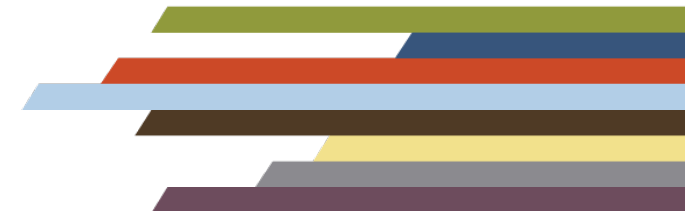
Crisis Response in Context

Crisis event

Resilience Promoters
- Equitable and trauma-informed systems and supports
- Health promoting infrastructure
- Community-driven policy
- Restorative justice
- **Equitably-resourced education**
- Integrated social services
- Affordable housing
- Living wages

Community-Level ACES
- Poverty
- Community disruption
- Discrimination
- Lack of opportunity/econ mobility/social capital
- Poor housing quality/affordability
- Violence

Trauma Informed → Healing Centered

- Can schools create systems of response that span prevention to postvention?

- How do schools create response plans that focus on recovery while at the same time moving toward restoration and reducing future risk?

- How do schools "build back better" following a collective trauma or loss in their school community?

- How do they build back better for everyone, especially groups that have been historically excluded.

- Can we create spaces in schools for reflection, healing, & learning?
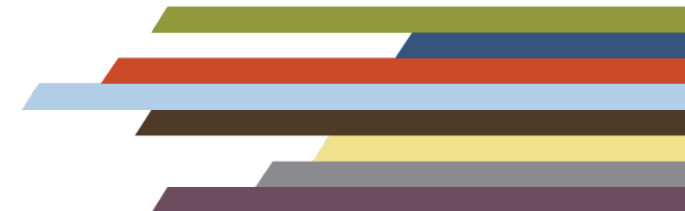
What is Crisis Response?

- Part of larger school efforts
- Preparedness for particular crisis events + resources that support recovery
- Acknowledges context
- Begins long before a crisis occurs / continues long after an event has ended
- Balances the individual needs with community needs

- Balances physical safety with psychological safety.
- Builds on inherent strengths and plans for existing challenges.
- One size does not fit all.
- It takes a team!

Crisis Planning: Tiers of Response

Indicated Crisis Interventions
Provide to those who are severely traumatized

Selected Crisis Interventions
Provided to those who were moderately to severely impacted.

Universal Crisis Interventions
Provided to all students who were judged to have some risk of psychological trauma.

Tier 3
Psychotherapy
(GTI, CBITS, TFCBT,
TGCTA, etc.)

Tier 2
Individual Crisis Intervention;
Classroom Crisis Intervention;
Crisis Intervention with School Staff

Tier 1
Caregiver, Teacher & Community Trainings;
Prevention; Classroom Interventions across school; Information Bulletins, Flyers, Handouts;
Evaluation of Psychological Trauma;
Reaffirmation of Physical Health;
Reestablishment of Routine and Structure

Adapted From: Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009) *School crisis prevention and intervention: The PREPaRE model.* Bethesda, MD: National Association of School Psychologists.
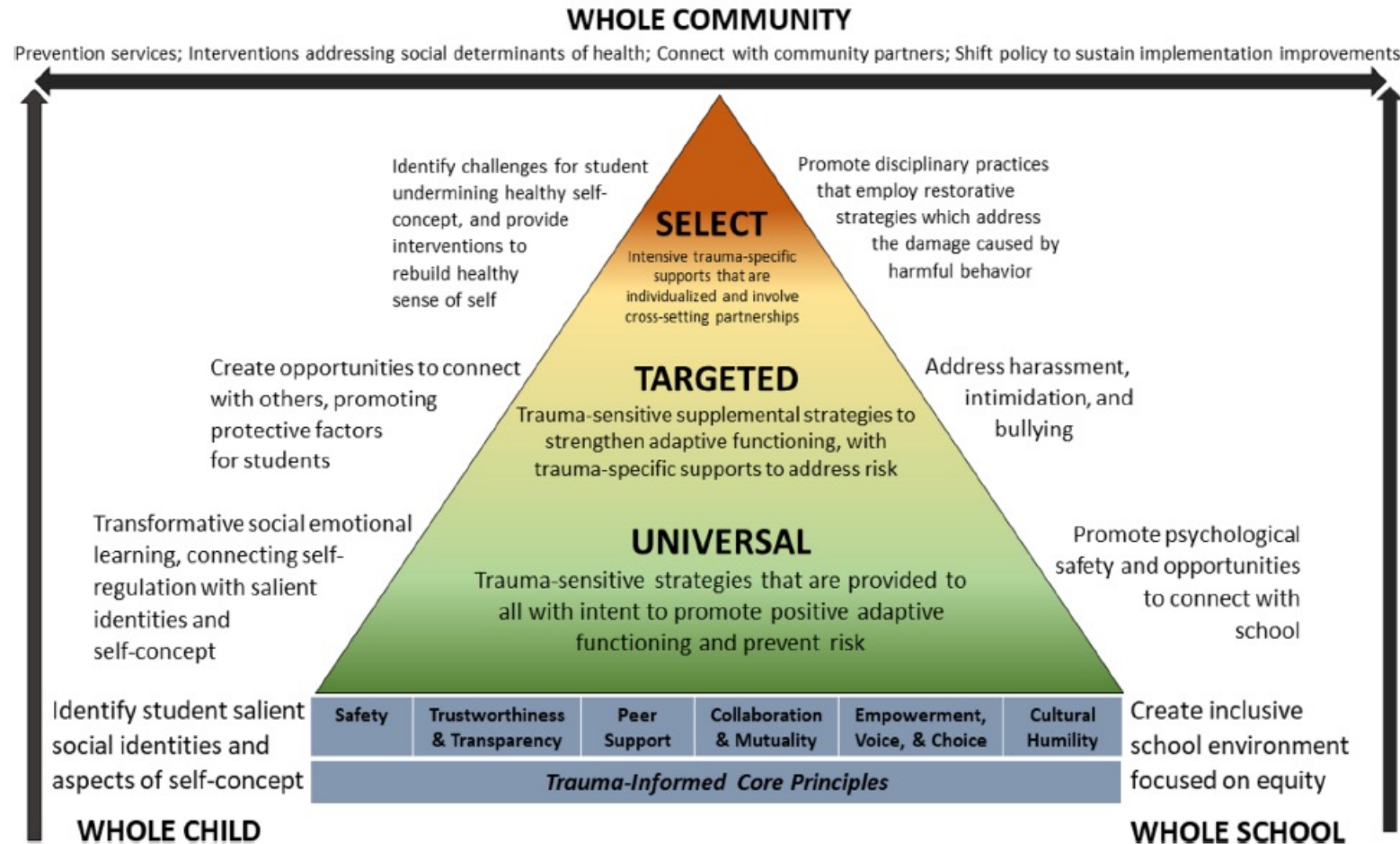
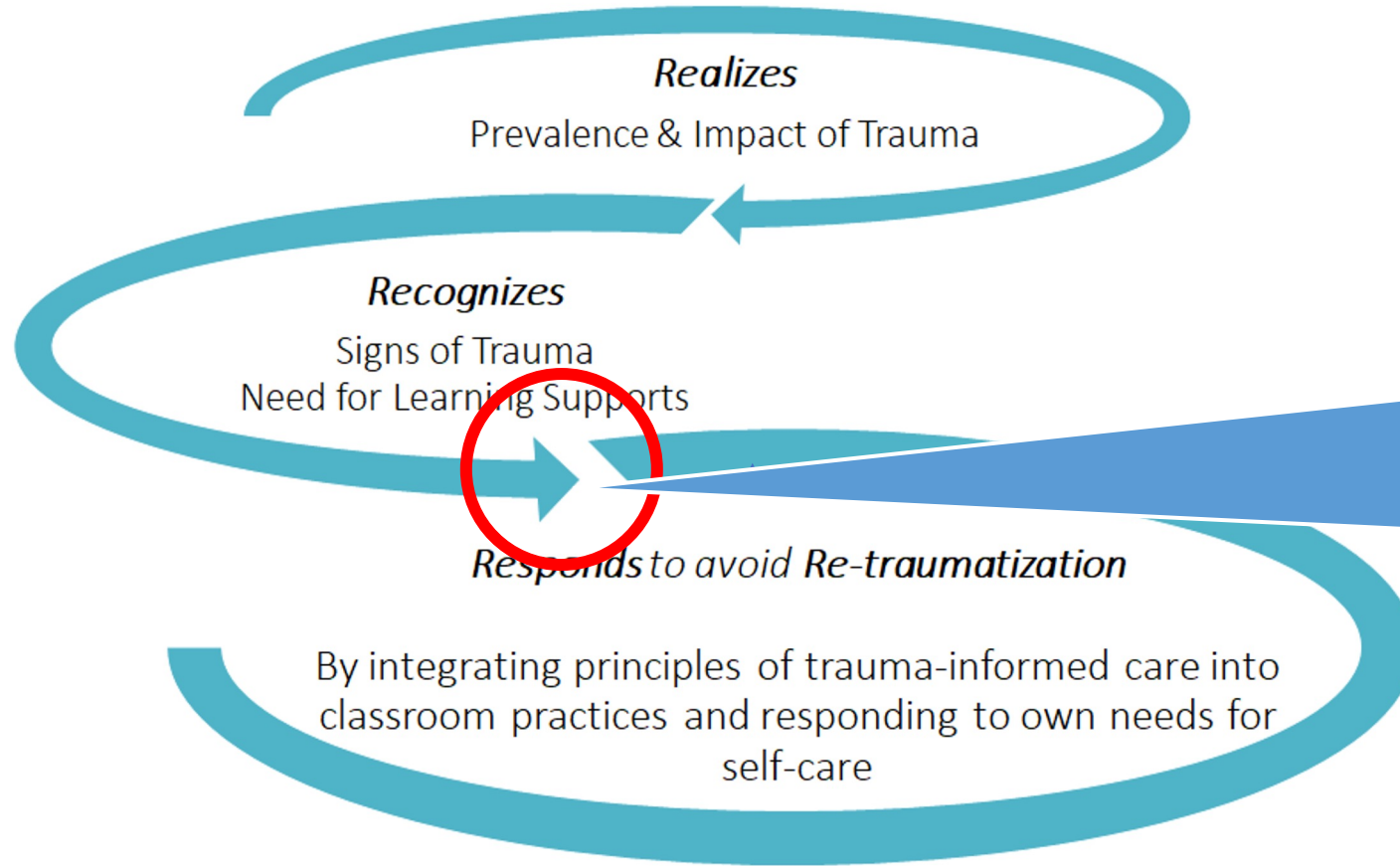# Crisis Response: A Whole Community Approach

Fig. 1 Illustration of a system approach to trauma-informed care in schools. *Note.* An ecological framework applied to a trauma-informed approach in schools interweaves whole school and whole community supports to enable a tiered system approach to supporting the whole child

Planning for Implementation

Realizes
Prevalence & Impact of Trauma

Recognizes
Signs of Trauma
Need for Learning Supports

Responds to avoid Re-traumatization

By integrating principles of trauma-informed care into classroom practices and responding to own needs for self-care

Chafouleas and colleagues highlight the importance of moving from knowledge to action and paying particular attention to implementation through Whole Child, Whole Community, and Whole School efforts.
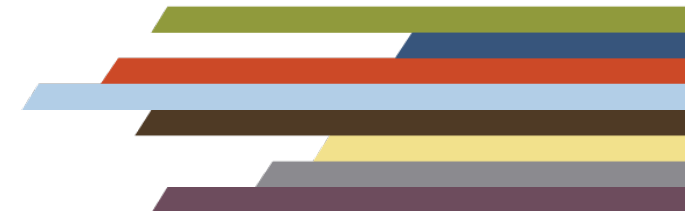
Your Crisis Planning Journey

- Crisis planning is a process that most schools undertake—so there is likely existing infrastructure, often operations-focused.

- School mental health providers play an important role in the process.

- Everyone's journey is different and starts somewhere.

- Everyone's resources in their community and in their school are different.

- This work requires safe spaces for reflective practice.
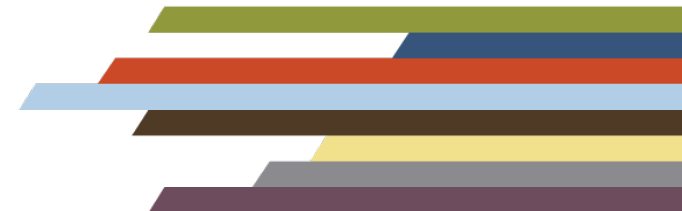
The Role of School Mental Health Providers

- Whole-school and system-level change require buy in at all levels

- Having champions and allies is important during the implementation process

- School mental health providers cannot implement change in isolation, but…

- We bring unique skills to the table:
  - Building consensus
  - Elevating youth and family voices
  - Working collaboratively
  - Use of data
  - Evaluating outcomes
  - What else?

- How do we build on these skills to create change?
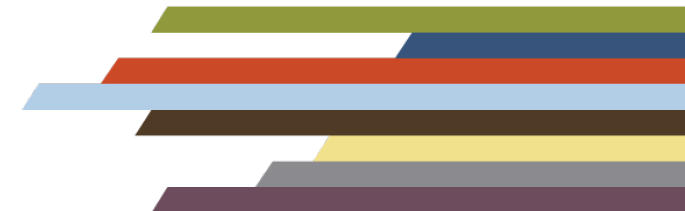
What is your role in crisis planning?

1. I have a leadership role on my school/district crisis planning team.

2. I serve as a member of my school/district crisis planning team.

3. I have a clear role outlined in my school/district crisis plan, but I do not have a role in the planning body.

4. My school's crisis response plan does not have clearly defined roles for mental health personnel.

5. I am not sure what is in my school/district crisis response plan.
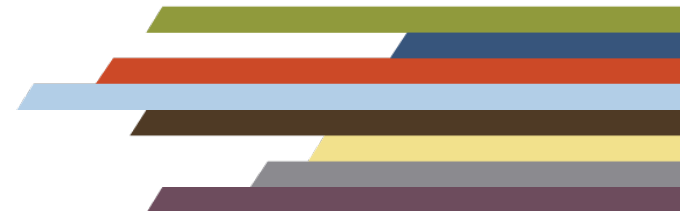
Themes and Through Lines

- Collaboration

- Iterative Processes

- Secondary Traumatic Stress

- Equity
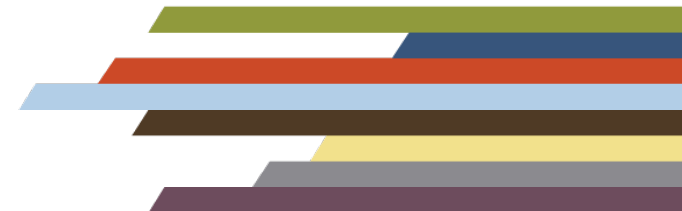
Collaboration: Who Sits At Your Table?

- School-level?

- District-level?

- Do families, youth, and community members have a voice in the process?

- Who do you need at your table who isn't there?

- What community partners could you engage to help build your resources?

- What practices could you adopt to increase collaboration and identify the right partners?

Iterative Processes

Initial Planning

Analysis & Design

Requirements

Testing

Implementation

Evaluation

Deployment
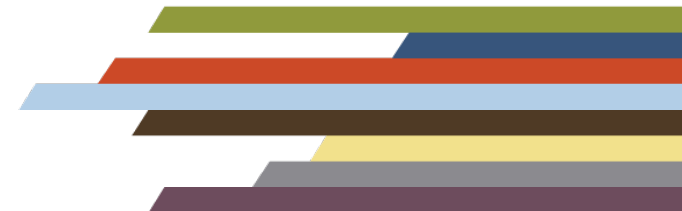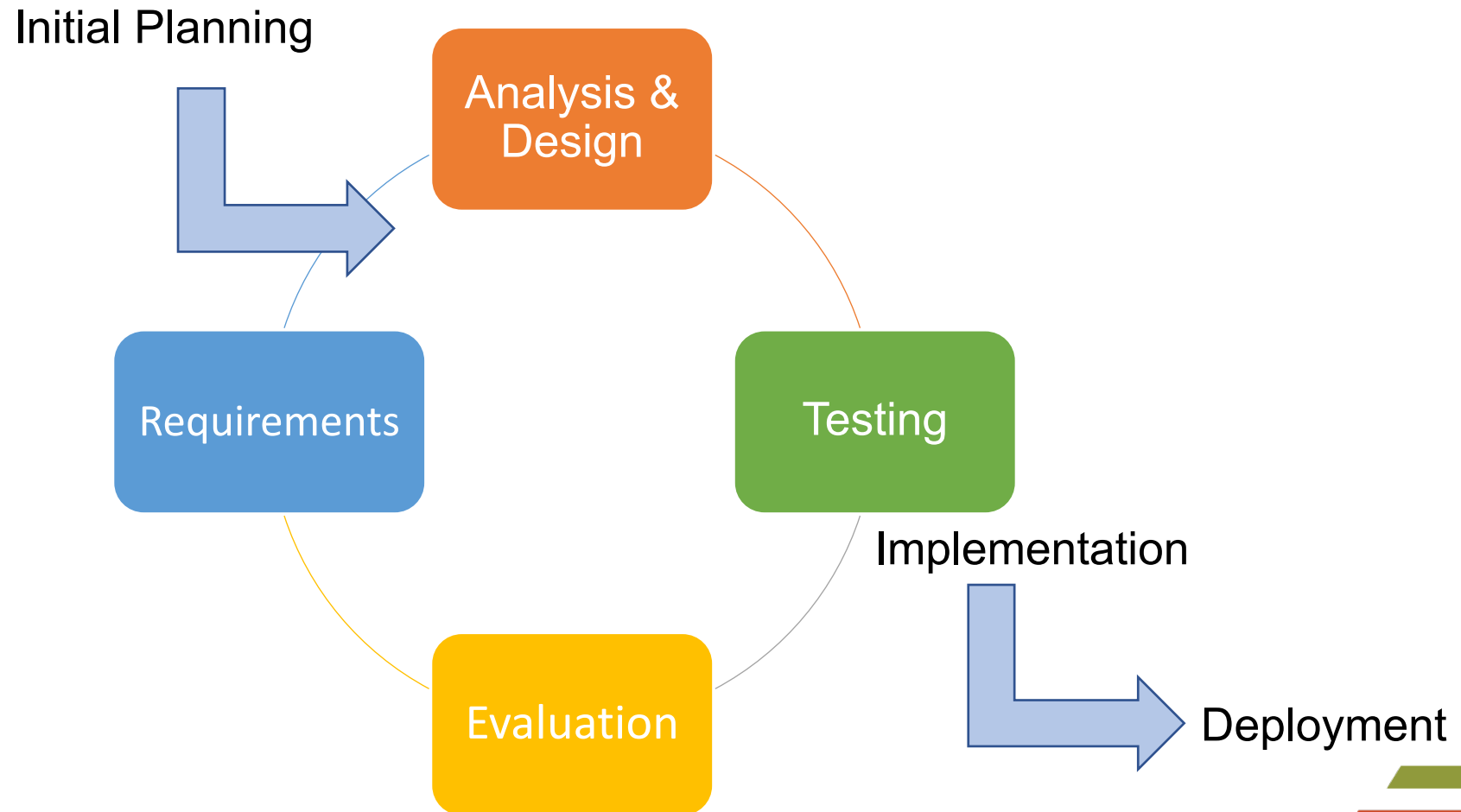
Iterative Processes

- Does your plan include opportunities and dedicated time for honest, ongoing self-assessment?

- Are you collecting quantitative and qualitative data throughout the planning process?

- Are the systems that are being created responsive to feedback?

- During periods of crisis, safe relationships that can tolerate feedback are essential. Those are hard to build on the fly in a crisis.

Secondary Traumatic Stress
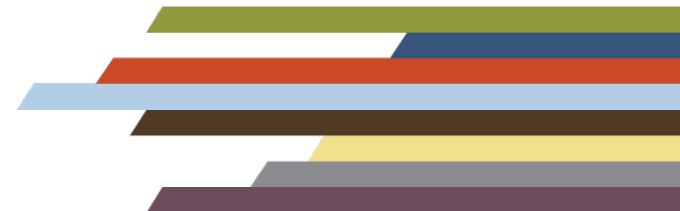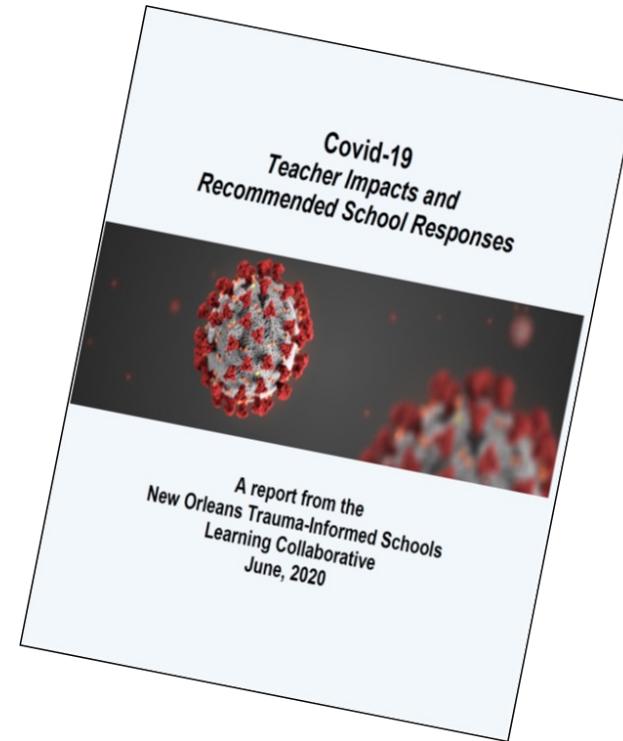
- **STS**—emotional distress that results when an individual hears about the firsthand trauma experiences of another.

- Staff experience both direct and secondary exposure during collective trauma.

- Both types of exposure affect staffs' ability to respond to the emotional needs of students.

- Personnel resources are critical in crisis response.

- What resources are in place to support staff wellness and resilience?

- How do you evaluate emotional needs/capacity of staff when preparing for crisis response?

Covid-19
Teacher Impacts and
Recommended School Responses

A report from the
New Orleans Trauma-Informed Schools
Learning Collaborative
June, 2020

Covid-19 Stressors Among NOLA Teachers

Stressor (y-axis), Percent of Sample Experiencing Stressor (x-axis)

- Separated from family or close friends+
- More acute awareness of stressors students face at home*
- Unable to do enjoyable activities or hobbies+
- Experienced emotional distress*
- Hard time transitioning to working from home*+
- Increase in workload*+
- Death within the families of students*
- Felt unsafe*
- Take over teaching your own child(ren)*+
- Needing to take care of people in the home*+
- Serious illness of a close friend or family member*
- Death of a close friend or family member*+
- Serious illness of a school staff member
- Had symptoms but never tested+
- Adult in your household unable to go to school*+
- Unable to pay important bills*+
- Death of a school staff member
- Received medical treatment*+

☒ Black Teachers ☒ White Teachers

From: New Orleans Trauma-Informed Learning Collaborative (2020). *Covid-19 Teacher impacts and recommended school responses*. Author: New Orleans, LA.

Secondary Traumatic Stress

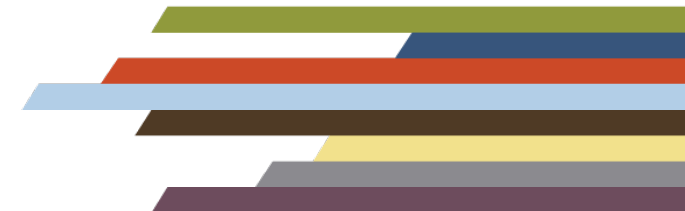|	Health Care Workers*	All Teachers	Black Teachers	White Teachers
Depression	17%	35%	26%	48%
Anxiety	33%	36%	26%	46%
PTSD	14%	19%	14%	24%

From: New Orleans Trauma-Informed Learning Collaborative (2020). *Covid-19 Teacher impacts and recommended school responses*. Author: New Orleans, LA.

Focus on Cultural Humility & Equity

- Crisis impacts members of the community in different ways and schools need to acknowledge and plan for differential impact and for community needs to differ across students and families

- Planning and response should take into account the needs of groups within a community who may experience elevated impact due to their group membership (e.g., race-based trauma, transphobic harassment)

Focus on Cultural Humility & Equity

- Early planning in under resourced communities will have to consider what resilience building looks like in a school when the broader community lacks tools for resilience building. Is school the only point of access for some students?

- Are there opportunities for student/family/community voice to inform planning?

- Are all students/community members able to access crisis preparedness activities and service delivery?

Implementing Trauma-Informed Practices

- Critical eye toward context, e.g., environmental scan

- Holistic framework--asset and whole child driven, orients toward system-level work

- Builds on principles of trauma informed care

- Attends to school level & child level response—cannot advance one without the other
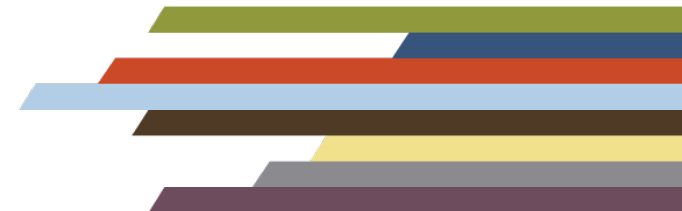
Implementing Trauma-Informed Practices

- Inclusive of all stakeholders
- Allocate resources to implementation features:
  - Consensus around core features
  - Measure outcomes
  - Evidence-based interventions across tiers
  - System-level supports like workforce development and sustainability
  - Evaluation of inputs, fidelity, and outcomes
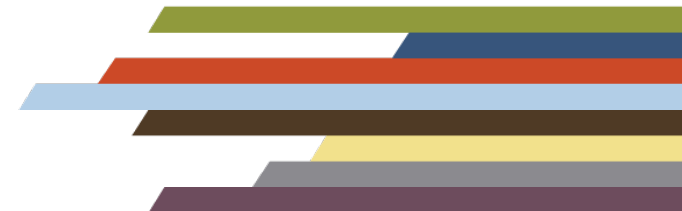
How Have These Themes Emerged in Your Work During the Covid-19 Pandemic?
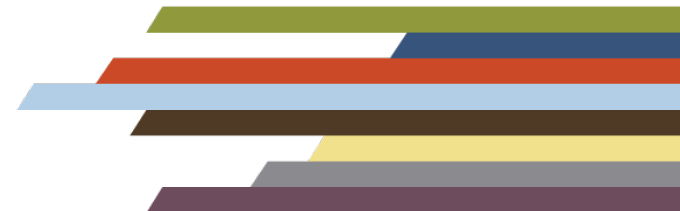
- Collaboration

- Iterative Processes

- Secondary Traumatic Stress

- Equity

Resourcing: Tools for School Crisis Planning

- NASP PREPaRE
  - https://www.nasponline.org/professional-development/prepare-training-curriculum
- Trauma Responsive Schools-Implementation Assessment
  - https://www.theshapesystem.com/trauma/
- NEA's School Crisis Toolkit
  - https://www.nea.org/resource-library/neas-school-crisis-guide
- Coalition for Compassionate Schools
  - https://safeschoolsnola.tulane.edu/learning-collaborative/
- Secondary Traumatic Stress Innovations and Solutions Center
  - https://www.uky.edu/ctac/stsisc
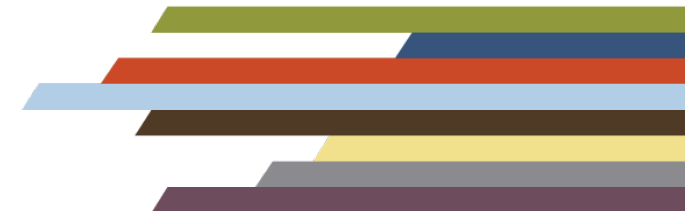
Q & A

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Thank you for your help with evaluating this webinar!

A link to an **evaluation** form will appear on your screen shortly.

Please take a few minutes to provide us with your thoughts, as this is a very important part of our funding.

We appreciate your feedback!

Certificate of Attendance
Southeast MHTTC Awards

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Medicaid and School Mental Health 101: How Can Schools Finance School Mental Health Services through Medicaid?
1 Contact Hour - March 30, 2022

Southeast (HHS Region 4)
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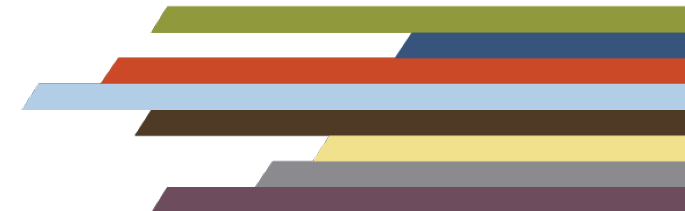Funded by Substance Abuse and Mental Health Services Administration

Register for upcoming Sessions

Part 2 - Improving Readiness
June 29, 2022
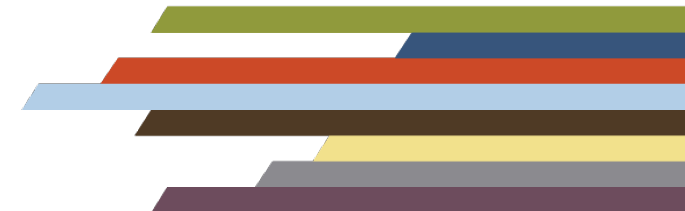**12:00 - 1:30pm EST**

Part 3 - Response
July 13, 2022
12:00 - 1:30pm EST

Part 4 – Recovery and Maintenance
July 27, 2022
12:00 - 1:30pm EST

SAMHSA's mission is to reduce
the impact of substance abuse and
mental illness on America's communities.

www.samhsa.gov

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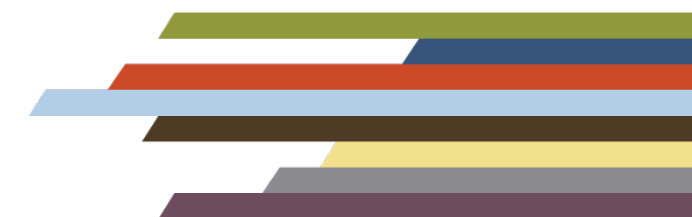
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